

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

Your body is not the only thing that needs to be healthy! What about your relationships? Learn how to make better choices by enrolling in Family Life Education 1! Family Life Education 1 helps students understand and apply various concepts to gain and maintain healthy relationships throughout their lives. Topics such as applying interpersonal skills in relationships, critiquing financial decisions, and determining risk factors of healthy lifestyles are included in the course content. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), standards greatly enhance the curriculum.

Note: The contents of Family Life Education 1 meet the requirements of the South Carolina Comprehensive Health Education Act for grades nine through twelve. South Carolina law states that students in grades nine through twelve receive instruction in comprehensive health education, including at least **seven hundred fifty minutes** of reproductive health education and pregnancy prevention education. State policy states that parents have the right to have their child/children exempt from comprehensive health education program classes. See the complete Comprehensive Health Education Program Act at <http://www.scstatehouse.gov/code/t59c032.htm>.

Credit:	1 unit (R43-234--Schools may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)
National Certification:	Broadfield Family and Consumer Sciences Assessment/Credential
Recommended grades:	9-12
Prerequisite:	none
Culminating Project:	Community Service Project Plan and implement an individual or group ongoing community service project to be conducted throughout the duration of class. Go to the FCCLA website for instructions: http://fcclainc.org/assets/files/pdf/programs/lessonplans/activities/designyourownserviceprojectcs.pdf Examples can be found at: http://fcclainc.org/content/lesson-plans--activities/

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

Textbook Information:

www.mysctextbooks.com

Glencoe/McGraw-Hill

Families Today, 4th Edition

Student Edition

The text is user-friendly, sensitive to cultural diversity, and easy to read with very colorful pictures. Character Education is integrated in the topics throughout the book. Assignments are provided to encourage writing. Enrichment and reteaching activities are included. An abundance of supplementary materials is available, which provides flexibility and variety for the teacher. The life cycle and various physical disabilities are addressed. The text is very comprehensive and provides enough information to cover an entire school year.

Goodheart-Willcox Company

Contemporary Living

Authors: Ryder/Harter

This text provides students with practical information needed to understand their development as individuals and family members. Units focus on attitudes, development, decision making, getting along with others, marriage, familial dimensions, and management. Each chapter highlights articles of interest to teens, learning objectives, terms to know, a summary, review questions, and activities. The teaching resources include the following: a student activity guide, teacher's resource guide, teacher's binder, transparency packet, and test creation software.

Goodheart-Willcox Company

Skills for Personal and Family Living

Author: Parnell

Student Edition 1590701003 09-12 2004

\$45.96

Skills for Personal and Family Living is a comprehensive text that encourages the student to meet the challenges of life. Responsible behavior and decision making are fostered through activities and content. Teaching strategies for all ability levels are included in the teacher's edition. Numerous opportunities for critical thinking and cooperative learning are provided.

Goodheart-Willcox Company

Strengthening Family and Self

Author: Johnson

Student Edition 1590701224 09-12 2004

\$43.98

Strengthening Family and Self is a comprehensive text that encourages personal growth and strong family relationships. Various learning styles are addressed. Career connections and technology activities, as well as cross-curricular activities, are included.

Employment Opportunities:

High School Education: human service worker, geriatric worker, community food service

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

worker, personal and home care assistant, childcare worker, companion, customer service representative, small business owner

Postsecondary Education: adult day care director, certified financial planner, community service director, consumer credit counselor, family and consumer sciences teacher, family life educator, social and human services assistant, adult day care coordinator, coordinator of volunteers, teacher's assistant, personal trainer, social worker

Postgraduate Education: marriage, child, or family counselor, career counselor, substance abuse and behavioral counselor, sociologist; dietician, vocational rehabilitation counselor, psychologist

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FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

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FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

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FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

Academic Standards (to be implemented in course specific standards):

English Language Arts

- A1.** The student will read and comprehend a variety of literary **texts** in print and nonprint formats (E4-1)
- A2.** The student will read and comprehend a variety of informational **texts** in print and nonprint formats. (E4-2)
- A3.** The student will use word analysis and vocabulary strategies to read fluently. (E4-3)
- A4.** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**. (E4-4)
- A5.** The student will write for a variety of purposes and **audiences**. **(E4-5)**
- A6.** The student will access and use information from a variety of sources. (E4-6)

Educational Technology

- A7.** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (ISTE 1)
- A8.** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)
- A9.** Students apply digital tools to gather, evaluate, and use information. (ISTE 3)
- A10.** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)
- A11.** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (ISTE 5)
- A12.** Students demonstrate a sound understanding of technology concepts, systems, and operations. (ISTE 6)

Health and Safety Education

- A13.** The student will comprehend concepts related to health promotion to enhance health. (HSE-1)
- A14.** The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (HSE-2)
- A15.** The student will demonstrate the ability to access valid information and products and services to enhance health. (HSE-3)
- A16.** The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (HSE-4)
- A17.** The student will demonstrate the ability to use decision-making skills to enhance health. (HSE-5)
- A18.** The student will demonstrate the ability to use goal-setting skills to enhance health. (HSE-6)
- A19.** The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

A20. The student will demonstrate the ability to advocate for personal, family, and consumer health. (HSE-8)

Elementary Algebra

A21. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (EA-1)

Intermediate Algebra

A22. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)

Geometry

A23. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (G-1)

Precalculus

A24. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and Representation. (PC-1)

Data Analysis and Probability

A25. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

A26. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. (DA-2)

A27. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

A28. The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data. (DA-4)

A29. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. (DA-5)

Global Studies

A30. The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century. (GS-4)

A31. The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that took place throughout the world during the early twentieth century. (GS-5)

A32. The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that have taken place throughout the world from the period of the Cold War to the present day. (GS-6)

United States Government

A33. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG-1)

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

A34. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG-3)

A35. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (USG-5)

Economics

A36. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

A37. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

A38. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. (ECON-3)

A39. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

A40. The student will demonstrate an understanding of the various economic institutions of a market economy. (ECON-5)

A41. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

A42. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

A43. The student will demonstrate an understanding of the principles of trade and economic development. (ECON-8)

Physical Science

A44. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1)

Biology

A45. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)

A46. The student will demonstrate an understanding of the structure and function of cells and their organelles. **B-2**

A47. The student will demonstrate an understanding of the flow of energy within and between living systems. **B-3**

A48. The student will demonstrate an understanding of the molecular basis of heredity. **B-4**

A49. The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments. **B-6**

Chemistry

A50. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1)

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

Physics

A51. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (P-1)

Earth Science

A52. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1)

A53. The student will demonstrate an understanding of the dynamics of Earth's atmosphere.

ES-4

A54. The student will demonstrate an understanding of Earth's freshwater and ocean systems.

ES-5

B. Interpersonal Skills

1. Apply communication skills that contribute to healthy relationships.
2. Analyze the decision making process.
3. Analyze the various types of relationships.

C. Healthy Lifestyles

1. Investigate the risk factors that are damaging to a healthy lifestyle.

D. Family Development

1. Determine the importance of preparing for a family.

E. Family Resource Management

1. Critique financial decisions.

F. Crisis Management

1. Explore different types of family crises.

G. Careers

1. Explore family related career paths.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

ACADEMIC STANDARDS WITH INDICATORS AND COMMON CORE ALIGNMENTS FOR ELA AND MATHEMATICS

ENGLISH LANGUAGE ARTS

<http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf>

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. (SC E1-4.1)

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

READING STANDARDS – PAGE 35

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

FAMILY LIFE EDUCATION 1 Curriculum Resource

Course Code: 5820

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. (SC E1-4.3)

- Use context clues to determine the meaning of technical terms and other unfamiliar words.
- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASTandards.pdf
READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. (SC E1-4.4)

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASTandards.pdf

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. **(SC E1-4.5)**

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. **(SC E1-4.6)**

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

FAMILY LIFE EDUCATION 1 Curriculum Resource

Course Code: 5820

- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS.S):

<http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>

Educational Technology

A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (ISTE 1)

Indicator(s):

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (ISTE 2)

Indicator(s):

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

A9. Students apply digital tools to gather, evaluate, and use information. (ISTE 3)

Indicator(s):

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Indicator(s):

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (ISTE 5)

Indicator(s):

- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. (ISTE 6)

Indicator(s):

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Transfer current knowledge to learning of new technologies.

