

# CTE Course Equivalencies



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## Statewide Framework Document for: 190401

**Standards may be added to this document prior to submission, but may not be removed from the framework to meet state credit equivalency requirements.** Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for 1 credit of Algebra I.** Washington State Mathematics Standards ([Common Core State Standards](#)) support foundational mathematical knowledge and reasoning. While it is important to develop a conceptual understanding of mathematical topics and fluency in numeracy and procedural skills, teachers should also focus on the application of mathematics to career fields to support the [three \(3\) key shifts of CCSS](#). The [Standards for Mathematical Practice](#) develop mathematical habits of mind and are to be modeled and integrated throughout the course.

Consumer and Family Resources	
Course Title: <b>Consumer and Family Resources</b>	Total Framework Hours: 180
CIP Code: 190401 <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: May 4, 2015
Career Cluster: <b>Human Services</b>	Cluster Pathway: <b>Consumer Services</b>
Eligible for Equivalent Credit in: <input checked="" type="checkbox"/> Math <input type="checkbox"/> Science	Total Number of Units: 13
Course Overview	
<p><b>Summary:</b> In Consumer and Family Resources, students will learn to evaluate management practices related to human, economic, and environmental resources. The effective management of current and future resources is an important theme in this course. Learning activities will help students make satisfying short- and long-term decisions. Standards and competencies address financial goal setting and strategies; household income, assets, and debt management; preventing and resolving financial difficulties; and use of public resources.</p> <p>Resources for this course include:</p> <ul style="list-style-type: none"> <li>• Family &amp; Consumer Sciences National Standards</li> <li>• Family Career and Community Leaders of America (FCCLA) activities</li> <li>• National JumpStart Standards</li> <li>• Washington State Mathematics Standards (CCSS)</li> </ul>	

Unit 1: Financial Responsibility and Decision Making	Total Learning Hours for Unit: 10
<p><b>Unit Summary:</b> In this unit, students will:</p> <ul style="list-style-type: none"> <li>• Apply reliable information and systematic decision making to personal financial decisions at different stages in life.</li> <li>• Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.</li> </ul>	



- Find and evaluate financial information from a variety of sources.
- Examine individual and family roles in the economic system.
- Apply opportunity costs and trade-offs to financial decision making.
- Recognize the consequences of economic choices.
- Differentiate between types of financial decisions and identify those for which a formal decision-making process should be used.
- Examine how advertising, media, and technological advances affect family and consumer decisions.

**Performance Assessments:**

*Performance assessments may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.*

*It is expected that students will:*

- Use the FCCLA decision-making process to make a financial decision and explain in a written/oral format why this was the best decision.

**Leadership Alignment:**

- Leadership activities should include 21st Century Skills embedded in curriculum and instruction for this unit of instruction. Include leadership skills that are being taught and assessed within the class for all students.
- The event, activity, or project and the associated 21st Century Skill should be clearly articulated.  
Example: Students will demonstrate the ability to communicate clearly through their group project presentation.

Possible activities include a CTSO activity such as *The Life Planning Event*, the FCCLA project *The Power of One*, or an activity that demonstrates how the 21st Century Skills will be applied in the classroom.

***Industry Standards and Competencies***

**National Standards for Family and Consumer Sciences Education:**

- 1.3.3 Analyze personal and family assets and skills that provide service to the community.
- 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
- 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
- 2.1.7 Apply consumer skills to decisions about recreation.
- 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
- 2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.
- 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 2.6.1 Examine the need for personal and family financial planning.
- 2.6.2 Apply management principles to individual and family financial practices.
- 3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.

**National JumpStart Standards:**

**Financial Responsibility and Decision Making**

Overall Competency: Apply reliable information and systematic decision making to personal financial decisions.

Standard 1: Take responsibility for personal financial decisions.

Standard 3: Summarize major consumer protection laws.

Standard 4: Make financial decisions by systematically considering alternatives and consequences.

