

**Family and Consumer Sciences**  
**Grades 9-12**

# Lifespan Studies Core



The University of the State of New York  
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# Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Human Development Core 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 Lifespan Studies Core (formerly Human Development) 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 Lifespan Studies Core course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. The commencement level core courses provide seamless articulation between the middle level Home and Career Skills course and the more specialized focus of the cluster courses. All Family and Consumer Sciences Core courses allow students to apply the process skills of communication, leadership, management, and thinking delivered in the Home and Career Skills course 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
- Early Childhood Education Program
- Adolescent Psychology
- Parenting
- Family Dynamics
- Gerontology
- Independent Living

The Lifespan Studies Core 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 in core courses 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**

In the information age, the world is becoming smaller and more immediate. This requires individuals who are able to understand relationships and able to interact with a variety of people in a variety of settings. In assisting students in becoming competent, confident and caring in managing their personal, family and work lives, the Lifespan Studies Core builds on positive youth development started at the middle level.

Lifespan Studies topics focus on skills needed for understanding relationships across the lifecycle. Strategies for understanding self, as well as for dealing with change, help students cope with the challenges of living in today's world. Students armed with these coping strategies are more likely to be involved in positive relationships in their family, school, community and workplace.

The content topics in the Lifespan Studies Core course allow students to meet commencement level New York State Learning Standards for Family and Consumer Sciences as well as Career Development and Occupational Studies. In addition, they are aligned the National Family and Consumer Sciences Standards. This course is an option for completing the parenting education graduation requirement for any student.

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 divergent paths. The charge to Family and Consumer Science educators is to empower students by engaging them in experiential activities that will guide them into the future.

# Curriculum Overview – Lifespan Studies Core

## 1. What is the prerequisite?

The prerequisite for the Lifespan Studies Core course is the successful completion of Home and Career Skills at the middle level. The Lifespan Studies Core course is a suggested prerequisite for all other courses in the Human Services and Family Studies cluster.

## 2. Who can teach the Lifespan Development Core?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. 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 Lifespan Development Core course organized?

The Lifespan Studies Core is divided into 9 content topics:

- Growth and Development Across the Lifespan (GD)
- Brain Development (B)
- Prenatal Development (P)
- Childhood (C)
- Adolescence (A)
- Adult Years (AY)
- Elder Years (EY)
- Current Issues and Events in Lifespan Studies (CIE)
- Career Pathways in Lifespan Studies (CP)

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 Lifespan Studies Core 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, and Universal Foundation Skills).

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 Lifespan Studies Core course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

The Lifespan Development Core may also be used to fulfill the New York State Parenting Mandate.

Lifespan Studies Core content topics align with the National Standards for Family and Consumer Sciences.

## **5. Why is it important for students to enroll in Lifespan Studies?**

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 this field and help them develop skills needed for employment.

## **6. What instructional strategies best support student learning in Lifespan Development?**

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, Lifespan Studies should be taught using a hands-on, experiential approach in a laboratory setting. 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 Lifespan Studies?**

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 Lifespan Studies Core 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
- Math computations
- Public speaking
- Written reflections
- Portfolios

**9. How does Family and Consumer Sciences support positive youth development through Family, Career and Community Leaders of America (FCCLA)?**

Involvement in career and technical student organizations (CTSO), such as FCCLA, is essential for successful secondary education programs. Positive youth development encompasses the following elements:

- Promoting positive relationships with peers and adults;
- Emphasizing individual strengths;
- Strengthening personal character and confidence;
- Empowering youths to assume leadership roles in families, schools, careers and community; and
- Developing and implementing service learning projects.

Development of leadership skills is an integral part of Career and Technical Education in New York State. The Family and Consumer Sciences curricula are designed to provide a wealth of experiences and resources to support school, community, and work-based learning. Students who elect to become active members a CTSO have the advantage of a practical forum to demonstrate leadership skills in an action-oriented format and have the potential for recognition of their achievement at the local, state, and national levels.

