

Teen Living Course Syllabus



Supervising Teacher

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Course Description: 2 Semesters 2 Credits Grades 9-12

Teen Living addresses issues of adolescents and their relationships involving family, school, and community. The emphasis of this course is to build on skills in the areas of personal development, relationships, human and family development, clothing, resource management, personal living space, nutrition and wellness, career choices and leadership skills. This course focuses on the student's role and responsibility as a teen participating in the family, school and community.

Recommended Textbook Options:

Glencoe: Applying Life Skills

Optional supplements: Applying Life Skills Activity Guide, SE/TE

Goodheart/Willcox: Building Life Skills

Optional supplements: Building Life Skills Activity Guide

***Required:** Teen Living Course Activity Guide (supplied by instructor or available at:

<http://www.ptc.state.id.us/FamilyandConsumer/FACSCurriculum.htm>)

**Other optional materials: Glencoe: Discovering Life Skills Foods Labs, Discovering Life Skills Sewing Labs, Discovering Life Skills Student Activity Manual, TAE*

Recommended Supplemental Materials or Software:

Easy sewing project kits available at:

<http://www.craftsofchaddsford.com/veryeasysewingkitpillows.htm>

<http://www.haan.com/Products/Categories/products.cfm?Category=Pillows%20and%20Blankets>

Drawstring backpack instructions and photos:

<http://www.instructables.com/id/Drawstring-Backpack/>

Supplies or Equipment:

Students must have access to sewing machine, sewing supplies and notions needed for sewing project as well as access to a fully equipped kitchen for cooking labs.

End of Course Assessment: Instructor will assess 8 anchor assignments due monthly.

Course Evaluation:

60 % of course grade is from daily work assessed by the parent and 40% is from monthly anchor assignments and/or labs assessed by the instructor.

Pacing Guide

The topics and standards for this course have been divided between the two semesters.

Semester 1(Fall)	Semester 2 (Spring)
1. Content Standard: EXPLORE FACTORS THAT IMPACT HUMAN GROWTH AND DEVELOPMENT	6.0 Content Standard: EXPLORE HOMES AND PERSONAL SPACE
2. Content Standard: EXPLAIN THE SIGNIFICANCE OF FAMILY TO THE WELL BEING OF INDIVIDUALS AND SOCIETY	7.0 Content Standard: EXPLORE CAREER AND LEADERSHIP SKILLS
3. Content Standard: DEMONSTRATE RESPECTFUL AND CARING RELATIONSHIPS AND FRIENDSHIPS	8. Content Standard: DEVELOP NUTRITION AND WELLNESS PRACTICES
4. Content Standard: PRACTICE MANAGEMENT OF HUMAN, ECONOMIC, AND ENVIORNMENTAL RESOURCES	9.0 Content Standard: EXPLORE EARLY CHILDHOOD DEVELOPMENT AND CARE
5. Content Standard: EXPLORE FASHION, TEXTILES, AND APPAREL	

In order to fulfill this pacing requirement, the recommended texts have been broken down by unit. Covering the sections in the order listed will insure that all topics will be covered during the appropriate semester.

Glencoe: Applying Life Skills

Semester 1(Fall)	Semester 2 (Spring)
Unit 1: You & Your World	Unit 2: Exploring Careers
Unit 3: Building Relationships	Unit 10: Housing & the Environment
Unit 5: Managing Your Life	Unit 6: Your Health and Wellness
Unit 9: Clothing	Unit 7: Food & Nutrition
	Unit 8: Working in the Kitchen
	Unit 4: Relating to Family & Children

Goodheart/Willcox: Building Life Skills

Semester 1(Fall)	Semester 2 (Spring)
Part 1: Learning About Yourself	Part 8: Reaching New Heights
Part 2: Managing Your Life	Part 7: The Place You Call Home
Part 6: The Clothes You Wear	Part 4: Your Health and Nutrition
	Part 5: Working in the Kitchen
	Part 3: Understanding Children

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code**:

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”

Teen Living Content Standards

1. Content Standard: EXPLORE FACTORS THAT IMPACT HUMAN GROWTH AND DEVELOPMENT

1.01 Competency: EXPLAIN GROWTH AND HUMAN DEVELOPMENT FROM ADOLESCENCE TO ADULTHOOD

PERFORMANCE INDICATORS:

1. Describe physical, emotional, and intellectual changes that occur during adolescence.
2. Describe sequential stages of development from adolescence to adulthood.
3. Explain the importance of knowing the processes of human development
4. Explore personal physical, emotional, and intellectual development.

