



**Foundational CTE Courses**

Career Exploration (22151^)  
Employability (22152^)  
Entrepreneurship (12053^)  
Foundations of Technology (10004^)  
Leadership & Service (22101^)

**Cluster Courses**

MS Family & Consumer Science (19000^)  
Human Development: Prenatal to Toddlers (19052^)  
Human Development: Adolescence to Adulthood (19261^)  
Introduction to Education & Training (19151^)

**Pathway Courses**

<i>Administration &amp; Administrative Support Pathway</i>	<i>Professional Support Services Pathway</i>	<i>Teaching/Training Pathway</i>
SD Educators for Tomorrow (19152^)	Teaching & Training as a Profession (19152^) Human Development: Preschool to School Age (19051^)	SD Educators for Tomorrow (19152^) Human Development: Preschool to School Age (19051^)

**Dual Credit Courses**

Visit [www.sdmylife.com](http://www.sdmylife.com) for a full list of dual credit courses in the Education & Training Career Cluster.

**Academic CTE Courses**

Psychology (04254^)  
Sociology (04258^)

**Capstone CTE Courses**

Entrepreneurship Experience (80026)  
Senior Experience (80019^)  
Youth Apprenticeship (80020)  
Service Learning (22104)  
Youth Internships (80018^)

^Denotes course is available on the SD Virtual School (<http://www.sdvs.k12.sd.us/>)

# Middle School

## Family and Consumer Sciences

Career Cluster	Education and Training; Human Services; Arts & A/V; Hospitality and Tourism
Course Code	19000
Prerequisite(s)	None
Credit	Part of middle school curriculum; credit will vary according to school
Program of Study and Sequence	This course is a foundational course, and part of the four content areas in Middle School Family and Consumer Sciences with standards for human development, relationships, career exploration and nutrition and wellness.
Student Organization	FCCLA
Coordinating Work-Based Learning	Work-based experience through volunteer opportunities
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Education & Training Cluster Endorsement; Human Services Cluster Endorsement; Hospitality & Tourism Cluster Endorsement; FACS Endorsement
Resources	

### Course Description:

Middle school students are exploring many areas of life. A career decision is an important part of each student's life. Career decisions require careful planning and understanding. An awareness of the career clusters and pathways, particularly those related to Family and Consumer Sciences, is the beginning of a career destination. Transferable skills, basic knowledge and understanding of each career cluster within Family and Consumer Sciences are vital for student success.

### Program of Study Application

This is a foundational course. The course can be tailored to meet the needs of individual schools by giving them the option of choosing appropriate standards from seven content areas: Career Exploration, Nutrition, Healthy Relationships, Human Development, Textiles, Interior Design, Hospitality and Tourism

**Course Standards**

<b>Topic: Career Exploration</b>		
<b>Indicator MSFCS- CE 1 Analyze information about career opportunities to make informed career decisions</b>		<b>Integrated Content</b>
Level 4: Extended Thinking	CE 1.1 Investigate the knowledge and skills associated within the sixteen career clusters.	
Level 3: Strategic Thinking	CE 1.2 Evaluate potential careers in the Education and Training, Arts, A/V Technology and Communications, Human Services and Hospitality and Tourism career clusters	
Level 3: Strategic Thinking	CE 1.3 Assess social, economic and technology influences on career choices.	

<b>Indicator MSFCS- CE 2 Evaluate employability and soft skills in school, community and workplace settings.</b>		<b>Integrated Content</b>
Level 3: Strategic Thinking	CE 2.1 Investigate employability and soft skills in school, community and workplace settings.	
Level 2: Skill/Concept	CE 2.2 Use service learning or volunteerism to develop employability and soft skills.	
Level 4: Extended Thinking	CE 2.3 Develop leadership and teamwork skills.	

<b>Indicator MSFCS -CE 3 Create a personal learning plan that incorporate a career path.</b>		<b>Integrated Content</b>
Level 4: Extended Thinking	CE 3.1 Analyze career assessment results to explore career cluster options.	
Level 4: Extended Thinking	CE 3.2 Develop a personal learning plan needed to achieve individual and career goals.	

<b>Topic: Nutrition</b>		
<b>Indicator MSFCS-NW 1 Investigate careers in the nutrition and wellness industry.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	NW 1.1 Explore knowledge and skills needed for careers in nutrition and wellness related occupations.	

