Utah CTE

Grades 9-10 -- Teen Living

Students will gain skills to help them deal with young adult transitions into adult life and college/career success. TL 9.1

Performance Objective #1 **The class will complete FCCLA Step One. http://www.uen.org/cte/facs_cabinet/facs_cabinet10.shtml** PERFORMA OBJECTIVE #1

Objective 1 **Discuss how each person is unique, but alike in Havighurst developmental stages. *STEM (Human Development/Biology)** TL 9.1.1

a. Identify Havighurst's developmental tasks and challenges that occur during the teenage years and conditions that can impede, delay, or interrupt these tasks\roadblocks. TL 9.1.1.A

- Developmental Tasks: Develop mature relations with peers of both genders, Adopt a socially approved gender role, Accept your body as it is and make the most of the body you have, Become emotionally independent from parents and other adults, Prepare for marriage and family life, Select and prepare for a career, Adopt priorities in keeping with personal goals and societal expectations, Adopt socially responsible behavior.
- Specific roadblocks: crisis level trauma, substance abuse, divorce, abuse, teen pregnancy, OCD, addictions, etc.

b. Identify skills which lead to an understanding of self (self-esteem, self-concept/self-confidence, how to build self-concept/self-confidence, and personality assessment). TL 9.1.1.B

- Self-concept: combination of self-esteem and self-image
- Self-confidence: believing in yourself and your abilities, trusting yourself to do what is right no matter what
- Self-esteem: the way we think or feel about ourselves (changes from moment to moment). Two types: High self-esteem and low self-esteem
- Self-image: the way we see ourselves physically
- Ways to build self-concept include: accept yourself, forgive yourself, learn a new skill, reach out to others, be positive, be assertive, make a new friend, improve a friendship, do something nice for someone, recognize your strong points, don't compare yourself to others, set and accomplish goals, give yourself credit for your positive qualities, live within your values system, care about other people, positive self-talk.

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c. Identify and define personal values (tangible and intangible) using the values cycle. TL 9.1.1.C

- Values: anything in life that is important to us. They determine how we live and how we tell the difference between right and wrong.
- Tangible values: material things in our lives that usually cost money to obtain (Ex: jewelry, cars, clothes, etc.)
- Intangible values: non-material things that usually can't be bought with money (Ex: love, honesty, kindness, etc.)
- Results of acting within values: have a clear conscience, be self- reliant, peace of mind, gain trust, build self- esteem, happiness and contentment.
- Results of acting against values: feeling guilty, being ashamed, legal problems, lose trust, lose self-esteem, unhappiness, lowering values to justify actions

d. Define short and long-term goals. Discuss how short term goals are the stepping stones to achieving long term goals. Discuss qualities of successful goals. TL 9.1.1.D

- Goals: plans you make to help you reach or accomplish something in the future.
- Two Types of Goals:
  - Short-Term Goals: usually accomplished quickly (1-3 days)
  - Long-Term Goals: usually takes longer to accomplish (Months-Years)
- Short-term goals help individuals achieve long-term goals.
- Successful goals are realistic, measurable and specific.

Performance Objective #2 **Create a road map of life that analyzes the influence of personal values and goals related to college/career pathways.** PERFORMANCE OBJECTIVE #2

Objective 2 **Discuss and analyze the healthy expression of personal and professional emotions.** TL 9.1.2

a. Compare positive and negative methods of expressing and communicating emotions in family, career and community environments. TL 9.1.2.A

- One of the hardest emotions to control or express positively is anger.
- Uncontrolled anger can lead to arguments, physical fights, abuse, assault and self-harm. On the other hand, well-managed anger can be a useful emotion that motivates you to make positive changes.
- Physical effects of uncontrolled anger: Headache, digestion problems, insomnia, anxiety, depression, high blood pressure, skin problems like eczema, heart attack/stroke
- Expressing anger in a healthy way: walk away from the situation until you have control of your emotions, recognize and accept the emotion, try to pinpoint the exact reasons why you feel angry, problem solve strategies for dealing with the situation in advance, do something physical like exercise or playing a sport, seek help if needed.

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b Analyze differences between passive, assertive and aggressive behavior. TL 9.1.2.B

- Passive Behavior: people who let others walk all over them, they follow the "crowd" and allow others to make decisions for them, they lack the courage to express inner feelings, they are followers, they allow passivism to control their emotions and are disappointed in how they are manipulated by others, they see something wrong, but do nothing about it.
- Aggressive Behavior: individuals that are always looking for a fight, whether or not it is their business they are right in the middle of it, masters at verbal or physical battle, thrive on intimidating others, believe that aggression breeds aggression, often brings out the worst in others.
- Assertive Behavior: calmly but insistently state their feelings in a non-emotional way, do not allow others to manipulate, intimidate or control their behavior, they use "I" Messages, if in a threatening situation they will walk away and seek help is appropriate, they tell someone if the situation is harmful, dangerous or against the law.

c Identify the consequences of controlled and uncontrolled emotions on individuals, families and communities. TL 9.1.2.C

- Legal: The results in choosing behaviors that are against the law
- Mental: Those factors that affect an individual emotionally because of the behavior
- Social: Effects on the community, family, and individuals because of the behavior
- Ethical: Moral and religious values that are violated because of behavior
- Physical: Harm or injury that can come to people because of the behavior
- Financial: Dollar costs to individuals and communities as a result of behavior

d. Define stress (stressor, eustress, distress, stress reducer). *STEM (Biology) TL 9.1.2.D

- Stress: the body's reaction to pressure, either mentally or physically
- Signs of Stress:
  - Physical: tiredness, injury, insomnia, headache, tense muscles, etc.
  - Emotional: worrying, irritability, crying, feeling anxious, nightmares, depression, etc.
  - Behavior: acting-out, inability to eat, extreme anger, hitting/punching, nail biting, nervous twitch, etc.
- Types of Stress:
  - Eustress: Good or positive stress (Ex: weddings, special date, birth of a baby, etc.)
  - Distress: Bad or negative stress (Ex: death in the family, divorce injury, etc.)
- Stressor: things or events that cause us stress (Ex: school, family, friends, work, others)
- Stress Reducer: anything that helps individuals to reduce or relieve stress. (Ex: acknowledge it, good diet, regular sleep, exercise, building good relationships, etc.)

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e. Identify and review stress management skills (causes and effects, management techniques). TL 9.1.2.E

- Stress Management Techniques: acknowledge it, good diet, regular sleep, exercise, building good relationships, get organized, make a "to-do" list, don't procrastinate, mentally count down, take a break, laugh, say "no" to things, listen to music, etc.

Objective 3 **Identify and recognize personal communication styles and discuss the importance of quality communication skills as they relate to family, career and community environments.** TL 9.1.3

a. Discuss styles of communication and their effects (child-like, parent-like, adult-like). TL 9.1.3.A

- Child-like: the easiest and most natural communication to use. Very immature method and the least effective when you are an adult.
  - Self-Centered, no listening, whining, name calling, giving orders, interrupting, acting out of control, yelling, throwing tantrums, topping / "One Upping"
- Parent-like: nothing to do with actually being a parent (two year olds are pro.) Tries to direct others behavior. Only effective because it usually gets someone else to comply or give in.
  - Giving instructions, directing, not listening, demanding, ordering, punishing.
- Adult-like: highest level of communication and the most effective. It takes time to learn and use. Involves active listening.
  - Open two-way communication, all take responsibility for comments/actions, all remain calm and control strong emotions, respect for each other's feelings, all have a "win-win" attitude.

b. Identify and analyze the three types of communication (constructive, destructive and nonverbal). TL 9.1.3.B

- Constructive Communication: positive communication that contributes to a meaningful exchange of ideas and builds up yourself and others.
  - Examples: Giving positive and encouraging messages, sending clear messages, keeping the confidences (appropriate secrets) of others, using tact (saying something sensitive without hurting or offending), using "I" Messages, asking questions, being honest and open, speaking with respect, using active listening skills.
- Destructive Communication: negative communication that "tears down" yourself and others.
  - Examples: insults, harassment, teasing, threatening, lying, accusing, using "You" Messages, swearing, sarcasm, gossip, topping / "one upping", not listening
- Nonverbal Communication: the way a person expresses themselves through movement, posture and facial expression. It can often be misread and misunderstood. It is possible to send one type of verbal message and a different type of non-verbal message at the same time.