Standard 5: Develop communication strategies for discussing financial issues.



## Income and Careers

Overall Competency: Use a career plan to develop personal income potential.

Standard 1: Explore career options.

Standard 2: Identify sources of personal income.

Standard 3: Describe factors affecting take-home pay.

## ***Aligned Washington State Standards***

### **Standards for Mathematical Practice (Common Core State Standards):**

Practice 1: Make sense of problems and persevere in solving them.

Practice 2: Reason abstractly and quantitatively.

Practice 3: Construct viable arguments and critique the reasoning of others.

Practice 4: Model with mathematics.

Practice 5: Use appropriate tools strategically.

Practice 6: Attend to precision.

Practice 7: Look for and make use of structure.

Practice 8: Look for and express regularity in repeated reasoning.

### **Washington Mathematics Standards (Common Core State Standards):**

Cluster: Extend the properties of exponents to rational exponents.

N.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

Cluster: Reason quantitatively and use units to solve problems.

N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Cluster: Interpret the structure of expressions.

A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.

1a Interpret part of an expression, such as terms, factors, and coefficients.

1b Interpret complicated expressions by viewing one or more of their parts as a single entity.

A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it.

Cluster: Create equations that describe numbers or relationships.

A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems.

A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Cluster: Understand solving equations as a process of reasoning and explain the reasoning.

A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Cluster: Solve systems of equations.

A.REI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A.REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .

A.REI.C.8 Represent a system of linear equations as a single matrix equation in a vector variable.

A.REI.C.9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension  $3 \times 3$  or greater).

# E2SSB 6552 (Sec. 101)



The office of the superintendent of public instruction, in consultation with one or more technical working groups convened for this purpose, shall develop curriculum frameworks for a selected list of career and technical courses that may be offered by high schools or skill centers whose content in science, technology, engineering, and mathematics is considered equivalent in full or in part to science or mathematics courses that meet high school graduation requirements. The content of the courses must be aligned with state essential academic learning requirements in mathematics as adopted by the superintendent of public instruction in July 2011 and the essential academic learning requirements in science as adopted in October 2013, and industry standards. **The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval.** The first list of courses under this subsection must be developed and approved before the 2015-16 school year. Thereafter, the office may periodically update or revise the list of courses using the process in this subsection.



# E2SSB 6552 (Sec. 102)



**Beginning no later than the 2015-16 school year, a school district board of directors must, at a minimum, grant academic course equivalency in mathematics or science for a high school career and technical course from the list of courses approved by the state board of education under RCW 28A.700.070, but is not limited to the courses on the list. If the list of courses is revised after the 2015-16 school year, the school district board of directors must grant academic course equivalency based on the revised list beginning with the school year immediately following the revision.**



