

Teen Living

Levels:	Grades 9-10
Units of Credit:	0.50
CIP Code:	20.0137
Core Code:	34-01-00-00-270
Prerequisite:	None
Skill Test:	None

COURSE DESCRIPTION

This course helps students understand and cope with personal, family, and social challenges. Emphasis is placed on communication, decision-making skills, and building stable relationships with family and peers. The course enables students to implement positive coping mechanisms and promotes understanding of self. It addresses issues that impact teenagers: self-concept, family and peer relationships, personal loss, dating and teenage pregnancy, and child abuse. Emphasis is placed on students taking personal responsibility for life. FCCLA may be an integral part of the course.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 1

Students will discuss and participate in activities to help them deal with teenage transitions.

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

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

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

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 nonverbal).
- b. Identify communication techniques (constructive and destructive 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.

Objective 4: Describe and practice critical thinking skills.

- a. Identify the components of the critical thinking process:
 - Identify and describe a problem
 - Discriminate between fact and opinion
 - List possible solutions and consequences

- Identify personal and family values that conflict with the situation
 - 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.

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.

- 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.

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:
 - 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. 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/guardians.

- 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.

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 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.

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, 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 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).

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

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, Gonorrhea, Syphilis, Chlamydia, Pubic Lice).

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