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c. Utilize I-Messages in developing positive relationships in families, careers and communities. TL 9.1.3.C

- "I" Messages are a helpful way of communicating how you feel and why you feel that way without losing control of your emotions. They allow you to resolve conflicts without others feeling blaed or attached. They do take time and practice to use effectively.
- Four Parts of an "I" Message:
  - "I feel..."(Identify the feeling)
  - "I feel..."(Identify the feeling)
  - "I feel..."(Identify the feeling)
  - "I feel..."(Identify the feeling)

d. Identify how positive conflict resolution and active listening skills enhance human relationships. TL 9.1.3.D

- Three Conflict Styles:
  - Avoidance: this style tries to avoid the problem all together rather than face it. Characterized by: changing the subject, "giving in" to avoid confrontation, avoiding the issue in hopes it will go away, communicating through the "grapevine"
  - Confrontation: this style is aggressive and sometimes hostile. Characterized by: "My way or the highway" thinking, very confrontational and competitive, used to gain power and control, uses "You" Messages, can damage relationships
  - Problem-Solving: this style shows a willingness to compromise to solve the problem positively. Characterized by: using collaboration to solve the problem, win-win attitude, two-way communication, used "I" Messages
- Positive Conflict Resolution Skills: try to stay positive and calm, be aware of your emotional triggers, use active listening skills to understand, focus on cooperation instead of winning, ask questions, use appropriate body language/nonverbal communication, use "I" Messages, be specific about what is bothering you
- Active Listening Skills: pay attention, look at the speaker and make eye contact, stop other tasks and listen, listen with appropriate body language, give verbal clues that show you are listening, don't interrupt, don't shift your attention to your own problems, don't let your emotions get in the way, don't rush the conversation, put the phone away

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Performance Objective #3 **Demonstrate the correct usage of I-Messages in each of the following environments: family, career and community.** PERFORMANCE OBJECTIVE #3

Objective 4 **Describe and practice critical thinking skills crucial in problem solving. *STEM (Engineering /Creativity & Problem Solving)** TL 9.1.4

a. Identify the components of the critical thinking process in order: TL 9.1.4.A

- Identify and describe a problem
- Discriminate between fact and opinion
- List possible solutions and consequences
- Identify personal and family values that conflict with the situation
- Take a position based on logic (make a decision)

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b. Identify situations in families, careers and communities for applying the critical thinking process in managing and preventing problems. TL 9.1.4.B

Objective 5 **Understand and analyze the influence of media in families, careers and communities. *STEM (Technology)** TL 9.1.5

a. Analyze the positive and negative messages of media and the influences on personal attitudes and behaviors. TL 9.1.5.A

- Positive effects: instant information world-wide, spreads knowledge, educates people on basic rights, skill development, informed advertisements, educational programming, etc.
- Negative effects: exaggerated sexuality, increased aggressiveness, increased violence and criminal activity, unrealistic expectations, increased deception, etc.

b. Define the term "role model" and evaluate the qualities of positive role models in one's own life. TL 9.1.5.B

- Role Model: a person who models patterns of behavior, attitudes and values (can be both positive or negative)
- Individuals, especially teens, should be careful who they select as their personal role models

c. Critique qualities exhibited as a personal role model for others. TL 9.1.5.C

Objective 6 **Identify how career choices will affect future success in families, careers and communities. *STEM (All STEM Areas)** TL 9.1.6

a. Introduce Family, Human Services and Education careers. TL 9.1.6.A

- FCS Educator, Employment Counselor, Marriage and Family Therapist, Social Worker, Counseling/ Psychologist, Community Service Director, Geriatric Service Worker, Vocational Rehabilitation Counselor, Adult Day Care Center Coordinator (Refer to Utah CTE College & Career Pathways)

b. Explore various career pathways and identify a career pathway based upon personality traits. TL 9.1.6.B

c. Complete a career related personality self-assessment to understand how personal values and attitudes influence career choices. TL 9.1.6.C

d. Discuss skills critical for entering the world of work: dress/grooming, positive attitude, work ethic, responsibility, dependability, integrity, adaptability, communication, teamwork, and basic interviewing skills. TL 9.1.6.D