<b>Indicator MSFCS- NW 2 Explain the components of individual and family wellness.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	NW 2.1 Describe how food choice decisions affect personal and family wellness.	
Level 2: Skill/Concept	NW 2.2 Investigate the relationships between physical activity and healthy lifestyles.	
Level 1: Recall	NW 2.3 Identify the six main nutrients and their relationship to a healthy lifestyle.	
Level 2: Skill/Concept	NW 2.4 Describe factors contributing to nutrition-related diseases and disorders.	

<b>Indicator MSFCS - NW 3 Apply food safety and sanitation practices.</b>		<b>Integrated Content</b>
Level 3: Strategic Thinking	NW 3.1 Explain common practices that promote safe and sanitary food conditions.	

<b>Topic: Human Development</b>		
<b>Indicator MSFCS-HD 1 Investigate careers in the Education and Training and Human Services clusters.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	HD 1.1 Explore knowledge and skills needed for careers in Education and Training and Human Services clusters.	

<b>Indicator MSFCS - HD 2 Analyze human growth and development.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	HD 2.1 Investigate the stages of human development, birth through adulthood.	
Level 3: Strategic Thinking	HD 2.2 Analyze how the family contributes to healthy human development.	
Level 2: Skill/Concept	HD 2.3 Analyze the impact of social issues and technology on human development.	

<b>Indicator MSFCS- HD 3 Analyze practices that promote growth and development.</b>		<b>Integrated Content</b>
Level 1: Recall	HD 3.1 Summarize the areas of human development.	
Level 4: Extended Thinking	HD 3.2 Evaluate developmentally appropriate learning activities for all ages.	
Level 3: Strategic Thinking	HD 3.3 Demonstrate understanding of practices that promote the health and safety of all ages.	
Level 2: Skill/Concept	HD 3.4 Understand the roles and responsibilities of a caregiver.	

<b>Topic: Healthy Relationships</b>		
<b>Indicator MSFCS -R 1 Investigate careers in Human Services and Education and Training</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	R 1.1 Explore knowledge and skills needed for careers in Human Services and Education and Training clusters.	

<b>Indicator MSFCS- R 2 Analyze how personal growth influences relationships.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	R 2.1 Explain how personal needs, wants and values affect relationships.	
Level 1: Recall	R 2.2 Summarize the effects of self-esteem, mental health, and self-image within relationships.	

	<b>Indicator MSFCS- R 3 Analyze skills needed to build and maintain positive relationships.</b>	<b>Integrated Content</b>
Level 2: Skill/Concept	R 3.1 Explain the role of positive communication skills in relationships.	
Level 3: Strategic Thinking	R 3.2 Analyze how personal standards, ethics, and values guide behaviors in relationships.	
Level 4: Extended Thinking	R 3.3 Apply problem-solving strategies and decision making to relationship issues.	
Level 2: Skill/Concept	R.3.4 Understand strategies to resolve conflicts in relationships.	

<b>Topic: Textiles</b>		
<b>Indicator MSFCS -T 1 Explore career opportunities in textiles and clothing industry.</b>		<b>Integrated Content</b>

Level 2: Skill/Concept	T 1.1 Explore knowledge and skills needed for careers in the textile and clothing industry.	
------------------------	---	--

<b>Indicator MSFCS- T 2 Demonstrate skills used in textile production.</b>		<b>Integrated Content</b>
Level 1: Recall	T 2.1 Recognize textile production terminology.	
Level 2: Skill/Concept	T 2.2 Interpret technical instructions.	
Level 2: Skill/Concept	T 2.3 Demonstrate textile production skills.	

<b><u>Topic: Interior Design</u></b>		
<b>Indicator MSFCS-ID 1 Explore career opportunities in interior design.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	ID 1.1 Explore knowledge and skills needed for careers in interior design.	

<b>Indicator MSFCS- ID 2 Demonstrate skills used in interior design.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	ID 2.1 Describe the elements and principles of design used in an interior space.	
Level 2: Skill/Concept	ID 2.2 Use space planning guidelines.	

<b><u>Topic: Hospitality and Tourism</u></b>		
<b>Indicator MSFCS- HT 1 Explore career opportunities in the hospitality and tourism industry.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	HT 1.1 Explore knowledge and skills needed for careers in the hospitality and tourism industry.	

<b>Indicator MSFCS -HT 2 Demonstrate skills, customer service and safety precautions needed in hospitality and tourism.</b>		<b>Integrated Content</b>
Level 2: Skill/Concept	HT 2.1 Recognize customer service in the hospitality and tourism industry.	
Level 2: Skill/Concept	HT 2.2 Identify safety precautions in the hospitality and tourism industry.	

