

# El Monte Union High School District

## Course Outline

2/09/07

### High School District-Wide

Title: <u>Relationships</u>  Transitional* _____ (Eng. Dept. Only)  Sheltered (SDAIE)* _____ Bilingual* _____  AP** _____ Honors** _____  Department: <u>Family &amp; Consumer Science</u>  Grade Level (s): <u>10<sup>th</sup></u>  Semester <u>X</u> Year _____  Year of State Framework Adoption <u>5/06 (published 2006)</u>	This course meets graduation requirements:  <input type="checkbox"/> English <input type="checkbox"/> Fine Arts <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health & Safety <input type="checkbox"/> Math <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Social Science	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Department/Cluster Approval</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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\*Instructional materials appropriate for English language learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s): The completion of Tech Core classes as a freshman are recommended but not required.
2. Short description of course which may also be used in the registration manual:

This class prepares students to enter the job market with an understanding of human relationships. Through concepts in child development, family living and parenting, and health they will be ready to enter the world of work. The course includes an understanding of the self, personality development, and multiple intelligences. Students will learn about values clarification, decision making, goal setting and working with others in a variety of settings. They will study the concept of emotional intelligence and how to cope with different feelings. They will learn communication skills and conflict resolution. These concepts will be applicable to their personal life, including parenting, and prepare them to appreciate differences in people and work well in the marketplace.

3. Describe how this course integrates the schools ESLRS (Expected School-wide Learning Results):

The class emphasizes the development of effective communication skills (#1) through course content and a variety of instructional strategies utilized to teach the curriculum. To develop ethical and responsible individuals (#2) students will be expected to follow the school standards of attendance, punctuality, civil behavior, and moral conduct. Conflict resolution is a part of the curriculum content. Critical thinking skills and self-directed learning (#3) will be addressed in the development of learning strategies and will emphasize application to the learning process in all classes. The course teaches how to evaluate and assess their life-style to develop as a healthy individual (#4). There is an emphasis on the maintaining of a healthy body through proper nutrition, rest and exercise and the avoidance of substance abuse. The concept of the whole person in various human relationships emphasizes the responsibility of the individual to develop their full potential. Through knowledge of Maslow's hierarchy of needs, students will learn the importance of becoming a community participant (#5) and appreciate the diverse cultural differences in society. Students will work individually and in groups to develop skills and leadership (#5).

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

Instructional materials may be translated into other languages as possible and appropriate to provide an opportunity for all students to understand and comprehend the information. Peer support will be utilized to assist in instruction and information when needed. Students will be paired with another student who has a common language if possible. Some audiovisual presentations may be shown in Spanish if available. Some resources will be translated as appropriate.

5. Describe the interdepartmental articulation process for this course:

It is recommended that all freshman students take the Tech Core classes that introduce them to career options in Family and Consumer Science, Business, and Industrial Technology. This class is recommended for all students because of the importance of human relationship skills in all aspects of life and the work world. For the sophomore year the Relationships class is a one semester elective backed up to Health and Safety. Because Health and Safety is a required class this provides the opportunity for students to fit this elective into their program during the sophomore year.

Students specifically interested in careers in Family and Consumer Science, education and others that emphasize human interaction would continue their course of study in the department. It is recommended that they take Parenting and On Your Own in the junior and senior years. In addition, students interested in careers involving food service and hospitality would be encouraged to take Culinary Arts I, II, and other classes available through the R.O. P. program.

The Career Path brochure advises students of suggested classes specific to their career interest.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

**ACADEMIC (including STRP) and VOCATIONAL CONCEPTS:**

The curriculum will be taught through a variety of learning strategies that emphasize the development of core academic skills. STRP strategies of metacognition, prior knowledge, inferencing, word meaning and test structure, will be taught and utilized in reading assignments in the text and supplemental materials. Students will write daily in journals and will have a variety of writing assignments to practice

writing skills. Critical thinking skills will be used to evaluate and apply the information learned to personal living and the work environment. Students will utilize the elements of reasoning in a variety of learning context in the classroom. The correlation between academic and vocational concepts and skills will be related to every day living and work settings throughout the course. Students will engage in individual and cooperative group work to develop responsible attitudes in the learning and work environment.

