

**FAMILY LIFE EDUCATION 2**  
**Academic Standards and Curriculum Resource**

**Course Code: 5821**

Now that you've acquired the skills to enhance your relationships, let's further apply these skills to improve personal and family development. Family Life Education 2 stresses the role individuals must assume to improve family life. Effective personal development and the use of community resources are emphasized. Topics include but are not limited to developing healthy lifestyles, preparing for a family, managing financial resources, dealing with family crises, and developing employability skills. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances the curriculum.

|                                |   |
|--------------------------------|---|
| <b>Credit:</b>                 | <b>1 unit</b><br><b>(R43-234 Schools may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)</b>  |
| <b>National Certification:</b> | <b>Broadfield Family and Consumer Science Assessment/Credential</b>   |
| <b>Recommended grades:</b>     | <b>9-12</b>   |
| <b>Prerequisite:</b>           | <b>Family Life Education 1</b>  |
| <b>Culminating Project:</b>    | <b>Community Service Project</b><br><b>Develop, plan, carry out, and evaluate projects that improve the quality of life in communities as an individual or group on-going community service project to be conducted throughout the duration of class. Go to the FCCLA website for instructions:</b><br><b><a href="http://fcclainc.org/assets/files/pdf/programs/lessonplans/activities/designyourownserviceprojectcs.pdf">http://fcclainc.org/assets/files/pdf/programs/lessonplans/activities/designyourownserviceprojectcs.pdf</a></b><br><b>Examples can be found at:</b><br><b><a href="http://fcclainc.org/content/lesson-plans--activities/">http://fcclainc.org/content/lesson-plans--activities/</a></b> |

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**Textbook Information:**

**Glencoe/McGraw-Hill**

Families Today, 4<sup>th</sup> 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 are 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 –2004 Copyright

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 is fostered through activities and content. Teaching strategies for all ability levels are included in the teacher's edition. There are number opportunities for critical thinking and cooperative learning.

**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, technology activities, as well as cross-curricular activities are included

<http://www.mysertextbooks.com>

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**Employment Opportunities:**

**High School Education:** human service worker, geriatric worker, community food service worker, personal and home care assistants, childcare workers, companions, customer service representative, small business owner

**Postsecondary Education:** social and human services assistant, adult day care coordinator, coordinator of volunteers, teachers' assistant, personal trainers

**Postgraduate Education:** family and consumer sciences teacher, marriage, child, and family counselor, family life educator, career counselor, substance abuse and behavioral counselor, sociologist, community service director, Adult day care director, dietician, vocational rehabilitation counselor, psychologist, social worker, consumer credit counselor, certified financial planners

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**A. ACADEMICS**

**B. HEALTHY LIFESTYLES**

**B1. Explain the impact of health on individuals and families.**

**C. FAMILY DEVELOPMENT**

**C1. Examine the changes that occur in the function and structure of families over the life span.**

**D. FAMILY RESOURCE MANAGEMENT**

**D1. Analyze how financial management affects individuals and families.**

**E. CRISIS MANAGEMENT**

**E1. Determine appropriate responses to handling family crises.**

**F. CAREERS**

**F1. Demonstrate transferable employability skills.**

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

**ENGLISH LANGUAGE ARTS**

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

**English Language Arts**

**A1.** The student will read and comprehend a variety of literary **texts** in print and nonprint formats (E4-1)

**Indicator(s):**

- Create responses to literary **texts** through a variety of methods, (for example, written works, oral and auditory presentations, 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\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.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.
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.

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**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.

**A2.** The student will read and comprehend a variety of informational **texts** in print and nonprint formats. (E4-2)

**Indicator(s):**

- Evaluate theses within and across informational **texts**.
- Analyze informational **texts** for author **bias** (including **word choice**, the exclusion and inclusion of particular information, and unsupported opinion).
- Create responses to informational **texts** through a variety of methods (for example drawings, written works, oral and auditory presentations, discussions, and media productions).
- Evaluate the impact that **text elements** have on the meaning of a given informational **text**.
- Evaluate information from **graphic features** (for example, charts and graphs in informational **texts**).
- Evaluate **propaganda techniques** and rhetorical devices in informational **texts**.
- Read independently for extended periods of time to gain information.

**Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELASStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.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.\*

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.

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##### 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.