Proposed



# Introduction to Education and Training

Career Cluster	Education and Training
Course Code	19151
Prerequisite(s)	None
Credit	.5
Program of Study and Sequence	Introduction to Education & Training is the recommended prerequisite for pathway courses such as SD Educators for Tomorrow.
Student Organization	FCCLA
Coordinating Work-Based Learning	Tours, Guest Speakers, Job Shadowing, Classroom Observations.
Industry Certifications	National Career Readiness Certificate, Occupational Safety and Health Administration Certification, CPR, and First Aid.
Dual Credit or Dual Enrollment	TBD
Teacher Certification	Education & Training Cluster Endorsement; FACS Endorsement
Resources	

## Course Description:

Education is a lifelong process. There is a need for continued learning after the traditional end to formal education. Educators and trainers provide educational opportunities for these life-long learners. *Introduction to Education and Training* is designed to give high school learners an overview of the opportunities, occupations, and skills needed in the education and training career cluster.

### **Program of Study Application**

Introduction to Education and Training is recommended as a prerequisite for the three pathways in Education & Training.

#### Administration & Administrative Support Pathway

- Occupations whose workers provide direction, leadership, and day-to-day management and support of educational activities in schools, preschools, child care centers, colleges, universities, businesses and industries, correctional institutions, museums, and job training and community service organizations.

#### Professional Support Services Pathway

- Occupations that assist people involved in education and training systems with personal and family needs, mental health assistance, educational goals, and career decision making.

#### Teaching/Training Pathway

- Occupations that lead or assist in the delivery of instructional materials or lessons in classrooms, workshops, or via online and distance technology. Includes individual and group instruction of children, adults, and professionals.

Proposed

**Course Standards****Indicator # ED 1 Explore career opportunities in education and training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	ED 1.1 Compare the career potential in Administration and Administrative Support Services, Professional Support Services, and Teaching/Training.	

**Indicator # ED 2 Analyze skills of effective educators or trainers.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4: Extended Thinking	ED 2.1 Evaluate concepts of effective communication skills needed in an education or training setting.	
Level 2: Skill/Concept	ED 2.2 Apply effective planning and presentation skills in an education or training setting.	
Level 2: Skill/Concept	ED 2.3 Explore management strategies for an effective and efficient learning environment.	

**Indicator # ED 3 Investigate influences on education and training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	ED 3.1 Examine the history of education & training.	
Level 3: Strategic Training	ED 3.2 Discuss inequity and diversity in education.	
Level 2:	ED 3.3 Assess the influence of learning styles on education or training.	

Skill/Concept		
---------------	--	--

**Indicator # ED 4 Analyze professional ethics and legal responsibilities in education and training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Training	ED 4.1 Explore goals, policies, and procedures to ensure a positive learning environment.	
Level 2: Skill/Concept	ED 4.2 Interpret emergency and safety procedures in an education or training settings.	
Level 2: Skill/Concept	ED 4.3 Gather and examine professional ethics as they relate to education and training.	
Level 3: Strategic Thinking	ED 4.4 Assess appropriate confidentiality regarding educational and occupational information.	

Proposed

# Human Development: Prenatal to Toddlers

Career Cluster	Education and Training
Course Code	19052
Prerequisite(s)	Introduction to Education and Training
Credit	.5
Program of Study and Sequence	Human Development: Prenatal to Toddlers is a recommended prerequisite for pathway courses such as Teaching and Training as a Profession.
Student Organization	FCCLA
Coordinating Work-Based Learning	Tours, Guest Speakers, Field Trips, Volunteer.
Industry Certifications	None
Dual Credit or Dual Enrollment	TBD
Teacher Certification	Education & Training Cluster Endorsement; Human Services Cluster Endorsement; FACS Endorsement
Resources	

## Course Description:

Understanding patterns, sequences, and stages of development is vital for guiding infants and toddlers to make informed decisions. Due to an increasing number of working parents and a need for highly qualified educators, trained personnel in the childcare field are in demand. Human development knowledge is essential for individuals seeking a career in education, health, medical and human service professions, and many other careers involving working with infants and toddlers.

## Program of Study Application

This is one of three Human Development courses in the suggested sequence of Education and Training career cluster. It is recommended that it be preceded by Foundational CTE Courses and Introduction to Education and Training. The course is followed by Teaching and Training as a Profession and Capstone Experience.