1.02 Competency: EXPLORE EMOTIONAL INTELLIGENCE

PERFORMANCE INDICATORS:

1. Define emotional intelligence, self-esteem and self-concept
2. Describe the significance of emotional intelligence on growth and development
3. Compare emotional intelligence to cognitive ability.
4. Compare characteristics of high and low emotional intelligence.
5. Explore personal emotional intelligence, including self-concept and self-esteem.
6. Explain ways to improve one's level of emotional intelligence

1.03 Competency: EXPLAIN INTERNAL AND EXTERNAL INFLUENCES ON HUMAN DEVELOPMENT DURING ADOLESCENCE

PERFORMANCE INDICATORS:

1. Describe the internal and external influences on human growth and development.
2. Explain the effect of heredity and environment on human growth and development.
3. Explain the effect of social, economic, and technological influences on human growth and development.
4. Describe the significance of gender, ethnicity and culture on human growth and development.

1.04 Competency: EXPLORE WAYS TO ACCOMMODATE LEARNING STYLE AND BRAIN MODALITY

PERFORMANCE INDICATORS:

1. Explain learning style and brain modality.
2. Describe characteristics of various learning styles.
3. Describe characteristics of brain modality.
4. Distinguish characteristics of one's own learning style and brain modality.
5. Explain learning situations, study habits, and communication skills that best accommodate one's learning style.
6. Demonstrate the ability to adjust to various learning situations.

1.05 Competency: EXPLORE PERSONALITY IN HUMAN DEVELOPMENT

PERFORMANCE INDICATORS:

1. Define personality
2. Describe factors that define individual personality types

3. Explain the importance of knowing one's personality type
4. Describe learning situations, study habits, and communication skills that best accommodate personality type
5. Demonstrate the ability to adjust to a variety of situations

1.06 Competency: EXPLAIN HOW CHARACTER AND PERSONAL VALUES INFLUENCE

PERSONAL DEVELOPMENT

PERFORMANCE INDICATORS:

1. Define character and values
2. Describe how personal values influence one character
3. Describe how life is influenced by an individual's personal value system
4. Describe ways one develops a system of personal values
5. Explain how a value system can help to accomplish goals
6. Describe personal responsibility as a citizen

2. Content Standard: EXPLAIN THE SIGNIFICANCE OF FAMILY TO THE WELL BEING OF

INDIVIDUALS AND SOCIETY

2.01 Competency: EXPLAIN FAMILY AS THE BASIC UNIT OF SOCIETY

PERFORMANCE INDICATORS:

1. Describe the concept of family.
2. Describe the changes in the family unit in American culture
3. Describe why the family is considered to be the basic unit of society

2.02 Competency: DESCRIBE ROLES AND RESPONSIBILITIES OF THE FAMILY ACROSS THE LIFESPAN

PERFORMANCE INDICATORS:

1. Explain the role of family in transmitting society's expectations.
2. Explain the role of the family in teaching culture and traditions.
3. Describe the role of family in providing the necessities of life.
4. Explain the role of family in developing independence, interdependence, support, and commitment.
5. Describe the role of family in developing intellectual skills.
6. Describe the role of family in providing love and emotional support

2.03 Competency: DEMONSTRATE WAYS TO IMPROVE FAMILY RELATIONSHIPS

PERFORMANCE INDICATORS:

1. Explain economic, political, and cultural influences on the family unit
2. Describe characteristics of a strong family
3. Explore ways to best support the current family situation.
4. Describe possibilities for encouraging family members to strengthen family relationships.
5. Assess family strengths to carry into the next family generation.
6. Explore changes that may be desirable for a future family.