**A3.** The student will use word analysis and vocabulary strategies to read fluently.(E4-3)

#### **Indicator(s):**

- Use **context clues** to determine the meaning of technical terms and other unfamiliar words.
- Analyze the meaning of words by using Greek and Latin roots and **affixes**. (*See Instructional Appendix: Greek and Latin Roots and Affixes.*)

#### **Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELASStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.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**

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**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)

**Indicator(s):**

- 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).
- Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent **thesis**, and use support (for example, definitions and descriptions).
- Use grammatical conventions of written **Standard American English** to clarify and enhance meaning including
  - subject-verb agreement,
  - pronoun-antecedent agreement,
  - agreement of nouns and their modifiers,
  - verb formation,
  - pronoun case,
  - formation of comparative or superlative adjectives and adverbs, and
  - idiomatic usage.

*(See Instructional Appendix: Composite Writing Matrix.)*
- **Revise** writing to improve clarity, **tone**, **voice**, content, and the development of ideas. *(See Instructional Appendix: Composite Writing Matrix.)*
- **Edit** for the correct mechanics and usage of written **Standard American English** including
  - internal and end of sentence punctuation,
  - commas to indicate appositives,
  - word placement to avoid ambiguity,
  - appropriate coordination and subordination,
  - relationship between and among clauses,
  - placement of modifiers, and
  - shifts in construction.

*(See Instructional Appendix: Composite Writing Matrix.)*

**Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELASStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf)

**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**

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#### **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.

**A5. The student will write for a variety of purposes and audiences. (E4-5)**

#### **Indicator(s):**

- Create clear and concise career-oriented and technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).
- Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance **voice** and **tone**.
- Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid **word choice**.
- Create **persuasive writings** (for example, editorials, essays, speeches, or reports) that address a specific **audience** and use logical **arguments** supported by facts or expert opinions.
- Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and **audience**.

#### **Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.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.

##### **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**

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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.
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**A6.** The student will access and use information from a variety of sources. (E4-6)

**Indicator(s):**

- Clarify and refine a research topic.
- Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
- 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.
- Use vocabulary (including **Standard American English**) that is appropriate for the particular **audience** or purpose.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific **audience** and purpose.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a variety of print and electronic reference materials.
- 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\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf)

**WRITING STANDARDS – PAGE 41**

**Text Types and Purposes\***

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**Range of Writing**

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**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.
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**LANGUAGE – PAGE 51**

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**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**

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**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.

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- Use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

**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.
- Transfer current knowledge to learning of new technologies.

NETS for Students:

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**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).

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.
- 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.

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- 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.

**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.

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**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](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
- 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).

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- 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**
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- **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

**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).

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[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](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

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- 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.
- 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).

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[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](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**

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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.

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[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](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

**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).

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- 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.

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[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](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

**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](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)

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**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](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 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**

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**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 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.

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- 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):**

- 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

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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.
- 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-Crriculum/documents/sciencestandardsnov182005\\_001.pdf](http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Crriculum/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)

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**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.
- 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 G<sub>1</sub>, S, G<sub>2</sub>); 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.

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- 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

**Indicators:**

- 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

**Indicators:**

- 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.
- 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

**Indicators:**

- 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.

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#### **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.
- 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.

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- 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.

**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

**Indicator(s):**

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

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**B. HEALTHY LIFESTYLES**

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| <b>SC Standard: B1. Explain the impact of health on families and individuals.</b>  |  |
| <b>FACS Nat'l Standard:</b> 14.1 Analyze factors that influence nutrition and wellness practices across the life span.   |  |
| <b>Broad Field Consumer Sciences Assessment:</b> 6A Analyze factors that influence nutrition and wellness across the life span, and be able to educate others to implement this information.<br>6B Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, and be able to educate others to implement this information. 6C Evaluate factors that affect food safety from selection through consumption. 6D Evaluate the influence of science and technology on food composition, safety, and other issues. |  |
| <b>Academic Alignment:</b> 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  |  |
| <b>Essential Question(s):</b>  |  |
| <ol style="list-style-type: none"> <li>1. How can MyPyramid maintain and enhance health?</li> <li>2. How can food make me ill?</li> <li>3. What is a chronic disease you have heard of?</li> <li>4. How can a chronic disease impact my family?</li> <li>5. Why is knowledge about sexually transmitted diseases important?</li> </ol>   |  |
| <b>Indicators:</b>   |  |
| <b>What Students Should Know:</b> <ol style="list-style-type: none"> <li>1. USDA Guidelines</li> <li>2. Food safety and sanitation</li> <li>3. Food borne illnesses</li> <li>4. Chronic diseases</li> <li>5. Sexually transmitted diseases</li> </ol>  | <b>What Students Should Be Able to Do:</b> <ol style="list-style-type: none"> <li>1. Explain the importance of using USDA guidelines.</li> <li>2. Demonstrate food safety and sanitation procedures.</li> <li>3. Explain factors causing food borne illnesses.</li> <li>4. Explain chronic diseases.</li> <li>5. Describe the signs and symptoms of sexually transmitted diseases.</li> <li>6. Explain how to prevent sexually transmitted diseases.</li> <li>7. Outline coping methods and resources for family health issues.</li> </ol> |
| <b>Learning Strategies:</b>  |  |
| <ul style="list-style-type: none"> <li>• Research and select activities. <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> <li>• Plan appropriate menus according to specific diseases using <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> </ul>   |  |

