

**Teen Living 6, 8206**  
**Family and Consumer Sciences**  
**Pacing Guide**

<b>Workplace Readiness Skills, All Aspects of Industry, Elements of Student Life (FCCLA), and Balancing Work and Family should all be introduced at the beginning of the year and incorporated with other competencies throughout the nine weeks.</b>			
Task Number	Tasks/Competencies	Approximate Weeks on Competencies	Descriptors
	<b>Workplace Readiness Skills: Personal Qualities and People Skills</b>	Ongoing	Introduce at beginning of course. Give a weekly Workplace Readiness Grade - reflective of combination of all 21 workplace readiness skills.
1	Demonstrate positive work ethic.		
2	Demonstrate integrity.		
3	Demonstrate teamwork skills.		
4	Demonstrate self-representation skills.		
5	Demonstrate diversity awareness.		
6	Demonstrate conflict-resolution skills.		
7	Demonstrate creativity and resourcefulness.		
	<b>Workplace Readiness Skills: Professional Knowledge and Skills</b>		
8	Demonstrate effective speaking and listening skills.		
9	Demonstrate effective reading and writing skills.		
10	Demonstrate critical-thinking and problem-solving skills.		
11	Demonstrate healthy behaviors and safety skills.		
12	Demonstrate an understanding of workplace organizations, systems, and climates.		
13	Demonstrate lifelong-learning skills.		
14	Demonstrate job acquisition and advancement skills.		
15	Demonstrate time-, task-, and resource-management skills.		
16	Demonstrate job-specific mathematics skills.		
17	Demonstrate customer-service skills.		

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Task Number	Tasks/Competencies	Approximate Weeks on Competencies	Descriptors
	<b>Workplace Readiness Skills: Technology Knowledge and Skills</b>		
18	Demonstrate proficiency with technologies common to a specific occupation.	Ongoing	Intro at beginning of course. Give a weekly Workplace Readiness Grade
19	Demonstrate information technology skills.		
20	Demonstrate an understanding of Internet use and security issues.		
21	Demonstrate telecommunications skills.		
	<b>Addressing Elements of Student Life</b>		
22	Identify the purposes and goals of the student organization.	1/2 week	FCCLA. Introduce during the first week of class and integrate FCCLA lessons/concepts in activities throughout the nine weeks
23	Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.		
24	Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.		
25	Identify Internet safety issues and procedures for complying with acceptable use standards.		
	<b>Exploring Human Development</b>		
26	Explain the major components of character development.	1/2 week	Focus on mandatory competencies. Teach optional competencies only if time permits.
27	Set a personal goal.		
28	Identify influences on individual development.		
29	Describe responsibilities for personal safety.		
30	Manage transition in the school environment.		
31	Perform a task by completing the steps in a sequence.		

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	<b>Understanding Positive Interpersonal Relationships</b>		
32	Identify positive communication techniques to express individual feelings, needs, and ideas.	1/2 week	Focus on mandatory competencies. Teach optional competencies only if time permits.
33	Identify ways of getting along with others.		
34	Identify positive ways to resolve disagreements.		
35	Compare and contrast the contributions of different cultures to society.		
	<b>Examining the Individual's Role in the Family</b>		
36	Describe the student's roles and responsibilities within his or her family.	1/2 week	
37	Explain ways an individual can strengthen the family unit.		
38	Use the problem-solving/decision-making model to address individual issues within the family.		
	<b>Developing Responsibility for Living Environments (Personal Environments)</b>		
39	Identify ways to maintain a clean environment.	1/2 week	
40	Demonstrate ways an individual can conserve natural resources.		
41	Examine global concerns related to the individual.		

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Task Number	Tasks/Competencies	Approximate Weeks on Competencies	Descriptors
	<b>Understanding Nutrition and Wellness</b>		
42	Explain the relationship between food and nutrition.	2 & 1/2 weeks	Focus on mandatory competencies. Teach optional competencies only if time permits.
43	Describe common food allergies and special diets.		
44	Describe ways to keep the food environment sanitary.		
45	Describe how to keep food safe.		
46	Identify information found on food labels.		
47	Prepare simple, nutritious food.		
48	Demonstrate basic kitchen safety practices.		
49	Practice table manners.		
50	Identify responsibilities for personal grooming and hygiene.		
51	Demonstrate physical activities for personal wellness.		
52	Explain the importance of sleep.		
53	Explore ways to manage individual stress.		
	<b>Examining Consumer and Family Resources</b>		
54	Identify personal resources.	1 & 1/2 week	
55	Explain the correlation between education/skills and income.		
56	Identify strategies for earning and saving money.		
57	Explain the importance of consumer safety.		
58	Demonstrate comparison shopping techniques useful in life-long decision making.		

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Task Number	Tasks/Competencies	Approximate Weeks on Competencies	Descriptors
	<b>Exploring Textiles, Fashion, and Apparel Concepts</b>		
59	Identify the steps in clothing maintenance.	2 weeks	Focus on mandatory competencies. Teach optional competencies only if time permits.
60	Identify basic textile tools and the safe use of each.		
61	Demonstrate simple clothing repair.		
62	Identify parts of the sewing machine and their functions.		
63	Create a sewing project (e.g., machine stitched).		
64	Construct a simple textile project.		
65	Describe the responsibilities involved with care of younger children.		
66	Prepare snack appropriate for young children.		
	<b>Identifying Career Connections</b>		
67	Assess interests and skills as related to school and career choices.	1/2 week	
68	Identify FACS-related career clusters.		
	<b>Developing Leadership Skills</b>		
69	Use the FCCLA planning process in course activities.	Ongoing - Assess weekly	
70	Cooperate with others to achieve goals.		
<b>Review and Testing of Competencies:</b> Allow time for review and testing of competencies throughout nine weeks.			

Shaded numbers denote optional competencies.

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