






Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

Monday, August 18, 2014, 10:45PM



	Unit	Course Standards and Objectives	Content	Skills	Vocabulary
<p>District Basic Teen Living (20.0137)  (District) 2014-2015 Collaboration</p>	<p>Developmental Tasks, Personality, Values, & Goals  (Week 1, 3 Weeks) </p>	<p>UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Teen Living Standard 1 Students will discuss and participate in activities to help them deal with teenage transitions.</p> <ul style="list-style-type: none"> ▪ Objective 1 Discuss how each person is unique, but alike in Havighurst developmental stages. <ol style="list-style-type: none"> a. Identify developmental tasks and challenges that occur during the teenage years and conditions that can impede, delay, or interrupt these tasks (roadblocks). b. Identify skills which lead to an understanding of self (self esteem, self-concept, how to build self-concept, and personality development). c. Identify and define personal 	<ul style="list-style-type: none"> ▪ Havighurst Developmental Stages ▪ Roadblocks to development ▪ Self esteem and self concept ▪ Personality ▪ Values ▪ Goals 	<ul style="list-style-type: none"> ▪ Discuss how each person is unique, but alike in the eight Havighurst developmental tasks. ▪ Discuss the challenges that occur during the teenage years and conditions that can impede, delay, or interrupt these tasks (roadblocks). ▪ Discuss the difference between self esteem and self concept. Discuss ways to build self esteem. ▪ Analyze own personality. ▪ Identify and define personal values (tangible and intangible). ▪ Set and work towards short and long-term goals. 	<ul style="list-style-type: none"> ▪ Developmental Task ▪ Roadblocks ▪ Self Esteem ▪ Self Concept ▪ Values ▪ Tangible Values ▪ Intangible Values ▪ Goals ▪ Short Term Goals ▪ Long Term Goals



values
(tangible and
intangible).
d. Define short
and long-term
goals.

Emotions 
(Week 3, 2 Weeks)


UT: CTE: Family and
Consumer Sciences, UT:
Grades 9-12, Teen
Living
Standard 1
Students will discuss
and participate in
activities to help them
deal with teenage
transitions.

- Objective 2
Discuss and
analyze the
various
emotions
associated with
the teenage
transitions.
 - a. Compare
positive and
negative
methods of
expressing and
communicating
emotions.
 - b. Analyze
differences
between
passive,
assertive, and
aggressive
behavior.
 - c. Identify the
consequences
of controlled
and
uncontrolled
emotions on
individuals,
families, and
communities
(legal, mental,
social, ethical,
physical, and
financial).
- 6 basic emotions: happy,
sadness, fear, anger, love, hate
- Positive and negative methods of
expressing and communicating
emotions
- Passive, assertive, and aggressive
behavior
- Controlled and uncontrolled
emotions
- Stress- causes and effects
- Stress management skills
- Recognize the basic emotions.
- Compare positive and negative
methods of expressing and
communicating emotions.
- Discuss and analyze differences
between passive, assertive, and
aggressive behavior.
- Identify the consequences of
controlled and uncontrolled emotions
on individuals, families, and
communities (legal, mental, social,
ethical, physical, and financial).
- Define stress related vocabulary and
identify causes and effects.
- Identify and review stress
management skills.
- Passive behavior
- Assertive behavior
- Aggressive behavior
- Stress
- Stressor
- Eustress
- Distress
- Stress reducer

- d. Define stress (stressor, eustress, distress, stress reducer).
- e. Identify and review stress management skills and coping skills (causes and effects, management techniques).

Communication
 (Week 4, 3 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Teen Living Standard 1
 Students will discuss and participate in activities to help them deal with teenage transitions.

- Objective 3 Identify and recognize personal communication styles and discuss the importance of quality communication skills as they relate to relationships.
 - a. Discuss styles of communication and their effects (childish, mature, and non verbal).
 - b. Identify communication techniques (constructive and destructive



- Styles of communication (child, parent, adult, and non verbal)
- Communication techniques (constructive and destructive communication)
- "I" messages
- Inappropriate language and behavior
- Active listening skills

- Discuss styles of communication and their effects.
- Identify communication techniques as constructive or destructive.
- Apply constructive communication skills in developing positive relationships with peers, family members, and persons in authority using "I"-Messages.
- Identify consequences of inappropriate language and behavior.
- Identify how active listening skills enhance human relationships and apply those skills in everyday situations.

- Child communication
- Parent communication
- Adult communication
- Nonverbal communication
- Constructive communication
- Destructive communication
- "I" messages
- Active listening skills

communication
).
 c. Apply constructive communication skills in developing positive relationships with peers, family members, and persons in authority ("I"-Messages).
 d. Identify consequences of inappropriate language and behavior.
 e. Identify how effective/active listening skills enhance human relationships and apply those skills in everyday situations.

