

Adult Roles and Responsibilities

Levels: Grades 11-12
Units of Credit: 0.50
CIP Code: 20.0107
Core Code: 34-01-00-00-001
Prerequisite: None
Skill Test: # 310

COURSE DESCRIPTION

This course prepares students to understand the nature, function, and significance of human relationships involving individuals and families. Topics include: family living, parenting, household and money management, decision-making skills, communication skills, self-awareness, crisis management, and the individual's roles and responsibilities within the family and community. Emphasis will be placed upon the uniqueness, needs, and interests of individuals and families. FCCLA may be an integral part of the course.

NOTE: By Utah State law, parental or guardian consent is required for a student to participate in human sexuality instruction. State policy states that instruction includes the importance of marriage and the family, abstinence from sexual activity before marriage, and fidelity after marriage. Consult the local school district on its policy regarding the teaching of human sexuality and district approved instructional materials.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 1

Students will participate in activities that help increase their self-awareness, values, goals and decision-making strategies.

Objective 1: Explain how self-concept and self-esteem are built and preserved and how it relates to the perception of individual strengths and weaknesses.

- a. Describe the positive and negative development of self-concept and self-esteem.

Objective 2: Identify personal values and explain how values impact interpersonal relationships.

- a. Define and discuss values and their function.
- b. Discuss personal values.
- c. Explain the effect of values on relationships.
- d. **ARR #1 Performance Objective** Identify 4 personal values and explain how these values impact behavior and choices.

Objective 3: Classify short- and long-term goals and the steps needed to achieve them.

- a. Describe the goal setting process.
- b. Compare short- and long-term goals.
- c. Set short-term and long-term goal that are consistent with personal values.
- d. **ARR #2 Performance Objective** Set, implement and evaluate progress on one short-term goal that is necessary to complete the long-term goal.

Objective 4: Describe the decision-making process, including acceptance of personal responsibility for the consequences of the decision.

- a. Describe the decision-making process (identify problem, brainstorm possible solutions, explore and evaluate, make a decision and act on it, evaluate and accept responsibility for results).

STANDARD 2

Students will identify effective communication in interpersonal relationships.

Objective 1: Identify various types of communication styles.

- a. Define the levels of communication.
- b. Assess personal communication styles.
- c. Identify types of destructive communication (blaming, interrupting, endless fighting, character assassination, calling in reinforcements, and withdrawal)
- d. Identify types of constructive communication (I-messages, clarifying, timing, asking questions, reflective listening, respect, consideration, avoid anger)
- e. Practice using I-messages.
- f. Explain active/reflective listening skills.
- g. Demonstrate the ability to use active listening skills.
- h. **ARR #3 Performance Objective** Demonstrate the ability to use two constructive communication skills.

Objective 2: Identify positive and negative nonverbal communication.

- a. Identify nonverbal behavior and messages (mild handshake, no eye contact, etc.)
- b. Describe the different types of personal distance/space (public, social, personal, intimate)
- c. Discuss the impact of nonverbal communication.
- d. Practice nonverbal communication.

Objective 3: Develop positive assertion skills to be used in conflict resolution.

- a. Identify positive and negative methods of conflict resolution.
- b. Compare assertive, aggressive, and passive behavior.

STANDARD 3

Students will list the functions and purposes of responsible dating.

Objective 1: Identify and discuss the purposes of dating.

- a. List the purposes of dating (socialization, recreation, and mate selection).
- b. List personal qualities that will contribute to positive dating.
- c. Identify the characteristics of infatuation and love.

Objective 2: List dating behaviors that support personal values and identify the personal responsibilities associated with dating. National Standards 13.2.5, 13.6.1, 13.6.2, 13.6.3

- a. Identify dating behaviors that support personal values.
- b. List dating guidelines that protect teens.
- c. Review types of refusal skills: saying “no”, establishing priorities, avoiding questionable situations, etc.
- d. **ARR #4 Performance Objective** Set personal rules/responsibilities related to dating behaviors that support personal values.

Objective 3: Identify the dangers of physical intimacy during dating.

- a. Describe and discuss responsible sexual behavior.
- b. Describe the long-term benefits of abstinence and fidelity.
- c. Describe the potential short-term and long-term consequences and impact of sexual irresponsibility.
- d. Identify reasons pregnancy occurs and analyze teen’s preparedness to be parents.
- e. Explain possible physical risks of teen pregnancy to the mother and infant.
- f. Examine personal, emotional, education, financial, and societal problems that result from teen pregnancies.
- g. List the common types of STIs and their symptoms by researching and reviewing current findings and statistics.
- h. Assess the dangers, myths, consequences of STIs and HIV/AIDS.
- i. Identify community resources and support groups available for assistance.

Objective 4: Define domestic violence, abuse, and various sexual violations including sexual harassment. National Standards 12.2.2, 12.2.4

- a. Identify physical/social/emotional forms of domestic abuse and violence.
- b. Identify characteristics of abusers and victims within the violence cycle.
- c. Explain the violence cycle by using examples to illustrate how the cycle promotes abuse.
- d. Identify physical/social/emotional problems related to and resulting from rape, date rape, incest, abuse, etc.
- e. Identify community resources and support groups available for assistance with sexual violations and abuse.
- f. Define sexual harassment and how to deal with it.
- g. Define rape and steps to follow if a rape occurs.