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- Create a poster/booklet on preventing food borne illnesses.
- View video/DVD/streamline on food borne illnesses.
- Demonstrate proper food handling, cooking, storage, and chilling.
- Research chronic diseases: symptoms, diagnosis, origins, treatments, resources.
- Play a game and match the disease to the symptom.
- Interview a family member to become more aware of family health history.
- Create genogram to begin recording personal medical history.
- Interview an individual suffering from a particular disease and report to the class.
- Volunteer at a local rehabilitation center.
- Compare the signs and symptoms of sexually transmitted diseases.
- Categorize sexually transmitted diseases based upon treatable versus manageability.
- Explain methods of contraception (within the context of a marriage).
- Rate the effectiveness of contraception methods.
- Invite a guest speaker (e.g., chef, doctor, cancer survivor, HIV/AIDS patient, hospice worker).

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

**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](http://www.mypyramid.gov)

Michelle Obama [www.letsmove.gov](http://www.letsmove.gov)

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

[www.girlology.com](http://www.girlology.com)

[www.carolinateenhealth.org](http://www.carolinateenhealth.org)

[www.stayteen.org](http://www.stayteen.org)

[www.amplifyyourvoice.org/southcarolina](http://www.amplifyyourvoice.org/southcarolina)

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

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[www.ahcpr.gov/](http://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](http://www.CDC.gov) (**Centers for Disease Control**) resources about the various centers

[www.cdc.gov/tobacco/sgr\\_tobacco\\_use.htm](http://www.cdc.gov/tobacco/sgr_tobacco_use.htm) (**Center for Disease Control**) discourages tobacco use

[www.consumer.gov](http://www.consumer.gov) (**Consumer.Gov-U.S. Consumer Gateway**) with links to consumer information

[www.fda.gov](http://www.fda.gov) (**Food and Drug Administration**) includes information on food and nutrition and other resources

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

[www.healthfinder.gov](http://www.healthfinder.gov) (**Health Finder**) gateway of many medical resources and databases on the Web

[www.nccam.nih.gov](http://www.nccam.nih.gov) (**National Center for Complementary and Alternative Medicine**) with links to consumer fact sheets

**FAMILY LIFE EDUCATION 2**  
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**C. FAMILY DEVELOPMENT**

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|---|--|
| <b>SC Standard: C1 Examine how functions and structures of families change over the life span.</b>  |  |
| <b>FACS Nat'l Standard:</b> 12.2 Analyze conditions that influence human growth and development.  |  |
| <b>Broad Field Consumer Sciences Assessment:</b> 2B Analyze conditions that influence human growth and development. 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. 4A Analyze strategies to manage multiple roles and responsibilities.   |  |
| <b>Academic Alignment:</b> 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   |  |
| <b>Essential Question(s):</b>   |  |
| <ol style="list-style-type: none"> <li>1. What is a family?</li> <li>2. How does the structure of a family change?</li> <li>3. What is your role in the family?</li> <li>4. What are cultural traditions for your family?</li> <li>5. Why does reading matter to the family?</li> </ol>   |  |
| <b>Indicators:</b>  |  |
| <b>What Students Should Know:</b> <ol style="list-style-type: none"> <li>1. Stages of family development</li> <li>2. Family structures</li> <li>3. Family roles and responsibilities</li> <li>4. Cultural influences</li> <li>5. Importance of family literacy</li> </ol>   | <b>What Students Should Be Able to Do:</b> <ol style="list-style-type: none"> <li>1. Explain what occurs in each stage of family development.</li> <li>2. Outline various family structures.</li> <li>3. Identify the roles and responsibilities for family members.</li> <li>4. Analyze the influence of culture on the family.</li> <li>5. Identify the importance of literacy.</li> </ol> |
| <b>Learning Strategies:</b>   |  |
| <ul style="list-style-type: none"> <li>• Divide a circle into the various stages of family development.</li> <li>• Create a poster showing the various stages of family development.</li> <li>• Create a family using thumb and finger prints using an ink pad.</li> <li>• View television shows of various family structures and discuss.</li> <li>• Create a computerized model of a family tree.</li> <li>• Design a model of a family member role tree.</li> <li>• Write a journal entry of who are considered to be family members.</li> </ul> |  |