Critical Thinking & Good Judgment

 (Week 6, 3 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Teen Living Standard 1
 Students will discuss and participate in activities to help them deal with teenage transitions.

- Objective 4 Describe and practice critical thinking skills.
 - a. Identify the components of the critical thinking process:
 - o Identify and

Good Judgment

- Definitions

The Critical Thinking Process:

- Situations that require critical thinking
- 5 Steps to Critical Thinking

 **Critical Thinking**
 **Using Good Judgment**

Good Judgment

- Define the term "good judgment" and identify "responsible behavior".

The Critical Thinking Process:

- Identify situations for applying the critical thinking process and discuss how it can help manage and/or prevent problems.
- Practice using critical thinking skills.

- Critical thinking
- Fact
- Opinion
- Good judgment
- Responsibility



Being Responsible

describe a problem

- o Discriminate between fact and opinion
- o List possible solutions and consequences
- o Identify personal and family values that conflict with the situation
- o Take a position based on logic (make a decision)
- b. Identify situations for applying the critical thinking process.
- c. Discuss how this process can help manage and/or prevent problems.

- Objective 5
Define the term “good judgment” and identify “responsible behavior”.
 - a. Identify the skills necessary to making judgments and discuss the importance of using good judgment in making a decision.
 - b. Discuss the consequences of not using “good judgment” or “responsible behavior”.

c. Identify common situations where critical thinking, good judgment and responsible behavior could be applied.

Role Models & Gender

9, 1 Week) 

 (Week

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Teen Living Standard 1
Students will discuss and participate in activities to help them deal with teenage transitions.

- Objective 6
Define the term “role model” and evaluate the importance of role models.
 - a. Identify positive and negative qualities of famous role models.
 - b. Identify personal role models in one’s own life and evaluate his/her qualities.
 - c. Identify student’s personal qualities exhibited as a role model to others.
- Objective 7
Explain and participate in activities that deal with gender.

Role Models

- Positive and negative qualities of famous role models
- Positive and negative qualities of a personal role models
- Your own personal qualities as a role model to others

Gender Roles

- Traditional and nontraditional gender roles and myths
- How male and female roles complement each other
- Examples of gender discrimination and ways to deal with these situations

Role Models

- Identify positive and negative qualities of famous role models.
- Identify personal role models in one’s own life and evaluate his/her qualities.
- Identify student’s personal qualities exhibited as a role model to others.

Gender Roles

- Discuss and analyze myths about male and female roles (traditional versus nontraditional, changes/trends in gender roles, gender effects on job opportunities).
- Evaluate how male/female roles can complement each other.
- Identify various types of gender discrimination and list ways to report and/or deal with these situations.

- Role model
- Gender roles
- Reality
- Myth
- Stereotype
- Nontraditional roles

- a. Discuss and analyze myths about male and female roles (traditional versus nontraditional, changes/trends in gender roles, gender effects on job opportunities).
- b. Evaluate how male/female roles can complement each other.
- c. Identify various types of gender discrimination and list ways to report and/or deal with these situations.

Family  (Week 10, 2 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Teen Living Standard 2
 Students will discuss the importance of families and the role each student plays in their family.

- Objective 1
 Discuss the student's affect on his/her family. Explain how a teen's responsibility, or lack of it, affects others.
 - a. Examine family forms and dynamics:
 - o Forms: adoptive, blended,

- Family types, functions and changes.
- Effects of teens on family relationships and the home environment.
- Why teenagers struggle to gain independence; the relationship between responsibility and freedom.
- Effective methods of communicating and building trust with parents.
- The influence of birth order on sibling relationships.
- Seniors/elderly in teens life and Similarities between senior/elderly and teens.
- How to develop closer relationships with elderly.

- Discuss family types, functions and changes
- List ideas for improving family relationships
- Discuss a teenager's struggle for independence (increased freedom brings increased responsibility, and being responsible increases freedom)
- Explore effective methods of communicating and building trust with parents (mature communication styles, conflict resolution, resolving conflicts with integrity).
- Discuss birth order theory and analyze how it may influence sibling relationships.
- Identify significant senior/elderly in one's own life. Compare similarities between senior/elderly and teens.
- Identify ways in which teens and seniors/elderly can develop closer and more meaningful relationships.

- Adoptive
- Foster
- Blended
- Couple
- Extended
- Nuclear
- Single-parent
- Single adult
- Sibling
- Sibling rivalry
- Seniors

couple,
extended, legal
guardian,
foster, nuclear,
single-parent,
single person
o Dynamics:
functions,
changes, and
benefits of
strong family
units on
individuals, the
community,
and society

b. Identify ways
teenagers can
improve or
destroy family
relationships
and the home
environment.

