

**MICHIGAN**

**LIFE MANAGEMENT EDUCATION**

**(FAMILY AND CONSUMER SCIENCES)**

**CONTENT STANDARDS AND BENCHMARKS**

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**MICHIGAN DEPARTMENT OF EDUCATION**  
**SBE APPROVED JULY 1, 1998**

## **LIFE MANAGEMENT EDUCATION**

### **VISION**

Life Management Education prepares students to evaluate, coordinate, and function in multiple adult roles of day-to-day living and working throughout the life cycle. Students develop an individual sense of well-being to become contributing members of society as a family member, worker, nurturer, consumer, citizen, and life-long learner. Life Management Education promotes the growth of the individual in a holistic manner--including physical, social, emotional, and intellectual development. This is best achieved through instruction of a program with values consistent with those of the local community. Instruction in Life Management Education not only helps learners with their present development tasks, but also will be incorporated into their life goals and role responsibilities. Development of these values and skills will create a responsible individual who is a contributing participant in society.

**The ultimate objective of Life Management Education is to help students learn and incorporate the necessary skills to have productive, complete, and knowledgeable lives.**

A prepared student:

- Fulfills family and work roles and relationships;
- Demonstrates care giving and nurturing throughout the family life cycle;
- Assesses individual growth and healthy choices;
- Exhibits responsible consumer behavior and determines its effect on the family;
- Assesses effects of social and technological changes on the family; and
- Participates in and understands the interrelatedness of family, social and civic activities and his/her responsibility as a citizen.

**CONTENT  
STANDARDS**

All students will:

*Balance of Work  
and Family*

1. Demonstrate skills necessary to function in family roles and relationships which are transferable to roles and responsibilities within the workplace and community;

*Nurturing*

2. Demonstrate characteristics of nurturing;

*Human  
Development*

3. Analyze factors that influence human development;

*Decision-making*

4. Demonstrate responsible personal and family decision-making;

*Responsibility*

5. Practice family, social and civic responsibility;

*Wellness*

6. Develop a plan for individual and family wellness;

*Demographic  
Change*

7. Examine demographic changes and their impact on society and the family;

*Consumerism*

8. Practice responsible consumer and producer behavior, rights, and responsibilities;

*Impact of  
Technology*

9. Assess the effects of technology on the family; and

Demonstrate the use of community resources to solve individual and family issues.

*Using Community  
Resources*

10.

## LIFE MANAGEMENT EDUCATION (FAMILY AND CONSUMER SCIENCES)

### CONTENT STANDARDS AND BENCHMARKS

<b>Content Standard 1:</b> All students will demonstrate skills necessary to function in family roles and relationships which are transferable to roles and responsibilities within the workplace and community.		
<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
E1.1 Develop an understanding of the contributions of the family to the individual, community, and society.	M1.1 Explore the relationship between family and community rights and responsibilities.	H1.1 Evaluate factors which affect the successful balance between work and family.
E1.2 Identify roles individuals serve in the home, community, and workplace.	M1.2 Explore career and family issues (e.g. balance of career and family responsibilities).	H1.2 Evaluate interrelationship of career and family roles.
E1.3 Explore relationships within the family.	M1.3 Demonstrate communication skills.	H1.3 Analyze positive patterns of communication used at work and home.
	M1.4 Identify relationships between individual, career, and family goals.	
E1.5 Practice daily resource management skills.	M1.5 Identify individual priorities and responsibilities.	H1.5 Demonstrate life management skills necessary to be effective in individual/family, career, and community roles.
E1.6 Explore how management skills are used in work, home, and community settings.	M1.6 Analyze impact of changing life roles on interdependent relationships and how they influence management skills.	H1.6 Practice stress management skills necessary to manage conflict resolution among multiple adult roles.
E1.7 Explore ways in which the workplace influences the family.	M1-7 Explore the relationship among family, work, and community roles.	H1.7 Examine attitudes related to balancing work and family (e.g., parent/career adjustments).

<b>Content Standard 2:</b> All students will demonstrate characteristics of nurturing.		
<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
E2.1 Describe characteristics of family.	M2.1 Demonstrate an understanding of human development.	H2.1 Describe and analyze the needs and responsibilities of caregivers throughout the family life cycle.
E2.2 Describe the importance of family.	M2.2 Identify parenthood readiness factors (e.g., economic, health, emotional maturity, relationship responsibilities and career goals).	H2.2 Learn how to create support systems to assist individuals in their roles as nurturer, caregiver, and parent.
E2.3 Explore the concept of nurturing and empathy.	M2.3 Identify skills necessary for nurturing self and others.	H2.3 Demonstrate skills necessary in the physical, social, and emotional care and nurturing of family members.
E2.4 Identify ways to communicate caring and consideration.	M2.4 Explain the relationship of a nurturing environment to individual/family growth and development.	H2.4 Analyze characteristics of a nurturing environment.
E2.5 Recognize individual needs of others.	M2.5 Explore the roles and responsibilities of nurturers, caregivers, and parents.	H2.5 Compare the nurturing needs of the family throughout the family life cycle.

<b>Content Standard 3:</b> All students will analyze factors that influence human development.		
<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
E3.1 Demonstrate self-awareness.	M3.1 Demonstrate the ability to influence your individual achievement.	H3.1 Assess relationships of individual aptitudes, interests, abilities, and individual development.
	M3.2 Differentiate between healthful behavior and high-risk behavior.	H3.2 Analyze impact of healthful behavior on life goals.
E3.3 Determine individual rules and priorities.	M3.3 Relate human needs to theories of human development.	H3.3 Assess individual aptitudes, interests, and abilities.
		H3.4 Perform assessments of individual growth and development.
E3.5 Explore physical, emotional, intellectual, and social development.	M3.5 Analyze relationships with peers and adults.	H3.5 Demonstrate responsible attitudes and actions when caring for self and others.
E3.6 Develop realistic self expectations.	M3.6 Identify factors influencing growth and development.	H3.6 Create a plan to manage problems and crisis.
	M3.7 Formulate expectations of self and others.	H3.7 Internalize expectations of self and others.

<b>Content Standard 4:</b> All students will demonstrate responsible individual and family decision-making.		
<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
E4.1 Identify the consequences of right and wrong.	M4.1 Identify internal and external factors that would enhance or impede the implementation of an individual plan of action.	H4.1 Develop a comprehensive plan for making decisions about work and family.
E4.2 Identify wants and needs.		H4.2 Practice implementing an individual plan of action.
E4.3 Explore community norms for ethical conduct.	M4.3 Identify biases.	H4.3 Practice decision-making skills.
		H4.4 Develop strategies to overcome bias.
		H4.5 Analyze an individual decision.
E4.6 Function successfully in a setting where rules, regulations, and procedures exist.	M4.6 Implement an individual plan of action.	H4.6 Evaluate the impact of decisions on individuals, families and communities.
		H4.7 Evaluate the influence and impact of various decisions on individual and family lifestyles.
E4.8 Apply the decision-making process as it relates to individual and family.	M4.8 Analyze how biases, stereotypes, and prejudices can limit and interfere with ethical and responsible decision-making.	H4.8 Employ responsibility in the practice of personal, family, work, and community decision-making responsibilities.
E4.9 Identify relationships between present and future decision-making.	M4.9 Describe the relationship between personal priorities and ethical decisions.	H4.9 Practice independent decision-making.
E4.10 Describe how decisions involve responsibilities for self and others.		

**Content Standard 5:** All students will practice family, social, and civic responsibility.

<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
E5.1 Identify opportunities for individual contributions to the family, school, and community.	M5.1 Identify examples of social and civic responsibility.	H5.1 Practice identified social and civic responsibility.
E5.2 Be aware of and accepting of others.	M5.2 Respect the social and cultural contributions of all individuals.	H5.2 Affirm individual, social and cultural diversity.
E5.3 Identify responsibilities of individuals and families within their homes and community.	M5.3 Identify legal responsibilities and rights of individuals and families.	H5.3 Demonstrate an understanding of the legal rights and responsibilities pertaining to individuals and families in a simulated situation.
	M5.4 Identify opportunities for families to assume social and civic responsibilities.	H5.4 Analyze the relationship between individuals, family, and community rights and responsibilities.

<b>Content Standard 6:</b> All students will develop a plan for individual and family wellness.		
<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
E6.1 Identify safety issues and responses related to home and emergency situations.	M6.1 Demonstrate individual responsibility for individual safety and the safety of others.	H6.1 Demonstrate providing safe and healthy environments.
	M6.2 Demonstrate appropriate behavior for emergency situations.	
E6.3 Identify ways in which an individual's behaviors influence community health	M6.3 Identify individual responsibilities for good health as it relates to social, emotional, and physical effects..	H6.3 Practice individual responsibilities for health as it relates to social, emotional, and physical well-being.
		H6.4 Share the responsibility of maintaining a safe and healthy living environment.
E6.5 Demonstrate an understanding of recommended dietary guidelines.	M6.5 Determine daily dietary needs of individuals at various stages of the life cycle.	H6.5 Assess the effect of non-nutritional food choices on individual wellness.
E6.6 Explore the food pyramid.	M6.6 Demonstrate the ability to make nutritious choices in a food establishment.	H6.6 Apply food pyramid in food decision-making.
		H6.7 Analyze food labeling.
E6.8 Identify ways to maintain individual safety.	M6.8 Recognize family violence, including physical, emotional and social.	H6.8 Practice alternatives for handling family conflict.
E6.9 Identify ways in which exercise and relaxation promote well-being.	M6.9 Identify community resources to protect self and others.	H6.9 Investigate how conflicts of work, home, family, and other pursuits create stress for individuals and families.

E6.10 Identify appropriate clothing for various situations.		H6.10 Propose criteria for a safe and healthy environment.
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<b>Content Standard 7:</b> All students will examine demographic changes and their impact on society and the family.		
<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
E7.1 Identify demographic trends that influence individual and family needs.	M7.1 Describe current demographic trends and their consequences.	H7.1 Analyze family structures and their impact on society.
E7.2 Identify ways in which individuals and families respond to, adapt to, and initiate change.	M7.2 Identify impact of demographic trends on individual and family environment.	H7.2 Examine how societal changes impact the family unit.
	M7.3 Examine changes within the family in historical perspective.	H7.3 Recognize individual responsibility and the needs of family to manage and adapt to change.

<b>Content Standard 8:</b> All students will practice responsible consumer and producer behavior, rights, and responsibilities.		
<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
E8.1 Distinguish between consumer and producer.	M8.1 Describe the relationship between a responsible producer and consumer.	H8.1 Use economic resources responsibly to meet individual and family needs.
E8.2 Differentiate between consumer wants and needs.	M8.2 Examine how individual priorities and achievement goals affect consumer decisions.	H8.2 Apply skills relating to consumer rights and responsibilities to meet individual and family needs.
E8.3 Identify factors which influence wants and needs.		

E8.4 Identify effective conservation practices.	M8.4 Conserve individual and community resources.	H8.4 Practice conservation, recycling, maintenance, and environmental improvement.
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<b>Content Standard 9:</b> All students will assess the effects of technology on the family.		
<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
E9.1 Identify uses of technology in home, school, and community.	M9.1 Determine the use of technology to solve given problems.	H9.1 Demonstrate use of technologies to improve individual, family, work, and community life.
E9.2 Explore how things were done prior to new technology.	M9.2 Analyze the impact of technology on the individual.	H9.2 Identify positive and negative impacts of technology on individuals and their families.
	M9.3 Evaluate the economic costs of new technology and its impact on communication.	H9.3 Predict impact of changes related to family, work, school, and community roles.

<b>Content Standard 10:</b> All students will demonstrate the use of community resources to solve individual and family issues.		
<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
E10.1 Identify a variety of human and other types of resources available to reach your goals.	M10.1 Analyze interrelationships between individuals, families, and communities.	H10.1 Assist others in identifying community resources.
E10.2 Describe ways to use resources.	M10.2 Explain how resources change over the life cycle	H10.2 Aid community resources through volunteer services.
E10.3 Identify community resources that aid	M10.3 Demonstrate responsible use of community	H10.3 Evaluate standards for appropriate use of

families.	resources.	community resources.
	M10.4 Identify existing resources and creative ideas for resource development.	H10.4 Use personal and community resources in individual and family problem solving.