#### WORK-BASED LEARNING/SCHOOL TO CAREER CONCEPTS:

The schools to career concepts are included in the development of personal responsibility in the classroom and the importance of transferring this to other areas of the individual's life. The connection of daily habits of attendance, personal health, and punctuality will be correlated with school and work. The emphasis on human relation skills in the curriculum is directly connected to interpersonal skills required in the workplace.

#### SCANS Competencies:

The Relationships curriculum addresses the FOUNDATION competencies throughout the course with a variety of strategies to address BASIC SKILLS in reading, writing, speaking and listening with some mathematics. THINKING SKILLS are infused into the course content in general and some specific techniques are taught. The PERSONAL QUALITIES area is a fundamental part of the course as the students learn about the tasks of adolescent development, explore their individual personality using self-assessments, explore values, and consider future goals.

#### COMPETENCIES – effective workers can productively use:

Students will be learning to use RESOURCES specifically related to *time and human resources* as they meet class requirements and project deadlines. They will do self-assessments, as well as group evaluations for different tasks.

*Interpersonal skills – (working with others)* is an integral part of being in a class. Students will work in cooperative groups and as an entire class will learn the skills needed to be productive together. In the communication unit students will learn conflict resolution skills and in the unit on emotions they learn how to identify, accept and respond to feelings in positive ways.

Students will be challenged to learn *information (acquire and use information)* throughout the semester. There is an emphasis on the need to be a life long learner in the class and throughout ones lifetime.

The class is a *system* and students are taught about the *family system* as a learning environment that develops the individual. The *systems (understands complex inter-relationships)* theory is presented as applicable to all parts of life. This is an introduction to the concept for adolescents.

Students will have some access to *technology* to complete assignments through word processing. They may use other technology that is available through the school or their homes. Each student is encouraged to use *any technology* that can be accessed to simplify or enhance assignments.

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

- A. Textbook(s) and Core Reading(s):  
Changes and Choices, Ruth E. Bragg, Ph.D., Goodheart-Willcox Company, Inc., Tinley Park, Illinois, 2000.

- B. Supplemental Materials and Resources:  
Dimensions of Family Life, Stephen R. Jorgensen, Ph.D., Gail H. Henderson, Ph.D.,  
Southwestern Publishing Co., Cincinnati, OH 1990.

*Emotional Intelligence by Daniel Goleman, Ph.D.*

*Multiple Intelligences by Howard Gardner, Ph.D.*

Articles in current *Choices* magazine or others appropriate to adolescents as available.

Selected videos related to curriculum will be used to enhance the content and provide a variety of instruction modalities.

The following standards will be addressed in each unit as appropriate:

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS  
Education, Child Development, and Family Services Industry Sector  
Foundation Standards

**1.0 Academics**

1.1 **Mathematics** (1.3) Convert decimals to percents and use these representations in application (project about multiple intelligences).

1.2 **Science** (1.d) Formulate explanations by using logic and evidence. (Use to understand appropriate nutrition and health concepts.)

1.3 **History-Social Science**

Specific applications of Chronological and Spatial Thinking standards

(1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

(2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. (Apply to family dynamics and history in different cultures and nations).

**2.0 Communications**

2.1 **Reading**

Specific applications of Reading Comprehension standards.

(2.1) Analyze the structure and format of functional documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.3) Generate relevant questions about reading on issues that can be researched.

2.2 **Writing**

Specific applications of Writing Strategies and Application standards.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.

(1.9) Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

(2.3) Write expository compositions. (Used with projects about the individual and family history.)

2.3 **Written and Oral English Language Conventions**

(1.1), (1.2), (1.3), and (1.4). Specific applications of English Language Conventions standards: includes correct grammar, punctuation, sentence construction and legible work.

2.4 **Listening and Speaking**

Emphasis on the development of appropriate LISTENING SKILLS.

**2.5 Understand the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job.**

**2.6 Understand verbal and nonverbal communication and respond appropriately.**

### **3.0 Careers**

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

### **4.0 Technology**

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

### **5.0 Problem Solving and Critical Thinking**

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving:

5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

### **7.0 Responsibility and Flexibility**

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.