- Objective 2
Discuss and
explore the
relationships of
teens and their
parents/guardi
ans.
 - a. Discuss a
teenager's
struggle for
independence
(increased
freedom brings
increased
responsibility,
and being
responsible
increases
freedom).
 - b. Discuss how
parents have
the same basic
needs as teens
in their multiple
roles and how
teens can
contribute to or
relieve parental
stress.
 - c. Explore
effective
methods of

communicating
and building
trust with
parents
(mature
communication
styles, conflict
resolution,
resolving
conflicts with
integrity).

- Objective 3
Discuss sibling
relationships
and how they
affect the
family (rivalry,
friendship and
support).
 - a. Discuss birth
order theory
and analyze
how it may
influence
sibling
relationships.
- Objective 4
Discuss the
importance of
the teen
relationship
with
senior/elderly
adults.
 - a. Identify
significant
senior/elderly
in one's own
life.
 - b. Compare
similarities
between
senior/elderly
and teens.
 - c. Identify ways
in which teens
and
seniors/elderly
can develop
closer and
more
meaningful

relationships.



UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Teen Living Standard 3

Students will discuss the dynamics of peers and friends.

- Objective 1 Differentiate between peers and friends.
 - a. Identify personal needs for friendship and a positive social network.
- Objective 2 Discuss and identify types of friendships (acquaintances, casual, close, and intimate).
 - a. Discuss positive and negative characteristics of friendships.
 - b. Examine skills for developing and maintaining friendships.
- Objective 3 Explore the dynamics of group associations:
 - a. How a group might positively or negatively influence a teenager's life
 - b. Peer pressure
 - c. Gang membership
 - d. Substance

Peers and Friends

- Definitions
- Personal friendship needs

Types of Friendships

- Acquaintances, casual, close, and intimate friends
- Positive and negative friendship characteristics
- Friendship keys and other skills to start friendships

Group Associations

- Positive/negative influences in a teenagers life
- Peer pressure
- Gang membership
- Substance abuse

Refusal Skills

- Five steps of refusal and other refusal techniques.

Rejection and Bullying

- Definitions
- Reasons people reject others
- Positive coping skills: review friendship keys and other skills to build friendships.

Peers and Friends

- Differentiate between peers and friends.
- Identify personal needs for friendship and a positive social network.

Types of Friendships

- Discuss and identify types of friendships.
- Discuss positive and negative characteristics of friendships.
- Examine skills for developing and maintaining friendships.

Group Associations

- Explore the dynamics of group associations: positive/negative influences, peer pressure, gangs, substance issue

Refusal Skills

- Explore various types of refusal skills.

Rejection and Bullying

- Explain the difference between feeling lonely, being alone, and being rejected.
- Identify circumstances that might lead to social rejection and
- Examine ways to cope positively with rejection.

- Peers
- Acquaintances
- Friends
- Group associations
- Peer pressure
- Refusal skills
- Feeling lonely
- Being alone
- Rejection

- abuse
- Objective 4
Explore various types of refusal skills (stay calm, make eye contact, be assertive, repeat if necessary, walk away).
- Objective 5
Explain the difference between feeling lonely, being alone, and being rejected.
 - a. Identify circumstances that might lead to social rejection and examine ways to cope positively with these situations.

Adolescent Attractions &

Dating  (Week 14, 2 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Teen Living Standard 4
Students will discuss adolescent attractions to the opposite sex.

- Objective 1
Identify the avenues of adolescent attractions and explore the ways relationships begin, develop and grow (getting acquainted, friendships,

- Steps to a developing dating relationship
- Purposes for dating
- Appropriate age for dating experiences
- Benefits of group dating
- Problems With early pairing
- Appropriate dating activities
- Difference between love and infatuation
- Rights on a date
- Appropriate ways to end a dating relationship

- Identify steps to dating and create a list of types of dates that fit with each step.
- Identify the purposes for dating and evaluate my own wants and needs in dating relationships.
- Examine why each adolescent isn't ready to pair at the same time.
- Develop a list of ideas that illustrate the benefits of group dating and problems with early pairing.
- Create a list of appropriate dates for 14-15 yr. olds.
- Identify and define "Love and Infatuation". Evaluate different situations and identify if they are examples of love or infatuation
- Develop a list of rights that people should have in dating relationships.
- Identify appropriate ways to end

- Dating
- Group dating
- Double dating
- Single dating
- Infatuation
- Love
- Personal dating rights
- Reputation
- Attraction

phone calls/texting, socializing with groups, group dating, double dating, pairing/single dating).

