

Family and Consumer Sciences
Grades 9-12

Adolescent Psychology



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Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Adolescent Psychology curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings Adolescent Psychology into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

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Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Adolescent Psychology course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. Adolescent Psychology is a cluster level course in the Human Services and Family Studies content area. All Family and Consumer Sciences courses allow students to apply the process skills of communication, leadership, management, and thinking in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Lifespan Studies
- Food and Nutrition
- Clothing and Textiles
- Housing and Environment

Human Services and Family Studies cluster courses:

- Careers in Human Services
- Child Development and Psychology
- Early Childhood Education Program
- Adolescent Psychology
- Parenting
- Family Dynamics
- Gerontology
- Independent Living

The Adolescent Psychology course may be used to meet the New York State parenting education mandate.

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies are based on the National Learning Standards in Family and Consumer Sciences.

Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As such, Commissioner's Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.

Message to the Teacher

Throughout history the period of adolescence, the transition between childhood and adulthood has intrigued scientists and educators alike. Over time, its study has seen dramatic change as contemporary views were influenced by new knowledge made available by technological and scientific advances. Although the wide range of normal adolescent development remains fairly constant, the expectations for and responsibilities of adolescents is in a state of constant change. This course will explore the physiological, cognitive, and psychosocial transitions of adolescence along with the impact of family and social influences on the essential tasks of this developmental stage.

Students will also explore the personal characteristics necessary for successful careers in the adolescent psychology field. This course invites all students to apply the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the Adolescent Psychology course. The content topics in the Adolescent Psychology course are aligned with the commencement level New York State Learning Standards for Family and Consumer Sciences and Career Development and Occupational Studies. In addition, they are aligned with the National Learning Standards for Family and Consumer Sciences.

Special attention was paid in the development of this curriculum guide to meeting appropriate psychological learning standards developed by the American Psychological Association (APA). The National Standards for Teaching High School Psychology, available at www.apa.org/ed/topss/apa_natlstandards.pdf outlines the fundamentals of teaching psychology as a scientific discipline. These APA standards were incorporated throughout this document.

Teachers of Adolescent Psychology may wish to investigate aligning Family and Consumer Sciences courses with those at the college level. Many schools have partnered with area colleges to offer students rigorous college credit-bearing courses within their high school departments.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their diverse paths. As Family and Consumer Sciences teachers our charge is to empower students by engaging them in experiential activities that will guide them into the future.

Curriculum Overview — Adolescent Psychology

1. What is the prerequisite?

The Lifespan Studies Core course is a suggested prerequisite for all cluster-level courses in Human Services and Family Studies. Adolescent Psychology was designed as a 20-week course. If Adolescent Psychology is offered without initial completion of the Lifespan Studies Core course, content topics may be adjusted to include fundamental performance objectives and supporting competencies from the Lifespan Studies course.

2. Who can teach the Adolescent Psychology course?

All Family and Consumer Sciences courses must be taught by certified Family and Consumer Sciences teachers. Certified Family and Consumer Sciences educators may also teach the Careers and Financial Management course required for Career and Technical Education majors. That ½ unit course can be combined with one of the four core Family and Consumer Sciences courses for a full credit in CTE.

3. How is the Adolescent Psychology course organized?

The Adolescent Psychology course is divided into 5 content topics:

- Introduction to Adolescent Psychology (I)
- Fundamental Transitions of Adolescence (FT)
- Essential Tasks of Adolescence (ET)
- The Adolescent in Society (AS)
- Contemporary issues in Adolescence (CI)

Each content topic is introduced with an Essential Question which will allow the students to focus on the process skills involved. This is followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.

4. How does the Adolescent Psychology curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, Universal Foundation Skills, Career Majors- Human and Public Services).

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Adolescent Psychology course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

The Adolescent Psychology course may also be used to fulfill the New York State parenting mandate. Adolescent Psychology content topics align with the National Standards for Family and Consumer Sciences; this curriculum guide incorporates [The National Standards for Teaching High School Psychology](#).

5. Why is it important for students to enroll in Adolescent Psychology?

All students are members of current and future families. Understanding the dynamics of relationships is a key to a successful future in home, school, community, and workplace settings. Employers stress the importance of employees demonstrating personal and interpersonal skills in the workplace.

The Human Services and Family Studies field is an important component of the economy of New York State and provides many opportunities for employment. This course will help students explore career opportunities in the field of adolescent psychology and help them develop skills needed for employment.

6. What instructional strategies best support student learning in Adolescent Psychology?

The purpose of instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences and Career Development and Occupational Studies. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard.

To be most effective, learning experiences must be hands-on, engaging, and involve application of information and skills to real-life situations. Adolescent Psychology should be taught using an experiential approach. Guidelines for laboratory facilities and equipment can be accessed in the Family and Consumer Sciences Facilities Guide at <http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm>.