### **8.0 Ethics and legal Responsibilities**

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.

### **10.0 Technical Knowledge and Skills (Consumer and Family Studies)**

**(These will be noted in each unit of study.)**

### **11.0 Demonstration and Application**

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

#### **Transferable and Employability Skills**

Students will become aware of, and explore concepts about how relationships affect employability.

ECDFS – F2, FID – F2, HTR – F2 **Standard 38: Personal, Interpersonal, and Communication Skills**

*Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.*

**38.1 Explain how the development of personal, group dynamics, and interpersonal skills affect work, personal, and family life.**

**38.2 Exhibit positive attitudes, such as self-confidence, honesty, perseverance, initiative, and self-discipline.**

ECDFS – F3, FIS – F3, HTR – F3 **Standard 39: Career Awareness, Planning, and Management.**

*Students understand how to make effective decisions, use career information, and manage personal career plans.*

## **A. Career Awareness**

**39.1 Identify the relationship of the content areas for consumer and family studies to the home economics related career pathways.**

ECDFS – F5, FID – F5, HTR – F5 **Standard 40: Problem-Solving Skills and Critical Thinking**

*Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem solving techniques.*

**40.1 Identify issues and problems in work, personal, and family life.**

**40.2 Demonstrate strategies to plan and organize work, including time and energy; make decisions; plan and establish goals and priorities.**

ECDFS 11, FID 11, and HTR 11 **Standard 43: Transferability of Consumer and Family Studies Knowledge, Skills, and Attitudes to Careers.**

*Students demonstrate and apply the concepts contained in the foundation and pathway standards.*

**43.1 Explain how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be applied to advanced training and education or careers related to the following industry sectors: Education, Child Development, and Family Services; Fashion and Interior Design; and Hospitality, Tourism, and Recreation.**

**43.2 Describe the need and capacity for lifelong learning.**

- 8.
- Objectives of Course
  - Unit detail including projects and activities including duration of units (pacing plan)
  - Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)
  - Student performance standards
  - Evaluation/assessment/rubrics
  - Include minimal attainment for student to pass course

### **A. UNIT 1 Objectives of Course:**

Students will understand how personal skills affect all aspects of life.

Students will understand how interpersonal skills affect work, family and personal life.

Students will focus on skills and behaviors needed to obtain and maintain employment.

Students will understand the role of parents/ parenting in developing identity and self-esteem in children/teens.

Students will understand human needs, self worth, and how it affects all relationship dynamics including work.

Students will understand the physical, emotional, and social development of adolescence including gender roles and sexuality.

Students will understand the importance of good nutrition to health, quality relationships, and employability.

### **B. UNIT 1 Detail – four (4) weeks:**

Establishing a personal identity

Formation of self-concept

Role of Family

Cultural Influence

Expectations and other influences

Developmental tasks of adolescence

Assessing the self-concept

Personal traits

Strengths and weaknesses

Self-evaluation

Strengthening the self-concept

Identify personality style

Identify learning style

Understand and identify multiple intelligences

Understanding human needs

Maslow's hierarchy of needs

Acceptance of self and others

Define fully functioning

Physical and emotional development

Understanding puberty

Acceptance of physical self

Learning about sexuality and gender roles in relationships

Nutrition and lifestyle

Healthy diet for better lifestyle

Promoting healthy lifestyle including exercise and rest patterns

### **UNIT 1 Activities will include:**

Reading in textbook, articles and worksheets

Student will participate in discussions,

lectures, and cooperative learning

experiences. Audio-visual presentations appropriate to curriculum.

Students will use computers for word

processing and internet research.

The **project** for this grading period is a

personal identity assignment about family

history and current family organization.

There will be appropriate quizzes and tests.

Benchmark: Students will be able to identify the five (5) levels of human needs according to Maslow.

### **A. UNIT 2 Objectives of Course:**

Students will understand and identify the development of individual values and goals through family life and society.

Students will understand home economics career paths as they identify their goals.

Students will understand and apply the decision-making process.