**Course Standards****Indicator # HDPT 1 Analyze principles of human development.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Thinking	HDPT 1.1 Investigate human development theories to predict infant and toddler behavior.	
Level 4: Extended Thinking	HDPT 1.2 Analyze socio-cultural, hereditary, and environmental factors that influence infant and toddler development.	
Level 4: Extended Thinking	HDPT: 1.3 Analyze family systems	
Level 3: Strategic Thinking	HDPT 1.4 Investigate support systems for pre-pregnancy care, prenatal care, infants, and toddlers and the issues they address. (e.g. abuse, homelessness, food insecurity, financial assistance, fertility, genetic testing, adoption)	

**Indicator # HDPT 2 Analyze development from conception through birth.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4: Extended Thinking	HDPT 2.1 Critique healthy prenatal development and child birth. <i>Examples:</i> <ul style="list-style-type: none"> <li>• Classify prenatal habits that are healthy for the baby, mother, and father.</li> <li>• Develop a logical argument for birth plan options.</li> </ul>	

**Indicator # HDPT 3 Analyze development of infants.**

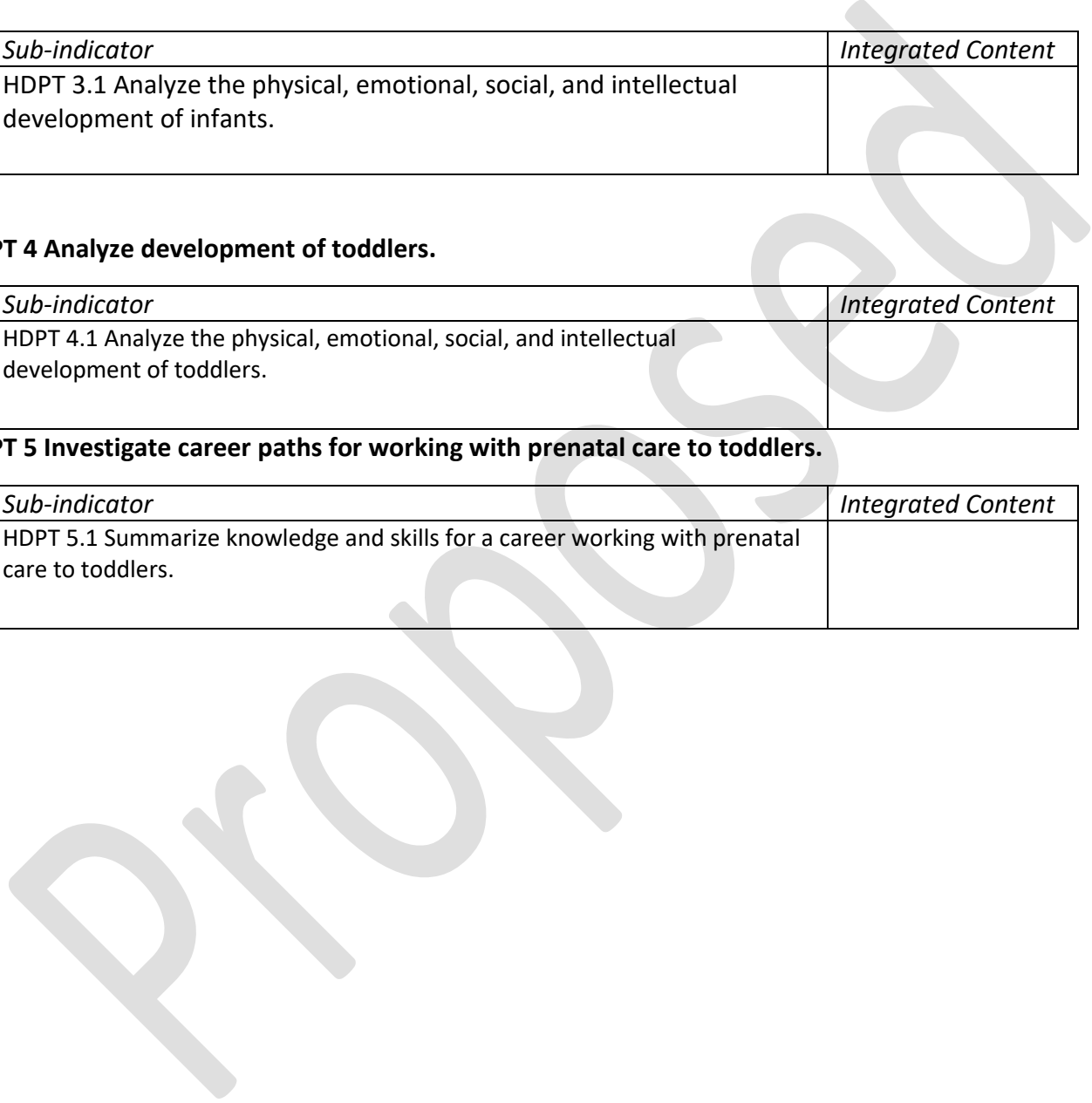
<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4: Extended Thinking	HDPT 3.1 Analyze the physical, emotional, social, and intellectual development of infants.	