- Objective 2
Identify the purposes and the importance of group socialization and examine why each adolescent is not ready to pair at the same time.
 - a. Discuss advantages of group socialization rather than paired dating at an early age.
 - b. Discuss the problems and consequences of early pairing.
 - c. List appropriate ways to end a relationship and deal with an ending relationship.
 - d. Define and discuss dating violence and how to report and/or deal with those situations appropriately.
- Objective 3
Explain the difference between infatuation and love.
- Objective 4
Discuss

dating relationships. Role play them.

reasons and motives for dating.
 a. Identify desirable dating qualities.
 b. Analyze personal rights that apply to dating (the right to: be yourself, an enjoyable safe date, have your values respected, care for and protect your body, establish and protect your reputation, be free from guilt and fear, say no).

Social Etiquette
 (Week 16, 1 Week) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Teen Living Standard 4
 Students will discuss adolescent attractions to the opposite sex.

- Objective 5 Analyze the importance of social etiquette and practice appropriate techniques (phone calls, thank you notes, table manners, tipping, etc.).

- The meaning and importance of good etiquette
- Formal place setting
- Appropriate manners when dating
- Formal dining behavior
- How to figure a 10% and 15% tip

- Define and describe characteristics of good etiquette and explain its importance.
- Prepare a formal place setting using the correct dinnerware, glassware, flatware, and linens.
- Demonstrate dating manners such as: seating a young lady, opening a car door, helping a young lady with a coat, cell phone etiquette.
- Give examples of rules of etiquette that would help them feel comfortable in formal social situations.
- Correctly figure 10% and 15% tips.

- Etiquette
- Formal
- Formal place setting
- Flatware
- Glassware
- Appetizer
- Entree
- Gratuity
- Course
- European style of eating
- American style of eating

Sexual Responsibility

UT: CTE: Family and Consumer Sciences, UT:

- Reasons teens have sex and why they are inappropriate

- Evaluate reasons teens have sex to determine if they are appropriate.

- Abstinence



(Week 17, 2
Weeks) 

Grades 9-12, Teen
Living

Standard 4

Students will discuss
adolescent attractions to
the opposite sex.

- Objective 6
Determine appropriate behaviors related to physical intimacy.
 - a. Discuss physical intimacy and the accompanying choices and consequences.
 - b. Define sexual harassment and develop assertive behavior skills as a means of protection from sexual harassment and abusive situations.
 - c. Define abstinence and discuss how abstinence before marriage strengthens marital bonds.
 - d. Define STD and discuss causes, symptoms and treatments (HIV/Aids, Herpes, Hepatitis, HPV/ Genital Warts, Pelvic Inflammatory Disease,

- Sexual harassment
- Abusive relationships
- Definition and benefits of abstinence
- Reasons teens should be abstinent from sexual activity
- Progression to intimacy
- Difference between guys and girls when it comes to sex: attitude, thoughts, actions, dress, language, etc.
- STD'S
- Consequences of pre-marital sexual activity

- Understand and identify what sexual harassment is.
- Identify behavioral patterns in relationships that might indicate abuse and how to get out of those relationships. Discuss how and where to get help.
- Discuss reasons for abstinence compared to personal values.
- Set personal boundaries to keep out of the danger zone.
- Discuss the difference between guys and girls with regard to sex and how to show respect.
- Identify each type of STD: causes, symptoms, treatments, prognosis.
- Identify and analyze consequences of pre-marital sexual activity

- STD's
- Pre-marital sex
- HIV
- AIDS
- Sexual harassment
- Abusive relationship
- Virgin
- Sex

Gonorrhea,
Syphilis,
Chlamydia,
Pubic Lice).

Teen

Parenthood

(Week 19, 1 Week)



UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Teen Living Standard 4
Students will discuss adolescent attractions to the opposite sex.

- Objective 7
Discuss why teenagers are not ready for the demands and responsibilities associated with parenthood.
a. Define and discuss child abuse (types, factors that cause, sources of help for parents and/or children of abuse, ways to prevent).
o Types:
Physical (shaken baby syndrome, fetal alcohol syndrome, drug addicted babies),
Emotional, Verbal, Sexual and Neglect.

- Physical and emotional needs of babies
- Teens lack the skills for parenthood
- Consequences of becoming a teen parent
- Care needed by babies
- Types and signs of child abuse
- Resources available for help with child abuse
- Use of drugs/alcohol/tobacco during pregnancy

- Compose a list of needs of babies.
- Identify skills needed for parenthood and analyze my own abilities with regard to parenthood.
- Discuss and experience simulated consequences of becoming a teen parent.
- Identify types/causes/signs of child abuse.
- Discuss resources/helps to prevent child abuse.
- Identify and describe the effects of drug/alcohol/tobacco use during pregnancy on the unborn baby.

- Teen pregnancy
- Birth defect
- Child abuse
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Fetal alcohol syndrome
- Low-birth weight babies
- Drug addiction