Students will understand how technology is changing goals and impacting decisions in all areas of interpersonal relationships

Students will become aware of, and understand how all interpersonal skills affect all areas of their home, social and work life.

### **B. UNIT 2 Detail – three (3) weeks:**

Values, goals and decision making as they relate to interpersonal relationships.

### **UNIT 2 Activities will include:**

Reading in textbook, articles and worksheets

Student will participate in discussions,

Understanding value formation  
Define the meaning of values  
Identify kinds of values  
Learn the influences on values and how they develop.  
Identify personal values  
Understand the importance of goal setting  
Apply the decision making process  
Understand the importance of developing good interpersonal relationship skills for all relationships at home, socially, and at work.

lectures, and cooperative learning experiences. Audio-visual presentations appropriate to curriculum.  
Students will use computers for word processing and internet research.  
Teacher presentations and demonstration of the decision making process.

Benchmark: Students will complete an assignment using the decision making process.

### C. UNIT 1 and 2 STATE FRAMEWORKS:

#### Family Living and Parenting Education

##### ECDFS – F10.9 Standard 11: Contributions of the Family

*Students understand the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.*

**11.1 Explain the function of the family in providing a nurturing environment for its members and its influence on self-esteem, values, and relationships.**

##### ECDFS – F10.10 Standard 12: Personal Development and Positive Relationships

*Students understand the factors that affect the development of individuals and the ways in which to build positive relationships.*

###### A. Personal Development

**12.1 Describe the factors that contribute to the development of character, personality, and self-worth.**

**12.2 Identify personal values and goals and their affect on decisions.**

**12.3 Analyze the characteristics and behaviors that contribute to developing positive relationships.**

###### B. Responsible Relationships

**12.7 Identify the purposes and qualities of friendships.**

**12.8 Examine family, societal, and cultural factors that influence the development of relationships.**

#### Food and Nutrition

##### HTR – F10.1 Standard 21: Nutrition and Health

*Students understand the principles of nutrition and their relationship to good health throughout the life cycle.*

**21.1 Explain the functions and sources of the major nutrients and their relationship to good health**

**21.2** Identify the categories and recommended servings in the Food Guide Pyramid and compare to daily diets.

ECDFS – F10.13 **Standard 36: Personal Health**

*Students understand the importance of wellness and safety to individual and family health and well-being.*

A. **Personal Health**

**36.1** Define health and identify the characteristics of a healthy person.

**36.2** Explain the relationship of exercise, rest, and good nutrition to physical fitness, job performance, and health.

**Transferable and Employability Skills**

ECDFS – F2, FID – F2, HTR – F2 **Standard 38: Personal, Interpersonal, and Communication Skills**

*Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.*

**38.1** Explain how the development of personal, group dynamics, and interpersonal skills affect work, personal, and family life.

**38.2** Exhibit positive attitudes, such as self-confidence, honesty, perseverance, initiative, and self-discipline.

ECDFS – F3, FID – F3, HTR – F3 **Standard 39: Career Awareness, Planning, and Management**

*Students understand how to make effective decisions, use career information, and manage personal career plans.*

A. **Career Awareness**

**39.1** Identify the relationship of the content areas for consumer and family studies to the home economics related career pathways.

**A. UNIT 3 Objectives of Course:**

Students will identify the influence of the family on the development of feelings.

Students will understand the effects of emotional intelligence in quality relationships.

Students will identify appropriate ways to promote emotional well being.

Students will understand ways to handle stress and crises in interpersonal relationships.

Students will have an awareness of community health resources.

**B. UNIT 3 Detail/four (4) weeks:**

Understanding and coping with emotions

Identify the purpose and benefits of understanding personal feelings.

Develop an awareness of personal feelings

Learn to accept feelings as own.

Develop skills in coping and expressing feelings

**UNIT 3 Activities will include:**

Students will read articles about personal experiences coping with emotions. Complete personal inventories, worksheets and journals to identify feelings.

Students will participate in discussions, lectures, and cooperative learning experiences. Audio-

in positive ways, specifically:  
Happiness (how to be happy)  
Anger  
Fear  
Sadness/depression  
Managing stress

visuals appropriate to curriculum will be shown.