**Indicator # HDPT 4 Analyze development of toddlers.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4: Extended Thinking	HDPT 4.1 Analyze the physical, emotional, social, and intellectual development of toddlers.	

**Indicator # HDPT 5 Investigate career paths for working with prenatal care to toddlers.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	HDPT 5.1 Summarize knowledge and skills for a career working with prenatal care to toddlers.	



## Human Development: Preschool to School Age

Career Cluster	Education and Training
Course Code	19051
Prerequisite(s)	Recommended Human Development: Prenatal to Toddlers
Credit	.5
Program of Study and Sequence	Human Development: Preschool to School Age is a recommended prerequisite for pathway courses such as Teaching and Training as a Profession.
Student Organization	FCCLA
Coordinating Work-Based Learning	CPR, First Aid, Red Cross Babysitting, 4-H "I Have What it Takes to Be Your Babysitter".
Industry Certifications	None
Dual Credit or Dual Enrollment	TBD
Teacher Certification	Education & Training Cluster Endorsement; Human Services Cluster Endorsement; FACS Endorsement
Resources	

### Course Description:

This course is designed to be project-based in nature. The following topics will be discussed: preschool and school-age theories in practice; growth and development; regulations and opportunities in the child care industry; special topics related to children such as childhood diseases, special needs, and child abuse/neglect; and first aid/emergency training. Students will have the opportunity to work with children in a preschool setting. An experiential learning activity will also be part of the class. This class is designed for students who enjoy working with children.

### Program of Study Application



This is one of three Human Development courses in the suggested sequence of Education and Training career cluster. It is recommended that it be preceded by Foundational CTE Courses and Introduction to Education and Training. The course is followed by Teaching and Training as a Profession and Capstone Experience.

### Course Standards

#### Indicator # HDPS 1 Analyze principles of growth and development of preschool through school-aged children.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four	HDPS 1.1 Apply concepts from human development theories to the preschool through school-aged children.	
Four	HDPS 1.2 Analyze physical, social, emotional, cognitive development of preschool children.	

#### Indicator # HDPS 2 Analyze conditions that influence growth and development.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three	HDPS 2.1 Examine the effects of culture, environment, and inherited influences on growth and human development.	
Four	HDPS 2.2 Analyze the effects of life events.	
Four	HDPS 2.3 Analyze geographic, legislative, and global influences on growth and development.	

#### Indicator # HDPS 3 Analyze strategies that promote growth and development of preschool through school-aged children.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four	HDPS 3.1 Create and maintain a safe and healthy learning environment for preschool through school-aged children.	

Four	HDPS 3.2 Design strategies that promote physical, social, emotional and cognitive development.	
Four	HDPS 3.3 Investigate support systems for caregivers, teachers, and children and the issues they address. (e.g. abuse, homelessness, food insecurity, financial assistance, special needs)	

**Indicator # HDPS 4 Investigate career paths for working with preschool and school-aged children.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two	HDPS 4.2 Summarize knowledge and skills for a career working with children.	

Proposed

# Human Development: Adolescence to Adulthood

Career Cluster	Education and Training
Course Code	19261
Prerequisite(s)	Human Development: Adolescence to Adulthood is a recommended prerequisite for pathway courses such as Teaching and Training as a Profession.
Credit	.5
Program of Study and Sequence	Human Development: Adolescence to Adulthood is a recommended prerequisite for pathway courses such as Teaching and Training as a Profession.
Student Organization	FCCLA
Coordinating Work-Based Learning	Tours, Guest Speakers, Field Trips, Volunteer.
Industry Certifications	None
Dual Credit or Dual Enrollment	TBD
Teacher Certification	Education & Training Cluster Endorsement; Human Services Cluster Endorsement; FACS Endorsement
Resources	

## Course Description:

Each person passes through various life stages. These stages are infancy, childhood, adolescence, young adulthood, middle life and later life. Understanding human development helps students prepare for the roles of adulthood. *Human Development: Adolescence through Adulthood* is a course that is designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood. The course will examine the developmental tasks, traits and problems of each of these stages.