NETS for Students:

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ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

Health and Safety Education

A13. The student will comprehend concepts related to health promotion to enhance health. (HSE-1)

Indicators:

- Discuss situations that may require professional mental, emotional, and social health services.
- Discuss the characteristics of healthy relationships.
- Discuss the stages of loss and grief.
- Analyze the signs of depression and self-destructive behaviors (including potential risks of suicide).
- Identify causes of stress and other common mental health issues.
- List common **first aid** procedures for a given scenario.
- Identify the characteristics of an abusive relationship.
- Assess the effects of violence on individuals, school, and community.
- Describe laws and regulations related to safety and personal injury (including bullying, **dating violence**, participating in gang activity, driving a motorized vehicle.)
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.
- Discuss the benefits of avoiding **ATOD**.
- Examine the impact of **ATOD** use and abuse on the individual, his or her family, and society as a whole.
- Describe the cycle of **ATOD** addiction as it relates to individuals and families.
- Examine the effects of **ATOD** on fetal development.
- Describe physical, social, and emotional changes that occur during adolescence.
- Examine health issues that are specifically related to the male and female reproductive systems (for example, self-examination).
- Examine health issues that are specifically related to the male and

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

female reproductive systems (for example, self-examination).

- Describe the benefits of **abstinence**.
- Identify the benefits, effectiveness, and risks of pregnancy-prevention methods.
- Explain methods for the prevention of **STIs/STDs, HIV, and AIDS**.
- Identify signs and symptoms of **STIs/STDs, HIV, and AIDS**.
- Discuss methods of treatment for **STIs/STDs, HIV, and AIDS**.
- Evaluate the impact of **STIs/STDs, HIV, and AIDS** on individuals, families, and society.
- Describe physical, social, and emotional changes that occur during
- Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
- Discuss responsible prenatal and **perinatal** care.
- Evaluate the impact of adolescent pregnancy on individuals, families, and communities.
- Explore the benefits of adoption.
- Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.
- Differentiate between risk-taking and health-promoting behaviors.
- Evaluate his or her personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.
- Evaluate strategies for the prevention and treatment of communicable and chronic diseases.
- Explain the connection between personal health and access to health care, including dental care.
- Examine ways that the environment and personal health are interrelated.
- Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.
- Explain how the federal dietary guidelines are useful in planning healthy diets.
- Evaluate the benefits of daily moderate to vigorous physical activity.
- Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.

A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (HSE-2)

Indicator(s):

- Describe ways that environmental factors can affect the health of the community.
- Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.
- Analyze ways that the family, peers, culture, and the media influence the mental, emotional, and social health of individuals.
- Analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.

A15. The student will demonstrate the ability to access valid information and products and services to enhance health. (HSE-3)

- Access **valid** mental, emotional, and social health information and services for him- or herself and others.
- Access information and local services about safety and the prevention of violence
- Access **valid** information and resources to assist him or her in dealing with **ATOD** issues.
- Access local resources for promoting reproductive health (for example, self-examination, ob-gyn, urologist, state or county health department).
- Access local resources to help a survivor recover from sexual violence or abuse.
- Analyze the cost and accessibility of local health care services, including dental care.
- Locate and analyze local opportunities for physical activity.
- Analyze local sources of **valid** information on nutrition and physical activity (for example, school policy, legislation, economics).
- Locate community programs and services that help others gain access to affordable healthy foods.

A16. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (HSE-4)

Indicator(s):

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.

A17. The student will demonstrate the ability to use decision-making skills to enhance health. (HSE-5)

Indicator(s):

- Justify when individual or collaborative decision making is appropriate.
- Distinguish healthy from unhealthy foods on a variety of restaurant menus.
- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation

A18. The student will demonstrate the ability to use goal-setting skills to enhance health. (HSE-6)

Indicators

- Develop and implement a personal stress management plan.

FAMILY LIFE EDUCATION 1 Curriculum Resource

Course Code: 5820

A19. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (HSE-7)

Indicator(s):

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of him- or herself and others.
- Develop injury prevention and treatment strategies for personal and family health.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.

A20. The student will demonstrate the ability to advocate for personal, family, and consumer health. (HSE-8)

Indicator(s):

- Advocate for disaster preparedness in the home, school, and community.
- Advocate for the promotion and protection of a healthy environment.
- Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

MATHEMATICS ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf>

Elementary Algebra

A21. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (EA-1)

Indicator(s):

- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Apply algebraic methods to solve problems in real-world contexts.
- Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Intermediate Algebra

A22. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. (IA-1)

Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).
- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Apply algebraic methods to solve problems in real-world contexts.
- Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67**
- **Interpreting Functions**
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- **Building Functions**
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- **Linear, Quadratic, and Exponential Models**
- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model
- **Trigonometric Functions**
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

Geometry

A23. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (G-1)

Indicator(s):

- Communicate knowledge of geometric relationships by using mathematical terminology appropriately.
- Demonstrate an understanding of how geometry applies to in real-world contexts (including architecture, construction, farming, and astronomy).
- Demonstrate an understanding of geometric relationships (including constructions through investigations by using a variety of tools such as straightedge, compass, Patty Paper, dynamic geometry software, and handheld computing devices).
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75**
- **Congruence**
- • Experiment with transformations in the plane
- • Understand congruence in terms of rigid motions
- • Prove geometric theorems
- • Make geometric constructions
- **Similarity, Right Triangles, and Trigonometry**
- • Understand similarity in terms of similarity transformations
- • Prove theorems involving similarity
- • Define trigonometric ratios and solve problems involving right triangles
- • Apply trigonometry to general triangles
- **Circles**
- • Understand and apply theorems about circles
- • Find arc lengths and areas of sectors of circles
- **Expressing Geometric Properties with Equations**
- • Translate between the geometric description and the equation for a conic section
- • Use coordinates to prove simple geometric theorems algebraically
- **Geometric Measurement and Dimension**
- • Explain volume formulas and use them to solve problems
- • Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
- • Apply geometric concepts in modeling situations

Precalculus

A24. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and Representation. (PC-1)

Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Demonstrate an understanding of algebraic and trigonometric relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how algebraic and trigonometric relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic and trigonometric relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

Data Analysis and Probability

A25. The student will understand and utilize the mathematical processes of Problem solving, reasoning and proof, communication, connections, and representation. (DA-1)

Indicator(s):

- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate knowledge of data analysis and probability by using mathematical terminology appropriately.
- Judge the reasonableness of mathematical solutions on the basis of the source of the data, the design of the study, the way the data are displayed, and the way the data are analyzed.
- Compare data sets by using graphs and summary statistics.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Experiment with transformations in the plane

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

A26. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. (DA-2)

Indicator(s):

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.
- Compare various random sampling techniques (including simple, stratified, cluster, and systematic).
- Analyze a data-collection procedure to classify the technique used as either simple cluster, systematic, or convenience sampling.
- Critique data-collection methods and describe how bias can be controlled.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

A27. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. (DA-3)

Indicator(s):

- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.
- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.
- Select appropriate graphic display(s) from among pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and whiskers plots, and scatterplots when given a data set or problem situation.

A28. The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data. (DA-4)

Indicators

- Classify a variable as either a statistic or a parameter.
- Compare descriptive and inferential statistics.
- Classify a variable as either discrete or continuous and as either categorical or quantitative.
- Use procedures and/or technology to find measures of central tendency (mean, median, and mode) for given data.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decision

A29. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. (DA-5)

Indicator(s):

- Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.
- Use counting techniques to determine the number of possible outcomes for an event.
- Classify events as either dependent or independent.
- Categorize two events either as mutually exclusive or as not mutually exclusive of one another.
- Use the concept of complementary sets to compute probabilities.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

SOCIAL STUDIES ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Global Studies

A30. The student will demonstrate an understanding of the effects of the economic, geographic, and political interactions that took place throughout the world during the nineteenth century. (GS-4)

Indicator(s):

- Explain the economic and cultural impact of European involvement on other continents during the era of European expansion.