Benchmark: Student will complete worksheets or inventory on each of the identified emotions (happiness, anger, fear, sadness, and managing stress)

### C. UNIT 3 STATE FRAMEWORKS:

#### ECDFS – F10.13 **Standard 36: Personal Health**

*Students understand the importance of wellness and safety to individual and family health and well-being.*

##### A. Personal Health

**36.1** Define health and identify the characteristics of a healthy person.

**36.3** Explain the relationship of exercise, rest, and good nutrition to physical fitness, job performance, and health.

##### B. Wellness

**36.6** Analyze self-esteem and its relationship to mental wellness throughout the life cycle.

**36.7** Define emotions and explain the relationship of managing emotions to maintaining physical and mental health.

**36.9** Describe and compare how positive and negative attitudes and stress affect behavior and health.

**36.10** Describe stress, stress reduction techniques, and stress management and determine ways to minimize stressful situations.

##### D. Responsible Health Related Behaviors

**36.16** Use the decision-making process to make responsible health choices.

**36.17** Identify high-risk health behaviors and their effects on individuals and society.

**36.18** Explain types of symptoms of verbal, physical, and emotional abuse and their effects on physical and mental health.

**36.19** Compare appropriate and inappropriate ways to express emotions.

**36.20** Describe various types and the consequences of substance abuse.

**36.21** Identify resources that provide support systems for substance abusers or abused individuals.

**36.22** Define and recognize types and sources of manipulative behavior as well as pressures exerted by peers and media and describe strategies for their prevention and management.

## Family Living and Parenting Education

### ECDFS – F10.10 **Standard 12: personal Development and Positive Relationships**

*Students understand the factors that affect the development of individuals and the ways in which to build positive relationships.*

#### B. **Responsible Relationships**

**12.10** Describe responsible and irresponsible behaviors and their effect on relationships,

**12.11** Analyze the influence of the media in shaping attitudes and behavior.

### **Transferable and Employability Skills**

ECDFS – F2, FID – F2, HTR – F2 **Standard 38; Personal, Interpersonal, and Communication Skills**

ECDFS – F3, FID – F3, HTR – F5 **Standard 39: Career Awareness, Planning, and Management**

ECDFS – F5, FID – F5, HTR – F5 **Standard 40: Problem-Solving Skills and Critical Thinking**

ECDFS 11, FID 11 AND HTR 11 **Standard 43: Transferability of Consumer and Family Studies Knowledge, Skills, and Attitudes to Careers**

#### A. **UNIT 4 Objectives of Course:**

Students will understand principles of effective verbal and nonverbal communication.

Students will demonstrate active listening skills.

Students will identify and understand communication skills that promote quality interpersonal relationships.

Students will understand strategies for resolving conflict in interpersonal relationships.

#### B. **UNIT 4 Detail/four (4) weeks:**

Effective communication in relationships

Understand the fundamentals of communication

Verbal communication skills

Identify roadblocks to good communication

Learn how to use I-messages

Nonverbal communication skills

Identify the ways people communicate without words

Understand the importance of interpreting nonverbal communication to understand the real message

Listening skills in communication

Distinguish the difference between hearing and listening

Learn the seven laws of good listening

Identify the roadblocks to listening

Apply skills in conflict resolution.

Define conflict and its role in personal

#### **UNIT 4 Activities will include:**

Students will read in the textbook and articles

as appropriate. They will complete appropriate worksheets and written assignments.

They will participate in group discussions, activities and practice of skills learned.

Audio visual presentations will be used to Supplement information.

**Benchmark:** Students will complete a worksheet on

The use of I-messages with 60% accuracy.

relationships.

Understand the importance of interpreting nonverbal communication to understand the real message

Understand the importance of interpreting nonverbal communication to understand the real message

Listening skills in communication

Distinguish the difference between hearing and listening.

Learn the seven laws of good listening.

Identify the roadblocks to listening.

Apply skills in conflict resolution.

Define conflict and its role in personal relationships.

Learn constructive skills in conflict resolution.

Understand negative behaviors to be avoided in conflict resolution.

