



Adult Roles & Responsibilities

EXAM INFORMATION

Items

69

Points

78

Prerequisites

NONE

Grade Level

11-12

Course Length

ONE SEMESTER

Career Cluster

HUMAN SERVICES

Performance Standards

INCLUDED

Certificate Available

YES

DESCRIPTION

Adult Roles and Responsibilities prepares students to understand human relationships involving individuals and families. Topics include: career and workforce preparation, family, parenting, money management, decision-making skills, communication skills, self-awareness, crisis management, and individual roles and responsibilities within the family, community and workforce. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education. Student leadership and competitive events may be an integral part of the course.

EXAM BLUEPRINT

STANDARD	PERCENTAGE OF EXAM
1- Self Awareness & Careers	11%
2- Effective Communication	14%
3- Responsible Dating	27%
4- Marital & Family Relationships	29%
5- Parenting	19%



STANDARD 1

STUDENTS WILL PARTICIPATE IN ACTIVITIES THAT HELP INCREASE THEIR SELF-AWARENESS, VALUES, GOALS AND DECISION-MAKING STRATEGIES, AND CAREER OPTIONS.

- Objective 1** Explain how self-concept and self-esteem are built and preserved and how it relates to the perception of individual strengths and weaknesses.
1. Describe the positive and negative development of self-concept and self-esteem.
 2. Discuss how lack of self-esteem can lead to bullying, suicide and addictions, and identify prevention strategies.
- Objective 2** Identify personal values and explain how values impact interpersonal relationships.
1. Define and discuss values and their function.
 2. Discuss personal values.
 3. Explain the effect of values on relationships.
- Objective 3** Classify short and long-term goals and the steps needed to achieve them.
1. Describe the goal setting process.
- Objective 4** Describe the decision-making process, including acceptance of personal responsibility for the consequences of the decision.
1. Describe the decision-making process (i.e., identify problem, brainstorm possible solutions, explore and evaluate, make a decision and act on it, evaluate and accept responsibility for results).
- Objective 5** Students will discuss career options and employment skills required in the human services industry.
1. Introduce students to careers in the family and human services pathway.
 2. Explain the roles and functions of individuals engaged in human services careers.
 3. Identify criteria for selecting a career and the educational requirements.

Standard 1 Performance Evaluation included below (Optional)

STANDARD 2

STUDENTS WILL IDENTIFY EFFECTIVE COMMUNICATION IN INTERPERSONAL RELATIONSHIPS.

- Objective 1** Identify various types of communication styles.
1. Define the levels of communication.
 2. Assess personal communication styles.
 3. Identify types of destructive communication (blaming, interrupting, endless fighting, character assassination, calling in reinforcements and withdrawal)
 4. Identify types of constructive communication (I-messages, clarifying, timing, asking questions, reflective listening, respect, consideration, avoid anger)
 5. Practice using I-messages.
 6. Explain active/reflective listening skills.



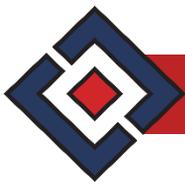
- Objective 2** 7. Discuss both positive and negative ways that social media has changed communication skills.
Identify positive and negative nonverbal communication.
1. Identify nonverbal behavior and messages (mild handshake, no eye contact, etc.)
 2. Describe the different types of personal distance/space (public, social, personal, intimate)
 3. Discuss the impact of nonverbal communication.
 4. Practice nonverbal communication.
- Objective 3** Develop positive assertion skills to be used in conflict resolution.
1. Identify positive and negative methods of conflict resolution.
 2. Compare assertive, aggressive, and passive behavior.

Standard 2 Performance Evaluation included below (Optional)

STANDARD 3

STUDENTS WILL RECOGNIZE THE FUNCTIONS AND PURPOSES OF RESPONSIBLE DATING.

- Objective 1** Identify and discuss the purposes of dating.
1. List the purposes of dating (socialization, recreation, and mate selection).
 2. List personal qualities that will contribute to positive dating.
 3. Identify the characteristics of infatuation and love.
- Objective 2** List dating behaviors that support personal values and identify the personal responsibilities associated with dating.
1. Identify dating behaviors that support personal values.
 2. List dating guidelines that protect teens.
 3. Review types of refusal skills: saying “no,” establishing priorities, avoiding questionable situations, etc.
- Objective 3** Identify the dangers of physical intimacy during dating.
1. Describe and discuss responsible sexual behavior.
 2. Describe the long-term benefits of abstinence and fidelity.
 3. Describe the potential short-term and long-term consequences of sexual irresponsibility.
 4. Identify reasons teen pregnancy occurs and analyze teen’s preparedness to be parents.
 5. Explain possible physical risks of teen pregnancy to the mother and infant.
 6. Examine personal, emotional, education, financial, and societal problems that result from teen pregnancies.
 7. List the common types of STIs, how they are acquired, and their symptoms by researching and reviewing current findings and statistics.
 8. h. Assess the myths and the dangers/consequences of STIs and HIV/AIDS.
 9. Identify community resources and support groups available for assistance.
- Objective 4** Define domestic violence, abuse, and various sexual violations including sexual harassment.
1. Define abuse and identify physical/social/emotional forms of domestic abuse and violence.
 2. Identify characteristics of abusers and victims within the violence cycle.
 3. Explain the violence cycle by using examples to illustrate how the cycle promotes abuse.
 4. Identify physical/social/emotional problems related to and resulting from rape, date rape, abuse, etc.