A31. The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that took place throughout the world during the early twentieth century. (GS-5)

Indicator(s):

- Summarize the worldwide changes that took place following World War I, including the significance of the Russian Revolution; the rise of nationalist movements in India, Africa, and Southeast Asia; the revolutions and political change in China; and the creation of new states in Europe.

A32. The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that have taken place throughout the world from the period of the Cold War to the present day. (GS-6)

Indicator(s):

- Summarize the worldwide effects of the Cold War, including the competition for power between the United States and the Soviet Union, the changing relationships between the Soviet Union and China, the response by popular culture, and the collapse of the communist states.
- Compare the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America.

United States Government

A33. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG-1)

Indicator(s):

- Summarize arguments for the necessity and purpose of government and politics, including the idea that politics enables a group of people with diverse opinions and

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

interests to reach collective decisions, the idea that government gives people the security they need in order to reach their full potential, and the idea that the purposes of government include enhancing economic prosperity and providing for national security.

A34. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG-3)

Indicator(s):

- Explain the organization and responsibilities of local and state governments, including the purposes and functions of state constitutions; reserved and concurrent powers in the states; the relationships among national, state, and local levels of government; and the structure and operation of South Carolina’s government.
- Summarize the function of law in the American constitutional system, including the significance of the concept of the due process of law and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good.

A35. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (USG-5)

Indicator(s):

- Classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited.

Economics

A36. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (ECON-1)

Indicator(s):

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants.
- Explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis, including analyzing marginal costs and marginal benefits and assessing how their choices may result in trade-offs.
- Compare the four key factors of production—land, labor, capital, and entrepreneurship—and explain how they are used, including the specialization and division of labor that permits efficient use of scarce resources.

A37. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (ECON-2)

Indicator(s):

- Explain the law of supply and demand, including the relationships of critical determinants (e.g., consumer income, tastes, and preferences; technology; the price of inputs) and the effects of change on equilibrium, price, and quantity.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Explain the nature and role of competition in a market economy, including the determination of market price through competition among buyers and sellers and the conditions that make industries more or less competitive, such as the effect of domestic and international competition and the quality, quantity, and price of products.
- Explain economic incentives that lead to the efficient use of resources, including monetary and nonmonetary incentives, the ways in which people change their behavior in response to incentives, the relationship of incentives to the laws of supply and demand, and the role of private property as an incentive in conserving and improving scarce resources.
- Explain the effect of shortages and surpluses in a market economy, including the effect of price controls (ceilings and floors) in causing shortages or surpluses, changes in the price of products as a result of surplus or shortage, and market mechanisms for eliminating shortages and surpluses and achieving market equilibrium.

A38. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. (ECON-3)

Indicator(s):

- Compare personal income distribution and functional income distribution, including how distribution of income affects public policy.
- Explain the role of entrepreneurs in a market economy, including the costs and benefits of being an entrepreneur, the expectation of profit as the incentive for entrepreneurs to accept business risks, and the effect of changes in taxation and government regulation on entrepreneurial decisions.
- Explain the causes and effects of economic growth, including the relationship between investment in human resources and in real capital, the alleviation of poverty, the increase in standards of living, and the creation of new employment opportunities.

A39. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (ECON-4)

Indicator(s):

- Summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short- and long-term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.
- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

A40. The student will demonstrate an understanding of the various economic institutions of a market economy. (ECON-5)

Indicator(s):

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Compare the significant characteristics of a market economy with those of traditional and command economies, including differences in the roles of the government, individual firms, and households in decision making; types of economic institutions; the extent of consumer sovereignty/choice; and the role of private property rights, competition, and the profit motive.
- Analyze the roles of and relationships among economic institutions in a market economy, including the banking system and its interaction with business firms and consumers, the economic circular flow model, the function of financial and securities markets, and the impact of labor unions on the American economy.

A41. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (ECON-6)

Indicator(s):

- Compare the various functions and roles of the government in the United States economy, including providing public goods, defining and enforcing property rights, correcting externalities and regulating markets, maintaining and promoting competition in the market, protecting consumers' rights, and redistributing income.
- Summarize major sources of government revenue, including taxation at the federal, state, and local levels and tax revenues from personal income and payroll taxes, sales taxes, and property taxes.

A42. The student will demonstrate an understanding of the national economy and economic policies in the United States. (ECON-7)

Indicator(s):

- Compare measures of economic health, including the gross domestic product, consumer price indexes, personal income, disposable income, rates of inflation and deflation, and unemployment rates.
- Explain the types of goods and services that are funded with government revenues, including national defense, road construction and repair, public safety, health care, payments on the national debt, and education.
- Contrast the costs and benefits of the American government's economic policies, including how policies designed to reduce unemployment may increase inflation and vice versa and how investment in factories, machinery, new technology, health education, and occupational training can raise standards of living.

A43. The student will demonstrate an understanding of the principles of trade and economic development. (ECON-8)

Indicator(s):

- Explain the basic principles of international trade, including the worldwide distribution of resources, the concept of absolute and comparative advantages that leads to specialization and trade, and the concepts of balance of trade and balance of payments that are used to measure international trade.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Summarize the outcomes of global trade, including gains made by individuals and nations through trade, increases in consumer choice and standard of living, and gains in production efficiency.

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf

Physical Science

A44. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (PS-1)

Indicator(s):

- Generate hypotheses on the basis of credible, accurate, and relevant sources of scientific information.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.

Biology

A45. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (B-1)

Indicator(s):

- Generate hypotheses based on credible, accurate, and relevant sources of scientific information.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Compare the processes of scientific investigation and technological design.
- Use appropriate safety procedures when conducting investigations.

A46. The student will demonstrate an understanding of the structure and function of cells and their organelles. **B-2**

- Recall the three major tenets of cell theory (all living things are composed of one or more cells; cells are the basic units of structure and function in living things; and all presently existing cells arose from previously existing cells).
- Summarize the characteristics of the cell cycle: interphase (called G1, S, G2); the phases of mitosis (called prophase, metaphase, anaphase, and telophase); and plant and animal cytokinesis.
- Summarize how cell regulation controls and coordinates cell growth and division and allows cells to respond to the environment, and recognize the consequences of uncontrolled cell division.
- Explain the factors that affect the rates of biochemical reactions (including pH, temperature, and the role of enzymes as catalysts).

A47. The student will demonstrate an understanding of the flow of energy within and between living systems. **B-3**

- Summarize the basic aerobic and anaerobic processes of cellular respiration and interpret the chemical equation for cellular respiration.
- Recognize the overall structure of adenosine triphosphate (ATP)—namely, adenine, the sugar ribose, and three phosphate groups—and summarize its function (including the ATP-ADP [adenosine diphosphate] cycle).
- Summarize how the structures of organic molecules (including proteins, carbohydrates, and fats) are related to their relative caloric values.
- Summarize the functions of proteins, carbohydrates, and fats in the human body.
- Illustrate the flow of energy through ecosystems (including food chains, food webs, energy pyramids, number pyramids, and biomass pyramids).

A48. The student will demonstrate an understanding of the molecular basis of heredity. **B-4**

- Compare DNA and RNA in terms of structure, nucleotides, and base pairs.
- Summarize the relationship among DNA, genes, and chromosomes.
- Explain how DNA functions as the code of life and the blueprint for proteins.
- Summarize the basic processes involved in protein synthesis (including transcription and translation).
- Summarize the characteristics of the phases of meiosis I and II.

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Predict inherited traits by using the principles of Mendelian genetics (including segregation, independent assortment, and dominance).
- Summarize the chromosome theory of inheritance and relate that theory to Gregor Mendel's principles of genetics.
- Compare the consequences of mutations in body cells with those in gametes.
- Exemplify ways that introduce new genetic characteristics into an organism or a population by applying the principles of modern genetics.

A49. The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments. **B-6**

- Explain how populations are affected by limiting factors (including density-dependent, density-independent, abiotic, and biotic factors).
- Illustrate the processes of succession in ecosystems.
- Exemplify the role of organisms in the geochemical cycles (including the cycles of carbon, nitrogen, and water).
- Explain how ecosystems maintain themselves through naturally occurring processes (including maintaining the quality of the atmosphere, generating soils, controlling the hydrologic cycle, disposing of wastes, and recycling nutrients).
- Explain how human activities (including population growth, technology, and consumption of resources) affect the physical and chemical cycles and processes of Earth.