2.04 Competency: DESCRIBE THE IMPORTANCE OF PERSONAL LIVING SPACE

PERFORMANCE INDICATORS:

1. Describe personal living space
2. Explain the significance of personal living space and its impact on the well being of individuals and the family
3. Explain the role of family members in maintaining personal living space
4. Explain the rights and responsibilities related to personal living space
5. Explain ways that an individual family member can improve personal living space

2.05 Competency: DESCRIBE LIFE EVENTS AND EXPERIENCES THAT IMPACT THE

FAMILY

PERFORMANCE INDICATORS:

1. Identify events and experiences that affect the family
2. Explain the possible impact of change and transitions on the family
3. Describe the influence of the various stages of the family life cycle on interpersonal relationships
4. Explain the natural process of grief and loss
5. Describe ways to manage the affects of change and transitions

3. Content Standard: DEMONSTRATE RESPECTFUL AND CARING RELATIONSHIPS AND FRIENDSHIPS

3.01 Competency: DESCRIBE FACTORS PRESENT IN HEALTHY RELATIONSHIPS AND FRIENDSHIPS

PERFORMANCE INDICATORS:

1. Define qualities of healthy relationships and friendships
2. Explain factors that influence relationships
3. Describe why healthy relationships are important for personal happiness and success
4. Explain options for establishing healthy peer and dating relationships
5. Explain strategies for handling sexual feelings
6. Explain options for handling or ending unhealthy relationships
7. Explore personal safety and sexual harassment issues
8. Explore personal safety on the internet

3.02 Competency: EXPLORE STRESS AND STRESS MANAGEMENT

PERFORMANCE INDICATORS:

1. Define stress and identify causes of stress
2. Describe the possible affects of stress on one's self and relationships
3. Explore personal levels of stress
4. Describe actions and activities to reduce unhealthy levels of stress
5. Explore stress management in relationships
6. Practice stress management techniques

3.03 Competency: DEMONSTRATE COMMUNICATION SKILLS THAT CONTRIBUTE TO POSITIVE RELATIONSHIPS

PERFORMANCE INDICATORS:

1. Describe ways that people communicate
2. Describe how technology can influence communication
3. Explore personal levels of communication skills in family and community settings
4. Identify barriers to communication
5. Explain ethics of communication with family, friends, and work
6. Demonstrate appropriate language that can influence relationships in family, work, and community settings
7. Demonstrate active listening techniques to improve communication
8. Demonstrate verbal and nonverbal behaviors that contribute to effective communication

3.04 Competency: EXPLORE WAYS TO PREVENT OR REDUCE CONFLICT AND YOUTH VIOLENCE

PERFORMANCE INDICATORS:

1. Describe how attitudes and behaviors can cause conflict and youth violence
2. Describe how diversity among individuals can create a conflict situation
3. Recognize warning signs of potential youth violence
4. Explain harassment and bullying
5. Describe techniques to deal with harassment and bullying
6. Develop a harassment policy for school, work, or community
7. Explore community resources that can help with conflict prevention and management

8. Describe non-violent strategies that can reduce the level of anger in a conflict situation
9. Describe how peer mediation can be used to positively influence conflict situations
10. Develop a personal code of behavior to prevent or reduce youth violence
11. Develop and implement local action projects to reduce the potential for violence

3.05 Competency: DEMONSTRATE WAYS TO IMPROVE COOPERATION, TEAMWORK, AND LEADERSHIP IN THE FAMILY AND COMMUNITY
PERFORMANCE INDICATORS:

1. Define the concepts of cooperation, teamwork, and leadership
2. Describe different styles of leadership
3. Describe how personal leadership and teamwork can improve relationships
4. Explore individual actions and attitudes that can motivate and encourage team members
5. Practice techniques for developing effective cooperation, team work, and leadership skills

4. Content Standard: PRACTICE MANAGEMENT OF HUMAN, ECONOMIC, AND ENVIRONMENTAL RESOURCES

4.01 Competency: DEVELOP A PERSONAL UNDERSTANDING OF MANAGEMENT
PERFORMANCE INDICATORS:

1. Explain the difference between needs and wants
2. Identify physical and psychological needs
3. Define goals, values, and standards
4. Describe the importance of having personal goals
5. Describe the difference between short- and long-term goals
6. Develop skills related to achieving goals
7. Explain how values and goals affect standards