Performance Objective #4 **Conduct career research and pathway planning for a career of choice based upon selfassessment results. (Career Investigation FCCLA STAR Event could be integrated.)** PERFORMANCE OBJECTIVE #4

Students will connect the impact of family relationships and the role teenagers have in the family. TL 9.2

Objective 1 **Explain how a young adult's attitudes and behaviors affect family relationships.** TL 9.2.1

a. Identify ways teenagers can strengthen or destroy family relationships. TL 9.2.1.A

- Strengthen: appreciation, affection, commitment, time together/ build traditions, creative problem solving, constructive communication
- Destroy: withdrawal from family, avoid certain family members, destructive communication, withhold affection and emotions

b. Discuss the connections between increased freedoms, responsibilities, rights and privileges (more freedom requires more responsibility). TL 9.2.1.B

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c. Understand how Maslow's Hierarchy of Needs is consistent throughout the life span. TL 9.2.1.C

- Pyramid (begins at the base): physical needs, safety needs, love and belonging needs, esteem needs, and self-actualization (achieving personal goals).
- Physical needs must be met before any others can be achieved.

d. Identify how young adults can help meet the basic needs of others in the family including parents, siblings and the elderly. TL 9.2.1.D

Objective 2 **Discuss how relationships with parents, siblings and the elderly affect families, careers and communities. Explore methods of building relationships of trust and respect with parents/guardians.** TL 9.2.2

a. Discuss birth order theory and analyze how it may influence sibling relationships. TL 9.2.2.A

- Birth Order: the order in which a child is born into a family. (Oldest Child, Middle Child, Youngest Child, Only Child). It can have an impact on personality and development.

b. Identify ways in which teens can build trust to develop closer and more meaningful relationships with parents/guardians. TL 9.2.2.B

c. Identify ways in which teens and seniors/elderly can develop closer and more meaningful relationships by recognizing similarities. TL 9.2.2.C

- Both at crossroads in life, anxieties about the future, hormonal changes, drug use/abuse, suffer from loneliness and depression, preoccupied with driving, concerned about their independence, victims of discrimination, prime candidates for abuse and criminal activity, face disapproval of any marriage plans, don't have much money, etc.

d. Analyze how behaviors and choices during teenage years directly affect future health and well-being in the personal aging process. *STEM (Science) TL 9.2.2.D

Performance Objective #5 **Reflect on the role and impact of personal attitudes and behaviors on family relationships.** PERFORMANCE OBJECTIVE #5

Students will investigate the present and future impact peers/friends have on individuals, families, careers and communities. TL 9.3

Objective 1 **Differentiate between peers and friends and identify types of friendships (acquaintances, casual, close, and intimate).** TL 9.3.1

a. Identify the different types of friendship. TL 9.3.1.A

- Acquaintance: People you recognize but don't really know
- Casual: People you share a common interest with like school and activities
- Close: Friends you hang out with and share some emotions/ personal experiences with
- Intimate: Friends you have had for a long period of time, deep sharing of emotions/ experiences

b. Identify personal needs for friendship and a positive social network. TL 9.3.1.B

- Personal needs that friends meet:
  - Disclosure: someone to talk to and confide in
  - Feedback: someone to help analyze what your situations and feelings are
  - Empathy: someone to care about you
  - Trust: keeps things confidential
  - Social Interest: someone to go places with

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c. Discuss positive and negative characteristics of friendships. TL 9.3.1.C

- Positive Friendship Characteristics: listen to each other (use active listening), don't put each other down or hurt each other's feelings, try to understand each other's feelings and moods, help each other solve problems, give each other compliments, disagree without hurting each other, are dependable, respect each other, are trustworthy, give each other room for change, care about each other
- Negative Friendship Characteristics ("Toxic" Friends): unsupportive, take/take/take, stifling, give nothing back, unreliable, overly demanding, talks behind friends back, always turns the conversation to them and their problems, your positives are their negatives, uses sarcasm ("Just Kidding...", "No offense, but...")

d. Examine skills for developing and maintaining friendships. TL 9.3.1.D

Objective 2 **Explore the impact of group associations in the present and future in regards to families, careers and communities. *STEM (Biology/Science/Behavioral Sciences)** TL 9.3.2

a. How a group might positively or negatively influence a young adults life TL 9.3.2.A

b. Positive and negative effects of peer pressure TL 9.3.2.B

- Positive: pressure into doing good things, influences you to stick to values/goals, helps you listen to your feelings, help others by setting a good example, etc.
- Negative: doing something just to fit in, loss of self-control, personal conflict, judged by actions of the group, etc.

c. Positive and negative effects of group associations in the community (Explain the difference between feeling lonely, being alone and being rejected.) TL 9.3.2.C

- Feeling lonely: not feeling like you are part of a group (large or small), feels left out or overlooked altogether when they really want to eel included in the group
- Being alone: choosing to be alone, positive time for self, being along doesn't mean someone feels rejected or lonely
- Being rejected: others prefer not to be with you, when you try to join in but are shut out
- Group associations can provide: gives self-esteem, reduces stress, offers opportunities for social and leadership skills, understands social expectations, provides identity and emotional security, satisfies a sense of belonging and unity

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d. Substance abuse and addictive behaviors TL 9.3.2.D

- Roots of Addiction:
  - You feel insecure and desperately want to belong
  - Your friends are doing it and you feel pressured by them
  - You are trying to hide pain from the past (death, divorce, abuse, etc.)
  - You feel confined and want to rebel
  - You want to escape from your current problems
  - You're bored or curious
- Realities of Addition: Addictions can become stronger than you. Addictions are not just about you. Addictions destroy dream and future opportunities. Addictions can cloud judgment, affect memory, change taste buds, inhibit perception, slow bodily functions/reaction time
- Defeating an Addiction:
  - Admit it: recognize that you have a problem
  - Get Help: you are much better off it you don't battle an addiction alone. Some great sources of help are parents, good friends, support groups counselors and teachers
  - Do it Now: It will only get harder the longer you wait.
- Behaviors that help Fight Additions: exercise, sports, music, service, hobbies, learning, family, faith, friends, journal writing

e. Impact of social media on career opportunities: social rejection, bullying, gossiping, sexual harassment and abuse, etc. TL 9.3.2.E

f. Explore various types of refusal skills (stay calm, make eye contact, be assertive, repeat if necessary, walk away). TL 9.3.2.F

Performance Objective #6 **Practice using two appropriate refusal skills in each of the following environments: family, career and community.** PERFORMANCE OBJECTIVE #6

Students will understand the importance and impact of healthy opposite gender relationships in families, careers and communities. TL 9.4

Objective 1 **Discuss how dating relationships begin and develop.** TL 9.4.1

a. Identify and understand the progression/ avenues of adolescent attractions. Explore the ways relationships begin, develop and grow. TL 9.4.1.A

- Getting acquainted, friendships, phone calls/texting, socializing with groups, group dating, double dating, and pairing/single dating

b. Discuss advantages of group socialization rather than paired dating at an early age. TL 9.4.1.B

- Advantages of Group Socialization/Dating: safety in numbers, relaxed fun, meet new people, easier to communicate, less opportunity for early physical intimacy

c. Discuss the problems and consequences of early pairing. TL 9.4.1.C

- Disadvantages of Early Paired Dating: relationships accelerate more rapidly, more pressure to entertain partner, might be awkward getting to know them, more expensive, early physical intimacy

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d. Discuss appropriate ways to end a relationship and how to deal with a relationship that has ended. TL 9.4.1.D

- How to end: pick an appropriate place, choose the right time, do it in person, be honest but sensitive, keep your emotions under control, use "I" Messages
- How to deal: Realize what happened and why, accept your anger/ pain and move on, keep your distance, think through everything, talk to friends and family, write your feelings down, clean personal space, keep fond memories, don't overreact, find happiness in other areas of your life, stay active, let it go and move forward

e. Define and discuss dating violence and how to report and/or deal with those situations appropriately. TL 9.4.1.E

