



ALIGNED WITH  
NATIONAL  
STANDARDS

**ADULT & FAMILY LIVING -  
END OF INSTRUCTION  
SKILLS STANDARDS  
OD37004**

## ***COMPETENCY-BASED EDUCATION: OKLAHOMA'S RECIPE FOR SUCCESS***

### ***BY THE INDUSTRY FOR THE INDUSTRY***

Oklahoma's *CareerTech* system of competency-based education uses industry professionals and certification standards to identify the knowledge and abilities needed to master an occupation. This industry input provides the foundation for development of instructional materials that help prepare the comprehensively trained, highly skilled employees demanded by our workplace partners.

### ***TOOLS FOR SUCCESS***

*CareerTech* relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

**Skills standards** provide the foundation for competency-based instruction in Oklahoma's *CareerTech* system. The skills standards outline the knowledge, skills, and abilities needed to perform related jobs within an industry. Skills standards are aligned with national skills standards; therefore, a student trained to the skills standards possesses technical skills that make him/her employable in both state and national job markets.

**Curriculum materials** contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources provide supplemental activities to enhance learning and provide hands-on training experiences.

**Competency Assessments** test the student over material outlined in the skills standards and taught using the curriculum materials. When used with classroom performance evaluations, written competency assessments provide a means of measuring occupational readiness.

Although each of these components satisfy a unique purpose in competency-based education, they work together to reinforce the skills and abilities students need to gain employment and succeed on the job.

### ***MEASURING SUCCESS***

Written competency assessments are used to evaluate student performance. Results reports communicate competency assessment scores to students and provide a breakdown of assessment results by duty area. The results breakdown shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Group analysis of student results also provides feedback to instructors seeking to improve the effectiveness of career and technology training. Performance patterns in individual duties indicate opportunities to evaluate training methods and customize instruction.

### ***TRUE TO OUR PURPOSE***

"We prepare Oklahomans to succeed in the workplace, in education, and in life" defines the mission of Oklahoma *CareerTech* and its competency-based system of instruction. Skills standards, curriculum, and assessments that identify and reinforce industry expectations provide accountability for programs and assure *CareerTech*'s continued role in preparing skilled workers for a global job market

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**ADULT & FAMILY LIVING – END OF INSTRUCTION  
SKILLS STANDARDS  
Frequency and Criticality Ratings**

- Duty A: Planning a Career
- Duty B: Improving Communication Skills
- Duty C: Understanding Self
- Duty D: Making Decisions
- Duty E: Developing Emotionally and Socially
- Duty F: Developing Physically
- Duty G: Defining Married and Single Lifestyles
- Duty H: Understanding Family Life
- Duty I: Understanding Pregnancy and Childbirth
- Duty J: Caring for Infants
- Duty K: Understanding Parent-Child Relationships
- Duty L: Understanding Grief and Loss of Life
- Duty M: Living on Your Own
- Duty N: Selecting and Caring for Clothing
- Duty O: Managing Your Finances
- Duty P: Understanding Taxes and Insurance
- Duty Q: Choosing Food for Fitness
- Duty R: Preparing Food

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**DUTY A: Planning a Career – Unit 1**

CODE	TASK	Semester	End of Instruction
A.01	Describe characteristics needed by entrepreneurs – <b>Objective 1</b>		<b>X</b>
A.02	Identify occupational clusters – <b>Objective 2</b>	<b>X</b>	<b>X</b>
A.03	Identify factors that influence career choices – <b>Objective 3</b>	<b>X</b>	<b>X</b>
A.04	Identify factors that influence career success – <b>Objective 5</b>		<b>X</b>
A.05	Identify the components in a portfolio – <b>Objective 8</b>	<b>X</b>	<b>X</b>
A.06	Identify appropriate interview practices – <b>Objective 10</b>	<b>X</b>	<b>X</b>
A.07	Identify reasons people lose jobs – <b>Objective 11</b>	<b>X</b>	<b>X</b>
A.08	Identify actions to take after losing a job – <b>Objective 12</b>		<b>X</b>
A.09	Discuss steps in planning to finance education and training – <b>Objective 13</b>		<b>X</b>