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: Lifespan Studies CORE

## Content Topics

### **A. Growth and Development Across the Lifespan (GD)**

1. Historical Perspectives and Developmental Theories
2. Developmental Benchmarks
3. Principles of Growth and Development
4. Application of Process Skills to Lifespan Studies

### **B. Brain Development (B)**

1. Influences on Growth and Development of the Brain
2. Development and Maturation of the Brain Throughout the Lifespan

### **C. Prenatal Development (P)**

1. Influences on Prenatal Growth and Development

### **D. Childhood (C)**

1. Growth and Development of Children
2. Nurturing Environment
3. Influences on Childhood Growth and Development

### **E. Adolescence (A)**

1. Growth and Development of Adolescents
2. Influences on Adolescent Growth and Development
3. Identity Formation During Adolescence

### **F. Adult Years (AY)**

1. Relationships in Family, Workplace, and Community
2. Transition During the Adult Years

### **G. Elder Years (EY)**

1. Influences on Health During the Elder Years

### **H. Current Issues and Events in Lifespan Studies (CIE)**

1. Understanding Lifespan Issues and Events

### **I. Career Pathways in Lifespan Studies (CP)**

1. Career Paths in Lifespan Studies
2. Career Suitability for Lifespan Studies

## **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. Growth and Development Across the Lifespan (GD)** *What are the areas and characteristics of human growth and development across the lifespan?*

**Standards Connections**

**Growth and Development Across the Lifespan supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 2 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills**

**Rationale**

The purpose of this content topic is to provide opportunities for students to identify and understand the principles of human growth and development by examining the cultural, social, environmental, ethnic, genetic, and technological factors that affect growth and development across the lifespan. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to principles of growth and development.

**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 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a8 - Systems

**Performance Objectives and Supporting Competencies for Growth and Development Across the Lifespan**

**Growth and Development Across the Lifespan Performance Objective 1**

**GD.1 Investigate how human growth and development are influenced by historical perspectives and developmental theories**

- GD.1.1. Identify important historical perspectives that have influenced understanding of human growth and development
- GD.1.2. Identify important developmental theories that have influenced understanding of human growth and development including but not limited to: Maslow, Erikson and Piaget
- GD.1.3. Analyze current contradictions between what is known about human growth and development and practices and conditions existing in society

## **Growth and Development Across the Lifespan Performance Objective 2**

### **GD.2 Describe the typical developmental roles, responsibilities and tasks characteristic across the lifespan continuum**

- GD.2.1. Identify typical developmental benchmarks across the lifespan including but not limited to: prenatal, childhood, adolescence, adulthood, and the elder years

## **Growth and Development Across the Lifespan Performance Objective 3**

### **GD.3 Analyze principles of human growth and development across the lifespan**

- GD.3.1. Examine physical, intellectual, emotional, social growth and development
- GD.3.2. Examine the interrelationships among physical, intellectual, emotional, social growth and development across the lifespan

## **Growth and Development Across the Lifespan Performance Objective 4**

### **GD.4 Apply the process skills of communication, leadership, management, and thinking skills to promote positive relationships across the lifespan**

- GD.4.1. Acknowledge that human relationships across the lifespan face conflicts and stress due to changes in needs, goals, resources, decisions, problems, roles, and responsibilities
- GD.4.2. Apply the process skills to manage conflict and stress brought about by change

**B. Brain Development(B)** *What role do the brain and central nervous system play in the development of the human throughout the lifespan?*

**Standards Connections**

**Brain Development supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 2 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standards 2 – Integrated Learning and 3a – Universal Foundation Skills**

**Rationale**

The growth and development of the brain and central nervous system is fundamental to overall physical, intellectual, and emotional/social development. Advances in brain research are providing a clearer picture of the role the brain plays in human development. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of understanding the brain and central nervous system.

**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 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

**Performance Objectives and Supporting Competencies for Brain Development**

**Brain Development Performance Objective 1**

**B.1 Identify influences that may affect the growth of the brain and central nervous system**

- B.1.1. Identify major parts of the brain and their basic functions
- B.1.2. Describe the role nutrition plays on the development of the brain and central nervous system
- B.1.3. Describe the role physical activity has on the development of the brain and central nervous system
- B.1.4. Describe the effects sleep has on the brain and the central nervous system
- B.1.5. Recognize the effects drugs have on the brain and central nervous system
- B.1.6. List environmental hazards that can affect the brain and central nervous system
- B.1.7. List a variety of mental and physical illnesses that may affect the brain and central nervous system

## **Brain Development Performance Objective 2**

### **B.2 Evaluate the impact aging has on the brain and central nervous system**

- B.2.1. Describe the characteristics and the impact that aging has on the brain
- B.2.2. Demonstrate an appreciation for positive lifestyle choices and the effects they have on the maturing brain

**C. Prenatal Development (P)** *What are the key factors that impact prenatal growth and development?*

**Standards Connections**

**Prenatal Development supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 2 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills**

**Rationale**

Prenatal growth and development provide the foundation for overall human growth and development. Through this content topic students will gain understanding of various factors that influence prenatal growth and development. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to prenatal development.

**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 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 3a8 - Systems

**Performance Objectives and Supporting Competencies for Prenatal Development**

**Prenatal Development Performance Objective 1**

**P.1 Analyze conditions that influence prenatal growth and development**

- P.1.1. Investigate the impact of heredity and environment on prenatal growth and development
- P.1.2. Determine the impact of social, economic, and technological forces on prenatal growth and development
- P.1.3. Describe prenatal developmental benchmarks of each trimester
- P.1.4. Analyze strategies that promote prenatal growth and development

**D. Childhood (C)** *What are the developmentally appropriate practices for fostering optimum growth and development in children?*

**Standards Connections**

**Childhood supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills**

**Rationale**

The purpose of this content topic is to identify the developmental needs of children. Students will explore methods of meeting these developmental needs by providing a nurturing environment for children. Students will put into effect strategies that promote children's optimal growth and development. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the study of childhood.

**Key Ideas**

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 3a1 - Basic Skills  
NYS CDOS 3a2 - Thinking Skills  
NYS CDOS 3a3 - Personal Qualities  
NYS CDOS 3a4 - Interpersonal Skills  
NYS CDOS 3a5 - Technology  
NYS CDOS 3a6 - Managing Information  
NYS CDOS 3a7 - Managing Resources  
NYS CDOS 3a8 - Systems

**Performance Objectives and Supporting Competencies for Childhood**

**Childhood Performance Objective 1**

**C.1 Explain the principles of growth and development of children**

- C.1.1. Identify physical, intellectual, emotional, and social needs of infants
- C.1.2. Identify physical, intellectual, emotional, and social needs of toddlers
- C.1.3. Identify physical, intellectual, emotional, and social needs of preschoolers
- C.1.4. Identify physical, intellectual, emotional, and social needs of school-age children

## **Childhood Performance Objective 2**

### **C.2 Identify characteristics of a nurturing environment and describe developmentally appropriate practices for establishing a nurturing environment**

- C.2.1. Define nurturing environment as one that is positive, caring, supportive, developmentally appropriate, and contributes to optimal growth and development of children
- C.2.2. Describe key components of a nurturing environment and how it affects the development of children
- C.2.3. Describe techniques for establishing a nurturing environment at home and work-related settings
- C.2.4. Demonstrate interpersonal skills that promote positive and productive relationships with children

## **Childhood Performance Objective 3**

### **C.3 Identify influences that may affect the growth and development of children**

- C.3.1. Analyze information regarding environmental issues and concerns related to children
- C.3.2. List age appropriate activities that promote growth and development of children
- C.3.3. Compare gender differences in growth and development of children
- C.3.4. Analyze the role nutrition, health care, immunizations and exercise play in the overall health and safety of children
- C.3.5. Establish prevention practices and emergency procedures to maintain a safe and healthy environment for children

**E. Adolescence (A)** *What developmental characteristics and abilities enable adolescents to manage the issues, choices and challenges they encounter as they begin to set and achieve their personal and professional goals?*

### **Standards Connections**

**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 Standard 3a – Universal Foundation Skills**

#### **Rationale**

The purpose of this content topic is to understand human development during adolescence. Students will explore how providing for the needs and enhancing the lives of others promotes positive personal identity formation during adolescence. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the study of adolescence.

#### **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 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

### **Performance Objectives and Supporting Competencies for Adolescence**

#### **Adolescence Performance Objective 1**

##### **A.1 Explain the principles of growth and development of adolescents**

A.1.1. Identify physical, intellectual, emotional, and social needs of adolescents



## **Adolescence Performance Objective 2**

### **A.2 Identify influences that may affect the growth and development of adolescents**

- A.2.1. Determine the impact of social, economic, and technological forces on adolescent growth and development
- A.2.2. Identify how consequences of common risk behaviors can effect the growth and development of adolescents