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- Compare the components of the different family structures.
- Draw family members and identify the family structure.
- Research previous family roles and responsibilities and compare with current roles and responsibilities.
- Research the various opportunities for adoption.
- Research a culture and compare with another student who researches a different culture.
- Create and share a skit on the topic 'Families Make a Difference'.
- Share a favorite food(s), influenced by individual culture.
- Read a favorite children's book to the class.
- Volunteer to read to younger children.
- Research the statistics of success between readers and nonreaders.
- Invite a guest speaker (family therapist, clergy, foster parent, parent, grandparent, social worker, media specialist, etc.).

**Assessments:**

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

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

**APPLICATION/ASSESSMENT THROUGH FCCLA**

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

**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

**Power of One:** A Better You-improve personal traits; Family Ties-get along better with family members

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

**STOP the 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.

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**Resources:**

[www.family-friendly-fun.com](http://www.family-friendly-fun.com) (**Family Fun**) resources for families with special needs

[www.familylife.com](http://www.familylife.com) (**Family Life**) a division of Campus Crusade for Christ

[www.familyinfoserv.com](http://www.familyinfoserv.com) (**Family Information Service**)

[www.familymanagement.com](http://www.familymanagement.com) (**All Family Resources**) resources and links for family

[www.ghbooks.com](http://www.ghbooks.com) (**Gryphon House Books**) publishing house with free activities for parents and teachers to use with infants and children.

<http://mfrc.calib.com> (**Military Family Resource Center**) resources for military families including research, publications, links and others

[www.myprimetime.com/family](http://www.myprimetime.com/family) (**My Prime Time Family**) articles dealing with marriage and family issues

[www.smartmarriages.com](http://www.smartmarriages.com) (**Smart Marriage**) coalition for marriage, family and couples education, L.L.C.; s include articles and other resources

<http://sociology.wadsworth.com/marriage.html#Family> (**Wadsworth**) marriage and family links

[www.usatoday.com/educate/usatlogo.htm](http://www.usatoday.com/educate/usatlogo.htm) (**USA Today Education Home Page**)

[www.yahoo.com/Society and Culture/Families](http://www.yahoo.com/Society_and_Culture/Families) (**Yahoo Families**) links to family resources

[www.flyingsolo.com](http://www.flyingsolo.com) (**Stepfamily Association of America**) topics dealing with divorce and separation

[www.fww.org](http://www.fww.org) (**Families World Wide**) research articles and links

[www.grandparenting.org](http://www.grandparenting.org) (**The Grandparent Foundation**) resources for grandparents

[www.extension.iastate.edu/sfp](http://www.extension.iastate.edu/sfp) (**Iowa State University Extension Strengthening Family Relationships**) describes curriculum for strengthening families

[www.familyvillage.wisc.edu](http://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](http://www.trinity.edu/~mkearl/family.html) (**Marriage and Family Processes**) many articles related to family; Trinity University- Sociology Professor Kearl

[www.cdc.gov/nchs.nsf.htm](http://www.cdc.gov/nchs.nsf.htm) (**National Survey of Family Growth**) Centers for Disease Control; data and publication from survey

[www.census.gov/population/www/socdemo/hh-fam.html](http://www.census.gov/population/www/socdemo/hh-fam.html) (**U.S. Census Bureau**) families and livings arrangements from U.S. Census

[www.childstats.gov](http://www.childstats.gov) (**Federal Interagency Forum on Child and Family Statistics**) statistics on children and families

