

Standards and Competencies for Teen Living (Course # 739)

	Begin-End Yr
Standard 1 - Apply reading, writing, listening, speaking, science and mathematic skills to school, family, career and community settings.	2009 -
1.1 - Comprehend a variety of printed materials.	2009 -
1.2 - Write effectively for multiple purposes.	2009 -
1.3 - Use appropriate communication strategies with individuals of different cultures and diverse perspectives.	2009 -
1.4 - Apply scientific principles in interdisciplinary studies.	2009 -
1.5 - Use numerical data analysis in real-world problem solving.	2009 -
Standard 2 - Use technology to access, manage, create, manipulate and interpret information.	2009 -
2.1 - Demonstrate proficiency with communication technologies to prepare publications and produce other creative works.	2009 -
2.2 - Locate information and manage records for family, work, and community settings.	2009 -
2.3 - Utilize technology to interact positively with peers, experts and other audiences.	2009 -
2.4 - Practice responsible and safe use of technology related to privacy, security and copyright laws.	2009 -
Standard 3 - Evaluate personal interests, traits, abilities and goals to maximize future educational and career opportunities	2009 -
3.1 - Explain the value of jobs.	2009 -
3.2 - Relate skills taught in school to occupations.	2009 -
3.3 - Examine the career clusters to determine the knowledge, skills and attitudes associated with each cluster.	2009 -
3.4 - Demonstrate communication skills and teamwork skills in the community and workplace settings.	2009 -
3.5 - Identify resources that assist in educational planning and pursuit.	2009 -
Standard 4 - Demonstrate skills to manage financial resources to promote independence and personal responsibility.	2009 -
4.1 - Analyze ways to manage resources effectively: 1. Identify human and non-human resources. 2. Determine ways to manage time, energy, and money. 3. Utilize the decision-making process to guide financial goal setting.	2009 -
4.2 - Evaluate budgets, spending habits, goals and plans.	2009 -
4.3 - Assess financial services: 1. Examine and practice financial record keeping methods. 2. Contrast the benefits and dangers of using credit.	2009 -
4.4 - Evaluate the use of technology managing resources.	2009 -
4.5 - Identify the influences of advertising techniques targeted toward youth.	2009 -
Standard 5 - Assess nutrition and fitness practices that promote personal well being across the life span.	2009 -
5.1 - Evaluate the impact of nutrition on health, achievement, and productivity.	2009 -
5.2 - Choose a well-balanced diet for adolescents; 1. Identify nutritional food sources and describe the body's use of the nutrients. 2. Classify foods and identify recommended servings according to current nutrition guidelines. 3. Assume personal responsibility for healthy eating habits.	2009 -
5.3 - Identify food safety and sanitation procedures in the kitchen.	2009 -
5.4 - Demonstrate table setting rules and meal etiquette.	2009 -
5.5 - Evaluate food label information and food costs.	2009 -
5.6 - Describe factors that help achieve physical wellness, including eating, sleeping and physical activity	2009 -
Standard 6 - Demonstrate the use of effective management practices relating to personal habits and living environments.	2009 -
6.1 - Practice good grooming habits and personal hygiene.	2009 -
6.2 - Summarize principles of clothing selection and care.	2009 -
6.3 - Compare methods of cleaning, maintaining and organizing personal and shared living space.	2009 -
6.4 - Determine home safety practices.	2009 -
6.5 - Choose methods to conserve, re-use, and recycle resources to maintain the environment.	2009 -
Standard 7 - Analyze the impact of the family on personal development and society.	2009 -
7.1 - Examine the family as a basic unit of society.	2009 -
7.2 - Analyze the functions of the family.	2009 -
7.3 - Identify roles, rights, and responsibilities of individual family members.	2009 -
7.4 - Analyze the effect of family relationships on personal development: 1.Explain factors influencing parent-child relationships. 2.Promote positive parent-child and sibling communication. 3. Explain how positive family relationships contribute to personal effectiveness in school, work and community env	2009 -
Standard 8 - Develop skills to meet the needs of children.	2009 -
8.1 - Examine responsibilities of caregivers.	2009 -
8.2 - Describe practices that maintain a safe environment.	2009 -
8.3 - Summarize developmental principles and influences on childhood.	2009 -
8.4 - Demonstrate skills that meet developmental needs.	2009 -
8.5 - Plan age-appropriate play activities.	2009 -
8.6 - Evaluate positive child guidance.	2009 -
Standard 9 - Examine personal self-development in adolescence and throughout the lifespan.	2009 -
9.1 - Research human growth and development throughout the lifespan.	2009 -
9.2 - Identify physical, emotional, social, intellectual and ethical growth as they affect personal responsibility in relationships.	2009 -
9.3 - Explore personal values and goals and their effect on life decisions.	2009 -
9.4 - Observe the effects of peer and media influence on personal decision making.	2009 -
9.5 - Recognize negative relationships and practice refusal skills.	2009 -

Standard 10 - Demonstrate leadership, citizenship and teamwork skills required for success in the family, workplace and community.	2009 -
10.1 - Examine the FCCLA organization as an integral component of the Family and Consumer Sciences curriculum.	2009 -
10.2 - Describe characteristics of good citizenship during the adolescent years.	2009 -
10.3 - Develop skills to be effective leaders and participants.	2009 -
10.4 - Practice leadership skills through participation in class and co-curricular activities	2009 -
10.5 - Cooperate within a multicultural environment to achieve goals.	2009 -