## **Adolescence Performance Objective 3**

### **A.3 Identify strategies that promote the growth and development of personal identity during adolescence**

- A.3.1. Explore ways to define personal identity during adolescence
- A.3.2. Examine the effects of gender, ethnicity, and culture on personal identity
- A.3.3. Analyze *self* in relation to factors including but not limited to: needs, wants, emotions, strengths, weaknesses, and values
- A.3.4. Explore how providing for the needs and enhancing the lives of others promotes positive personal identity formation during adolescence (e.g., service learning)

**F. Adult Years (AY)** *What developmental characteristics and abilities enable adults to manage the issues, choices and challenges they encounter as they refine and achieve their personal and professional goals?*

### **Standards Connections**

**Adult Years supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills**

#### **Rationale**

The purpose of this content topic is to identify the developmental changes that take place during the adult years. The developmental milestones of adulthood include the establishment of independence, personal and professional relationships, and adapting to changing lifestyles. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the study of adulthood.

#### **Key Ideas**

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 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

### **Performance Objectives and Supporting Competencies for Adult Years**

#### **Adult Years Performance Objective 1**

##### **AY.1 Analyze functions and expectations of various types of relationships**

- AY.1.1. Explore opportunities and strategies for developing and maintaining relationships in home, work, school, neighborhood, and community settings during adulthood
- AY.1.2. Analyze how traditions and social norms contribute to healthy adult relationships

- AY.1.3. Discuss the effects on adults who care for both their children and their aging parents
- AY.1.4. Explore how providing for the needs and enhancing the lives of others demonstrates teamwork and leadership skills in family, workplace and community settings

**Adult Years Performance Objective 2**

**AY.2 Determine the impact of change and transition during the adult years**

- AY.2.1. Describe the effects careers may have on an individual's lifestyle during adulthood
- AY.2.2. Investigate factors to consider during adulthood in order to prepare for retirement

**G. Elder Years (EY)** *What developmental characteristics and abilities enable adults to manage the issues, choices and challenges they encounter as they refine and achieve their goals during their elder years?*

### **Standards Connections**

**Elder Years 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 Standard 3a – Universal Foundation Skills**

### **Rationale**

The population of aging adults is greater than ever before and is expected to increase. Many individuals in this period of life continue to be healthy and actively engaged in family, workplace, and community activities. Complex issues influence the overall health and well being of those in the elder years. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the understanding the choices and challenges of individuals during the elder years.

### **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 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

### **Performance Objectives and Supporting Competencies for Elder Years**

#### **Elder Years Performance Objective 1**

**EY.1 Analyze conditions that influence physical, mental, social, and emotional health during the elder years**

EY.1.1. Analyze trends and factors related to life expectancy including gender, ethnicity, lifestyle, and location

- EY.1.2. Explore the influence of physical, mental, social, and emotional health on lifestyle during the elder years
- EY.1.3. Identify different ways to improve or sustain physical, mental, social, and emotional health during the elder years
- EY.1.4. Discuss the role vocation, retirement, and leisure play in promoting physical, mental, social, and emotional health during the elder years
- EY.1.5. Consider the possible losses an older adult encounters during the elder years
- EY.1.6. Explore how enhancing the lives of others in family, workplace and community settings promotes physical, mental, social, and emotional health during the elder years

**H. Current Issues and Events in Lifespan Studies (CIE)** What human life issues and events create crises and pose challenges for individuals and families across the lifespan?

### **Standards Connections**

**Current Issues and Events in Lifespan Studies 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 and 3a – Universal Foundation Skills**

### **Rationale**

Across the lifespan there are human life issues and events that impact individuals and families.

Understanding these life-changing events helps students to cope with the challenges posed by these events. The ability to access resources is an important skill for students to apply as they attempt to manage issues and events they encounter. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the study of human life issues and events across the lifespan.