[www.ed.gov/index.jsp](http://www.ed.gov/index.jsp) (**U.S. Department of Education**) includes resources for educators

[www.ed.gov/offices/OM/fpc](http://www.ed.gov/offices/OM/fpc) (**Family Policy Compliance Office**) from U.S. Department of Education; resources include relevant court cases, hot topics and others related to family policy

[www.relate.gov.au](http://www.relate.gov.au) (**Relate**) resources, tips, links for relationship skills for love, family and life from Australia

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**D. FAMILY RESOURCE MANAGEMENT**

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| <b>SC Standard: D1 Analyze how financial management affects individuals and families.</b>  |   |
| <b>FACS Nat'l Standard: 2.6</b> Demonstrate management of financial resources to meet the goals of individuals and families across the life span.  |   |
| <b>Broadfield Family and Consumer Sciences Assessment/Credential: 5A</b> Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money. <b>5B</b> Analyze the relationship of the environment to family and consumer resources. <b>5C</b> Analyze policies that affect consumer rights and responsibilities. <b>5D</b> Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions. <b>5E</b> Demonstrate management of financial resources to meet the goals of individuals and families across the life span. |   |
| <b>Academic Alignment:</b> 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, A40, A41, A42, A43; B A45; ES A52, A53, A54  |   |
| <b>Essential Question(s):</b>  |   |
| <ol style="list-style-type: none"> <li>1. What is money management?</li> <li>2. Why is money management important?</li> <li>3. How does money management affect family lifestyle?</li> <li>4. How does money benefit society?</li> </ol>   |   |
| <b>Indicators:</b>   |   |
| <b>What Students Should Know:</b> <ol style="list-style-type: none"> <li>1. Financial goals</li> <li>2. Money management skills</li> <li>3. Terms and services associated with financial institutions</li> <li>4. Components of personal/family financial plans</li> </ol>   | <b>What Students Should Be Able to Do:</b> <ol style="list-style-type: none"> <li>1. Prioritize individual and family goals.</li> <li>2. Demonstrate money management skills.</li> <li>3. Evaluate terms and services associated with different financial institutions.</li> <li>4. Design a personal/family financial plan.</li> </ol> |
| <b>Learning Strategies:</b>  |   |
| <ul style="list-style-type: none"> <li>• Work in small groups to generate list of personal spending habits. Develop a consolidated checklist for class assessment.</li> <li>• Reflect (journal) on how your spending habits will change five, ten, or 20 years from now.</li> <li>• Develop a comprehensive budget reflecting food, housing cost, utility bills, auto and auto expenses, clothing, taxes, insurance, medical expenses, phone-cell, recreation, emergency account, savings, etc.</li> <li>•</li> </ul>  |   |

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- Explain how government affects spending habit through graphic presentation.
- Create a resource management jeopardy game.  
Create a budget relay game. Work in even-numbered groups, which are assigned a name or number. Complete activity sheets as a group. When completed, one student submits the activity sheet to be checked. If correct, the group takes back the next activity sheet. Invite speaker from local financial institution to explain banking terms and services.
- Compare and contrast services provided by different financial institutions. (e.g., credit union, bank, payday lender, title loan)
- Examine and role play the procedure of opening a checking account and using checking and savings accounts.
- Create mock check designs for financial institutions.
- Design a visual demonstrating the steps of creating a personal financial plan.
- Complete a personal financial plan to be evaluated by a community member who will provide appropriate feedback using rubric designed by student.
- Present research on strategies to avoid bankruptcy, identity theft, and other consumer-related pitfalls.

**Assessments:** Journal, entrance and exit slips, personal finance portfolio, role play, observation, cooperative learning, self and peer evaluations, rubrics, KWL

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

**APPLICATION/ASSESSMENT THROUGH FCCLA**

Community Service: financial management education

Families First: Balancing Family and Career

Financial Fitness: Banking Basics; Cash Control

Power of One: A Better You

STAR Events: Applied Technology; Chapter Service Project, Culinary Arts, Entrepreneurship, Illustrated Talk, Interior Design, Life Event Planning

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**Resources:**

[www.chicagofed.org](http://www.chicagofed.org) (**Chicago Federal Reserve Board**) publications and teacher resources  
[www.federalreserve.gov/publications.htm](http://www.federalreserve.gov/publications.htm) (**The Federal Reserve Bank**) publications and resources