Chemistry

A50. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (C-1)

Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

Physics

A51. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (P-1)

Indicator(s):

- Apply established rules for significant digits, both in reading scientific instruments and in calculating derived quantities from measurement.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.

34

FAMILY LIFE EDUCATION 1

Curriculum Resource

Course Code: 5820

- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate conclusions based on qualitative and quantitative data (including the impact of parallax, instrument malfunction, or human error) on experimental results.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Communicate and defend a scientific argument or conclusion.
- Use appropriate safety procedures when conducting investigations.

Earth Science

A52. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (ES-1)

Indicator(s):

- Apply established rules for significant digits, both in reading scientific instruments and in calculating derived quantities from measurement.
- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
- Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- Evaluate conclusions based on qualitative and quantitative data (including the impact of parallax, instrument malfunction, or human error) on experimental results.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Communicate and defend a scientific argument or conclusion.
- Use appropriate safety procedures when conducting investigations.

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

A53. The student will demonstrate an understanding of the dynamics of Earth's atmosphere.
(ES-4)

Indicator(s):

- Summarize possible causes of and evidence for past and present global climate changes.
- Summarize the evidence for the likely impact of human activities on the atmosphere (including ozone holes, greenhouse gases, acid rain, and photochemical smog).

A54. The student will demonstrate an understanding of Earth's freshwater and ocean systems.
(ES-5)

- Analyze environments to determine possible sources of water pollution (including industrial waste, agriculture, domestic waste, and transportation devices).

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

B. INTERPERSONAL SKILLS

SC Standard: B1 Apply communication skills that contribute to healthy relationships.	
FACS Nat'l Standard: 13.3 Demonstrate communication skills that contribute to positive relationships.	
Broadfield Family and Consumer Sciences Assessment/Credential: 1B Analyze personal needs and characteristics and their effects on interpersonal relationships. 1C Demonstrate communication skills that contribute to positive relationships. 1D Demonstrate standards that guide behavior in interpersonal relationships. 3B Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. 3C Analyze and promote roles and responsibilities of parenting.	
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTA A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19; DA A25, A26, A27, A28, A29; USG A34, A35, A36, A39, ECON A42, PS A44; B A45; ES A52	
Essential Question(s): Why are good communication skills important? Why are healthy relationships important? Why does a relationship need to be healthy? What are challenges and barriers to good communication?	
Indicators:	
<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Types of communication 2. Communication barriers 3. Healthy relationships 4. Teamwork and Leadership skills 5. Effects of technology 	<p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Identify the different types of communication. 2. Identify strategies to overcome communication barriers. 3. Describe characteristics of healthy relationships. 4. Demonstrate teamwork and leadership skills. 5. Analyze the effects of technology on communication.
Learning Strategies:	

FAMILY LIFE EDUCATION 1 Curriculum Resource

Course Code: 5820

- Conduct a web quest to determine the different types of communication. Present findings to class.
- Collect comic strips. Categorize as positive or negative.
- Create a comic strip to show different types of communication skills.
- Role play examples of barriers to communication.
- Role play specific scenario depicting positive and negative communication.
- Examine communication videos, etc. Focus on perceived messages versus what is actually stated. Conduct self and peer evaluations of perceived messages when communicating (using student-made checklist or rubric).
- Work in a small group to list communication barriers. Exchange list with another group and discuss ways to overcome each barrier.
 - Practice active listening skills (e.g., simulated telephone conversations, fish bowl, Simon says, charades, Pictionary, Taboo).
 - Identify nonverbal communication skills through charades and Pictionary.
 - Write a journal entry of 3-5 sentences and share when communication did not go well, why it was unsuccessful, and ways to correct it.
- View a video clip or television show and assess the communication skills demonstrated.
- Create a visual of student's definition of a healthy relationship (flyer, words, colors, pictures, phrases, etc.)
- Develop a public service announcement to show the components of a healthy relationship.
- Discuss ways to show mutual respect.
- Select a famous person and determine what type of leadership skills they possess. Talk about what makes some successful and what become hindrances to others.
- Work in teams to build towers using materials provided in a specified period of time. (Replace team members intermittently). The tower must stand and the tallest tower wins. Write a journal entry and include who took what role and what barriers appeared; describe the process and your role; what would you do differently?
- Work a puzzle in groups—nonverbally the first time then with free discussion.
- Research different types of technology applications and how they affect communication skills.
- Invite guest speakers to talk to class about ways technology affects communication skills (social media).
- Discuss the long-term effects of misuse of social media.
- Survey different age groups to compare the use and need of different types of technology and the effects on the family unit. Discuss the results.
- Research the history of technology and develop a technology communication timeline.

Assessments: Journals, self- and peer evaluations, observations, role plays, cooperative learning, rubrics, KWL charts, discussions, entrance and exit slips

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success-practice being productive and promotable

Dynamic Leadership: master the six essentials of leadership

FACTS: Speak Up – promote the empowerment of teens to speak up for their safety

Families First: You-Me-Us – strengthen family relationships

Power of One: A Better You- improve personal traits; Family Ties-get along better with family members; Working on Working-explore work options, prepare for a career, or sharpen skills useful in business; Take the Lead-develop leadership qualities; Speak Out for FCCLA-tell others about positive experiences in FCCLA

STAR Events: Chapter Showcase; Illustrated Talk; Interpersonal Communications; Job Interview; Parliamentary Procedure; Promote and Publicize FCCLA

STOP the Violence: projects to teach effective communication skills

Resources:

<http://rubistar.4teachers.org/> (Rubistar) A free tool to create quality rubrics.

<http://talkaboutmarriage.com> (Talk About Marriage) an open forum on marriage and relationships

www.wholefamily.com (Whole Family.com) real life dramas on issues related to marriage, parenting, and teen life and expert advice

www.writingstrands.com/communication.htm (Writing Strands) sample and instructions for purchasing manual for communicating and interpersonal relationships

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

B. INTERPERSONAL SKILLS

SC Standard: B2 Analyze the decision making process.	
FACS Nat'l Standard: 2.1 Demonstrate management of individual and family resources, such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	
Broadfield Family and Consumer Sciences Assessment/Credential: 1B Analyze personal needs and characteristics and their effects on interpersonal relationships. 1C Demonstrate communication skills that contribute to positive relationships 1D Demonstrate standards that guide behavior in interpersonal relationships. 3B Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. 3C Analyze and promote roles and responsibilities of parenting.	
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTA A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19; DA A25, A26, A27, A28, A29; USG A34, A35, A36, A39, ECON A42, PS A44; B A45; ES A52	
Essential Question(s): <ol style="list-style-type: none"> 1. What factors should be considered when making decisions? 2. How do personal priorities affect decision making? 3. How do the decisions you make affect your life? 	
Indicators:	
What Students Should Know: <ol style="list-style-type: none"> 1. Steps in the decision making process 2. Factors that influence decision making 3. Consequences of decisions 	What Students Should Be Able to Do: <ol style="list-style-type: none"> 1. Apply the steps in the decision making process. 2. Explain how values, goals, and resources influence the management of decisions. 3. Analyze the consequences of making decisions.
Learning Strategies: <ul style="list-style-type: none"> • Conduct research in groups on the decision making process. Each step is assigned to a group, and the group will prepare a presentation, skit, etc., on that aspect of the decision making process. • Work in small groups or individually to solve a given problem following the steps in the decision-making process. Present findings to class. • Conduct a web quest on the decision making process, and present findings in a research paper. 	