### **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 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

## **Performance Objectives and Supporting Competencies for Current Issues and Events in Lifespan Studies**

### **Current Issues and Events in Lifespan Studies Performance Objective 1**

#### **CIE.1 Analyze human life issues and events that influence individuals and families across the lifespan**

- CIE.1.1. Identify human life issues and events that create crises and pose challenges across the lifespan including but not limited to:  
Employment and Finances, Family Evolution, Health Challenges and Crises, Disabling Conditions, Loss and Grief, Death and Dying
- CIE.1.2. Describe how human life issues and events impact physical, mental, social, and emotional growth and development across the lifespan
- CIE.1.3. Determine possible actions for managing of human life issues and events across the lifespan
- CIE.1.4. Determine ways human life issues and events are understood and handled in a variety of cultures
- CIE.1.5. Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance
- CIE.1.6. Identify and evaluate external support systems that provide services for individuals and families experiencing human life issues and events

**I. Career Pathways in Lifespan Studies (CP)** *How will I find out what careers are available in lifespan studies and evaluate my interest and proficiency for success in this career field?*

**Standards Connections**

Career Pathways in Lifespan Studies supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills

**Rationale**

The purpose of this content topic is to identify careers in the field of lifespan studies. After identifying available careers students will evaluate personal suitability for success in each career. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to career exploration in lifespan studies.

**Key Ideas**

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 3a7 - Managing Resources  
NYS CDOS 3a8 - Systems

**Performance Objectives and Supporting Competencies for Career Pathways in Lifespan Studies**

**Career Pathways in Lifespan Studies Performance Objective 1**

**CP.1 Identify and investigate careers in the field of lifespan studies**

- CP.1.1. Determine roles and functions of careers in the lifespan studies field
- CP.1.2. Identify careers in the field of lifespan studies
- CP.1.3. Determine how lifespan studies launches the interest and pursuit of variety of entry level, paraprofessional and professional careers
- CP.1.4. Explore opportunities for employment and entrepreneurial endeavors in the field of lifespan studies
- CP.1.5. Examine education and training requirements for career paths in the field of lifespan studies



- CP.1.6. Examine the skills necessary for success in the field of lifespan studies
- CP.1.7. Examine the impact of careers in the field of lifespan studies on local, state, national, and global economies

### **Career Pathways in Lifespan Studies Performance Objective 2**

#### **CP.2 Assess personal suitability to career characteristics in the field of lifespan studies**

- CP.2.1. Evaluate personal qualities related to employability
- CP.2.2. Examine personal traits relevant to careers in the field of lifespan studies
- CP.2.3. Match personal characteristics to suitable career choice(s)
- CP.2.4. Consider the impact of career choice on one's lifestyle and identify careers compatible with own lifestyle preference

## 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
<b>NYS FACS Learning Standards</b>	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
<b>NYS CDOS Learning Standards</b>	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.
<b>NYS Academic Learning Standards</b>	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.
<b>Course Content Topics</b>	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
<b>Process Skills</b>	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
<b>Strategy</b>	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.
<b>Implementation</b>	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.
<b>Assessment</b>	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.

# LIFESPAN STUDIES CORE BEST PRACTICES TEMPLATE

## **NYS LEARNING STANDARDS:**

Family and Consumer Sciences 1\_\_\_\_\_

2\_\_\_\_\_

3\_\_\_\_\_

Career Development and  
Occupational Studies

1\_\_\_\_\_

2\_\_\_\_\_

3a\_\_\_\_\_

3b\_\_\_\_\_

## **LIFESPAN STUDIES**

### **CONTENT TOPICS:**

Growth & Development \_\_\_\_\_

Brain Development \_\_\_\_\_

Prenatal Development \_\_\_\_\_

Childhood \_\_\_\_\_

Adolescence \_\_\_\_\_

Adult Years \_\_\_\_\_

Elder Years \_\_\_\_\_

Lifespan Issues & Events \_\_\_\_\_

Career Pathways in  
Lifespan Studies \_\_\_\_\_

### **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

**TITLE:** \_\_\_\_\_

### **CONTENT TOPICS: (Complete all that apply)**

#### **Growth & Development Across the Lifespan (GD)**

- Performance Objective – GD
  - Supporting Competency – GD

#### **Brain Development (B)**

- Performance Objective – B
  - Supporting Competency – B

#### **Prenatal Development (P)**

- Performance Objective – P
  - Supporting Competency – P

#### **Childhood (C)**

- Performance Objective – C
  - Supporting Competency – C

#### **Adolescence (A)**

- Performance Objective – A
  - Supporting Competency – A

#### **Adult Years (AY)**

- Performance Objective – AY
  - Supporting Competency – AY

#### **Elder Years (EY)**

- Performance Objective – EY
  - Supporting Competency – EY

#### **Current Issues & Events in Lifespan Studies (CIE)**

- Performance Objective – CIE
  - Supporting Competency – CIE

#### **Careers Pathways in Lifespan Studies (CP)**

- Performance Objective – CP
  - Supporting Competency – CP

**TITLE:** \_\_\_\_\_

**GOAL:**

**STRATEGY:**

**ASSESSMENT (Attach rubric):**

## **Appendix B**

### **LIFESPAN STUDIES CORE PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES**

#### **A. Growth and Development Across the Lifespan (GD)**

##### **GD.1 Investigate how human growth and development are influenced by historical perspectives and developmental theories**