## Program of Study Application

This is one of three Human Development courses in the suggested sequence of Education and Training career cluster. It is recommended that it be preceded by Foundational CTE Courses and Introduction to Education and Training. The course is followed by Teaching and Training as a Profession and Capstone Experience.

**Course Standards**

**Indicator # HDAA 1 Analyze principles of human growth and development from adolescence through adulthood.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	HDAA 1.1 Compare human development theories related to adolescence and adulthood.	
Three Strategic Thinking	HDAA 1.2 Assess interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.	

**Indicator # HDAA 2 Analyze influences on human growth and development.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	HDAA 2.1 Investigate the effect of heredity and environment on human development.	
Two Skill/Concept	HDAA 2.2 Identify the effects of gender and culture on human development.	
Four Extended Thinking	HDAA 2.3 Connect the effects technology has on human growth and development.	
Three Strategic Thinking	HDAA 2.4 Investigate support systems for adolescence through later life and the issues they address. (eg. abuse, homelessness, food insecurity, financial assistance, elder care, memory care)	

**Indicator # HDAA 3    Indicator HDAA 3 Analyze the processes of aging and death.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	HDAA 3.1 Analyze social practices and coping methods related to aging and death.	
Three Strategic Thinking	HDAA 3.2 Demonstrate understanding of legal and ethical factors related to aging and death.	

**Indicator # HDAA 4 Investigate career paths for working with adolescents through the aging population.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill Concept	HDAA 4.1 Summarize knowledge and skills for a career working with adolescents through the aging population.	

Proposed

## SD Educators for Tomorrow

Career Cluster	Education and Training
Course Code	19152
Prerequisite(s)	Recommended at least one Human Development course and Introduction to Education and Training.
Credit	.5
Program of Study and Sequence	Administration & Administrative Support Pathway, Professional Support Services Pathway, Teaching/Training Pathway.
Student Organization	FCCLA
Coordinating Work-Based Learning	Field experience highly recommended.
Industry Certifications	No
Dual Credit or Dual Enrollment	No
Teacher Certification	Education & Training Cluster Endorsement; Human Services Cluster Endorsement; Early Childhood Development Pathway Endorsement; FACS Endorsement
Resources	Community

### Course Description:

Across the nation, particularly in South Dakota, schools, businesses and industries are facing a teacher or trainer shortage. The course SD Educators for Tomorrow is intended to give knowledge, skills, and experiences to high school students who are considering a profession in education (early childhood, elementary, or middle/high school) or training (business or industry).

### Program of Study Application

SD Educators for Tomorrow is a pathway course in the Education and Training career cluster. It is to be preceded by foundational courses, middle school foundation courses and cluster courses, and followed by a capstone experience.

**Course Standards**

**Indicator # SDE 1 Evaluate personal and professional attributes essential to becoming an effective teacher or trainer.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Thinking	SDE 1.1 Assess personal attributes as they relate to teaching and training.	
Level 3: Strategic Thinking	SDE 1.2 Assess the qualities of professional and ethical behavior for teachers and trainers.	
Level 2: Skill/Concept	SDE 1.3 Explore the professional development and community service of educators and trainers.	

**Notes:**

**Indicator # SDE 2 Analyze knowledge required for careers in education/training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4: Extended Thinking	SDE 2.1 Analyze theories of development and learning to guide instruction or training.	
Level 4: Extended Thinking	SDE 2.2 Analyze relationships within families and communities that impact teaching and training.	
Level 2: Skill/Concept	SDE 2. 3 Create a positive learning environment.	

**Indicator SDE 3: Explore the importance of learners needs and standards to the planning process.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>

Level 4: Extended Thinking	SDE 3.1 Analyze needs of learners or organizations.	
Level 3: Strategic Thinking	SDE 3.2 Research standards or business policies that guide an education or training plan.	

**Indicator SDE 4: Demonstrate integration of curriculum and instruction to meet developmental needs of individuals.**

Level 3: Strategic Thinking	SDE 4.1 Investigate a variety of curriculum and instructional models/strategies.	
Level 3: Strategic Thinking	SDE 4.2 Assess group processes and skills for working collaboratively in education and training.	
Level 4: Extended Thinking	SDE 4.3 Plan and evaluate the components of a lesson/training plan.	
Level 3: Strategic Thinking	SDE 4.4 Assess learning of audience for a standard or performance.	