7. How can special needs students succeed in Adolescent Psychology?

Family and Consumer Sciences educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies.

Information on adapting space and equipment for special needs students can be found in the Family and Consumer Sciences Facilities Guide at <http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm>

8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through the Adolescent Psychology course be assessed?

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects

- Observations
- Public speaking
- Written reflections
- Portfolios

9. How does Adolescent Psychology support positive youth development?

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

Course: Adolescent Psychology

Content Topics:

A. Introduction to Adolescent Psychology (I)

1. Cultural and Historical Perspectives of Adolescence
2. Theories of Psychology
3. Research Strategies in Psychology
4. Career Paths in Adolescence and Psychology

B. Fundamental Transitions of Adolescence (F)

1. Physiological Transitions
2. Cognitive Transitions
3. Psychosocial Transitions

C. Essential Tasks of Adolescence (ET)

1. Identity Formation
2. Relationships
3. Communication Skills
4. Social Reasoning
5. Independence and Autonomy

D. The Adolescent in Society (AS)

1. Family
2. Peers
3. School, Work and Leisure
4. Local and Global Community

E. Contemporary Issues in Adolescence (CI)

1. Health and Wellness
2. Impact of Media and Technology on Adolescents
3. Public Policy and Advocacy
4. Support Systems for Adolescents

Appendices

Appendix A - Best Practices Rubric and Template

Appendix B - Compilation of Performance Objectives and Supporting Competencies

Appendix C - Home and Career Skills Process Skills

A. Introduction to Adolescent Psychology (I) *What factors influence the study and practice of Adolescent Psychology?*

Standards Connections

Introduction to Adolescent Psychology supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 2 – A Safe and Healthy Environment; NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to provide opportunities for students to explore the foundations of psychology in relation to the developmental period of adolescence. Students will develop knowledge of the breadth of career paths related to adolescent psychology. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to principles of adolescent psychology.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3b Human and Public Services

1 - Ethical/Legal Responsibilities

NYS CDOS 3b Human and Public Services

2 - Communication

NYS CDOS 3b Human and Public Services

4 - Human Growth and Development

NYS CDOS 3b Human and Public Services

5 - Interpersonal Dynamics

NYS CDOS 3b Human and Public Services

7 - Thinking/Problem Solving

Performance Objectives and Supporting Competencies for Introduction to Adolescent Psychology

Introduction to Adolescent Psychology Performance Objective 1

I.1 Investigate how cultural and historical perspectives have influenced Adolescent Psychology

- I.1.1. Trace important historical perspectives that have influenced the understanding of psychology
- I.1.2. Compare and contrast the historical definitions of adolescence
- I.1.3. Examine cultural perspectives regarding the adolescent

Introduction to Adolescent Psychology Performance Objective 2

I.2 Examine how theories of psychology have influenced adolescence

- I.2.1. Review fundamental theories in psychology including, but not limited to, behavioral, biological, cognitive, developmental, humanistic, psychodynamic, and sociocultural
- I.2.2. Explore fundamental psychological theories as they relate to adolescence

Introduction to Adolescent Psychology Performance Objective 3

I.3 Evaluate research strategies used by psychologists to explore behavior and mental processes

- I.3.1. Examine types of psychological studies and methods for collecting and using data
- I.3.2. Explain how statistical analysis can add value to the interpretation of behavior
- I.3.3. Discuss ethical issues in psychological research

Introduction to Adolescent Psychology Performance Objective 4

I.4 Explore career paths related to adolescents and psychology

- I.4.1. Identify different fields of psychology including, but not limited to, clinical, counseling, social, experimental, and developmental psychology
- I.4.2. Investigate careers in fields related to adolescent psychology
- I.4.3. Examine education and training requirements for career paths in fields related to adolescent psychology
- I.4.4. Assess personal suitability to career characteristics in fields related to adolescent psychology

B. Fundamental Transitions of Adolescence (F) *What are the key factors that impact the transitions of adolescence?*

Standards Connections

Fundamental Transitions of Adolescence supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to explore the transition between childhood and adulthood that pose many changes and challenges during adolescence. Students will identify the research and theories related to physiological, cognitive, and psychosocial transitions. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to principles of adolescent psychology.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3b Human and Public Services

1 - Ethical/Legal Responsibilities

NYS CDOS 3b Human and Public Services

2 - Communication

NYS CDOS 3b Human and Public Services

4 - Human Growth and Development

NYS CDOS 3b Human and Public Services

5 - Interpersonal Dynamics

Performance Objectives and Supporting Competencies for Fundamental Transitions of Adolescence