## **C. UNIT 4 STATE FRAMEWORKS:**

### **Family Living and Parenting Education**

#### **ECDFS – F10.10 Standard 12: Personal Development and Positive Relationships**

*Students understand the factors that effect the development of individuals and the ways in which to build positive relationships.*

##### **A. Personal Development**

12.5 Demonstrate how effective verbal and nonverbal communication skills build positive relationships, enhance self-esteem, and increase respect for others.

12.6 Describe communication strategies and resources that help individuals manage conflicts and crises in order to build successful relationships.

##### **B. Responsible Relationships**

12.10 Describe responsible and irresponsible behaviors and their affect on relationships.

12.11 Analyze the influence of the media in shaping attitudes and behavior.

#### **ECDFS – F10.12 Standard 14: Conflicts and Crises**

*Students understand strategies and resources for managing conflicts and crises.*

**14.1** Assess personal attributes and available resources for coping with conflicts and crises.

**14.2** Apply strategies for coping with personal, social, and work-related conflicts and crises.

## A. UNIT 5 objectives of Course

Students will understand the process by which relationships develop.

Students will understand the major life changes encountered during the life cycle.

Students will understand sources and reasons for conflict in teen/parent relationships.

Students will analyze the development of emotional growth to successfully learn to love others.

Students will understand components of quality relationships.

Students will understand the importance of responsible behavior in dating relationships to promote health and avoid risks.

Students will understand community health resources available to promote physical and emotional health.

## B. UNIT 5 Detail/three (3) weeks:

Various interpersonal relationships

Understand the process by which relationships develop.

Identify the various types of relationships.

Discuss ways to improve teen/parent relationships

Identify the process of individuation for teens.

Understand the concerns/issues for parents of teens.

Understand the process of how we learn to love.

Identify the difference between infatuation and mature love.

Discuss the purpose and value of dating.

Identify appropriate dating guidelines.

Understand the issues involved in sexual involvement.

Identify personal values and desirable traits in future companion.

## UNIT 5 Activities will include:

Reading assignments, audio-visual presentations, discussions, worksheets and lecture, or students may prepare and present oral reports on subject.

Lecture, note taking, and discussion will be a part of the unit.

## C. UNIT 5 STATE FRAMEWORKS

### Family Living and Parenting Education

#### ECDFS – F10.10 **Standard 12: Personal Development and Positive Relationships**

*Students understand the factors that affect the development of individuals and the ways in which to build positive relationships.*

#### A. Personal Development

**12.3** Analyze the characteristics and behaviors that contribute to developing positive relationships.

**12.4** Describe how common values and goals promote positive lasting relationships.

#### B. Responsible Relationships

**12.7** Identify the purposes and qualities of friendships.

**12.8** Examine family, societal, and cultural factors that influence the development of relationships.

**12.9** Describe the stages in the development of personal relationships.

### C. Relationships in Marriage

**12.12** Assess personal qualities and expectations that lead to the selection of a marriage partner.

### ECDFS – F10.11 **Standard 13: Major Life Changes**

*Students understand the adjustments needed to adapt to major life changes throughout the human life cycle.*

**13.1** Describe the common major life changes, issues, and adjustments that individuals encounter during the life cycle.

The following applies to the entire semester:

### **Student Performance Standards**

For ALL units the student grade will be based on points earned for work accomplished. The grade will be assigned based on the following standard:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

59% = F

To earn an A or B grade the student must complete a minimum of one project of the three assigned during the semester. The project must include the written portion of the assignment to achieve a B or A grade. Writing skills will be graded for grammar and spelling as well as content.

### **Evaluation/Assessment/Rubrics:**

Grades are based on the completion of written assignments, quizzes, self-evaluation worksheets, notebook, journal, and teacher observation of interactive processes.

Student must attend regularly, participation points are based on regular attendance.

Projects will be evaluated with a rubric that assigns points to the individual components.

### **Minimal Attainment to Pass Course:**

Each student must achieve 60% of the total points for all class work, tests and participation combined.

### **FINAL EXAM:**

The final exam at the end of the semester will cover key concepts from all units. Part one of the exam will be composed of 70-100 multiple choice and true-false questions. Part two will be an application of learning that requires the student to apply information learned to a life situation.