[www.frbsf.org](http://www.frbsf.org) (**Federal Reserve Bank of San Francisco**) curriculum materials, publications and other resources

[www.irs.gov/taxi](http://www.irs.gov/taxi) (**Internal Revenue Service**) an online interactive program for understanding taxes with teacher's tool kit

[www.ssa.gov/retire2](http://www.ssa.gov/retire2) (**Social Security Administration**) retirement scenarios

[www.ssa.gov/kids](http://www.ssa.gov/kids) (**Social Security Administration**) Youth link for Social Security

[www.treas.gov/kids](http://www.treas.gov/kids) (**U.S. Treasury**) site designed for children

[www.publicdebt.treas.gov](http://www.publicdebt.treas.gov) (**U.S. Treasury Securities**) information about savings bonds and other U.S. treasury savings

[www.northsaalem.k12.nv.us/projects/sicheri/webquest.html](http://www.northsaalem.k12.nv.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](http://www.wdfi.org/links/fe.htm) (**Wisconsin Department of Financial Institutions**) links to financial education resources

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

[www.autosafety.org](http://www.autosafety.org) (**Center for Auto Safety**) founded by Consumer's Union and Ralph Nader

[www.consumerjungle.org](http://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](http://www.ConsumerReports.org) (**Consumer Reports**) some free information; some information requires a fee to access

[www.cspinet.org](http://www.cspinet.org) (**Consumer Science in the Public Interest**)

[www.foodstuff.org](http://www.foodstuff.org) (**Food Stuff**) National Consumer Coalition's Food Group with resources for food policy.

[www.ific.org](http://www.ific.org) (**International Food Information Council**) links to food irradiation information

[www.jumpstart.org](http://www.jumpstart.org) (**Jump\$tart Coalition for Personal Financial Literacy**) includes 12 financial principles all young people should know and additional teaching resources

[www.zillions.org](http://www.zillions.org) (**Zillions**) **Consumer Reports for kids**

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**E. CRISIS MANAGEMENT**

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| <b>SC Standard: E1 Determine appropriate responses to handling family crises.</b>   |  |
| <b>FACS Nat'l Standard:</b> 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families.   |  |
| <b>Broad Field Family and Consumer Sciences:</b> 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. 2A 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. 3B Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. 3E Evaluate and promote support systems that provide services for parents/ families. 4C Evaluate the reciprocal effects of individual and family participation in community activities. 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. |  |
| <b>Academic Alignment:</b> 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   |  |
| <b>Essential Question(s):</b>   |  |
| <ol style="list-style-type: none"> <li>1. What coping techniques are needed when dealing with crises?</li> <li>2. How can crisis management resources help in a disaster situation?</li> <li>3. Why are laws and policies important when dealing with family crisis?</li> <li>4. How role does ethics play in crisis situations?</li> </ol>   |  |
| <b>Indicators:</b>  |  |
| <b>What Students Should Know:</b>   | <b>What Students Should Be Able to Do:</b>   |
| <ol style="list-style-type: none"> <li>1. Coping techniques</li> <li>2. Crisis management resources</li> <li>3. Ethical decisions</li> <li>4. Laws and policies</li> </ol>  | <ol style="list-style-type: none"> <li>1. Identify crises coping techniques.</li> <li>2. Investigate crisis management resources.</li> <li>3. Analyze outcomes of ethical decisions.</li> <li>4. Examine laws that impact the family.</li> </ol> |