Fundamental Transitions of Adolescence Performance Objective 1

F.1 Describe the major physiological transitions of adolescence

- F.1.1. Examine the chief elements of physiological change in adolescence
- F.1.2. Understand how physiological changes affect other areas of adolescent development
- F.1.3. Explain the influence of genetics and environment on the adolescent
- F.1.4. Evaluate prominent theories and research regarding adolescent physiological transitions

Fundamental Transitions of Adolescence Performance Objective 2

F.2 Describe the major cognitive transitions of adolescence

- F.2.1. Review the structure and function of the brain
- F.2.2. Identify influences that may affect brain development during adolescence
- F.2.3. Explain how abstract reasoning and higher level thinking relate to adolescent changes and challenges
- F.2.4. Apply knowledge of cognitive development to intelligence and learning
- F.2.5. Evaluate prominent theories and research regarding adolescent cognitive transitions

Fundamental Transitions of Adolescence Performance Objective 3

F.3 Describe the major psychosocial transitions of adolescence

- F.3.1. Describe psychosocial conflicts common to adolescence
- F.3.2. Examine psychosocial transitions of adolescence including, but not limited to, interpersonal, political, economic, and legal status
- F.3.3. Evaluate prominent theories and research regarding adolescent psychosocial transitions

C. Essential Tasks of Adolescence (ET) *What are the essential tasks of adolescence?*

Standards Connections

Essential Tasks of Adolescence supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to understand the importance of identity formation and autonomy during adolescence. Students will recognize responsible personal and social behaviors in home, school, work, and community settings. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to principles of adolescent psychology.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services

1 - Ethical/Legal Responsibilities

NYS CDOS 3b Human and Public Services

2 - Communication

NYS CDOS 3b Human and Public Services
 4 - Human Growth and Development
 NYS CDOS 3b Human and Public Services
 5 - Interpersonal Dynamics
 NYS CDOS 3b Human and Public Services
 7 - Thinking/Problem Solving
 NYS CDOS 3b Human and Public Services
 8 - Personal Resource Management
 NYS CDOS 3b Human and Public Services
 9 - Wellness

Performance Objectives and Supporting Competencies for Essential Tasks of Adolescence

Essential Tasks of Adolescence Performance Objective 1

ET.1 Determine the impact of identity formation during adolescence

- ET.1.1. Analyze psychological theories as they relate to identity formation during adolescence
- ET.1.2. Determine changes in self concept and self esteem during adolescence
- ET.1.3. Review the effects of genetics and environment on personal identity and personality
- ET.1.4. Examine the effects of gender, ethnicity and culture on personal identity

Essential Tasks of Adolescence Performance Objective 2

ET.2 Understand the many factors that influence relationships with others

- ET.2.1. Analyze how personal needs and characteristics impact relationships
- ET.2.2. Analyze the functions and expectations of various relationships including, but not limited to, peers, family, dating, and friendships
- ET.2.3. Evaluate effective conflict prevention and management techniques in relationships
- ET.2.4. Compare and contrast how personal standards guide behavior in relationships
- ET.2.5. Define, identify and analyze how groups function
- ET.2.6. Identify personal characteristics of leaders, and leadership styles
- ET.2.7. Define and understand the importance of mentoring

Essential Tasks of Adolescence Performance Objective 3

ET.3 Develop communication skills that contribute to healthy relationships

- ET.3.1. Compare verbal and nonverbal communication
- ET.3.2. Describe and demonstrate components of communication including, but not limited to, sending, receiving, listening, feedback, and communication interference
- ET.3.3. Understand styles of communication including, but not limited to, casual, persuasive, speculative, and personal
- ET.3.4. Differentiate among assertive, aggressive, and passive communication

Essential Tasks of Adolescence Performance Objective 4

ET.4 Recognize responsible personal and social behaviors in home, school, work, and community settings

- ET.4.1. Define and discuss social mores and norms
- ET.4.2. Examine factors that influence the development of mores and norms
- ET.4.3. Recognize global variations in social mores and norms
- ET.4.4. Analyze psychological theories as they relate to social reasoning during adolescence

Essential Tasks of Adolescence Performance Objective 5

ET.5 Determine how independence and autonomy are developed in adolescence

- ET.5.1. Define independence and autonomy
- ET.5.2. Examine developmental tasks including, but not limited to, accepting and adapting to physical changes of the body, developing intellectual and social skills, developing economic and emotional independence, and preparing for independent family living, as they relate to autonomy during adolescence
- ET.5.3. Analyze the effects of gender, ethnicity and culture on autonomy

D. The Adolescent in Society (AS) *What factors effect the socialization of adolescents in society?*

Standards Connections

The Adolescent in Society supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to broaden students' understanding of their roles and responsibilities as members of family and peer groups, and school, work, local, and global communities. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to principles of adolescent psychology.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services

1 - Ethical/Legal Responsibilities

NYS CDOS 3b Human and Public Services

2 - Communication

NYS CDOS 3b Human and Public Services

4 - Human Growth and Development

NYS CDOS 3b Human and Public Services
 5 - Interpersonal Dynamics
 NYS CDOS 3b Human and Public Services
 7 - Thinking/Problem Solving
 NYS CDOS 3b Human and Public Services
 8 - Personal Resource Management
 NYS CDOS 3b Human and Public Services
 9 - Wellness

Performance Objectives and Supporting Competencies for The Adolescent in Society

The Adolescent in Society Performance Objective 1

AS.1. Analyze the impact of the family on adolescents

- AS.1.1. Identify the functions of families
- AS.1.2. Explore ways in which adolescents' roles within families are influenced by family structures and situations
- AS.1.3. Discuss parenting styles and their effect on adolescents
- AS.1.4. Investigate methods of balancing family responsibilities, with school, work, and leisure

The Adolescent in Society Performance Objective 2

AS.2 Evaluate the role of peers in the socialization of adolescents

- AS.2.1. Define peer group and peer pressure
- AS.2.2. Recognize the development of peer groups and their importance as a source of adolescent identity
- AS.2.3. Explain the influence of peer groups on the decision making process
- AS.2.4. Determine skills that contribute to positive peer relationships

The Adolescent in Society Performance Objective 3

AS.3 Examine multiple roles of adolescents in family, school, work and leisure

- AS.3.1. Describe school, work, and leisure roles of adolescents
- AS.3.2. Discuss the impact of school, work, and leisure on the adolescents
- AS.3.3. Analyze strategies to manage school, work, and leisure
- AS.3.4. Demonstrate transferable and employability skills in school work and leisure
- AS.3.5. Identify factors that influence adolescent achievement in school, work, and leisure
- AS.3.6. Identify school, work, and leisure resources
- AS.3.7. Evaluate conditions effecting school, work and leisure
- AS.3.8. Recognize the importance of establishing personal and career goals as they relate to school, work, and leisure

The Adolescent in Society Performance Objective 4

AS.4 Recognize the relationship between adolescents and local and global communities

- AS.4.1. Identify social responsibilities to become a contributing member of local and global communities

- AS.4.2. List communication, leadership, management, and thinking skills beneficial to local and global communities
- AS.4.3. Identify service learning opportunities available in local and global communities

E. Contemporary Issues in Adolescence (CI) *What local and global issues effect the lives of adolescents?*

Standards Connections

Contemporary Issues in Adolescence supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to raise student’s awareness of local and global issues that impact adolescents. Students will develop the knowledge necessary for making informed decisions regarding health and wellness practices, media and technology use, public policy and advocacy development and the utilization of community services. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to principles of adolescent psychology.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services

1 - Ethical/Legal Responsibilities

NYS CDOS 3b Human and Public Services

2 - Communication

NYS CDOS 3b Human and Public Services
 4 - Human Growth and Development
 NYS CDOS 3b Human and Public Services
 5 - Interpersonal Dynamics
 NYS CDOS 3b Human and Public Services
 6 - Safety
 NYS CDOS 3b Human and Public Services
 7 - Thinking/Problem Solving
 NYS CDOS 3b Human and Public Services
 8 - Personal Resource Management
 NYS CDOS 3b Human and Public Services
 9 - Wellness

Performance Objectives and Supporting Competencies for Contemporary Issues in Adolescence

Contemporary Issues in Adolescence Performance Objective 1

CI.1 Investigate health and wellness practices that enhance the well-being of adolescents

- CI.1.1. Analyze factors that influence health and wellness during adolescence
- CI.1.2. Identify health and wellness issues as they relate to adolescents including, but not limited to, nutrition, fitness, science and technology, and mental health
- CI.1.3. Identify sources of stress for adolescents
- CI.1.4. Examine ways to manage stress
- CI.1.5. Identify health and wellness resources available in the community

Contemporary Issues in Adolescence Performance Objective 2

CI.2 Investigate the impact of media and technology on adolescents

- CI.2.1. Identify the impact of various types of media and technology on adolescents
- CI.2.2. Analyze ways media promotes products and services that influence adolescent behavior

Contemporary Issues in Adolescence Performance Objective 3

CI.3 Investigate public policies and advocacy that effect adolescents

- CI.3.1. Define public policy and advocacy
- CI.3.2. Identify local and global public policies and advocacy related to adolescent issues

Contemporary Issues in Adolescence Performance Objective 4

CI.4 Investigate intervention services available to adolescents

- CI.4.1. Discuss how adolescents can resolve crises, using personal resources and intervention services
- CI.4.2. Identify services that advocate for the adolescent
- CI.4.3. Identify crises that necessitate professional intervention