- Types of Abuse:
  - Physical: can begin with threats of violence, punching fist through wall, escalates to pushing, slapping, restraining, etc. Finally, it can become life threatening.
  - Sexual: any non-consensual, forced sexual behavior. It may escalate to rape or sexual assault.
  - Emotional/Psychological: mental violence that can include constant verbal threats and abuse, harassment, excessive possessiveness, isolating abused person from others, damage of personal property, intimidation, etc.
- Dating Violence: a pattern of behavior to establish power and control over another person through fear and intimidation. Often including the threat or use of violence. It occurs when one person believes they are entitled to control another person and those involved are in an intimate or close relationship.
- Relationship Red Flags: wants to get serious quickly, will not take NO for an answer, is overly jealous and possessive, wants to choose their partners friends and activities, is controlling and bossy (makes all the decisions), puts partner down when alone and in front of others, makes partner feel guilty ("If you really loved me you would..."), blames the victim for behavior ("It's your fault I get so angry"), apologies for violent behavior ("I'll never do it again, I promise."), has strong ideas about gender roles
- Why Teen Stay In Abusive Relationships: embarrassed or ashamed, afraid violence will escalate if they try to end the relationship, convinced it's their fault, no experience with healthy dating relationships, confuse jealousy with love, ignore reality (don't know their being abused), afraid friends and family won't believe them, feel like there is no one they can turn to for support, mix of "good times" and hope that partner will change, believe that being involved with someone is the MOST important thing in their life (better to be with someone than alone)
- Teens who are in or suspect someone they know is in an abusive relationships should tell someone (parents, friends, trusted adult, teacher, counselor, police, professional mental health worker, etc.)

Objective 2 **Discuss reasons and motives for dating.** TL 9.4.2

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a. Explain the difference between infatuation and love. TL 9.4.2.A

- Love: slowly built, security and trust, strong friendship, long-lasting, love the entire person, want the other person to grow, willing to compromise, ability and desire to wait for physical intimacy, giving/ focused on "you", dual commitment, self-less
- Infatuation: Starts and burns out quickly, material love, jealousy, based on physical attraction, stubbornness leading to many arguments, insecurity and doubt about relationship, rush into physical intimacy before ready, taking/ focused on "me", self-centered

b. Identify desirable dating qualities. TL 9.4.2.B

c. Analyze personal rights that apply to dating (The right to: be yourself, an enjoyable safe date, have your values respected, care for and protect your body, establish and protect your reputation, be free from guilt and fear, say no). TL 9.4.2.C

d. Define sexual harassment and develop assertive behavior skills as a means of protection from sexual harassment and abusive situations. TL 9.4.2.D

- Sexual Harassment: any unwanted conduct or communication of a sexual nature that negatively affect a person's relationships, employment opportunities or environment. Harassment may be verbal or physical.
- Examples of Sexual Harassment: name calling, threats, inappropriate jokes, spreading rumors, gestures, leers, writing on bathroom walls, grabbing, pushing, cornering, unwanted kissing/touching, inappropriately touching body
- Dealing with Sexual Harassment: let the person know that you are uncomfortable with their behavior. Tell them to stop and be assertive. Tell someone you trust: parent, relative, coach, teacher, counselor, etc. Keep a record of the harassment to show what's been happening. If you see or suspect something, say something.

Objective 3 **Analyze the importance of appropriate social interactions in relation to families, careers and communities.** TL 9.4.3

a. Identify appropriate social interaction techniques in the family, career and community settings. (Phone calls, thank you notes, table manners, tipping, cell phone etiquette, etc.). *STEM (Behavioral Science/Technology) TL 9.4.3.A

- Using good manners and appropriate social skills shows respect for the people and places around you.
- Allows for fewer misunderstandings.
- People will remember you by your behavior, whether good or bad.
- Basic Social Skills: be polite, say "please" and "thank you", make eye contact when talking, hold the door for others, turn your phone off when appropriate, keep conversations polite and appropriate, be punctual (on time), use appropriate language

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b. Compare and contrast characteristics of social interactions/etiquette in different social settings. TL 9.4.3.B