**FAMILY LIFE EDUCATION 2**  
**Academic Standards and Curriculum Resource**

**Course Code: 5821**

**Learning Strategies:**

- Experience a “small crisis” by taking a mock pop quiz. Clear your desk and place books on the floor. After ready, on the sheet of paper, answer the following questions, “Were you ready to take the quiz? What feelings did you experience at the initial announcement of the pop quiz? How were you going to vent your displeasure at the end of the quiz?” The mock pop quiz was an example of a “small crisis.” Discuss feelings and reactions
- Create a two column chart using possible preventable crises and methods of prevention as the topics. Discuss your findings.
- Create a song about facing crises by writing new words to an existing tune and perform or play a tape of the work for class.
- Watch an episode of the television show *Intervention* and discuss the crisis. Would an intervention be difficult for a family member? What is a person’s moral duty to intervene when someone seems to need help? Is non-intervention permissible? If so, under what circumstances?
- Write a journal entry describing the personal support system needed in case of a crisis. In the journal, answer the following questions, “What support would friends and family members be willing to supply? Is there a trusted role model that you could confide in and is the support network larger or smaller than expected? What could be done to create a larger network?”
- Create a presentation that defines ethics. Include examples that demonstrate ethical choices and decisions, ethical values, and ethical implications of social and technological change.
- Collect current event articles or information and discuss whether decisions made were ethical or unethical. Base the discussion on factual information from research. Discuss if one decision can show ethical and unethical practices.
- Write a family disaster plan and implement in your own family setting.
- Select a family crisis, research information, and create a brochure that can be distributed for needed information and services.
- Invite a crisis interventionist to visit the class; prepare questions in advance.
- Plan a school wide family professional services day. Invite presenters from rape crisis centers, battered women’s shelters, family counseling services, Alcoholic Anonymous, substance abuse counseling services, etc. Dress professionally and host the day for others. Reflect on the experience by writing an essay.
- Invite a family law attorney to address local and state laws.
- Simulate a court case involving a family crisis.
- Discuss the South Carolina laws as they apply to family crises, such as divorce, child abuse, drunk driving, illegal substances, rape, etc.

**FAMILY LIFE EDUCATION 2**  
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**Assessments:**

Discussion, charts, presentations, observations, writing assignments, brochure, research, journal entry, and role-playing

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

**APPLICATION/ASSESSMENT THROUGH FCCLA**

Dynamic Leadership: Relationships for Leaders  
Families First: Families Today; You-Me-Us; Meet the Challenge  
Leaders at Work: on-the-job interpersonal skills projects  
Power of One: Family Ties  
STAR Events: Illustrated Talk; Interpersonal Communications  
STOP the Violence: projects to educate peers to respect diversity

**Resources:**

[www.cfc-efc.ca/menu/famlife\\_en.htm](http://www.cfc-efc.ca/menu/famlife_en.htm) (Child and Family Canada) family life resources and fact sheets from Canada

[www.cyfc.umn.edu](http://www.cyfc.umn.edu) (University of Minnesota) information and resources

[www.cyfernet.mes.umn.edu](http://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/families/forfamilies/](http://www.extension.iastate.edu/families/forfamilies/) (The Extension Service at Iowa State) resources for helping children cope and understand disasters and tragedies

[www.extension.iastate.edu/families/media/resources.html](http://www.extension.iastate.edu/families/media/resources.html) (The Extension Service at Iowa State) impact of media violence on children and families

[www.extension.iastate.edu/sfp](http://www.extension.iastate.edu/sfp) (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families

[www.familyvillage.wisc.edu](http://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://fvd.clemson.edu/building.htm> (Building Family Strengths) a curriculum and other resources from Clemson University Extension

[www.trinity.edu/~mkearl/family.html](http://www.trinity.edu/~mkearl/family.html) (Marriage and Family Processes) many articles related to family; Trinity University- Sociology Professor Kearl

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**F. CAREERS**

|  |   |
|--|---|
| <b>SC Standard: Investigate employability skills that lead to career success..</b>   |   |
| <b>FACS Nat'l Standard:</b> 1.2: Demonstrate transferable and employability skills in school, community, and workplace settings.   |   |
| <b>Broad Field Family and Consumer Science Assessment:</b> 1A Analyze functions and expectations of various types of relationships.<br>1B Analyze personal needs and characteristics and their effects on interpersonal relationships.<br>1C Demonstrate communication skills that contribute to positive relationships. 1D Demonstrate standards that guide behavior in interpersonal relationships. 2B Analyze conditions that influence human growth and development. 2C Analyze strategies that promote growth and development across the life span. 3B Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. 3C Analyze and promote roles and responsibilities of parenting.<br>3D Evaluate and promote parenting practices that maximize human growth and development.<br>3E Evaluate and promote support systems that provide services for parents/families. 4A Analyze strategies to manage multiple roles and responsibilities. 4B: Demonstrate transferable and employability skills in school, community, and workplace settings. 5A Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money. 4C Evaluate the reciprocal effects of individual and family participation in community activities. 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.<br>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. |   |
| <b>Academic Alignment:</b> 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  |   |
| <b>Essential Question(s):</b><br>1. Why are transferable employability skills important?<br>2. What are personal skills you currently possess that are considered transferable employability skills?<br>3. What are the important strategies that a person can apply to ensure career success?<br>4. Why is it important to graduate from high school?   |   |
| <b>Indicators:</b>   |   |
| <b>What Students Should Know:</b><br>1. Transferable employability skills<br>2. Career success strategies  | <b>What Students Should Be Able to Do:</b><br>1. Demonstrate transferable employability skills.<br>2. Evaluate career success strategies. |

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**Learning Strategies:**

- Discuss what transferable skills are and make a class list identifying the skills.
- Work in small groups, each group selecting one career from each education level (e.g., high school diploma, associate’s degree, bachelor’s degree or higher). Create a visual showing job responsibilities and industry-specific skills, and determine if the industry-specific skill is a transferable skill. Work as a group to complete the task. Discuss as a class the findings.
- Compare skills and salaries based on education level. Include education in the following categories: less than high school, high school diploma, associate’s degree, bachelors degree, and doctorate degree
- Search for a target job on a job seeking Web site ([www.monster.com](http://www.monster.com), [www.Careerbuilder.com](http://www.Careerbuilder.com), etc.) and review the employability skills the job requires. Develop a “mock” resume based on the skills required for the target job.
- Create a personal cover letter and resume that includes at least three current employability skills as well as other pertinent information.
- Create a KWL chart covering career success strategies.
- Invite a human resource representative from a local company to discuss career success strategies.
- Create and maintain a careers research portfolio (using Occupational Outlook Handbook as a guide).
- Compare job possibilities and salaries of those who drop out of school to those who complete high school and above.

**Assessments:** teacher student conferences, student records/reflections on their work, performances to demonstrate learning, projects with several interval products

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

**APPLICATION/ASSESSMENT THROUGH FCCLA**

Career Connection: leadership and planning in career-related projects; PLUG IN to Careers; SIGN ON to the Career Connection; INTEGRATE Work and Life; LINK UP to Jobs; ACCESS SKILLS for Career Success

Community Service: leadership and planning in service projects

Dynamic Leadership: Character for Leaders; Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders

Families First: leadership and planning in family-related projects; Balancing Family and Career; You-Me-Us

FCCLA FACTS: leadership and planning in traffic safety projects

Financial Fitness: leadership and planning in money management projects; Consumer Clout; Making Money

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**APPLICATION/ASSESSMENT THROUGH FCCLA**

Fundraising: demonstration of work ethics and professionalism

Leaders at Work: planning and self-direction of on-the-job leadership projects

Power of One: Take the Lead; Working on Working

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, Early Childhood, Focus on Children, Hospitality, Job Interview, National Programs in Action, Parliamentary Procedures, Promote and Publicize FCCLA!, Recycle and Redesign, Teach and Train

STOP the Violence: projects to promote youth violence prevention in work and community environments

Student Body: leadership and planning in nutrition, fitness and self-esteem projects

**Resources:**

[www.bls.gov/oco](http://www.bls.gov/oco) (Bureau of Labor Statistics) Occupational Outlook Handbook

<http://cpmcnet.columbia.edu/dept/nccp> (National Center for Children in Poverty) extensive child poverty information including fact sheets and state-by-state statistics

[www.iccweb.com](http://www.iccweb.com) (The Internet Career Connection) references for job searches

[www.monster.com](http://www.monster.com) (Monster.com) references for job searches

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

[www.state.nj.us/njded/voc/shadowtoc.htm](http://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](http://www.dpi.state.wi.us/dpi/dlsis/let/lejobshw.html) (Wisconsin Department of Public Instruction) job shadowing information

[www.alljobsearch.com](http://www.alljobsearch.com) (All Job Search) A search engine in newspapers for jobs

[www.bestjobsusa.com](http://www.bestjobsusa.com) (Best Jobs USA)

[www.campuscareercenter.com/](http://www.campuscareercenter.com/) (Campus Career Center)

[www.careercc.com](http://www.careercc.com) (Career Consulting Corner) career assessments, jobs interviewing tips, career products

<http://degreedirectory.org> (Career Education Directory) directory of degrees and career education programs

[www.careerjet.com](http://www.careerjet.com) (Career Jet) employment search engine

[www.careerplanning.about.com/](http://www.careerplanning.about.com/) (Career Planning) career planning and career products for sale