Appendix A
FAMILY AND CONSUMER SCIENCES – HIGH SCHOOL COURSES
BEST PRACTICES RUBRIC

Indicators	1 Falls Below Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
NYS FACS Learning Standards	Does not connect to NYS FACS Learning Standards.	Has limited evidence of connection to 1 NYS FACS Learning Standard.	Adequate evidence of connection to 1 or more NYS FACS Learning Standards.	Evidence of strong connections to 2 or more NYS FACS Learning Standards
NYS CDOS Learning Standards	Does not connect to NYS CDOS Learning Standards.	Has limited evidence of connection to 1 NYS CDOS Learning Standard.	Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.	Evidence of strong connections to 2 or more NYS CDOS Learning Standards including Standard 3b.
NYS Academic Learning Standards	Does not connect to NYS academic Learning Standards.	Has limited evidence of connection to 1 NYS academic Learning Standard.	Adequate evidence of connection to 1 or more NYS academic Learning Standard.	Evidence of strong connections to 2 or more NYS academic Learning Standards.
Course Content Topics	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
Process Skills	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
Strategy	Instruction is dependent primarily on textbooks, lecture, paper, and pencil. Teacher driven.	Hands-on experiential learning is limited. Minimal student involvement.	Includes 75 percent hands-on experiential learning. Adequate student involvement.	Includes more than 75 percent hands-on experiential learning. Active student engagement. Teacher as facilitator.
Implementation	Does not flow in a logical sequence. Necessary resources would make implementation difficult.	Follows a logical sequence. Most necessary resources may make implementation difficult.	Follows a logical sequence. Some necessary resources may make implementation difficult.	Follows a logical sequence. All necessary resources make implementation easy.
Assessment	Cannot be assessed. Or Assessment not included.	Assessment is vaguely related to objectives and competencies.	Assessment relates to objectives and competencies.	Assessment is directly related to objectives and competencies.

ADOLESCENT PSYCHOLOGY BEST PRACTICES TEMPLATE

NYS LEARNING STANDARDS:

Family and Consumer Sciences

1_____

2_____

3_____

Career Development and
Occupational Studies

1_____

2_____

3a_____

3b_____

Adolescent DEVELOPMENT

CONTENT TOPICS:

Introduction _____

Fundamental Transitions _____

Essential Tasks _____

Adolescent. In Society _____

Contemporary Issues _____

APPLIED PROCESS SKILLS:

Communication _____

Leadership _____

Management _____

Thinking _____

APPLIED ACADEMICS:

Circle Standard Number(s)

ELA 1 2 3 4

MST 1 2 3 4 5 6 7

Soc St 1 2 3 4 5

The Arts 1 2 3 4

LOTE 1 2

TITLE: _____

CONTENT TOPICS: (Complete all that apply)

Introduction to Adolescent Psychology (I)

- Performance Objective – I
 - Supporting Competency – I

Fundamental Transitions of Adolescence (F)

- Performance Objective –F
 - Supporting Competency –F

Essential Tasks of Adolescence (ET)

- Performance Objective – ET
 - Supporting Competency – ET

The Adolescent in Society (AS)

- Performance Objective – AS
 - Supporting Competency – AS

Contemporary Issues in Adolescence (CI)

- Performance Objective – CI
 - Supporting Competency – CI

TITLE: _____

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

Appendix B
ADOLESCENT PSYCHOLOGY
PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

A. Introduction to Adolescent Psychology (I)

I.1 Investigate how cultural and historical perspectives have influenced Adolescent Psychology

- I.1.1. Trace important historical perspectives that have influenced the understanding of psychology
- I.1.2. Compare and contrast the historical definitions of adolescence
- I.1.3. Examine cultural perspectives regarding the adolescent

I.2 Examine how theories of psychology have influenced adolescence

- I.2.1. Review fundamental theories in psychology including, but not limited to, behavioral, biological, cognitive, developmental, humanistic, psychodynamic, and sociocultural
- I.2.2. Explore fundamental psychological theories as they relate to adolescence

I.3 Evaluate research strategies used by psychologists to explore behavior and mental processes

- I.3.1. Examine types of psychological studies and methods for collecting and using data
- I.3.2. Explain how statistical analysis can add value to the interpretation of behavior
- I.3.3. Discuss ethical issues in psychological research

I.4 Explore career paths related to adolescents and psychology

- I.4.1. Identify different fields of psychology including, but not limited to, clinical, counseling, social, experimental, and developmental psychology
- I.4.2. Investigate careers in fields related to adolescent psychology
- I.4.3. Examine education and training requirements for career paths in fields related to adolescent psychology
- I.4.4. Assess personal suitability to career characteristics in fields related to adolescent psychology