STANDARD 4

Students will identify the aspects and importance of marriage preparation and identify behaviors that strengthen marital and family relationships.

Objective 1: Analyze the importance and process of mate selection.

- a. Analyze theories of mate selection.
- b. Develop a personal list of characteristics, qualities and values desired in a marriage partner.
- c. Discuss marital success factors based upon maturity level, a potential lifestyle, the strengths and weaknesses of relationships, and the acceptability of the strengths and weaknesses of a possible mate.
- d. Define roles and identify topics to be discussed prior to marriage.
- e. Describe your personal values and beliefs of marriage.
- f. **ARR #5 Performance Objective** Develop a personal list of characteristics, qualities, and values desired in a marriage partner.
- g. **ARR #6 Performance Objective** Describe your personal values and beliefs of marriage.

Objective 2: Identify the purposes of the engagement period.

- a. Identify marital goals and objectives.
- b. Discuss the purpose of the engagement period.
- c. Identify signals of potential marriage problems.
- d. Identify the purposes of the honeymoon.

Objective 3: Define marital roles and related issues. (household responsibilities, child care, etc.)

- a. Identify gender bias in marital roles.
- b. Define and discuss the benefits of traditional and egalitarian marriages.

Objective 4: Identify common adjustments and methods of conflict resolution as related to marriage.

- a. Identify common sources of marital adjustments and conflict (dual income, personal needs and expectations, sexual adjustments and in-laws).
- b. Apply conflict resolution and problem-solving strategies to resolve common scenarios of marital conflict including financial issues.

Objective 5: Identify positive characteristics and behaviors of strong marriage relationships.

- a. Identify specific behaviors found in strong marriage relationships.
- b. Develop a list of ways to personally build and strengthen a marriage.

STANDARD 5

Students will identify and utilize basic consumer, money management, and financial strategies.

Objective 1: Identify marriage and family financial goals and developing budget strategies.

- a. Define basic consumer terms.
- b. Define budgeting terms and develop a realistic monthly family budget, based upon a set income, which includes: savings, housing, utilities, transportation, insurance, clothing, entertainment, and miscellaneous categories.
- c. Identify marriage and family financial goals.
- d. Identify positive and negative methods of managing money as a couple.
- e. Discuss the impact of money management on the marriage relationship.
- f. **ARR #7 Performance Objective** Develop a realistic monthly budget, based upon a set income, to include: savings, housing, utilities, transportation, insurance, clothing, entertainment, and misc. categories.

Objective 2: Explain consumer issues related to credit, debt, and saving.

- a. Identify and compare the types of credit and their costs.
- b. Define credit ratings/over-indebtedness.
- c. Calculate the cost of credit, over the life of the loan, for different types of purchases.
- d. Identify ways to save and the reasons for saving.

STANDARD 6

Students will identify ways to develop meaningful relationships in the family unit.

Objective 1: List the positive characteristics that affect family relationships.

- a. Identify the qualities of strong families (commitment, appreciation, decision making, responsibility, problem solving, etc.)
- b. Share and explain the value of family traditions.
- c. Identify the family life cycles strengths and weaknesses of various family forms.

Objective 2: Identify the effects of divorce and coping strategies.

- a. Identify factors leading to divorce.
- b. List effects of divorce on family members (lower self-concepts, delinquency, fear, personal adjustments for each family member, etc.).
- c. Identify coping methods for dealing with divorce (visitation, economic stability, community resources, support of friends and family, mediation, family therapy).
- d. List legal aspects of divorce (alimony, child support, custody, division of assets).

Objective 3: List the steps of the grieving process and how to develop a positive adjustment to loss.

- a. Identify the stages of grief (denial, anger, bargaining, depression, and acceptance).
- b. Identify the common physical reactions to grief (lack of appetite, numbness, inability to sleep, etc.)
- c. Explain how the grieving process applies to many types of losses.

STANDARD 7

Students will identify the various skills and responsibilities of parenting.

Objective 1: Evaluate personal readiness for parenting roles and responsibilities.

- a. Identify the social, moral, emotional, physical, intellectual, and financial considerations of parenting.

Objective 2: Explain the human reproductive process, infertility, pregnancy, and steps that lead to a healthy lifestyle.

- a. Define terminology regarding the male and female reproductive systems.
- b. Identify ways to prevent birth defects.
- c. Describe the growth and changes that take place during the three trimesters of pregnancy.
- d. Identify problems that are associated with pregnancy: toxemia, ectopic pregnancy, stillborn, spontaneous abortion, etc.

Objective 3: Explain the birth process and needs of a newborn.

- a. Define the terms associated with labor and delivery.
- b. Identify postpartum symptoms.
- c. Define nurturing/bonding and how it impacts a child.
- d. Identify ways to appropriately soothe and handle an infant.

Objective 4: Identify signs and types of child abuse and prevention strategies.

- a. Identify the types and signs of child abuse.
- b. List strategies that help prevent child abuse.

Objective 5: Identify parenting styles, including positive guidance techniques that help children develop positive self-concepts, self-management, and responsibility.

- a. Identify parenting types and styles (authoritarian, permissive, democratic)
- b. List ways to foster a child's self-concept.
- c. Identify positive guidance techniques (natural/logical consequences)
- d. **ARR Performance Objective #8** Apply positive guidance techniques to resolve three child-rearing problems.