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

- Create a visual (poster, brochure, PowerPoint, etc.) using the decision making process in describing how student made a recent personal decision.
- Work in small groups to brainstorm a list of resources available; write down as many as possible in the allotted time. Share and discuss list with class.
- Create a survey of the most common factors that influence decision making among teens, and present findings in a chart or graph using the following Web site as a resource:
<http://nces.ed.gov/nceskids/createagraph/default.aspx>
- Write in a journal describing values as they relate to the types of decisions that are made by teens.
- Write in a journal on three decisions that have been previously made. List personal priorities that have influenced these decisions.
- Interview an adult concerning an important decision *he* or *she* made in life and the consequences of that decision. Results can be presented in a poster, PowerPoint, brochure or research paper.
- Keep a log of decisions made during a given time period and analyze the results and consequences of those decisions.
-

Assessments:

Journals, cooperative learning, rubrics, KWL charts, discussions, self evaluations, entrance and exit slips, observations

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: resource management education; consumer experience while obtaining project materials

Dynamic Leadership: Problem Solving for Leaders

Families First: Parent Practice

Financial Fitness: Consumer Clout

Fundraising: consumer experience while obtaining materials; observation of customers' consumer decisions

Leadership roles: experience with time management; experience designing a plan of work

Power of One: A Better You; Take the Lead

STAR Events: Applied Technology; Career Investigation; Chapter Service Project; National Programs in Action; Promote and Publicize FCCLA!, Recycle and Redesign

STOP the Violence: projects to educate peers about individual and family choices

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

Resources:

<http://rubistar.4teachers.org/> (Rubistar) A free tool to create quality rubrics.

<http://talkaboutmarriage.com> (Talk About Marriage) an open forum on marriage and relationships

www.wholefamily.com (Whole Family.com) real life dramas on issues related to marriage, parenting, and teen life and expert advice

www.writingstrands.com/communication.htm (Writing Strands) sample and instructions for purchasing manual for communicating and interpersonal relationships

<http://fcclainc.org> (FCCLA) News, information, programs, and officer information relating to family and consumer sciences education. Also includes information on the stop the violence project.

www.ehow.com/how_2066229_use-decision-making-process.html Decision making is a process that leads to a specific course of action. There is always a final choice in making a decision. Sometimes decision making is based more on ...

www.mitre.org/work/sepo/toolkits/ippd/StandardProcess/processes/process3.html
Team Process 3: Decision Making * Recognizing that there is no single way to make decisions, this lecture addresses some aspects of decision making that will help a team get ...

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

B. INTERPERSONAL SKILLS

SC Standard: B3 Analyze the various types of relationships.	
FACS Nat'l Standard: 13.0 Analyze functions & expectations of various types of relationships.	
Broad Field Family & Consumer Sciences: 1A: Analyze functions and expectations of various types of relationships. 1B Analyze personal needs and characteristics and their effects on interpersonal relationships. 1C Demonstrate communication skills that contribute to positive relationships. 1D Demonstrate standards that guide behavior in interpersonal relationships. 2C Analyze strategies that promote growth and development across the life span. 3A Analyze the effects of family as a system on individuals and society. 3B Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.	
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTA A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19; DA A25, A26, A27, A28, A29; USG A34, A35, A36, A39, ECON A42, PS A44; B A45; ES A52	
Essential Question(s): 1. In what types of relationships can one be involved? 2. What defines a successful relationship? 3. What are qualities of a good relationship?	
Indicators:	
What Students Should Know: 1. Type of relationships 2. Characteristics of healthy relationships 3. Effect of values on relationships 4. Cultural differences in relationships	What Students Should Be Able to Do: 1. Examine the different types of relationships. 2. Describe the characteristics of a healthy relationship. 3. Explain how personal values affect relationship choices. 4. Explore the cultural differences in relationships.

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

Learning Strategies:

- Conduct a web quest to explore different types of relationships. Create a PowerPoint to present findings to class.
- Role-play the different types of relationships within a family (e.g., parent to child, sibling to sibling, boyfriend to girlfriend, husband to wife).
- Assign different types of professional relationships (e.g., employee/employer, employee/employee, student/teacher) to groups and brainstorm characteristics of each type of relationship.
- Write a letter to a friend highlighting the positive characteristics of the friendship.
- Create a puzzle that outlines the qualities of a good friend, mate, etc.
- Write a journal entry outlining how your values affect what you look for in relationships.
- Create a public service announcement outlining values that are ideal in relationships. Present to class.
- Conduct a survey depicting values that are important in relationships and present findings using a chart or graph.
- Create a greeting card to an individual with whom you have a relationship expressing your thankfulness for his/her friendship.
- Research relationship such as dating, parenting, and marriage patterns in various countries. Share findings with class.
- Invite a guest speaker from a different country to discuss cultural differences in relationships.

Assessments:

Journals, cooperative learning, rubrics, KWL charts, discussions, entrance and exit slips, observation

FACS Student Organization Family, Career, and Community Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Power of One: Family Ties – get along better with family members

STAR Events: Applied Technology; Chapter Service Display or Manual, Culinary Arts, Food Innovations; Illustrated Talk, Interpersonal Skills,

Student Body: Eat Right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more; Be Fit – Take action related to lifelong exercise habits, obesity, sports training, and other topics; Make Healthy Choices – choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress; self esteem; and practicing good character

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

Resources:

http://kidshealth.org/teen/your_mind/relationships/healthy_relationship.html **Am I in a Healthy Relationship? Why Are Some Relationships So Difficult? Ever heard about how it's hard for someone to love you when you don't love yourself? It's a big relationship roadblock when one or both ...**

<http://www.psychologytoday.com/basics/relationships> **Love is the most profound emotion known to human beings. For most people, romantic relationships are the most meaningful element in their lives. But the ability to have a healthy ...**

<http://www.healthyplace.com/relationships/creating-relationships/different-types-of-relationships/menu-id-1511/> **Different Types of Relationships - HealthyPlace We establish relationships with many different types of people. Our family members, neighbors, co-workers, friends, spouses, significant others, etc.**

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

C. HEALTHY LIFESTYLES

SC Standard: C1. Determine the risk factors that are damaging to a healthy lifestyle.	
FACS Nat'l Standard: 14.1 Analyze factors that influence nutrition and wellness practices across the life span.	
Broad Field Consumer Sciences Assessment: 2B Analyze conditions that influence human growth and relationships. 6B Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, and be able to educate others to implement this information.	
Academic Alignment: ELA A1, A2, A3, A4, A5, A6, A7; ISTE A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; EA A21; IA A22; IA A23; PC A24; DA A25, A28, A29; USG A33; PS A44; B A45, A46, A47, A48, A49; C A50; P A51; ES A52; A53; A54	
Essential Question(s): <ol style="list-style-type: none"> 1. What is the importance of eating a variety of foods? 2. What are the benefits of regular exercise? 3. How are eating disorders harmful? 4. What is considered a risky behavior? 5. How does stress affect your life? 	
Indicators:	
What Students Should Know: <ol style="list-style-type: none"> 1. USDA Guidelines 2. Importance of exercise 3. Eating disorders 4. Risky behaviors 5. Effects of stress 6. Spirituality 	What Students Should Be Able to Do: <ol style="list-style-type: none"> 1. Identify food varieties and appropriate serving sizes. 2. Describe the benefits of regular exercise. 3. Analyze the effects of eating disorders. 4. Describe the consequences of risky behavior. 5. Describe the effects of stress. 6. Explain spirituality.
Learning Strategies:	
<ul style="list-style-type: none"> • Categorize foods by the six sections of MyPyramid. www.MyPyramid.gov activities • Plan appropriate menus using www.MyPyramid.gov and Dietary Guidelines for Americans 2010. • Keep a log of food consumption and evaluate for healthy eating. • Evaluate the nutritional values of favorite fast food meal. • Create ads to promote healthy lifestyles. Present ads to different audiences (PTA, Board of Education, Parents, community events, etc.) 	

