

Teen Living 7, 8263
Family and Consumer Sciences
Pacing Guide

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 semester.			
Task Number	Tasks/Competencies	Approximate Weeks on Competencies	Comments
	Workplace Readiness Skills: Personal Qualities and People Skills	Ongoing	Introduce at beginning of course. Give a weekly Workplace Readiness Grade - reflective of combination of all 21 workplace readiness skills. Perhaps focus on one to two WRS per week.
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.		
	Workplace Readiness Skills: Professional Knowledge and Skills	Ongoing	
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	Comments
	Workplace Readiness Skills: Technology Knowledge and Skills		
18	Demonstrate proficiency with technologies common to a specific occupation.	Ongoing	See previous page
19	Demonstrate information technology skills.		
20	Demonstrate an understanding of Internet use and security issues.		
21	Demonstrate telecommunications skills.		
22	Identify the purposes and goals of the student organization.		
	Addressing Elements of Student Life		
23	Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.	1 week	FCCLA. Introduce and then integrate FCCLA lessons/concepts in activities throughout the semester.
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.		
	Understanding Human Development		
26	Describe the developmental characteristics of early adolescence.	1 week	Focus on mandatory competencies. Teach optional competencies only if time permits.
27	Distinguish factors and conditions that influence individual and family development.		
28	Describe factors that influence the development of self-esteem, self-concept, and personality.		
29	Demonstrate etiquette.		

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Task Number	Tasks/Competencies	Approximate Weeks on Competencies	Comments
	Demonstrating Interpersonal Relationships		
30	Demonstrate examples of caring, respectful, and responsible behaviors.	2 weeks	Focus on mandatory competencies. Teach optional competencies only if time permits.
31	Identify characteristics of positive relationships among people of all ages, abilities, genders, and cultures.		
32	Create strategies for handling peer pressure.		
33	Use communication skills that express feelings, needs, and ideas.		
34	Interpret consequences of positive and negative behaviors in communication.		
35	Describe goal setting for individuals and families.		
	Exploring Family Relationships		
36	Define family.	1/2 week	
37	Describe how responsibilities may be shared within a family.		
38	Apply strategies to strengthen families.		
	Maintaining Living Environments (Personal Environments)		
39	Demonstrate ways to conserve natural resources within the family.	2 weeks	
40	Maintain a clean and safe environment.		
41	Organize personal space (e.g., room, locker, and book bag).		
42	Examine global concerns related to the family.		
	Demonstrating Nutrition and Wellness		
43	Demonstrate nutrition and wellness practices that enhance well-being.	4 weeks	
44	Demonstrate food safety.		
45	Demonstrate kitchen safety.		
46	Identify terms and equipment used in food preparation.		
47	Perform sequential steps in all aspects of food preparation.		
48	Prepare nutritious food.		
49	Explain personal safety practices.		
50	Explain the importance of health and fitness as related to personal wellness.		

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Task Number	Tasks/Competencies	Approximate Weeks on Competencies	Comments	
	Using Consumer and Family Resources			
51	Apply steps in the problem-solving/decision-making model.	1 week	Focus on mandatory competencies. Teach optional competencies only if time permits.	
52	Apply the management process in a project.			
53	Manage personal resources.			
54	Compare/Contrast forms and techniques of advertising.			
55	Analyze personal saving and spending habits.			
56	Identify consumer rights and resources.			
57	Explain consumer responsibilities.			
	Developing Textile, Fashion, and Apparel Concepts			
58	Demonstrate clothing repair and maintenance techniques.	3 weeks		
59	Describe factors affecting clothing choices.			
60	Create a sewing project (e.g., machine stitched).			
61	Construct a textile project to serve a family need.			
	Developing Education and Early Childhood Concepts			
62	Describe responsible behaviors in caring for children.	3 weeks		
63	Identify developmentally-appropriate and nutritious snacks for children.			
64	Demonstrate storytelling techniques.			
65	Identify the stages of early childhood development.			

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Task Number	Tasks/Competencies	Approximate Weeks on Competencies	Comments	
	Exploring Career, Community, and Family Connections			
66	List management strategies for balancing work, family, and school roles.	1/2 week	Focus on mandatory competencies. Teach optional competencies only if time permits.	
67	Identify ways to be a responsible citizen at home and at school.			
68	Explain interests, skills, and expectations about work.			
69	Investigate jobs that lead to FACS careers, using a variety of information sources.			
70	Describe characteristics of successful workers at school and on the job.			
71	Explore FACS career clusters and pathways.			
72	Explore entrepreneurship opportunities for adolescents.			
	Developing Leadership Skills			
73	Use the FCCLA planning process.	Ongoing - Assess weekly		
74	Cooperate with others to achieve goals in course activities.			
Review and Testing of Competencies: Each course should allow time for review and testing of competencies throughout the semester.				

 Shaded numbers denote optional competencies.

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