

Teen Living

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 1: I can discuss and participate in activities to help deal with teenage transitions.

Objective 1: I can discuss how each person is unique, but alike, in the Havighurst developmental stages.

- a. I can identify developmental tasks and challenges that occur during the teenage years and conditions that can impede, delay, or interrupt these tasks (roadblocks).
- b. I can identify skills which lead to an understanding of self (self esteem, self-concept, how to build self-concept, and personality development).
- c. I can identify and define personal values (tangible and intangible).
- d. I can define short and long-term goals.

Objective 2: I can discuss and analyze the various emotions associated with the teenage transitions.

- a. I can compare positive and negative methods of expressing and communicating emotions.
- b. I can analyze differences between passive, assertive and aggressive behavior.
- c. I can identify the consequences of controlled and uncontrolled emotions on individuals, families and communities (legal, mental, social, ethical, physical, and financial).
- d. I can define stress (stressor, eustress, distress, stress reducer).
- e. I can identify and review stress management skills and coping skills (causes and effects, management techniques).

Objective 3: I can identify and recognize personal communication styles and discuss the importance of quality communication skills as they relate to relationships.

- a. I can discuss styles of communication and their effects (childish, mature and nonverbal).
- b. I can identify communication techniques (constructive and destructive communication).
- c. I can apply constructive communication skills in developing positive relationships with peers, family members and persons in authority ("I"-Messages).
- d. I can identify consequences of inappropriate language and behavior.
- e. I can identify how effective/active listening skills enhance human relationships and apply those skills in everyday situations.

Objective 4: I can describe and practice critical thinking skills.

- a. I can identify the components of the critical thinking process:
 - Identify and describe a problem
 - Discriminate between fact and opinion
 - List possible solutions and consequences
- b. I can identify personal and family values that conflict with the situation.
- c. I can take a position based on logic (make a decision).
- d. I can discuss how this process can help manage and/or prevent problems.

Objective 5: I can define the term "good judgment" and identify "responsible behavior".

- a. I can identify the skills necessary to making judgments and discuss the importance of using good judgment in making a decision.
- b. I can discuss the consequences of not using "good judgment" or "responsible behavior".
- c. I can identify common situations where critical thinking, good judgment and responsible behavior could be applied.

Objective 6: I can define the term "role model" and evaluate the importance of role models.

- a. I can identify positive and negative qualities of famous role models.
- b. I can identify personal role models in one's own life and evaluate his/her qualities.

c. I can identify student's personal qualities exhibited as a role model to others.

Objective 7: I can explain and participate in activities that deal with gender.

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

STANDARD 2: I can discuss the importance of families and the role each student plays in their family.

Objective 1: I can discuss the student's affect on his/her family. Explain how a teen's responsibility, or lack of it, affects others.

- a. I can examine family forms and dynamics:
 - Forms: adoptive, blended, couple, extended, legal guardian, foster, nuclear, single-parent, single person
 - Dynamics: functions, changes, and benefits of strong family units on individuals, the community, and society
- b. I can identify ways teenagers can improve or destroy family relationships and the home environment.

Objective 2: I can discuss and explore the relationships of teens and their parents/guardians.

- a. I can discuss a teenager's struggle for independence (increased freedom brings increased responsibility, and being responsible increases freedom).
- b. I can 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. I can explore effective methods of communicating and building trust with parents (mature communication styles, conflict resolution, resolving conflicts with integrity).

Objective 3: I can discuss sibling relationships and how they affect the family (rivalry, friendship and support).

- a. I can discuss birth order theory and analyze how it may influence sibling relationships.

Objective 4: I can discuss the importance of the teen relationship with senior/elderly adults.

- a. I can identify significant senior/elderly in one's own life.
- b. I can compare similarities between senior/elderly and teens.
- c. I can identify ways in which teens and seniors/elderly can develop closer and more meaningful relationships.

STANDARD 3: I can discuss the dynamics of peers and friends.

Objective 1: I can differentiate between peers and friends.

- a. I can identify personal needs for friendship and a positive social network.

Objective 2: I can discuss and identify types of friendships (acquaintances, casual, close, and intimate).

- a. I can discuss positive and negative characteristics of friendships.
- b. I can examine skills for developing and maintaining friendships.

Objective 3: I can explore the dynamics of group associations:

- a. I can explore how a group might positively or negatively influence a teenager's life.
- b. I will learn about peer pressure.
- c. I will learn about gang membership.
- d. I will learn about substance abuse.

Objective 4: I can explore various types of refusal skills (stay calm, make eye contact, be assertive, repeat if necessary, walk away).

Objective 5: I can explain the difference between feeling lonely, being alone and being rejected.

a. I can identify circumstances that might lead to social rejection and examine ways to cope positively with these situations.

STANDARD 4: I can discuss adolescent attractions to the opposite sex.

Objective 1: I can identify the avenues of adolescent attractions and explore the ways relationships begin, develop and grow (getting acquainted, friendships, phone calls/texting, socializing with groups, group dating, double dating, pairing/single dating).

Objective 2: I can identify the purposes and the importance of group socialization and examine why each adolescent is not ready to pair at the same time.

a. I can discuss advantages of group socialization rather than paired dating at an early age.

b. I can discuss the problems and consequences of early pairing.

c. I can list appropriate ways to end a relationship and deal with an ending relationship.

d. I can define and discuss dating violence and how to report and/or deal with those situations appropriately.

Objective 3: I can explain the difference between infatuation and love.

Objective 4: I can discuss reasons and motives for dating.

a. I can identify desirable dating qualities.

b. I can 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).

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

Objective 6: I can determine appropriate behaviors related to physical intimacy.

a. I can discuss physical intimacy and the accompanying choices and consequences.

b. I can define sexual harassment and develop assertive behavior skills as a means of protection from sexual harassment and abusive situations.

c. I can define abstinence and discuss how abstinence before marriage strengthens marital bonds.

d. I can define STD and discuss causes, symptoms and treatments (HIV/Aids, Herpes, Hepatitis, HPV/ Genital Warts, Pelvic Inflammatory Disease, Gonorrhea, Syphilis, Chlamydia, Pubic Lice).

Objective 7: I can discuss why teenagers are not ready for the demands and responsibilities associated with parenthood.

a. I can define and discuss child abuse (types, factors that cause, sources of help for parents and/or children of abuse, ways to prevent).

- Types: Physical (shaken baby syndrome, fetal alcohol syndrome, drug addicted babies), Emotional, Verbal, Sexual and Neglect.