FAMILY LIFE EDUCATION 1 Curriculum Resource

Course Code: 5820

- Calculate individual BMIs.
- Incorporate exercise in the classroom, or outside if possible and keep an exercise log.
- Research the number of calories burned when engaged in various activities and exercises.
- Wear pedometers for a specified amount of time and chart the results to determine the mean, mode, and median the number of steps taken.
- Plant a vegetable garden or use a classroom planter for herbs or vegetables
- Generate a list of actions related to food and/or exercise; determine if the action is an eating disorder or not, and if so, which disorder.
- Find and evaluate pictures in magazines, discuss the role of media and body images.
- Identify the different types of eating disorders.
- Create mixed-messages posters (ex. thin model eating fatty meal) and discuss triggers to eating disorders.
- Research celebrities and athletes who have eating disorders.
- Generate a list of risky behaviors.
- Role-play appropriately dealing with peer pressure.
- Create a list of resources.
- Research statistics of injury/consequences from risky behaviors.
- Write an essay about something they would not change or give up, regardless of what their friends say.
- Identify stressors. Discuss strategies that can be used to alleviate or reduce stress.
- Role-play a scenario and have another group determine the type of stress, causes, and techniques to deal with.
- Conduct stress relief activities.
- Invite a guest speaker (examples - chef, farmer, personal trainer, dietitian, doctor, law enforcement, AAA, lawyer, yoga instructor).
- Develop a personal definition of spirituality. Compare definitions with others and discuss the relevance of each definition.
- Conduct a spirituality survey as a group project to determine how others define spirituality. Graph the results and share with different audiences. Develop a presentation and incorporate the results of the survey.

Assessments:

Rubrics, journals, pre- and post- tests, peer evaluations, observations, cooperative learning, discussion, KWL charts, exit slips

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

FACS Student Organization Family, Career, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Power of One: Family Ties – get along better with family members

STAR Events: Applied Technology; Chapter Service Display or Manual, Culinary Arts, Food Innovations; Illustrated Talk, Interpersonal Skills,

Student Body: Eat Right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more; Be Fit – Take action related to lifelong exercise habits, obesity, sports training, and other topics; Make Healthy Choices – choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress; self esteem; and practicing good character

Resources:

www.mypyramid.gov

Michelle Obama www.letsmove.gov

Eat Smart Move More South Carolina <http://esmmsc.org>

www.girlology.com

www.carolinateenhealth.org

www.stayteen.org

www.amplifyyourvoice.org/southcarolina

www.advocatesforyouth.org

www.ahcpr.gov/ (Agency for Health Care Policy and Research)

consumer health information, practice guidelines, data and news on health policy and research

www.CDC.gov (Centers for Disease Control) resources about the various centers

www.cdc.gov/tobacco/sgr_tobacco_use.htm (Center for Disease Control) discourages tobacco use

www.consumer.gov (Consumer.Gov-U.S. Consumer Gateway) with links to consumer information

www.fda.gov (Food and Drug Administration) includes information on food and nutrition and other resources

www.fda.gov/fdac/default.htm (FDA Consumer) the consumer magazine of the FDA with access to current articles

www.healthfinder.gov (Health Finder) gateway of many medical resources and databases on the Web

www.nccam.nih.gov (National Center for Complementary and Alternative Medicine) with links to consumer fact sheets

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

D. FAMILY DEVELOPMENT

SC Standard: D1. Determine the importance of preparing for a family.
FACS Nat'l Standard: 6.1 Analyze the effects of family as a system on individuals and society. 12.2 Analyze conditions that influence human growth and development.
Broad Field Consumer Sciences Assessment: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Analyze principles of human growth and development across the life span. 2B Analyze conditions that influence human growth and development. 2C Analyze strategies that promote growth and development across the life span. 3A Analyze the effects of family as a system on individuals and society. 3C Analyze and promote roles and responsibilities of parenting. 3D Evaluate and promote parenting practices that maximize human growth and development. 3E Evaluate and promote support systems that provide services for parents/families. 5A Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money. 5B Analyze the relationship of the environment to family and consumer resources. 5C Analyze policies that affect consumer rights and responsibilities. 6A. Analyze factors that influence nutrition and wellness across the life span, and be able to educate others to implement this information. 6B Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, and be able to educate others to implement this information.
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ED A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; EA A21; IA A22; DA A25, A26, A27, A28, A29; ECON A36, A37, A38, A39; PS A44; B A45, A46, A47, A48, A49; C A50; P A51; ES A52, ES A53, ES A54
Essential Question(s): <ol style="list-style-type: none">1. What are the benefits of planning ahead when having a family?2. Is marriage for me?3. What do you have to offer a marriage?4. Is being a parent for me?5. How would a child change my life?6. What are the challenges and rewards of a marriage?7. What are the challenges and rewards of parenthood?

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

Indicators:	
<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Legal aspects of marriage 2. Financial aspects of marriage 3. Social and emotional aspects of marriage 4. Implications of parenthood 5. Prenatal care and development 6. Childbirth 7. Postnatal care 	<p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Describe the laws related to marriage. 2. Analyze the financial aspects of single life versus marriage. 3. Critique the social and emotional aspects of marriage. 4. Scrutinize the various components of raising a child. 5. Explain the importance of prenatal care and development. 6. Describe the childbirth process. 7. Explain the importance of postnatal care.
<p>Learning Strategies:</p> <ul style="list-style-type: none"> • Research the state laws relating to marriage. Compare various state laws relating to marriage. • Debate the cultural implications of marriage. • Research marriage customs of other countries in small groups and present findings to the class. • Provide the students a set amount of money and have them plan a wedding. • Create a budget for married couple and an individual. • Create a concept map with the aspects of a good marriage. • Create a Venn diagram for the social and emotional aspects of married life versus single life. • Role-play various marital issues. • Question a panel of individuals – married and single – on various aspects of their lives. • Research the costs of pregnancy, childbirth, and having a baby as a small group activity. • Journal about thoughts on becoming a parent and share responses to classmates. • Research child support, paternity, and custody laws. • View and discuss relevant television shows ('16 and Pregnant' from The National Campaign to Prevent Unplanned Pregnancy). • Research and discuss celebrity pregnancies. • Plan an appropriate diet for pregnancy. • View a video of the childbirth process 	

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

- Research and chart the effects of hazardous substances to the unborn baby.
- Create a PowerPoint on the statistics of teen parents and the implications on the child.
- Discuss the roles and responsibilities of teen parents.
- Compare the various methods of childbirth.
- Read articles relating to postnatal care and share with the class.
- Research the long-term effects of inadequate mother-child bonding.
- Research laws related to adoption.
- Determine, in cooperative groups, the aspects of postnatal care for mom and baby.
- Invite a guest speaker (e.g., clergy, midwife, doctor, pediatrician, teen parent, social services, marriage counselor, married individual, single individual, judge, divorce lawyer, wedding planner, head start, adopted individual).

Assessments:

Rubrics, journals, pre- and post- tests, peer evaluations, observations, cooperative learning, discussion, KWL charts, exit slips, community service

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Family

Community Service: develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

Dynamic Leadership: Team Building for Leaders

FCCLA FACTS: Speak Up – promote the empowerment of teens to speak up for their safety.

Families First: Families Today- understand and celebrate families, You-Me-Us – strengthen family relationships, Meet the Challenge – overcome obstacles together, Balancing Family and Career – manage multiple responsibilities, Parent Practice – learn to nurture children

Financial Fitness: A Better You-improve personal traits; Family Ties-get along better with family members

Power of One: Family Ties

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Illustrated Talk; Interpersonal Communications

STOP the Violence: exploration of family role in transmitting societal expectations related to violence; exploration of the impact of change and transitions on youth violence, empower youth with attitudes, skills, and resources in order to recognize, report and reduce youth violence.

Student Body: Eat right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, etc.; Be fit – take action related to lifelong exercise habits, obesity, sports training; Make healthy Choices- choose a positive lifestyle by avoiding drugs, alcohol, and tobacco, managing stress, building self esteem, and practicing good character.

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

Resources:

www.mypyramid.gov
Michelle Obama www.letsmove.gov
Eat Smart Move More South Carolina <http://esmmsc.org>
www.girlology.com
www.carolinateenhealth.org
www.stayteen.org
www.amplifyyourvoice.org/southcarolina
www.advocatesforyouth.org
www.thenc.org The National Campaign to Prevent Teen and Unplanned Pregnancy visit 'The Store' and order free DVD of '16 and Pregnant' with discussion guide
www.teenpregnancysc.org South Carolina Campaign to Prevent Teen Pregnancy
www.text4baby sends weekly texts for prenatal care and the first year of life
www.cfc-efc.ca/menu/famlife_en.htm (Child and Family Life of Canada) access to various documents about family life
www.cyfc.umn.edu (University of Minnesota) information and resources
www.cyfernet.mes.umn.edu (Children, Youth and Families Education and Research Network) national network of Land Grant university faculty and county Extension educators
www.extension.iastate.edu/sfp (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families
www.familyvillage.wisc.edu (Family Village) disability related resources for families; Joseph P. Kennedy Jr. Foundation and Mitsubishi Electric Foundation, University of Wisconsin, Madison
<http://fyd.clemson.edu/building.htm> (Building Family Strengths) a curriculum and other resources from Clemson University Extension
www.trinity.edu/~mkearl/family.html (Marriage and Family Processes) many articles related to family; Trinity University- Sociology Professor Kearl
<http://shows.pic.tv/about> [What Is PIC.tv? | pic.tv](http://shows.pic.tv/about) PIC.tv is Public Purpose Media. The Public Internet Channel is a free site with videos and tools to help you live a better life.

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

E. FAMILY RESOURCE MANAGEMENT

SC Standard: E1 Identify factors that lead to effective resource management skills.	
FACS Nat'l Standard: 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	
Broadfield Family and Consumer Sciences Assessment/Credential: 1A Analyze functions and expectations of various types of relationships. 1B Analyze personal needs and characteristics and their effects on interpersonal relationships. 1D Demonstrate standards that guide behavior in interpersonal relationships 5A Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money. 5D Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions.	
Academic Alignment: ELA: A1, A2, A3, A4, A5, A6, ISTE A7, A8, A9, A10, A11, A12, HSE A13, A14, A15, A17, A18, A19; EA A21, IA A22, IA A23, PC A24; DA A25, A26, A27, A28, A29; GS A 30, A31, A32; USG A33, A34, A35; ECON A37, A38, A39; B A45; ES A52, A53, A54	
Essential Question(s): <ol style="list-style-type: none"> 1. Why leave home? 2. What is independence? 3. What are the responsibilities of living independently? 4. What are the challenges of living on your own? 5. What financial resources are needed to live on your own? 6. What financial resources do you have now? 	
Indicators:	
What Students Should Know: <ol style="list-style-type: none"> 1. Time Management 2. Available financial resources 3. Wants versus needs 4. Rewards and challenges of independence 5. Financial obligations 	What Students Should Be Able to Do: <ol style="list-style-type: none"> 1. Demonstrate effective time management skills. 2. Analyze financial resources. 3. Distinguish wants from needs. 4. Evaluate the rewards and challenges of living independently. 5. Identify expenses and expenditures.

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

Learning Strategies:

- Research the importance of time management and develop a short- and long-term time management plan. Implement the short-term plan and conduct a self-evaluation to determine if the plan was effective. Reevaluate the long-term plan and collaborate with others to revise or adjust if needed. Explain how the decisions made influence consumer decision making.
- Create scenarios that show what happens if time is not managed effectively.
- Create a list of resources that will be needed when leaving home. Compare list to needs and wants when living at home.
- Work in small groups to develop list of wants and needs based on needs of students today when leaving home. Interview individuals to determine wants and needs 10-20 years ago. Predict how current wants and needs will change 10-20 years from now. Select resources to meet personal needs.
- Predict when and how you plan to move away from home. What are the advantages of living at home or away from home? What are current saving plans/goals? Write a journal entry reflecting your plans.
- Research available community resources and create a directory. Create a word wall of wants and needs. Compare a wants and needs list to a resources list.
- Develop a monthly household budget. Construct a pie graph demonstrating how money was spent (optional: computer generated).
- Create a bingo game of rewards and challenges.
- Role-play paying living expenditures for household expenses.
- Research and compare leases and contracts. Develop a rental lease or contract.
- Compare renting to buying. List advantages and disadvantages.

Assessments: Journals, role play, cooperative learning, discussion, rubrics, data evaluation, self and peer evaluation, entrance and exit slips

FACS Student Organization – Family, Career and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: resource management education; consumer experience while obtaining project materials

Dynamic Leadership: Problem Solving for Leaders

Families First: Parent Practice

Financial Fitness: Consumer Clout

FAMILY LIFE EDUCATION 1 Curriculum Resource

Course Code: 5820

Fundraising: consumer experience while obtaining materials; observation of customers' consumer decisions

Leadership roles: experience with time management; experience designing a plan of work

Power of One: A Better You; Take the Lead

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, National Programs in Action, Promote and Publicize FCCLA!, Recycle and Redesign

STOP the Violence: projects to educate peers about individual and family choices

Resources:

www.nice.emich.edu (**National Institute for Consumer Education**) includes mini-lesson plans on how to complain and comparison shop as well as full-text resources

www.northsalem.k12.ny.us/projects/sicheri/webquest.html (**North Salem Family and Consumer Sciences Department**) A lesson plan for "Spending Habits-Money in Motion"; assumes student is a financial planner from a family and consumer sciences teacher

www.wdfi.org/links/fe.htm (**Wisconsin Department of Financial Institutions**) links to financial education resources

www.umsl.edu/~wpockets/ (**Wise Pockets**) parent, teacher and student resources from University of Missouri-St.Louis Center for Entrepreneurship and Economic Education

www.consumerjungle.org (**Consumer Jungle**) **Young Adult Consumer Education Trust**-a consumer education program for young adults with "camps" for teachers, students and parents

www.ConsumerReports.org (**Consumer Reports**) some free information; some information requires a fee to access

www.fl2010.org/ (**Financial Literacy2010**) information for financial education teachers

www.financial-education-icfe.org/children_and_money/index.asp (**Institute of Consumer Financial Education**) resources for teaching children and young adults

www.italladdsup.org (**It All Adds Up**) Personal Finance Games and Teacher's Resources

www.smartmoney.org (**Smart Money Magazine**) financial resources

www.smgww.org (**The Stock Market Game TM**) from Securities Industry Foundation for Economic Education

<http://library.thinkquest.org/3096/index.htm?tqskip1=1qtime=0502> (**Think Quest**) resources for teaching investing

www.taxfoundation.org (**Tax Foundation**) answers questions about taxes

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

F. CRISIS MANAGEMENT

SC Standard: F1 Explore different types of individual and family crises.	
FACS Nat'l Standard: 7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions.	
Broad Field Family and Consumer Sciences Assessment: 3A Analyze the effects of family as a system on individuals and society. 3B Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. 3C Analyze and promote roles and responsibilities of parenting. 3D Evaluate and promote parenting practices that maximize human growth and development. 3E Evaluate and promote support systems that provide services for parents/families. 5A Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money. 5C Analyze policies that affect consumer rights and responsibilities. 5D Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions. 5E Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTA A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; DA A25, A26, A27, A28, A29; GS A30, A31, A32; USG A33, A34, A35; ECON A36, A37, A39; B A45, A48, C A50	
Essential Question(s): <ol style="list-style-type: none"> 1. How do you define a crisis? 2. What causes a crisis? 3. How does a crisis affect individuals and families? 4. What situations can lead to a crisis? 5. How can personal decisions and actions lead to a crisis? 	
Indicators:	
What Students Should Know: <ol style="list-style-type: none"> 1. What is a crisis 2. What constitutes a crisis 3. Types of events that lead to a crisis 4. Impact of a crisis 5. Prevention of a crisis 	What Students Should Be Able to Do: <ol style="list-style-type: none"> 1. Define crisis. 2. Discuss what constitutes a crisis. 3. Identify the types of events that can lead to a family crisis. 4. Explore the impact of a crisis on individuals and families. 5. Investigate crisis prevention strategies.
Learning Strategies: <ul style="list-style-type: none"> • Complete the statement, “A crisis is...” Share and discuss the answers. 	

