

**DENVER PUBLIC SCHOOLS**  
**CAREER AND TECHNOLOGY      CURRICULUM PACING AND PLANNING**

**SYLABUS For: Life Management & Relationships 1**

**Course: 7418**

<b>Standards</b>	<b>Objectives From Syllabus</b>	<b>1-6 wks or 1-4wks</b>	<b>7-12 wks or &lt;Block&gt;</b>	<b>13-18 wks or 5-9 wks</b>
<p><b>STANDARD 1:</b> The student will integrate multiple life roles and responsibilities in family work, and community settings.</p> <p>1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.</p> <p>1.2 Demonstrate transferable and employability skills in community and workplace settings.</p> <p>1.3 Analyze the reciprocal impact of individual and family participation in community activities.</p>	<p>Analyze the impact of social, economic, and technological change on work and family dynamics. (1.1)</p> <p>Analyze ways that individual career goals can enhance the family’s capacity to meet goals for all family members. (1.1)</p> <p>Determine skills and knowledge needed to develop a life plan for achieving individual, family, and career goals. (1.1)</p> <p>Demonstrate job seeking and job keeping skills. (1.2)</p> <p>Examine potential career choices to determine the knowledge, skills, and attitudes associated with each. (1.2)</p> <p>Apply communication skills in community and workplace settings. (1.2)</p> <p>Demonstrate teamwork skills in community and workplace settings. (1.2)</p> <p>Examine strategies to manage the impact of changing technologies in workplace settings. (1.2)</p> <p>Demonstrate leadership skills and abilities in the workplace and community. (1..2)</p> <p>Examine factors that contribute to maintaining safe, healthy work and community environments. (1.2)</p> <p>Demonstrate work ethics and professionalism in the classroom and the workplace. (1.2)</p> <p>Examine community resources and systems of formal and informal support available to individuals and families. (1.3)</p> <p>Examine the impact of public policies, agencies, and institutions on the family. (1.3)</p>			
<p><b>STANDARD 2:</b> The student will evaluate management</p>	<p>Apply management and planning skills and working to organize tasks and responsibilities. (2.1)</p>			