- GD.1.1. Identify important historical perspectives that have influenced understanding of human growth and development
- GD.1.2. Identify important developmental theories that have influenced understanding of human growth and development including but not limited to: Maslow, Erikson and Piaget
- GD.1.3. Analyze current contradictions between what is known about human growth and development and practices and conditions existing in society

##### **GD.2 Describe the typical developmental roles, responsibilities and tasks characteristic across the lifespan continuum**

- GD.2.1. Identify typical developmental benchmarks across the lifespan including but not limited to: prenatal, childhood, adolescence, adulthood, and the elder years

##### **GD.3 Analyze principles of human growth and development across the lifespan**

- GD.3.1. Examine physical, intellectual, emotional, social growth and development
- GD.3.2. Examine the interrelationships among physical, intellectual, emotional, social growth and development across the lifespan

##### **GD.4 Apply the process skills of communication, leadership, management, and thinking skills to promote positive relationships across the lifespan**

- GD.4.1. Acknowledge that human relationships across the lifespan face conflicts and stress due to changes in needs, goals, resources, decisions, problems, roles, and responsibilities
- GD.4.2. Apply the process skills to manage conflict and stress brought about by change

#### **B. Brain Development (B)**

##### **B.1 Identify influences that may affect the growth of the brain and central nervous system**

- B.1.1. Identify major parts of the brain and their basic functions
- B.1.2. Describe the role nutrition plays on the development of the brain and central nervous system
- B.1.3. Describe the role physical activity has on the development of the brain and central nervous system
- B.1.4. Describe the effects sleep has on the brain and the central nervous system
- B.1.5. Recognize the effects drugs have on the brain and central nervous system
- B.1.6. List environmental hazards that can affect the brain and central nervous system
- B.1.7. List a variety of mental and physical illnesses that may affect the brain and central nervous system

##### **B.2 Evaluate the impact aging has on the brain and central nervous system**

- B.2.1. Describe the characteristics and the impact that aging has on the brain
- B.2.2. Demonstrate an appreciation for positive lifestyle choices and the effects they have on the maturing brain

## **C. Prenatal Development (P)**

### **P.1 Analyze conditions that influence prenatal growth and development**

- P.1.1. Investigate the impact of heredity and environment on prenatal growth and development
- P.1.2. Determine the impact of social, economic, and technological forces on prenatal growth and development
- P.1.3. Describe prenatal developmental benchmarks of each trimester
- P.1.4. Analyze strategies that promote prenatal growth and development

## **D. Childhood (C)**

### **C.1 Explain the principles of growth and development of children**

- C.1.1. Identify physical, intellectual, emotional, and social needs of infants
- C.1.2. Identify physical, intellectual, emotional, and social needs of toddlers
- C.1.3. Identify physical, intellectual, emotional, and social needs of preschoolers
- C.1.4. Identify physical, intellectual, emotional, and social needs of school-age children

### **C.2 Identify characteristics of a nurturing environment and describe developmentally appropriate practices for establishing a nurturing environment**

- C.2.1. Define nurturing environment as one that is positive, caring, supportive, developmentally appropriate, and contributes to optimal growth and development of children
- C.2.2. Describe key components of a nurturing environment and how it affects the development of children
- C.2.3. Describe techniques for establishing a nurturing environment at home and work-related settings
- C.2.4. Demonstrate interpersonal skills that promote positive and productive relationships with children

### **C.3 Identify influences that may affect the growth and development of children**

- C.3.1. Analyze information regarding environmental issues and concerns related to children
- C.3.2. List age appropriate activities that promote growth and development of children
- C.3.3. Compare gender differences in growth and development of children
- C.3.4. Analyze the role nutrition, health care, immunizations and exercise play in the overall health and safety of children
- C.3.5. Establish prevention practices and emergency procedures to maintain a safe and healthy environment for children

## **E. Adolescence (A)**

### **A.1 Explain the principles of growth and development of adolescents**

- A.1.1. Identify physical, intellectual, emotional, and social needs of adolescents

### **A.2 Identify influences that may affect the growth and development of adolescents**

- A.2.1. Determine the impact of social, economic, and technological forces on adolescent growth and development
- A.2.2. Identify how consequences of common risk behaviors can effect the growth and development of adolescents

**A.3 Identify strategies that promote the growth and development of personal identity during adolescence**

- A.3.1. Explore ways to define personal identity during adolescence
- A.3.2. Examine the effects of gender, ethnicity, and culture on personal identity
- A.3.3. Analyze *self* in relation to factors including but not limited to: needs, wants, emotions, strengths, weaknesses, and values
- A.3.4. Explore how providing for the needs and enhancing the lives of others promotes positive personal identity formation during adolescence (e.g., service learning)

**F. Adult Years (AY)**

**AY.1 Analyze functions and expectations of various types of relationships**

- AY.1.1. Explore opportunities and strategies for developing and maintaining relationships in home, work, school, neighborhood, and community settings during adulthood
- AY.1.2. Analyze how traditions and social norms contribute to healthy adult relationships
- AY.1.3. Discuss the effects on adults who care for both their children and their aging parents
- AY.1.4. Explore how providing for the needs and enhancing the lives of others demonstrates teamwork and leadership skills in family, workplace and community settings

**AY.2 Determine the impact of change and transition during the adult years**

- AY.2.1. Describe the effects careers may have on an individual's lifestyle during adulthood
- AY.2.2. Investigate factors to consider during adulthood in order to prepare for retirement

**G. Elder Years (EY)**

**EY.1 Analyze conditions that influence physical, mental, social, and emotional health during the elder years**

- EY.1.1. Analyze trends and factors related to life expectancy including gender, ethnicity, lifestyle, and location
- EY.1.2. Explore the influence of physical, mental, social, and emotional health on lifestyle during the elder years
- EY.1.3. Identify different ways to improve or sustain physical, mental, social, and emotional health during the elder years
- EY.1.4. Discuss the role vocation, retirement, and leisure play in promoting physical, mental, social, and emotional health during the elder years
- EY.1.5. Consider the possible losses an older adult encounters during the elder years
- EY.1.6. Explore how enhancing the lives of others in family, workplace and community settings promotes physical, mental, social, and emotional health during the elder years

**H. Current Issues and Events in Lifespan Studies (CIE)**

**CIE.1 Analyze human life issues and events that influence individuals and families across the lifespan**

- CIE.1.1. Identify human life issues and events that create crises and pose challenges across the lifespan including but not limited to: Employment and Finances, Family Evolution, Health Challenges and Crises, Disabling Conditions, Loss and Grief, Death and Dying
- CIE.1.2. Describe how human life issues and events impact physical, mental, social, and emotional growth and development across the lifespan
- CIE.1.3. Determine possible actions for managing of human life issues and events across the lifespan
- CIE.1.4. Determine ways human life issues and events are understood and handled in a variety of cultures
- CIE.1.5. Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance
- CIE.1.6. Identify and evaluate external support systems that provide services for individuals and families experiencing human life issues and events

## **I. Career Pathways in Lifespan Studies (CP)**

### **CP.1 Identify and investigate careers in the field of lifespan studies**

- CP.1.1. Determine roles and functions of careers in the lifespan studies field
- CP.1.2. Identify careers in the field of lifespan studies
- CP.1.3. Determine how lifespan studies launches the interest and pursuit of variety of entry level, paraprofessional and professional careers
- CP.1.4. Explore opportunities for employment and entrepreneurial endeavors in the field of lifespan studies
- CP.1.5. Examine education and training requirements for career paths in the field of lifespan studies
- CP.1.6. Examine the skills necessary for success in the field of lifespan studies
- CP.1.7. Examine the impact of careers in the field of lifespan studies on local, state, national, and global economies

### **CP.2 Assess personal suitability to career characteristics in the field of lifespan studies**

- CP.2.1. Evaluate personal qualities related to employability
- CP.2.2. Examine personal traits relevant to careers in the field of lifespan studies
- CP.2.3. Match personal characteristics to suitable career choice(s)
- CP.2.4. Consider the impact of career choice on one's lifestyle and identify careers compatible with own lifestyle preference



## **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.