**DUTY B: Improving Communication Skills – Unit 2**

CODE	TASK	Semester	End of Instruction
B.01	Identify causes of communication problems – <b>Objective 1</b>	X	X
B.02	Apply ways to improve communication to situations – <b>Objective 2</b> <ul style="list-style-type: none"> <li>▪ Formal Communication</li> <li>▪ Informal Communication</li> </ul>	X	X
B.03	Identify appropriate ways to communicate positive and negative feelings – <b>Objective 3 &amp; 4</b>	X	X
B.04	Identify ways to be tactful – <b>Objective 5</b>	X	X
B.05	Discuss what causes a difference in listening skills – <b>Objective 6</b>		X
B.06	Identify positive and negative forms of nonverbal communications – <b>Objective 7</b>	X	X
B.07	Describe ways to communicate directions – <b>Objective 9</b>		X
B.08	Identify practices to follow when writing email – <b>Objective 10</b>		X

**DUTY C: Understanding Self – Unit 3**

CODE	TASK	Semester	End of Instruction
C.01	Define heredity – <b>Objective 1</b>	X	X
C.02	Identify how gender is determined – <b>Objective 2</b>		X
C.03	Identify differences in heredity and environment – <b>Objective 3</b>		X
C.04	Identify characteristics of a positive self-concept – <b>Objective 5</b>	X	X
C.05	Identify signs of depression – <b>Objective 6</b>	X	X
C.06	Identify problems teenage runaways face – <b>Objective 7</b>		X
C.07	Identify suicide warning signs – <b>Objective 9</b>	X	X
C.08	Describe ways to care for yourself – <b>Objective 10</b>		X

**DUTY D: Making Decisions – Unit 4**

CODE	TASK	Semester	End of Instruction
D.01	Identify factors that affect decision making – <b>Objective 1</b>	X	X
D.02	Identify how goals affect decision making – <b>Objective 2</b>	X	X
D.03	Identify the steps in the FCCLA planning process – <b>Objective 3</b>		X
D.04	Identify time management skills that assist in decision making – <b>Objective 5</b>	X	X
D.05	Identify ways to resist peer influences when making decisions – <b>Objective 7</b>	X	X

D.06	Identify reasons people use tobacco – <b>Objective 8</b>		X
D.07	Identify health problems linked to tobacco use – <b>Objective 9</b>		X
D.08	Identify consequences of alcohol consumption – <b>Objective 10</b>		X
D.09	Identify types of drugs and their effects on health – <b>Objective 11</b>		X

#### DUTY E: Developing Emotionally and Socially – Unit 5

CODE	TASK	Semester	End of Instruction
E.01	Identify the developmental tasks of adolescence – <b>Objective 1</b>		X
E.02	Discuss the importance of emotional development – <b>Objective 2</b>		X
E.03	Identify benefits of friendship development – <b>Objective 3</b>	X	X
E.04	Identify actions which reflect common courtesy – <b>Objective 4</b>	X	X
E.05	Identify guidelines for making introductions and greetings – <b>Objective 5</b>	X	X
E.06	Identify guidelines for shaking hands – <b>Objective 6</b>		X
E.07	Determine telephone etiquette – <b>Objective 7</b>	X	X
E.08	Identify basic table manners – <b>Objective 8</b>	X	X
E.09	Identify dining etiquette when using formal table settings – <b>Objective 9</b>		X
E.10	Identify parts of a table setting – <b>Objective 10 – Assignment Sheet 1</b>		X
E.11	Discuss etiquette for tipping for services – <b>Objective 11</b>		X
E.12	Discuss etiquette for attending public events – <b>Objective 13</b>	X	X
E.13	Identify manners to use as a guest in someone's home – <b>Objective 14</b>	X	X
E.14	Identify what to include when writing thank you notes and R.S.V.P.s – <b>Objective 15</b>		X
E.15	Discuss functions of dating – <b>Objective 17</b>		X
E.16	Describe rules of date etiquette – <b>Objective 18</b>	X	X
E.17	Identify dating concerns – <b>Objective 20</b>	X	X
E.18	Identify strategies for managing stress – <b>Objective 21</b>	X	X

#### DUTY F: Developing Physically – Unit 6

CODE	TASK	Semester	End of Instruction
F.01	Identify male reproductive organs and their functions/descriptions – <b>Objective 1</b>	X	X

F.02	Identify female reproductive organs and their functions/descriptions – <b>Objective 2</b>	X	X
F.03	Identify ways to maintain good physical health – <b>Objective 4</b>		X
F.04	Identify methods of contraception – <b>Objective 5</b>	X	X
F.05	Discuss consequences of teenage pregnancy – <b>Objective 6</b>	X	X
F.06	Discuss facts about sexually transmitted diseases – <b>Objective 7</b>		X
F.07	Identify sexually transmitted diseases – <b>Objective 8</b>		X

#### DUTY G: Defining Married and Single Lifestyles – Unit 7

CODE	TASK	Semester	End of Instruction
G.01	Identify developmental tasks associated with early adulthood and marriage – <b>Objective 1</b>	X	X
G.02	Identify characteristics of people who live single lifestyles – <b>Objective 2</b>		X
G.03	Identify descriptions of factors that affect the choice of a companion – <b>Objective 5</b>		X
G.04	Distinguish between infatuation and mature love – <b>Objective 6</b>	X	X
G.05	Distinguish between positive and negative reasons to choose marriage – <b>Objective 7</b>		X
G.06	Identify characteristics of marital readiness – <b>Objective 8</b>	X	X
G.07	Identify purposes of an engagement period – <b>Objective 9</b>		X
G.08	Distinguish between positive and negative reasons for having children – <b>Objective 10</b>		X
G.09	Identify characteristics of parent readiness – <b>Objective 11</b>		X
G.10	Distinguish among areas of marital counseling – <b>Objective 13</b>		X
G.11	Identify adjustment stages individuals experience after a divorce – <b>Objective 14</b>		X

#### DUTY H: Understanding Family Life – Unit 8

CODE	TASK	Semester	End of Instruction
H.01	Describe the functions of families – <b>Objective 1</b>	X	X
H.02	Define family structure – <b>Objective 2</b> <ul style="list-style-type: none"> <li>▪ Foster family</li> <li>▪ Adoptive family</li> <li>▪ Family of origin</li> </ul>		X
H.03	Distinguish among the stages of the family life cycle – <b>Objective 3</b>	X	X
H.04	Distinguish between myths and facts about older adults –		X

	<b>Objective 5</b>		
H.05	Describe factors that affect sibling relationships – <b>Objective 7</b>	X	X
H.06	Identify the effects of gender equity in families – <b>Objective 8</b>	X	X
H.07	Distinguish between advantages and disadvantages of the dual-career family – <b>Objective 9</b>	X	X
H.08	Distinguish between characteristics of effective and ineffective families – <b>Objective 11</b>	X	X
H.09	Identify factors that may contribute to family violence – <b>Objective 12</b>		X
H.10	Describe phases in the cycle of physical violence – <b>Objective 13</b>		X
H.11	Describe strategies for breaking a cycle of family violence – <b>Objective 14</b>		X

#### **DUTY I: Understanding Pregnancy and Childbirth – Unit 9**

<b>CODE</b>	<b>TASK</b>	<b>Semester</b>	<b>End of Instruction</b>
I.01	Identify initial symptoms of pregnancy – <b>Objective 1</b>		X
I.02	Describe factors that affect healthy prenatal development – <b>Objective 2</b>	X	X
I.03	Identify reasons to seek early medical care during pregnancy – <b>Objective 3</b>		X
I.04	Discuss the importance of good nutrition, rest, and exercise during pregnancy – <b>Objective 4</b>	X	X
I.05	Distinguish between normal discomforts and danger signals during pregnancy – <b>Objective 5</b>		X
I.06	Describe the stages of prenatal development – <b>Objective 6</b>	X	X
I.07	Describe prenatal tests – <b>Objective 7</b>		X
I.08	Identify the signs of approaching labor – <b>Objective 8</b>		X
I.09	Describe the three stages of labor and delivery – <b>Objective 9</b>		X
I.10	Describe delivery methods and options – <b>Objective 10</b>		X
I.11	Identify tasks of the male partner throughout the pregnancy – <b>Objective 12</b>	X	X
I.12	Identify guidelines for postnatal care of the new mother – <b>Objective 13</b>		X
I.13	Identify parental adjustments after the birth of a baby – <b>Objective 14</b>	X	X

**DUTY J: Caring for Infants – Unit 10**

CODE	TASK	Semester	End of Instruction
J.01	Identify situations to expect when caring for a newborn – <b>Objective 1</b>	X	X
J.02	Define developmental tasks of infants – <b>Objective 2</b>	X	X
J.03	Describe basic needs of every infant – <b>Objective 3</b>	X	X
J.04	Distinguish between characteristics of breast feeding and bottle feeding – <b>Objective 4</b>		X
J.05	Identify safety rules for bathing an infant – <b>Objective 5</b>	X	X
J.06	Identify ways to childproof an environment – <b>Objective 6</b>	X	X
J.07	Distinguish among types of child care – <b>Objective 7</b>		X
J.08	Identify characteristics of a good child care facility – <b>Objective 8</b>	X	X

**DUTY K: Understanding Parent-Child Relationships – Unit 11**

CODE	TASK	Semester	End of Instruction
K.01	Describe responsibilities of parents – <b>Objective 1</b>	X	X
K.02	Identify ways to maintain a child's good health – <b>Objective 2</b>	X	X
K.03	Identify ways parents can help children meet psychological needs – <b>Objective 3</b>	X	X
K.04	Identify rights of parents and children – <b>Objective 4</b>	X	X
K.05	Describe the stages of child development – <b>Objective 5</b>	X	X
K.06	Distinguish among guidance techniques – <b>Objective 6</b>		X
K.07	Describe ways children learn behaviors – <b>Objective 8</b>	X	X
K.08	Identify good communication skills to use with children – <b>Objective 10</b>	X	X

**DUTY L: Understanding Grief and Loss of Life – Unit 12**

CODE	TASK	Semester	End of Instruction
L.01	Define stages of dying – <b>Objective 1</b>	X	X
L.02	Identify advantages and limitations of the hospice concept – <b>Objective 2</b>		X
L.03	Define phases of mourning – <b>Objective 3</b>	X	X
L.04	Identify guidelines for helping others handle personal loss – <b>Objective 4</b>	X	X
L.05	Identify procedures necessary in making funeral arrangements – <b>Objective 6</b>	X	X
L.06	Describe guidelines for funeral etiquette – <b>Objective 7</b>		X
L.07	Discuss documents related to death – <b>Objective 8</b>		X

**DUTY M: Living on Your Own – Unit 13**

CODE	TASK	Semester	End of Instruction
M.01	Define housing alternatives – <b>Objective 1</b>		X
M.02	Identify factors to consider when selecting housing – <b>Objective 3</b>	X	X
M.03	Discuss spending guidelines for housing – <b>Objective 4</b>		X
M.04	Describe fees and deposits associated with housing – <b>Objective 6</b>	X	X
M.05	Identify conditions to check in leases – <b>Objective 8</b>	X	X

**DUTY N: Selecting and Caring for Clothing – Unit 14**

CODE	TASK	Semester	End of Instruction
N.01	Identify factors to consider when selecting clothing – <b>Objective 1</b>	X	X
N.02	Identify guidelines for choosing wardrobe items – <b>Objective 2</b>	X	X
N.03	Identify guidelines for purchasing wardrobe items – <b>Objective 3</b>	X	X
N.04	Describe factors that determine cleaning methods – <b>Objective 4</b>	X	X
N.05	Identify steps in doing machine laundry – <b>Objective 6</b>	X	X
N.06	Identify laundry sorting groups – <b>Objective 8</b>	X	X
N.07	Discuss laundry products and their purposes – <b>Objective 10</b>		X
N.08	Discuss ironing procedures – <b>Objective 11</b>	X	X

**DUTY O: Managing Your Finances – Unit 15**

CODE	TASK	Semester	End of Instruction
O.01	Discuss the purpose of financial goals – <b>Objective 1</b>		X
O.02	Identify fixed and flexible expenses – <b>Objective 2</b>	X	X
O.03	Identify planned and impulse buying – <b>Objective 3</b>	X	X
O.04	Describe steps in creating a financial plan – <b>Objective 4</b>		X
O.05	Identify types of consumer fraud – <b>Objective 6</b>		X
O.06	Identify advantages and disadvantages of using consumer credit – <b>Objective 8</b>	X	X
O.07	Describe bankruptcy and its consequences – <b>Objective 10</b>		X
O.08	Describe types of savings accounts – <b>Objective 11</b>		X
O.09	Identify terms associated with credit and loans – <b>Objective 7</b>	X	X

**DUTY P: Understanding Taxes and Insurance – Unit 16**

CODE	TASK	Semester	End of Instruction
P.01	Discuss the purpose of taxes – <b>Objective 1</b>	X	X
P.02	Identify records that should be kept for taxes – <b>Objective 4</b>	X	X
P.03	Identify types of insurance – <b>Objective 7</b>	X	X
P.04	Describe types of auto insurance – <b>Objective 9</b>	X	X
P.05	Identify factors that affect the cost of insurance – <b>Objective 10</b>	X	X

**DUTY Q: Choosing Food for Fitness – Unit 17**

CODE	TASK	Semester	End of Instruction
Q.01	Describe dietary guidelines – <b>Objective 1</b>	X	X
Q.02	Understand nutritional needs relating to life stages – <b>Objective 2</b>	X	X
Q.03	Identify common nutrients – <b>Objective 5</b>	X	X
Q.04	Describe information on food products – <b>Objective 6</b>	X	X
Q.05	Identify factors related to caloric requirements – <b>Objective 9</b>	X	X
Q.06	Identify benefits of exercise and fitness – <b>Objective 10</b>	X	X
Q.07	Identify guidelines to follow when on a food plan – <b>Objective 11</b>		X
Q.08	Distinguish among eating disorders – <b>Objective 13</b>	X	X
Q.09	Discuss fad diets and diet aids – <b>Objective 14</b>		X
Q.10	Analyze the Food Guide Pyramid – <b>Objective 3</b>	X	X

**DUTY R: Preparing Food – Unit 18**

CODE	TASK	Semester	End of Instruction
R.01	Identify basic kitchen utensils and tools – <b>Objective 1</b>	X	X
R.02	Complete principles of kitchen storage – <b>Objective 2</b>	X	X
R.03	Identify food-borne illnesses – <b>Objective 3</b>	X	X
R.04	Identify recipe abbreviations – <b>Objective 4</b> <ul style="list-style-type: none"> <li>▪ Measures</li> <li>▪ Weights</li> <li>▪ Times</li> <li>▪ Sizes</li> </ul>	X	X
R.05	Match common measures used in recipes to their equivalents – <b>Objective 5</b>	X	X
R.06	Identify steps for measuring ingredients – <b>Objective 6</b>		X
R.07	Identify techniques for – <b>Objective 7-9</b>	X	X

	<ul style="list-style-type: none"> <li>▪ Mixing</li> <li>▪ Cutting</li> <li>▪ Cooking</li> </ul>		
R.08	Identify factors to consider in meal planning – <b>Objective 10</b>		<b>X</b>
R.09	Identify steps for the successful use of a recipe – <b>Objective 11</b>	<b>X</b>	<b>X</b>

**ADULT & FAMILY LIVING  
SKILLS STANDARDS**

Crosswalked To  
**Adult & Family Living**  
(Available from CIMC)

<b>DUTY</b>	<b>UNIT</b>	<b>Adult &amp; Family Living</b>
Duty A	Planning a Career	Unit 1
Duty B	Improving Communication Skills	Unit 2
Duty C	Understanding Self	Unit 3
Duty D	Making Decisions	Unit 4
Duty E	Developing Emotionally and Socially	Unit 5
Duty F	Developing Physically	Unit 6
Duty G	Defining Married and Single Lifestyles	Unit 7
Duty H	Understanding Family Life	Unit 8
Duty I	Understanding Pregnancy and Childbirth	Unit 9
Duty J	Caring for Infants	Unit 10
Duty K	Understanding Parent-Child Relationships	Unit 11
Duty L	Understanding Grief and Loss of Life	Unit 12
Duty M	Living on Your Own	Unit 13
Duty N	Selecting and Caring for Clothing	Unit 14
Duty O	Managing Your Finances	Unit 15
Duty P	Understanding Taxes and Insurance	Unit 16
Duty Q	Choosing Food for Fitness	Unit 17
Duty R	Preparing Food	Unit 18