- Skills for School Success: manage time wisely and productively, create good study habits, set attainable goals often, concentrate and ask questions, learn how to be a good note-taker, complete your assignments and turn them in on time, get organized, be motivated to learn, work hard (no excuses), do your best and be committed
- Skills for Career Success: communication skills (listening, speaking and writing), teamwork, critical thinking (solve problems and make decisions), initiative / self-motivation, productive and positive attitude, leaderships skills, adaptability, time management, integrity / honesty, dependability, interpersonal skills ("people" skills)

Performance Objective #7 **Actively participate in an experience involving the practice of appropriate social interactions in the family, career and / or community setting.** PERFORMANCE OBJECTIVE #7

Objective 4 **Discuss why young adults are not ready for the demands and responsibilities associated with parenthood and the consequences of early physical intimacy.** TL 9.4.4

a. Discuss the progression to physical intimacy. TL 9.4.4.A

- Level 1: Dating (Holding Hands)
- Level 2: Going Steady (Kissing)
- Level 3: Courtship (Making Out)
- Level 4: Engagement (Petting)
- Level 5: Marriage (Sex)

b. Define and discuss STI and other health related consequences of early physical intimacy. TL 9.4.4.B

- STI: Sexually Transmitted Infection capable of being spread from person to person through sexual intercourse, oral, anal, genital or digital contact. Can also be spread through IV drug use/blood to blood contact. There are three categories of STI's:
  - Bacterial: can be cured if caught early enough (Gonorrhea, syphilis, chlamydia, Pelvic Inflammatory Disease-PID (bacterial complication of STI infections))
  - Viral: have no cure, but are controllable with medications (HIV/AIDS, genital herpes, hepatitis, HPV/genital warts)
  - Parasitic: can be cured if caught early enough (pubic lice)
- Consequences of contracting an STI: some are incurable, some cause cancer, some cause complications that affect the ability to reproduce, some can be passed from an infected female to her child before, during or after birth

c. Define and discuss emotional related consequences of early physical intimacy. (STI's, abstinence, pregnancy, emotional distress, adoption, abortion, etc.) TL 9.4.4.C

- Consequences/Problems Associated with Early Physical Intimacy: unwanted pregnancy, risk of contracting STIs, breaking up before marriage, divorce and adultery risks are higher, guilt, fear and other emotional distress, weaker marital bonds, could be against the law

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d. Define abstinence and discuss how abstinence before marriage strengthens marital bonds. TL 9.4.4.D

- Abstinence: the deliberate decision to avoid harmful behaviors, including sexual activity before marriage and the use of tobacco, alcohol, drugs or other harmful activities. Abstinence is the best way to prevent exposure to an STI.

e. Discuss the various demands of parenting and the impact on families, careers and communities. (physical, social, financial, moral, emotional, intellectual, marriage) TL 9.4.4.E

- Physical: have good overall health and ability to carry a child full term
- Social: give up personal free time and activities to put baby's needs first
- Financial: able to provide the necessary items to raise a child
- Moral: teaching values, responsibility, choices, and consequences
- Emotional: keeping emotions under control in high-stress situations due to lack of sleep
- Intellectual: understanding the principles and guidelines of child development throughout life
- Marriage: having a relationship built on trust, fidelity, commitment (children make a strong relationship stronger, but a weak relationship weaker)

f. Define and discuss child abuse as a result of teen parenting. (Types, factors that cause, sources of help for parents and/or children of abuse, ways to prevent). TL 9.4.4.F

- Physical: deliberately injuring a child by hitting, biting, kicking, burning, throwing objects or anything that basically hurts the child. Examples: shaken baby syndrome, fetal alcohol syndrome, drug addicted babies
- Emotional / Verbal: Deliberately injuring a child's self-concept and emotional wellbeing. This includes verbal attacks, threats, or humiliation.
- Sexual: Any sexual contact with a child, inappropriate touching, fondling, exposure, or obscene language. Severe legal penalties will result.
- Neglect: Failing to adequately provide for the child's safety, as well as physical and emotional needs. Children who are unsupervised also fall under the neglect category.

Performance Objective #8 **Participate in an activity that simulates the demands and responsibilities of parenting.** PERFORMANCE OBJECTIVE #8