4.02 Competency: DEVELOP RESOURCE MANAGEMENT SKILLS
PERFORMANCE INDICATORS:

1. Identify personal and material resources
2. Describe ways to use resources to reach goals
3. Plan ways to use time wisely
4. Explain factors that affect personal energy levels
5. Apply the decision-making process in managing resources to reach goals

4.03 Competency: EXPLORE EFFECTIVE MONEY MANAGEMENT SKILLS
PERFORMANCE INDICATORS:

1. Explain how individual and family goals depend upon the ability to manage resources
2. Describe a personal money management system
3. Explore techniques for living with a budget
4. Explain comparative shopping
5. Describe individual and family responsibilities for managing resources
6. Practice personal money management skills

4.04 Competency: EXPLORE CONSUMER RIGHTS AND RESPONSIBILITIES
PERFORMANCE INDICATORS:

1. Describe current examples of consumer abuse and fraud
2. Explore laws that protect the rights of consumers
3. Identify resources that help protect consumers from abuse and fraud
4. Explain personal responsibility regarding consumer protection
5. Describe responsibilities for managing environmental resources

4.05 Competency: EXPLORE THE IMPACT OF TECHNOLOGY ON INDIVIDUAL AND FAMILY RESOURCES

PERFORMANCE INDICATORS:

1. Explore examples of technology that impact consumer activities
2. Identify influences of technology on environmental concerns
3. Describe current changes in consumer activities and purchasing as a result of technology

4. Describe positive and negative effects of technology on individual and family resources
5. Describe examples of technology that help consumers find and evaluate product and service information
6. Conduct consumer purchase research using available technology

5. Content Standard: EXPLORE FASHION, TEXTILES, AND APPAREL

5.01 Competency: EXPLAIN FASHION TRENDS AND PEER INFLUENCES ON CLOTHING

PERFORMANCE INDICATORS:

1. Describe functions of clothing
2. Explore factors that affect apparel and fashion
3. Explore how values, attitudes, and personalities affect clothing selection
4. Explore peer group influences on clothing selection
5. Explore personal apparel and fashion decisions
6. Explain and describe the elements and principles of design
7. Apply the elements and principles of design to apparel
8. Explain how to develop a wardrobe

5.02 Competency: DESCRIBE TEXTILE PURPOSE AND SELECTION

PERFORMANCE INDICATORS:

1. Define fiber and fabric
2. Describe the sources of various fabrics and fibers
3. Describe the advantages and disadvantages of various fabrics for different purposes
4. Select an appropriate textile fabric for a specific purpose
5. Explain the care of a variety of textile products

5.03 Competency: PRACTICE SAFE USE OF EQUIPMENT TO PRODUCE TEXTILE PRODUCTS

PERFORMANCE INDICATORS:

1. Describe the purposes of different types of equipment
2. Describe safety rules and procedures for various types of equipment
3. Demonstrate the safe use and care of equipment

5.04 Competency: DEVELOP SKILLS TO PRODUCE A TEXTILE PRODUCT

PERFORMANCE INDICATORS:

1. Select a suitable project
2. Select appropriate fabric and notions for a project
3. Demonstrate how to follow directions for a project
4. Demonstrate proper use of equipment
5. Demonstrate skill to produce a product

5.05 Competency: DEVELOP SKILLS IN CLOTHING CARE AND MAINTENANCE

PERFORMANCE INDICATORS:

1. Demonstrate appropriate laundering, pressing, ironing and storage of clothing
2. Demonstrate simple clothing repairs and alterations

6.0 Content Standard: EXPLORE HOMES AND PERSONAL SPACE

6.01 Competency: DESCRIBE THE IMPORTANCE OF FAMILY HOUSING

PERFORMANCE INDICATORS:

1. Explain how homes fulfill physical, emotional and social needs
2. Explain the importance of personal space
3. Describe the main types of homes
4. Explain factors to consider in selecting housing