<p>practices related to the human economic, and environmental resources.</p> <p>2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.</p> <p>2.2 Analyze the relationship of the environment to family and consumer resources.</p> <p>2.3 Analyze policies that support consumer rights and responsibilities.</p> <p>2.4 Evaluate the impact of technology on individual and family resources.</p> <p>2.5 Analyze interrelationships between the economic system and consumer actions.</p>	<p>Examine how individuals and families make choices to satisfy needs and wants. (2.1)</p> <p>Prepare budgets and financial records, including federal/state income tax forms. (2.1)</p> <p>Demonstrate an understanding of banking services. (2.1)</p> <p>Maintain a checking account. (2.1) Describe different types of credit. (2.1)</p> <p>Implement decisions about providing safe and nutritious food for individuals and families. (2.1)</p> <p>Examine information about procuring and maintaining health care to meet the needs of individuals and families. (2.1)</p> <p>Apply decision making to purchasing, creating, and maintaining clothing. (2.1)</p> <p>Implement decisions about housing and furnishings. (2.1)</p> <p>Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members. (2.1)</p> <p>Explain the advantages and disadvantages of using credit. (2.1)</p> <p>Explain how to compare credit cards. (2.1)</p> <p>Implement decisions about recreational needs. (2.1)</p> <p>Determine individual and family responsibility in relation to the environmental trends and issues. (2.2)</p> <p>Examine state and federal policies and laws providing consumer protection. (2.3)</p> <p>Investigate how policies become laws related to consumer rights. (2.3)</p> <p>Examine skills used in seeking information related to consumer rights. (2.3)</p> <p>Assess the use of technology and its impact on consumer decisions. (2.4)</p> <p>Examine the use of resources in making choices that satisfy needs and wants of individuals and families. (2.5)</p> <p>Examine the use of resources in making choices that satisfy needs and wants of individuals and families. (2.5)</p> <p>Examine the economic system and its impact on the individual.</p>			
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<p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</p> <p><b>STANDARD 3:</b> The student will integrate knowledge, skills, and practices required for informed consumer decision making.</p> <p>3.2 Analyze factors that impact consumer advocacy.</p> <p>3.3 Analyze factors in developing a long-term financial management plan.</p>	<p>(2.5)</p> <p>Examine individual and family roles in the economic system.(2.5)</p> <p>Examine the economic system and its impact on the individual.(2.5)</p> <p>Examine individual and family roles in the economic system. (2.5)</p> <p>Apply management principles to individual and financial practices. (2.6)</p> <p>Apply management principles to individual and financial practices. (2.6)</p> <p>Investigate personal and legal documents related to managing individual and family resources. (2.6)</p> <p>Discuss the importance of time management as part of daily life. (2.6)</p> <p>Establish the possible resources available to reach personal or family goals. (2.6)</p> <p>Demonstrate management of financial resources to meet the goals of individuals and families across the life span. (2.6)</p> <p>Establish the possible resources available to reach personal or family goals. (2.6)</p> <p>Determine the contributions of policy makers to consumer advocacy. (3.2)</p> <p>Examine the effects of consumer protection laws on advocacy. (3.2)</p> <p>Examine components of a financial planning process that reflects the distinction between needs and wants, values, goals, and economic resources. (3.3)</p> <p>Examine investment and savings alternatives. (3.3)</p> <p>Determine the effects of risk management strategies on long-term financial planning. (3.3)</p> <p>Consider the impact of key life transitions on financial planning. (3.3)</p> <p>Explain the role of estate planning in long-term financial planning. (3.3)</p> <p>Determine the impact of consumers' credit in long-term financial planning. (3.3)</p>			
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<p>3.4 Analyze resource consumption for conservation and waste management practices.</p> <p><b>STANDARD 5:</b> The student will evaluate the significance of family and its impact on the well being of individuals and society.</p> <p>5.1. Analyze the impact of family as a system on individuals and society.</p> <p>5.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.</p> <p><b>STANDARD 10:</b> The student will analyze factors that impact human growth and development.</p> <p>10.1 Analyze principles of human growth and development across the life span.</p> <p>10.2 Analyze conditions that influence human growth and development.</p> <p>10.3 Analyze strategies that promote growth and development across the life span.</p>	<p>Implement strategies and practices to conserve energy and reduce waste. (3.4)</p> <p>Examine the role of family in developing independence, interdependence, and commitment of family members. (5.1)</p> <p>Determine the role of family in transmitting societal expectations. (5.1)</p> <p>Examine global influences on today’s family. (5.1)</p> <p>Examine the role of family in teaching culture and traditions across the life span. (5.1)</p> <p>Determine the impact of change and transitions over the life course. (5.1)</p> <p>Explore the ways consumer and family studies careers assist the works of the family. (5.1)</p> <p>Demonstrate awareness of multiple diversities and their impact on individuals and families. (5.2)</p> <p>Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development. (10.1)</p> <p>Investigate the impact of heredity and environment on human growth and development. (10.2)</p> <p>Determine the impact of social, economic, and technological forces on individual growth and development. (10.2)</p> <p>Examine the effects of gender, ethnicity, and culture on individual development. (10.2)</p> <p>Examine effects of life events on individuals. (10.2)</p> <p>Examine the role of nurturance on human growth and development. (10.3)</p> <p>Examine the role of communication on human growth and development. (10.3)</p> <p>Examine the role of support systems in meeting human growth and development needs. (10.3)</p> <p>Recognize concepts for health maintenance and disease prevention. (10.3)</p>			