B. Fundamental Transitions of Adolescence (FT)

F.1 Describe the major physiological transitions of adolescence

- F.1.1. Examine the chief elements of physiological change in adolescence
- F.1.2. Understand how physiological changes affect other areas of adolescent development
- F.1.3. Explain the influence of genetics and environment on the adolescent
- F.1.4. Evaluate prominent theories and research regarding adolescent physiological transitions

F.2 Describe the major cognitive transitions of adolescence

- F.2.1. Review the structure and function of the brain
- F.2.2. Identify influences that may affect brain development during adolescence
- F.2.3. Explain how abstract reasoning and higher level thinking relate to adolescent changes and challenges
- F.2.4. Apply knowledge of cognitive development to intelligence and learning

- F.2.5. Evaluate prominent theories and research regarding adolescent cognitive transitions

F.3 Describe the major psychosocial transitions of adolescence

- F.3.1. Describe psychosocial conflicts common to adolescence
- F.3.2. Examine psychosocial transitions of adolescence including, but not limited to, interpersonal, political, economic, and legal status
- F.3.3. Evaluate prominent theories and research regarding adolescent psychosocial transitions

C. Essential Tasks of Adolescence Performance (ET)

ET.1 Determine the impact of identity formation during adolescence

- ET.1.1. Analyze psychological theories as they relate to identity formation during adolescence
- ET.1.2. Determine changes in self concept and self esteem during adolescence
- ET.1.3. Review the effects of genetics and environment on personal identity and personality
- ET.1.4. Examine the effects of gender, ethnicity and culture on personal identity

ET.2 Understand the many factors that influence relationships with others

- ET.2.1. Analyze how personal needs and characteristics impact relationships
- ET.2.2. Analyze the functions and expectations of various relationships including, but not limited to, peers, family, dating, and friendships
- ET.2.3. Evaluate effective conflict prevention and management techniques in relationships
- ET.2.4. Compare and contrast how personal standards guide behavior in relationships
- ET.2.5. Define, identify and analyze how groups function
- ET.2.6. Identify personal characteristics of leaders, and leadership styles
- ET.2.7. Define and understand the importance of mentoring

ET.3 Develop communication skills that contribute to healthy relationships

- ET.3.1. Compare verbal and nonverbal communication
- ET.3.2. Describe and demonstrate components of communication including, but not limited to, sending, receiving, listening, feedback, and communication interference
- ET.3.3. Understand styles of communication including, but not limited to, casual, persuasive, speculative, and personal
- ET.3.4. Differentiate among assertive, aggressive, and passive communication

ET.4 Recognize responsible personal and social behaviors in home, school, work, and community settings

- ET.4.1. Define and discuss social mores and norms
- ET.4.2. Examine factors that influence the development of mores and norms
- ET.4.3. Recognize global variations in social mores and norms
- ET.4.4. Analyze psychological theories as they relate to social reasoning during adolescence

ET.5 Determine how independence and autonomy are developed in adolescence

- ET.5.1. Define independence and autonomy
- ET.5.2. Examine developmental tasks including, but not limited to, accepting and adapting to physical changes of the body, developing intellectual and social skills, developing economic and emotional independence, and preparing for independent family living, as they relate to autonomy during adolescence
- ET.5.3. Analyze the effects of gender, ethnicity and culture on autonomy

D. The Adolescent in Society (AS)

AS.1. Analyze the impact of the family on adolescents

- AS.1.1. Identify the functions of families
- AS.1.2. Explore ways in which adolescents' roles within families are influenced by family structures and situations
- AS.1.3. Discuss parenting styles and their effect on adolescents
- AS.1.4. Investigate methods of balancing family responsibilities, with school, work, and leisure

AS.2 Evaluate the role of peers in the socialization of adolescents

- AS.2.1. Define peer group and peer pressure
- AS.2.2. Recognize the development of peer groups and their importance as a source of adolescent identity
- AS.2.3. Explain the influence of peer groups on the decision making process
- AS.2.4. Determine skills that contribute to positive peer relationships

AS.3 Examine multiple roles of adolescents in family, school, work and leisure

- AS.3.1. Describe school, work, and leisure roles of adolescents
- AS.3.2. Discuss the impact of school, work, and leisure on the adolescents
- AS.3.3. Analyze strategies to manage school, work, and leisure
- AS.3.4. Demonstrate transferable and employability skills in school work and leisure
- AS.3.5. Identify factors that influence adolescent achievement in school, work, and leisure
- AS.3.6. Identify school, work, and leisure resources
- AS.3.7. Evaluate conditions effecting school, work and leisure
- AS.3.8. Recognize the importance of establishing personal and career goals as they relate to school, work, and leisure

AS.4 Recognize the relationship between adolescents and local and global communities