6.02 Competency: APPLY ELEMENTS AND PRINCIPLES OF DESIGN TO PERSONAL SPACE

PERFORMANCE INDICATORS:

1. Practice design and organization techniques to personal space

2. Use a floor plan to develop good furniture arrangement

6.03 Competency: DEVELOP SKILLS TO KEEP HOME AND PERSONAL SPACE CLEAN AND SAFE

PERFORMANCE INDICATORS:

1. Plan a cleaning schedule for home or personal space
2. Select, organize and use appropriate cleaning materials and supplies
3. Explain ways to make the home safe
4. Practice conservation of resources

7.0 Content Standard: EXPLORE CAREER AND LEADERSHIP SKILLS

7.01 Competency: EXPLORE WAYS TO BALANCE THE RESPONSIBILITIES OF FAMILY, SCHOOL, AND WORK

PERFORMANCE INDICATORS:

1. Identify reason people work
2. Describe work ethic
3. Explain the effects of personal life on work performance
4. Describe individual responsibilities toward family, work, and school
5. Describe how company policies can assist families
6. Suggest ways to help balance family, school, and work demands

7.02 Competency: EXPLORE CAREERS

PERFORMANCE INDICATORS:

1. Define a career
2. Explain the relationship between training/education and expected wage
3. Explain the importance of exploring career choices early in life
4. Describe ways to select a career
5. Analyze the impact of various careers on family life
6. Explore a career

7.03 Competency: EXPLORE GOAL SETTING AND PERSONAL PLANNING TECHNIQUES

THAT SUPPORT PREPARATION FOR EMPLOYMENT

PERFORMANCE INDICATORS:

1. Define the planning process
2. Describe steps that can be taken now to assist in achieving future career goals
3. Outline the education and training required to achieve career goals
4. Outline an employment sequence from entry level to the career goal
5. Develop an action plan to achieve a selected career goal

7.04 Competency: EXPLORE TEEN JOB POSSIBILITIES THAT SUPPORT A CAREER GOAL

PERFORMANCE INDICATORS:

1. List qualities of a good employee
2. Describe skills needed for employment
3. Describe ways to find job openings that accommodate student interests and goals
4. Describe why employers require resumes, applications, and interviews
5. Describe the steps involved in applying for a job
6. Describe the information that is required on a resume
7. Develop a resume
8. Explain information required for a job application
9. Practice completing a job application
10. Explain how to prepare for an interview
11. Demonstrate the interview process

12. Explain skills for keeping a job and advancing in a job

7.05 Competency: DEVELOP LEADERSHIP SKILLS

PERFORMANCE INDICATORS:

1. Describe characteristics of effective leaders in families, careers and communities
2. Explore opportunities for leadership at home, work and in the community
3. Explain the lifelong benefits of leadership skills
4. Practice using the FCCLA planning process
5. Explain the relationship between leadership and character development
6. Practice leadership skills through student organization project involvement

8. Content Standard: DEVELOP NUTRITION AND WELLNESS PRACTICES

8.01 Competency: EXPLORE FACTORS RELATED TO HEALTH PROMOTION

PERFORMANCE INDICATORS:

1. Explain the aspects of wellness
2. Describe personal health habits that promote wellness
3. Identify health risks and risky behaviors
4. Explore sources for help with risky behaviors and habits
5. Describe recommended treatments for minor injuries and common illnesses
6. Describe basic health practices that contribute to overall good looks
7. Develop body cleanliness and grooming habit
8. Develop a wellness action plan

8.02 Competency: EXPLORE THE RELATIONSHIP OF NUTRITION TO GOOD HEALTH

PERFORMANCE INDICATORS:

1. Describe the relationship of a healthy diet to wellness
2. Explain conditions affected by poor nutrition
3. Describe the essential nutrients, their functions and food sources

8.03 Competency: PLAN FOOD CHOICES THAT MEET WELLNESS NEEDS AND PREFERENCES

PERFORMANCE INDICATORS:

1. Explain factors and influences that affect food choices
2. Describe health conditions that may require special food choices
3. Describe food groups and list the recommended daily servings for each group
4. Describe how having a daily food plan can help balance dietary needs
5. Describe the main points to consider when planning nutritious, appealing meals and snacks
6. Develop a personal plan for healthy meals and snacks

8.04 Competency: EXPLAIN THE ASPECTS OF WEIGHT MANAGEMENT

PERFORMANCE INDICATORS:

1. Explain factors that affect body weight
2. Describe the relationship of physical activity to wellness
3. Explain dieting dangers during the teen years
4. Describe signs and consequences of an eating disorder
5. Explore resources to assist individuals with eating disorders
6. Develop a plan for healthy weight management

8.05 Competency: DEMONSTRATE FOOD SHOPPING FOR QUALITY AND VALUE

PERFORMANCE INDICATORS:

1. Describe guidelines for making grocery shopping decisions
2. Explain how to shop for high quality foods at best prices
3. Explain the information on food labels to make purchasing decisions
4. List factors to consider when comparing prices of products
5. Practice food shopping techniques for quality and value

8.06 Competency: EXPLORE FACTORS THAT AFFECT KITCHEN SAFETY AND

SANITATION

PERFORMANCE INDICATORS:

1. Explain safety practices to follow to help prevent accidents in the kitchen
2. Describe procedures to follow in the event of kitchen accidents
3. Describe the consequences of food spoilage, contamination and unsafe food handling
4. Describe safe food storage, handling and preparation practices

8.07 Competency: DEMONSTRATE WAYS TO PREPARE A SIMPLE MEAL AND SNACKS

PERFORMANCE INDICATORS:

1. Describe the importance of having a plan before preparing a meal and snacks
2. Describe how to select and read a recipe
3. Describe the purposes of basic kitchen equipment and tools
4. Practice the safe use of kitchen equipment and tools
5. Describe common cooking terms
6. Practice accurate measuring
7. Demonstrate ways to make meals and snacks appealing
8. Compare the cost of convenience food products with the amount of preparation time and taste
9. Practice preparing a healthy meal and snacks
10. Demonstrate proper table setting
11. Demonstrate proper mealtime etiquette for home and restaurant eating

9.0 Content Standard: EXPLORE EARLY CHILDHOOD DEVELOPMENT AND CARE

9.01 Competency: EXPLAIN THE IMPORTANCE OF A SAFE HOME ENVIRONMENT

PERFORMANCE INDICATORS:

1. Describe common household injuries to small children
2. Describe the concept of “first aid”
3. Describe the contents of a household first aid kit
4. Demonstrate basic first aid procedures
5. Describe information to give the “911” operator in case of an emergency
6. Explain ways to keep the home safe for children
7. Describe situations and activities that constitute child abuse/neglect
8. Describe actions to take if child abuse is suspected

9.02 Competency: EXPLAIN HEALTHY PREGNANCY AND PRENATAL DEVELOPMENT

PERFORMANCE INDICATORS:

1. Describe conditions for a healthy pregnancy
2. Explain normal prenatal development
3. Describe care necessary during pregnancy
4. Explore ways to minimize the potential for birth disorders
5. Explain the health risks associated with teen pregnancy

9.03 Competency: EXPLORE EARLY CHILDHOOD DEVELOPMENT

PERFORMANCE INDICATORS:

1. Explain the rapid growth that occurs during the first year of life
2. Describe how young children develop physically
3. Describe how young children develop socially, emotionally, and mentally
4. Explain the roles and responsibilities of parents and older siblings in nurturing and caring for young children
5. Explain why teenagers are not ready for parenthood

9.04 Competency: EXPLORE THE RESPONSIBILITIES AND DUTIES OF A SUCCESSFUL CAREGIVER

PERFORMANCE INDICATORS:

1. Describe the most important functions of a caregiver
2. Explain the basic needs of children
3. List the information that a caregiver should obtain from parents
4. Describe the routine duties of a caregiver
5. Describe the procedures for emergency situations
6. Explain positive care giving
7. Explore alternatives for dealing with aggressive or misbehaving children in a positive manner
8. Explore appropriate activities for children of different ages