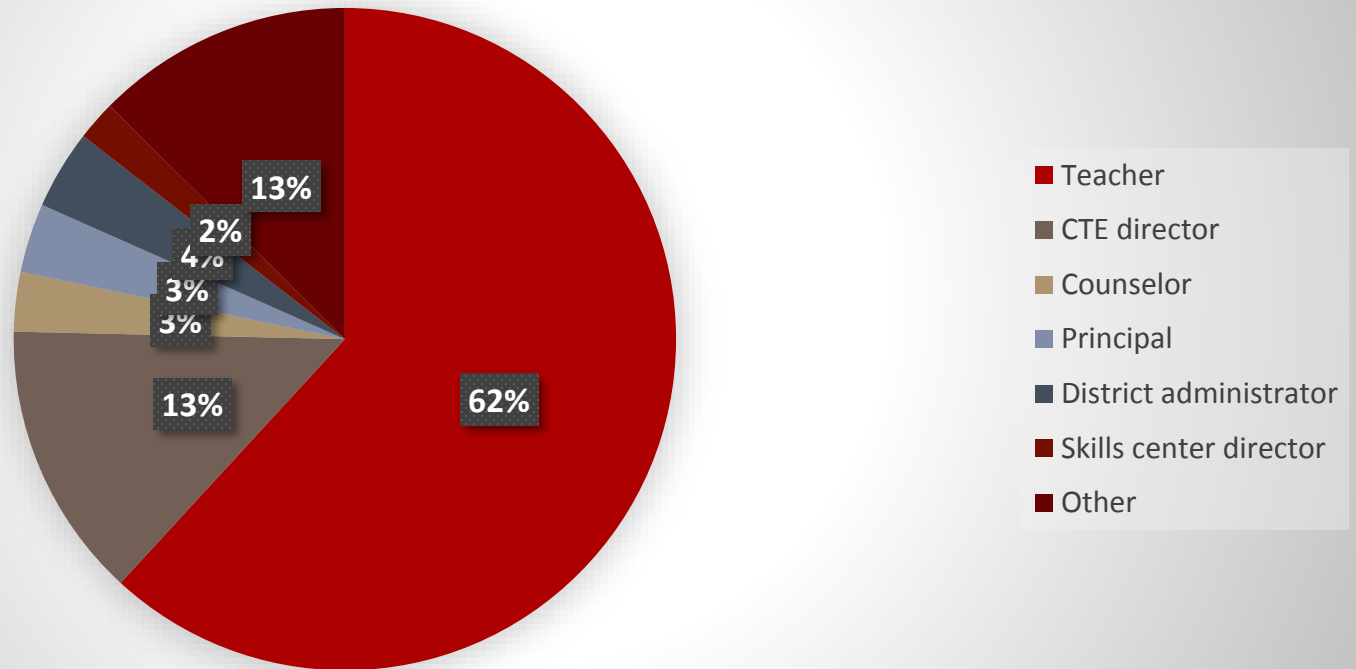


# Preliminary Survey Summary



- 213 respondents so far

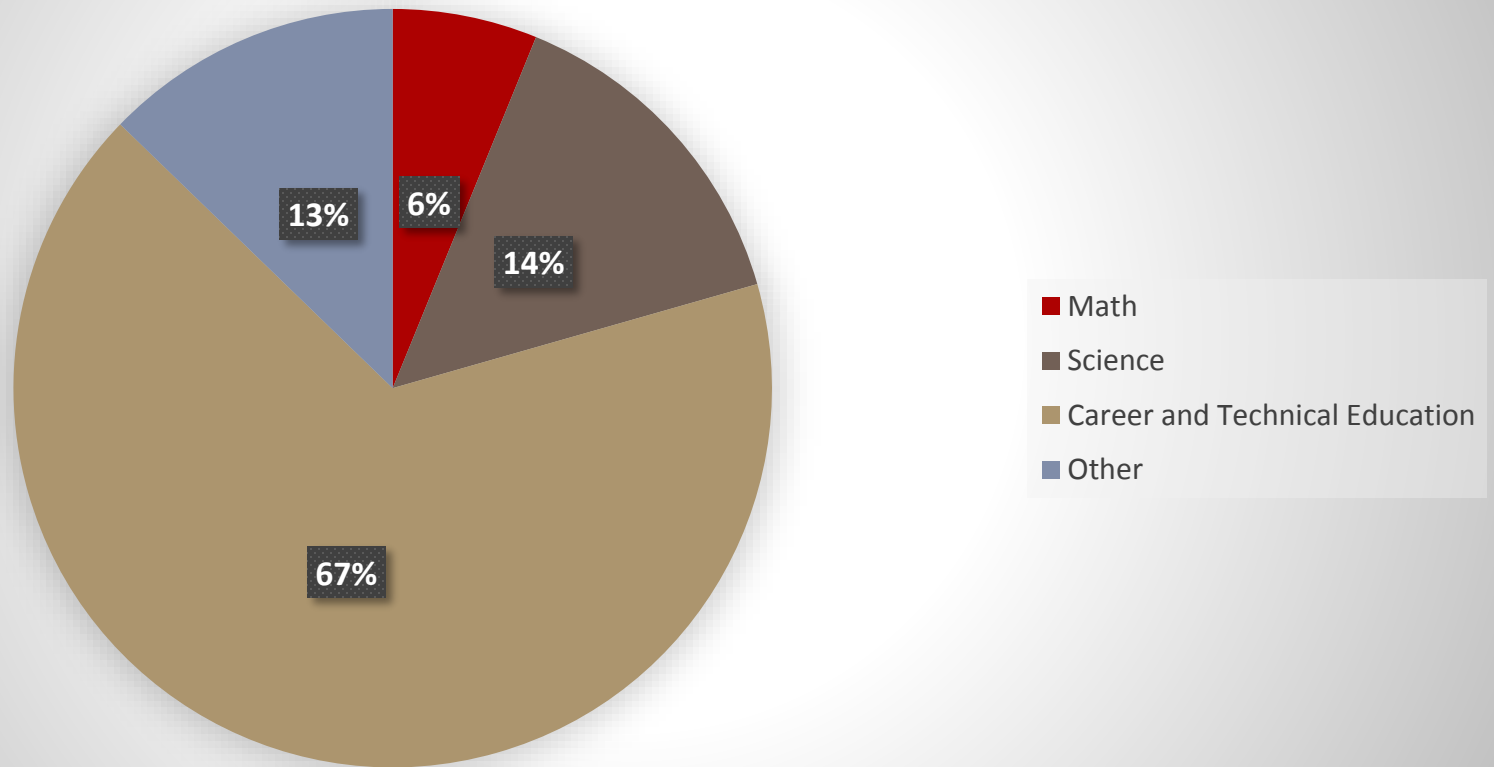
Preliminary Survey Respondents



# Preliminary Survey Summary



Chart Title





# Preliminary Survey Summary



- Will the courses based on the equivalency frameworks help students meet academic and career goals?
  - ✦ 164 positive
  - ✦ 5 negative
  - ✦ 31 maybe or perhaps



# Selected Comments



- What are your thoughts about the challenges and benefits of the course equivalency frameworks?
  - ✦ Challenge is to meet all of the standards in the frameworks.
  - ✦ I feel as though the benefits far out-weigh the challenges.
  - ✦ If done well, it will be much more engaging for students than many of the current courses.
  - ✦ They appear to be well thought out - they look like they cover a wide range of standards which will require a conscientious effort to cover all of them.
  - ✦ I really like have an approved framework with the course equivalency having the state stamp of approval, eliminating a lot of local arguments
  - ✦ It has the potential of being a nightmare for the counselors to keep track of or know what counts for what when students transfer from school to school. We will need a clear way to communicate on the transcript if a class is counting as a dual credit and in what areas.



# Selected Comments



- What are your thoughts about the challenges and benefits of the course equivalency frameworks?
  - ✦ I like it. But there is going to have to be huge amount of re-educating of counselors and college admittance personal around these equivalencies.
  - ✦ Training teachers from both areas to meet in the middle. Having the school system understand the challenges that students face that "don't do school" well.
  - ✦ The challenges for my program are still getting schools to accept the equivalencies, even though we do more in-depth and useful writing (technical), for example, than an English class at the high school. ...Having them secured through the state offers a form of legitimacy we should not need, but apparently do need.



# Key Questions



- Is there a face-value logic to the equivalencies?
- Is the structure and format of the frameworks clear and understandable?
- From the perspective on non-content-experts, do the CTE standards and the core content standards appear to mesh well into a single course?
- Is the course likely to help students meet both academic and career goals?



# Resources



- Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)
- Blog: [washingtonSBE.wordpress.com](http://washingtonSBE.wordpress.com)
- Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)
- Twitter: [www.twitter.com/wa\\_SBE](http://www.twitter.com/wa_SBE)
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