- AS.4.1. Identify social responsibilities to become a contributing member of local and global communities
- AS.4.2. List communication, leadership, management, and thinking skills beneficial to local and global communities
- AS.4.3. Identify service learning opportunities available in local and global communities

E. Contemporary Issues in Adolescence (CI)

CI.1 Investigate health and wellness practices that enhance the well-being of adolescents

- CI.1.1. Analyze factors that influence health and wellness during adolescence
- CI.1.2. Identify health and wellness issues as they relate to adolescents including, but not limited to, nutrition, fitness, science and technology, and mental health
- CI.1.3. Identify sources of stress for adolescents

- CI.1.4. Examine ways to manage stress
- CI.1.5. Identify health and wellness resources available in the community

CI.2 Investigate the impact of media and technology on adolescents

- CI.2.1. Identify the impact of various types of media and technology on adolescents
- CI.2.2. Analyze ways media promotes products and services that influence adolescent behavior

CI.3 Investigate public policies and advocacy that effect adolescents

- CI.3.1. Define public policy and advocacy
- CI.3.2. Identify local and global public policies and advocacy related to adolescent issues

CI.4 Investigate intervention services available to adolescents

- CI.4.1. Discuss how adolescents can resolve crises, using personal resources and intervention services
- CI.4.2. Identify services that advocate for the adolescent
- CI.4.3. Identify crises that necessitate professional intervention

Appendix C

HOME AND CAREER SKILLS PROCESS SKILLS

The information below is excerpted from the New York State Home and Career Skills Core Curriculum Guide 2005. It is appended here as a reference and a review of the process skills for high school Family and Consumer Sciences teachers. Family and Consumer Sciences high school core courses were designed to provide opportunities for students to apply communication, leadership, management, and thinking skills through each content topic they study.

Introduction to Process Skills

Process is a vehicle for obtaining, analyzing, and using content. Process skills are the “how” of learning while content is the “what” of learning. The emphasis on process skills within Home and Career Skills is grounded in needs and issues of society and in developments in Family and Consumer Sciences education.

The need for process in education was emphasized in the report of the Secretary’s Commission on Achieving Necessary Skills (SCANS). Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are “at least as important as technical expertise...The competencies represent the attributes that today’s high performance employer seeks in tomorrow’s employee” (U.S. Department of Labor). The SCANS foundations and competencies harmonize closely with process skills developed through Family and Consumer Sciences. The New York State Education Department has adapted the SCANS skills into the Career Development and Occupational Studies (CDOS) Universal Foundation Skills.

Most process skills related to Family and Consumer Sciences can be categorized into four organizing skills:

- ❖ Communication (C)
- ❖ Leadership (L)
- ❖ Management (M)
- ❖ Thinking (T)

These process skills were selected in order to create a manageable structure for the development of essential questions for the Family and Consumer Sciences curricula.

A. Communication Skills (C) *How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

Standards Connections

Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. Communication process skills are first experienced and learned within the social environment of the family. The process of learning to be an effective communicator begins in infancy, with babies and care givers engaging in interactive behaviors. As communication learning continues, families, schools, and communities play critical roles in expanding students' communication skills.

Communication process skills include listening, speaking, reading, and writing. Together they build a sense of cohesiveness within family, school, work, and community settings. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Conflict management is facilitated when individuals are able to express their own ideas and assert their own views effectively, while at the same time listening to and respecting the views of others. Effective communication skills help students meet the challenges of living and working in a diverse global society.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academics concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

Performance Objectives and Supporting Competencies for Communication Skills

Communication Skills Performance Objective 1

C.1 Demonstrate communication skills that contribute to positive relationships.

Communication Skills Objective 1 Supporting Competencies

- C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.
- C.1.2 Examine communication styles and their effects on relationships.
- C.1.3 Describe types of communication and characteristics of effective communication.
 - Verbal
 - Nonverbal
- C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- C.1.5 Distinguish between hearing and listening.
- C.1.6 Demonstrate effective (active) listening and feedback techniques.
- C.1.7 Examine barriers to communication in family, school, work, and community settings.
- C.1.8 Demonstrate effective communication skills in a group setting to accomplish a task.
- C.1.9 Demonstrate effective communication skills in family, school, work, and community settings.

B. Leadership Skills (L) *How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?*

Standards Connections

Leadership Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management, and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Leadership process skills include helping a group, such as a family, school, or community shape a vision of purpose and goals, and encouraging others to commit themselves to accomplishing that vision. Being a responsible leader requires taking action for the common good of the group.

Leaders tell, sell, participate, and delegate, using different strategies at different times and with different group members, in order to involve and encourage everyone toward achieving the shared vision. Leadership skills are embraced in Home and Career Skills classes as students develop a common vision, cooperate with each other, and assume shared responsibility for their family, school, work, and community settings.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Leadership Skills

Leadership Skills Performance Objective 1

L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

Leadership Skills Objective 1 Supporting Competencies

- L.1.1 Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.
- L.1.2 Identify qualities of effective leaders.
- L.1.3 Identify qualities of effective team members.
- L.1.4 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- L.1.5 Demonstrate strategies to motivate and encourage group members.
- L.1.6 Create strategies to utilize the strengths and limitations of team members.
- L.1.7 Demonstrate techniques that develop team and community spirit.
- L.1.8 Demonstrate ways to organize and delegate responsibilities.
- L.1.9 Create strategies to integrate new members into the team.
- L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.
- L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.
- L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.

C. Management Skills (M) *How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?*

Standards Connections

Management Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Management process skills are used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, planning, implementing, evaluating, problem solving, and decision making. Management involves determining the goals that can be realistically accomplished; planning the steps to take and resources to use; carrying out the plan in an efficient and cost effective way; and evaluating the implementation process and the result. Students in Home and Career Skills classes practice managing resources such as time, talent, energy, and money, in order achieve goals for self, family, school, work, and community.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Management Skills

Management Skills Performance Objective 1

M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

Management Skills Objective 1 Supporting Competencies

M.1.1 Explain *management* as it relates to personal, family, and work life.

M.1.2 Compare ways in which different people make different choices in the same situation.

Management Skills Performance Objective 2

M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

Management Skills Objective 2 Supporting Competencies

M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

Management Skills Performance Objective 3

M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.

Management Skills Objective 3 Supporting Competencies

M.3.1 Define *needs, wants, values, goals, and standards*.

M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.

M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4

M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.

Management Skills Objective 4 Supporting Competencies

- M.4.1 Define *resources*.
- M.4.2 Classify human, economic, and environmental resources.
- M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
- M.4.4 Describe several ways to substitute or increase resources by combining them.
- M.4.5 Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.
- M.4.6 Determine individual and family responsibility in relation to the environmental trends and issues.
- M.4.7 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

Management Skills Performance Objective 5

M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.

Management Skills Objective 5 Supporting Competencies

- M.5.1 Define *decision making*.
- M.5.2 State sequentially the basic steps in the decision-making process.
- M.5.3 Apply the steps sequentially to make a decision.
- M.5.4 Apply the decision-making process in family, school, work, and community settings.

Management Skills Performance Objective 6

M.6 Use the problem-solving process to identify appropriate solutions, in a logical and sequential manner, and apply the solution chosen to real-life problem situations.

Management Skills Objective 6 Supporting Competencies

- M.6.1 Define *problem solving*.
- M.6.2 State sequentially the basic steps in the problem-solving process.
- M.6.3 Apply the steps sequentially to solve a problem situation.
- M.6.4 Apply the problem-solving process to solve problems in family, school, work, and community settings.
- M.6.5 Explain the appropriateness of alternative solutions.

Management Skills Performance Objective 7

M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

Management Skills Objective 7 Supporting Competencies

- M.7.1 Define *goal*.
- M.7.2 Distinguish between long-term and short-term goals.
- M.7.3 State sequentially the basic steps in the goal-setting process.
- M.7.4 Apply the steps sequentially to achieve a goal.
- M.7.5 Apply the goal-setting process to set goals in family, school, work, and community settings.

Management Skills Performance Objective 8

M.8 Demonstrate management of individual and family resources, including food, clothing, shelter, money, time, and personal energy.

Management Skills Objective 8 Supporting Competencies

- M.8.1 Apply management skills to organize tasks and responsibilities.
- M.8.2 Implement management skills in the planning, purchasing, preparing, serving, and storing of safe and nutritious food.
- M.8.3 Implement management skills in the purchasing, creating, and/or maintenance of clothing
- M.8.4 Implement management skills involving personal space, housing, and furnishings.
- M.8.5 Implement management skills involving money.
- M.8.6 Implement management skills involving time.
- M.8.7 Implement management skills involving personal energy.

Management Skills Performance Objective 9

M.9 Demonstrate management of individual and family resources in family, school, work, and community settings.

Management Skills Objective 9 Supporting Competencies

- M 9.1 Allocate individual and family resources to complete a task.

D. Thinking Skills (T) *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.

Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings and interpretations. Home and Career Skills classes provide students with opportunities to use critical thinking skills to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values.

Creative thinking, in contrast, is the use of innovative, exploratory approaches to generate ideas. Home and Career Skills classes provide an environment where unusual ideas are valued and perspectives and explanations other than those which are immediately apparent are encouraged.

Key Ideas

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1

T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

- T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
- T.1.2 Describe creative thinking skills.
- T.1.3 Describe critical thinking skills.
- T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.