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<p><b>STANDARD 11:</b> The student will demonstrate respectful and caring relationships in the family, workplace, and community.</p> <p>11.1 Analyze functions and expectations of various types of relationships.</p> <p>11.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.</p> <p>11.3 Demonstrate communications skills that contribute to positive relationships.</p> <p>11.4 Evaluate effective conflict prevention and management techniques.</p> <p>11.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p> <p>11.6 Demonstrate standards that guide behavior in interpersonal relationships.</p> <p><b>STANDARD 12:</b> The student will demonstrate nutrition and wellness practices that enhance individual and family well being.</p> <p>12.1 Analyze factors that influence nutrition and wellness practices across the life span.</p> <p>12.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</p>	<p>Analyze nurturing practices that support human growth and development. (10.3)</p> <p>Determine stress management strategies for family, work, and community settings. (11.1)</p> <p>Consider the effect of personal needs on relationships. (11.2)</p> <p>Examine barriers to communication in family, work, and community settings. (11.3)</p> <p>Practice ethical principles of communication in family and work settings. (11.3)</p> <p>Examine the impact of communication technology in family, work, and community settings. (11.3)</p> <p>Determine the roles of decision making and problem solving in reducing conflict management. (11.4)</p> <p>Demonstrate ways to organize and delegate responsibilities. (11.5)</p> <p>Apply standards when making judgments and taking actions. (11.6)</p> <p>Demonstrate ethical behavior in family, workplace, and community settings. (11.6)</p> <p>Compare the impact of psychological, cultural, and social influences on food choices and other nutrition practices. (12.1)</p> <p>Examine eating and exercise patterns for healthy, active persons and compare to ill, sedentary, overweight, and underweight persons. (12.1)</p> <p>Assess the effect of nutrients on health, appearance, and peak performance. (12.2)</p> <p>Discuss the relationship of nutrition and wellness to individual and family health throughout the life span. (12.2)</p> <p>Assess the impact of food and diet fads, food addictions, and eating disorders on wellness. (12.2)</p> <p>Discuss the relationship of nutrition and wellness to individual and family health throughout the life span. (12.2)</p>			
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<p>12.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p> <p>12.4 Evaluate factors that affect food safety, from production through consumption.</p> <p>12.5 Evaluate the impact of science and technology on food composition, safety, and other issues.</p>	<p>Appraise sources of food and nutrition information, including food labels, related to health and wellness. (12.2)</p> <p>Apply various dietary guidelines in planning to meet nutrition and wellness needs. (12.3)</p> <p>Design strategies that meet the health and nutrition requirements of individuals and families with special needs. (12.3)</p> <p>Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods. (12.3)</p> <p>Demonstrate practices that promote safe food handling. (12.4)</p> <p>Appraise safety and sanitation practices. (12.4)</p> <p>Assess how the scientific and technical advances in food processing, storage, product development, and distribution impact nutrition and wellness. (12.5)</p>			
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<b>DPS Standards</b>	<b>Objectives</b>	<b>1-6 wks or 1-4 wks</b>	<b>7-12 wks &lt;block&gt;</b>	<b>13-18 wks or 5-9 wks</b>
<p><b>READING &amp; WRITING</b>  <b>STANDARD 1:</b> Students read and understand a variety of materials.</p> <p><b>STANDARD 3:</b> Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.</p> <p><b>MATHEMATICS</b>  <b>STANDARD 6:</b> Computations - Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper and pencil, calculators, computers, and other manipulatives in problem-solving situations and communicate the reasoning used in solving these problems.</p> <p><b>SCIENCE</b>  <b>STANDARD 3:</b> Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things, interact with each other and their environment.</p>	<p>1.1 Use comprehension strategies such as using prior knowledge; previewing; predicting, inferring; comparing and contrasting; rereading and self-monitoring; summarizing; identifying the author’s purpose, i.e., reason for writing; determining the main idea; and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other identified figures of speech.</p> <p>1.2 Make connections between prior knowledge and what they need to know about a topic before reading about it.</p> <p>3.1 Recognize, understand, and use formal grammar in speaking and writing</p> <p>3.2 Apply formal grammar usage in speaking and writing. .</p> <p>6.5 Understand and apply concepts of financial transactions in everyday situations.</p> <p>3.3 Know and understand how the human body functions in health and disease, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms.</p>			