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

- Show a picture or videotape of a residential area devastated by a fire, flood, or other natural disaster. Imagine that this is what is found when you arrive home from school today. Discuss what should be done first? Next? Tomorrow? Etc. Compare personal emotional state to the emotional state of others in the home. What motivations are needed to respond to the crisis?
- Bring in a large doll and refer to it as an unplanned child that will be added to the student's family in one week. Discuss how this addition might create a crisis for the family.
- Make four charts to hang around the classroom, labeled with the following categories of crises: 1) A devastating event causing loss for the entire family. 2) A stressful event that affects the entire family. 3) Events that require major adjustments by family members. 4) An event that occurs suddenly or unexpectedly. Then, walk around to each chart in the room and write a crisis that would fit into each category. Discuss as a class.
- Discuss the most common types of family crises (divorce, blended families, illness, death, financial issues, abuse, etc.).
- Complete a research project about one of the types of family crises. It should include several statistics about the crisis, a definition of the crisis or explanation, several facts about the crisis, warning signs of the crisis, impact of the crisis, ways to avoid the crisis, etc. (births, divorce, death, changes in family compositions, family rules)
- Develop a crisis prevention public service announcement.
- Research available community resources for crisis prevention.
- Participate in a cause-effect activity to show how actions bring about certain crises.
- Research and compare similar family crises from the 19th, 20th, and 21st centuries. Discuss the origin of the crises and the available resources during each century.
- Research the government's role in response to family crises. Present findings to class.
- Examine the United States Constitution. Discuss ways the constitution addresses family crises.
- Describe ways physical health is affected by family crises. Base descriptions on factual information.

Assessments: Journals, research project, discussion, charts, open-ended questions, public service announcement (PSA)

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: projects that benefit individuals and families with disadvantaging conditions

Dynamic Leadership: Problem Solving for Leaders; Peer Education for Leaders

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

Families First: Meet the Challenge; Balancing Family and Career; Parent Practice
Power of One: A Better You; Family Ties
STAR Events: Chapter Service; Illustrated Talk; Interpersonal Communications
STOP the Violence: projects to educate peers to make informed choices, access resources and support, and follow through on responsibilities

Resources:

www.adcouncil.org

<http://ag.udel.edu/extension/fam/FM/issue/survivecrisis.htm> Surviving A Family Crisis
A family crisis occurs when a family has to change. It is a turning ... lack positive conflict-management skills; fight over "who is right." lack time and positive ...

http://www.fcservices.org/programs/prog_crisisman.html Programs & Services. Crisis Management When unfortunate events occur, employees often feel upset, afraid and unable to cope. Professional trauma response related services ...

<http://ckcfn.com/family/crisismanagement.htm> Family Services - Crisis Management The #1 rule when in doubt as to whether it is a crisis is...get help. It is better to err on the side of caution. Dangerous, threatening ...

<http://www.sobercoachingyourteen.com/crisis.html> Getting your child through the teen years will be the most challenging and ... Drug Crisis Management Mode

<http://suicidehotlines.com/national.html> Suicide & Crisis Hotlines. Crisis Counselors are waiting for your call...Statistics have shown that gay teens are three times more likely to ...

<http://www.infoline.org/Crisis/Default.asp> **What is a Crisis?** Common emotional reactions to a crisis include: Apathy; Depression; Guilt; Loss of self-esteem; Powerlessness; What Types of Crises Exist? Dispositional crises

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

G. CAREERS

SC Standard: G1 Explore family related career paths.	
FACS Nat'l Standard: 7.1 Analyze career paths within family and community services.	
Broadfield Family and Consumer Sciences Assessment/Credential: 1C Demonstrate communication skills that contribute to positive relationships. 4A Analyze strategies to manage multiple roles and responsibilities. 4B Demonstrate transferable and employability skills in school, community, and workplace settings.	
Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTA A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; DA A25, A26, A27, A28, A29; USG A33; ECON A36, A37, A38, A39	
Essential Question(s):	
<ol style="list-style-type: none"> 1. What are family related careers? 2. Why are interests important to examine when considering a career? 3. What can an individual do to prepare for a career? 	
Indicators:	
What Students Should Know: <ol style="list-style-type: none"> 1. Family related careers 2. Personal interests, aptitudes, and abilities 3. Career preparation skills 4. 21st Century Skills 	What Students Should Be Able to Do: <ol style="list-style-type: none"> 1. Research family-related careers. 2. Explore personal interests, aptitudes, and abilities. 3. Exhibit career preparation skills. 4. Incorporate 21st Century Skills.
Learning Strategies:	
<ul style="list-style-type: none"> • Interview a person within family-related careers in the school (career development facilitator, speech therapist, guidance counselor, school psychologist, family and consumer sciences teacher, mental health counselor, health educator, school nurse, parent educator, etc.) and discuss the job responsibilities, interpersonal skills used on the job, pace of the job, salary, etc. Report findings. • Make a collage illustrating personal interests, aptitudes, and abilities. • Construct a Venn Diagram showing personal interests, aptitudes, and abilities working with a partner or small group. • Collect and complete several different job application forms. Evaluate completed applications. 	

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

- Role play several different job interviews. As a class, evaluate each interview situation.
- Write a follow-up letter to an interviewer.
- Create a bulletin board depicting career preparation skills.
- Working in pairs conduct mock interviews in front of the class. Evaluate the strengths and weaknesses of each applicant's performance.
- Research family-related careers and report findings.
- Invite a school guidance counselor or career development facilitator to discuss career planning, to include exploring a program of study, career experiences, higher education, or other plans after exiting high school.
- Determine the career path to follow based on information from a formal or informal assessment.
- Invite family-related career representatives to the class to discuss their professions; highlight the benefits and drawbacks of the professions.
- Plan and implement a fashion show of appropriate and inappropriate attire for the workplace and/or interviews. Discuss the attire.
- Develop a 21st Century Skills checklist. Conduct a weekly self-evaluation and discuss

Assessments: Role playing, pair/share, discussions, oral reports, interviewing, writing assignments, illustrating, peer evaluations, self-evaluations, and checklist

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career

Leaders at Work: on-the-job entrepreneurship projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Career Investigation, Entrepreneurship; Interpersonal Communications; Job Interview

Resources:

www.icouldbe.org (I Could Be) connects teens with adult mentors for career information

www.bls.gov/oco/home.htm (Bureau of Labor Statistics Occupational Handbook) resources for career information

FAMILY LIFE EDUCATION 1
Curriculum Resource

Course Code: 5820

Resources:

www.adm.uwaterloo.ca/infocecs/CRC/manual-home.html (Career Services of University of Waterloo) Steps to Career/Life Planning Success

www.ci.phoenix.az.us/POLICE/babysi1.html (City of Phoenix, Arizona) Babysitting Resource guide

www.state.nj.us/njded/voc/shadowtoc.htm (New Jersey School to Career and College Initiative) job shadowing handbook

www.dpi.state.wi.us/dpi/dlsis/let/lejobshw.html (Wisconsin Department of Public Instruction) job shadowing information

www.akropolis.net/~zeus/archcareers/ (Akropolis) information for careers in architecture

www.icouldbe.org (I Could Be) connects teens with adult mentors for career information

www.bls.gov/oco/home.htm (Bureau of Labor Statistics Occupational Handbook) resources for career information

www.adm.uwaterloo.ca/infocecs/CRC/manual-home.html (Career Services of University of Waterloo) Steps to Career/Life Planning Success

www.ci.phoenix.az.us/POLICE/babysi1.html (City of Phoenix, Arizona) Babysitting Resource guide

www.state.nj.us/njded/voc/shadowtoc.htm (New Jersey School to Career and College Initiative) job shadowing handbook

www.dpi.state.wi.us/dpi/dlsis/let/lejobshw.html (Wisconsin Department of Public Instruction) job shadowing information

www.akropolis.net/~zeus/archcareers/ (Akropolis) information for careers in architecture

www.nationalfamilyweek.org (The Alliance for Children and Family) information about National Family Week

www.acteonline.org (American Career and Technical Education)

www.acinet.org/acinet (America's Career InfoNet) can get information about supply/demand and salary information

www.mycareereduction.org (Career Education Consumer Report) Michigan Department of Career Development, includes resources for Career decisions, education search, wage finder and related web sites

www.careerexplorer.net/ (Career Explorer) technical career training and Trade school information

www.familiesandworkinst.org (Families and Work Institute) articles and other resources about this institute

www.fcclainc.org (Family Community and Careers Leaders of America) resources for classroom teachers including on line store for purchase information