5. Identify community resources and support groups available for assistance with sexual violations and abuse.
6. Define sexual harassment and how to deal with it.
7. Define rape and steps to follow if a rape occurs.

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4

STUDENTS WILL IDENTIFY THE ASPECTS AND IMPORTANCE OF MARRIAGE PREPARATION AND EXAMINE BEHAVIORS THAT STRENGTHEN MARITAL AND FAMILY RELATIONSHIPS.

Objective 1 Analyze the importance and process of mate selection.

1. Identify the theories of mate selection.
2. Develop a personal list of characteristics, qualities, and values desired in a marriage partner.
3. Discuss marital success factors based upon maturity level, a potential lifestyle, the strengths and weaknesses of relationships, and the acceptability of the strengths and weaknesses of a possible mate.
4. Define roles and identify topics to be discussed prior to marriage.

Objective 2 Identify the purposes of the engagement period.

1. Identify marital goals and objectives.
2. Discuss the purpose of the engagement period.
3. Identify signals of potential marriage problems.
4. Identify the purposes of the honeymoon.

Objective 3 Define marital roles and related issues (household responsibilities, child care, money management, etc.). Apply methods of conflict resolution as related to marriage, and identify positive characteristics and behaviors of strong marriage relationships.

1. Identify marital roles and gender biases.
2. Identify common sources of marital adjustments and conflict (dual income, personal needs and expectations, sexual adjustments and in-laws).
3. Apply conflict resolution and problem-solving strategies to resolve common scenarios of marital conflict including the impact of money management on the marriage relationship.
4. Identify specific behaviors found in strong marriage relationships.
5. Develop a list of ways to personally build and strengthen a marriage.

Objective 4 List the positive characteristics that affect family relationships throughout the family life cycle.

1. List the qualities of strong families (commitment, appreciation, decision making, responsibility, problem solving, etc.).
2. Identify strengths and weaknesses of various family forms.
3. Discuss each stage of the family life cycle.

Objective 5 Identify marriage and family financial goals and developing budget strategies.

1. Identify and discuss budgeting terms (gross income, net income, fixed expense, variable expense) and their application in developing a monthly budget.
2. Develop a family budget.



- Objective 6** Identify the effects of divorce and coping strategies.
1. Identify factors leading to divorce, effects of divorce on family members, and coping methods for dealing with divorce.
 2. List the steps of the grieving process and how to develop a positive adjustment to loss.

Standard 4 Performance Evaluation included below (Optional)

STANDARD 5

STUDENTS WILL IDENTIFY THE VARIOUS SKILLS AND RESPONSIBILITIES OF PARENTING.

- Objective 1** Evaluate personal readiness for parenting roles and responsibilities.
1. Identify the social, moral, emotional, physical, intellectual and financial considerations of parenting.
- Objective 2** Explain the human reproductive process, infertility, pregnancy and steps that lead to a healthy lifestyle.
1. Define terminology regarding the male and female reproductive systems.
 2. Identify ways to prevent birth defects.
 3. Describe the growth and changes that take place during the three trimesters of pregnancy.
 4. Identify problems that are associated with pregnancy: toxemia, ectopic pregnancy, stillborn, spontaneous abortion, etc.
- Objective 3** Explain the birth process and needs of a newborn.
1. Define the terms associated with labor and delivery.
 2. Identify ways to prevent birth defects.
 3. Define nurturing/bonding and how it impacts a child.
 4. Identify ways to appropriately soothe and handle an infant.
- Objective 4** Identify signs and types of child abuse and prevention strategies.
1. Identify the types and signs of child abuse.
 2. List strategies that help prevent child abuse
- Objective 5** Identify parenting styles, including positive guidance techniques that help children develop positive self-concepts, self-management and responsibility.
1. Identify parenting types and styles (authoritarian, permissive, democratic)
 2. List ways to foster a child's self-concept.
 3. Identify positive guidance techniques (natural/logical consequences).

Standard 5 Performance Evaluation included below (Optional)



Adult Roles & Responsibilities Performance Standards (Optional)

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of **8 or higher** on the rating scale. Students may be encouraged to repeat the objectives until they average **8 or higher**.

Students Name _____

Class _____

PERFORMANCE RATING SCALE



STANDARD 1 Self Awareness & Careers

Score:

- Identify four personal values and explain how these values affect behavior and choices.
- Research a Human Services career that includes educational requirements, skill development, and income potential.

STANDARD 2 Effective Communication

Score:

- Practice using at least two constructive communication skills.

STANDARD 3 Responsible Dating

Score:

- Set personal rules/responsibilities related to dating behaviors that support personal values.

STANDARD 4 Marital & Family Relationships

Score:

- Set personal rules/responsibilities related to dating behaviors that support personal values.
- Develop a realistic monthly budget, based upon a set income, which includes savings, housing, utilities, transportation, insurance, clothing, entertainment, and miscellaneous categories.

STANDARD 5 Parenting

Score:

- Apply positive guidance techniques to resolve three child-rearing problems.

PERFORMANCE STANDARD AVERAGE SCORE: