# Kentucky Career and Technical Education Curriculum Alignment Resource

# Relationships

Project Launched October 2011

# RELATIONSHIPS

**Course Description:**

This course assists students to develop self-understanding, better understand others, improve interpersonal skills both within and outside the family, be more considerate of other person's needs and property, and maintain mental and emotional wellness. Family Life education comprises a portion of this course, including dating and married relationships. Preparations for and the achievement of a successful marriage are emphasized. Leadership development will be provided through the Family, Career and Community Leaders of America.

| **Grade Level:** 10-12 | **Credits:** 0.5 – 1.0 |
|---|---|

## Technical Content / Process

**Students will:**

1. relate self-concept to the fulfillment of one's personal needs.
2. propose ways to fulfill basic human needs.
3. illustrate gender roles that promote positive self image.
4. identify ways of developing positive character traits.
5. examine the effects of culture, stereotyping and prejudices on relationships.
6. evaluate the significance of family and its impact on the well being of individuals and society.
7. contrast characteristics of functional and dysfunctional families.
8. assess the impact of types of abuse and determine methods of prevention.
9. recommend ways of resolving conflicts.
10. identify the characteristics of good mental health.
11. recommend ways to improve intergenerational relationships.
12. explain the need to respect property rights of others.
13. demonstrate etiquette skills used as an individual, family member and wage earner.
14. predict how work and family roles are balanced based on values and goals.
15. examine the impact of role models on one's life.
16. practice using refusal skills to resist peer pressure.
17. examine one's relationship with friends.
18. compare the characteristics of an ideal date to those of an ideal mate.
19. compare the similarities and differences of infatuation, sexual gratification and mature love.
20. explain how premarital sexual intimacy could adversely affect one's entire life.
21. describe prevention, treatment and the physical effect of sexually transmitted diseases.
22. predict problems unique to single working parents.
23. analyze the traits of a long term, successful marriage.
24. distinguish between real and ideal expectations in marriage.
25. analyze career opportunities concerned with relationships of individual and families.
26. apply critical thinking and ethical criteria to evaluate interpersonal relationships.
27. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
28. apply math, science and communication skills within technical content.
29. demonstrate employability and social skills relevant to the career cluster.

## Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Academic Standards – Former PL/VS Program of Studies
- Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Course Title **Relationships** Grade Levels 10-12 Credit Value 0.5 - 1.0

Description This course assists students to develop self-understanding, better understand others, improve interpersonal skills both within and outside the family, be more considerate of other person's needs and property, and maintain mental and emotional wellness. Family Life education comprises a portion of this course including dating and married relationships. Preparations for and the acheivement of a successful marriage are emphasized. Leadership development will be provided through the Family, Career and Community Leaders of America

Prerequisites Recommended: FACS Life Skills

Click here for Additional Resources

Unit Title Self Discovery & Personal Development

## Technical Content

1. Relate self-concept to the fulfillment of one's personal needs.
2. Propose ways to fulfill basic human needs.
4. Identify ways of developing positive character traits.
10. Identify the characteristics of good mental health.
14. Predict how work and family roles are balanced based on values and goals.
15. Examine the impact of role models on one's life.
27. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.

## National Standards

13.2.1 - Analyze the effects of personal characteristics on relationships.
13.2.2 - Analyze the effect of personal need on relationships.
13.2.3 - Analyze the effects of self-esteem and self-image on relationships.
13.2.4 - Analyze the effects of life span events and conditions on relationships.
13.2.5 - Explain the effects of personal standards and behaviors on interpersonal relationships.
13.5.1 - Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
13.5.2 - Demonstrate strategies to motivate, encourage, and build trust in group members.
13.5.4 - Demonstrate techniques that develop team and community spirit.
13.5.6 - Create strategies to integrate new members into the team.
13.5.7 - Demonstrate processes for cooperating, compromising, and collaborating.

## KY Academic Standards (Big Idea)

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

## English/Language Arts Standards

CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## Technical Literacy Standards

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Mathematics Standards

CC.8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example,

## 21st Century Skills and Knowledge

Collaboration
Communication
Media Literacy
Initiative and Self-Direction
Productivity and Accountability
Leadership and Responsibility

## KOSSA Standards

3007.AA.1 Utilize effective verbal and non-verbal communication skills
3007.AA.3 Communicate and follow directions/procedures
3007.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
3007.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
3007.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
3007.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
3007.AC.3 Implement effective decision-making skills
3007.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks
3007.EA.6 Accept responsibility for personal decisions and actions
3007.EB.3 Demonstrate ethical characteristics and behaviors
3007.EC.3 Demonstrate polite and respectful behavior toward others
3007.EC.5 Demonstrate pride in work
3007.EE.4 Explain the importance of respect for feelings, values, and beliefs of others
3007.EF.1 Recognize the characteristics of a team environment and conventional workplace
3007.EF.2 Contribute to the success of the team
3007.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)
3007.EN.3 Manage personal health and wellness
3007.OA.2 Examine how individuals and families make choices to satisfy needs and wants
3007.OB.1 Determine individual and family responsibility in relation to environmental trends and issues
3007.OB.2 Examine environmental trends and issues affecting families and future generations
3007.OS.1 Examine the impact of personal characteristics on relationships
3007.OS.2 Consider the effect of personal needs on relationships
3007.OS.3 Examine the effect of self-esteem and self-image on relationships
3007.OS.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships

| **Learning Targets** | **Sample Learner Activities - Click in the box to go to Activities** |
|---|---|
| Examine personal values and determine how they impact personal goals | -Values Auction Activity |
| Propose ways to fulfill basic human needs (Maslow's Heirachy of Needs) | -Allow students to create visual depiction of Maslow's pyramid. |
| Identify the difference between self concept and self esteem and how they impact mental wellness | -Allow students opportunities to display personal traits that lead to positive self-concept and self-esteem through in-class talent showcases, peer compliment sheets, etc. |
| Identify ways to develop positive character traits | -Discuss ethical and non-ethical scenerios that impact the development of positive character traits. |
| Examine the impact of role models and mentors on one's leadership development | -Allow students to reflect on those individuals who have made a positive impact on their own lives and how they have assisted in their personal leadership development.<br>-Students write a letter to a chosen role model or mentor, thanking them for their guidance and support. |
| Differentiate between the various leadership styles | -Research historical and/or current leaders who exhibit the various leadership styles. |
| Explain the process of heredity and how the environment impacts physical, social, mental and emotional health | -Research family tree and track examples of hereditary traits within the student's family.<br>-Discussions on environmental factors that attribute to physical, social, mental and emotional health and development. |

Course Title **Relationships** Grade Levels 10-12 Credit Value 0.5 - 1.0

Description This course assists students to develop self-understanding, better understand others, improve interpersonal skills both within and outside the family, be more considerate of other person's needs and property, and maintain mental and emotional wellness. Family Life education comprises a portion of this course including dating and married relationships. Preparations for and the acheivement of a successful marriage are emphasized. Leadership development will be provided through the Family, Career and Community Leaders of America

Prerequisites Recommended: FACS Life Skills
Click here for Additional Resources

Unit Title Communications

## Technical Content

9. Recommend ways of resolving conflicts
17. Examine one's relationship with friends.
26. Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
27. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
28. Apply math, science and communication skills within technical content.

## National Standards

13.3.1 - Analyze communication styles and their effects on relationships.
13.3.2 - Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
13.3.3 - Demonstrate effective listening and feedback techniques.
13.3.4 - Analyze strategies to overcome communication barriers in family, community and work settings.
13.3.5 - Apply ethical principles of communication in family, community and work settings.
13.3.7 - Analyze the roles and functions of communication in family, work, and community settings.
13.4.1 - Analyze the origin and development of attitudes and behaviors regarding conflict.
13.4.2 - Explain how similarities and differences among people affect conflict prevention and management.
13.4.3 - Apply the roles of decision making and problem solving in reducing and managing conflict.
13.4.4 - Demonstrate nonviolent strategies that address conflict.
13.4.6 - Assess community resources that support conflict prevention and management.
13.6.1 - Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
13.6.2 - Apply guidelines for assessing the nature of issues and situations.
13.6.3 - Apply critical thinking and ethical standards when making judgments and taking action.

## KY Academic Standards (Big Idea)

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Employability Skills - Vocational Studies
Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Communication/Technology - Vocational Studies
Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

## English/Language Arts Standards

CC.9-10.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## Technical Literacy Standards

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## 21st Century Skills and Knowledge

Critical Thinking and Problem Solving
Communication
Collaboration
Information Literacy
Flexibility and Adaptability
Social and Cross-Cultural Skills

## KOSSA Standards

3007.AA.1 Utilize effective verbal and non-verbal communication skills
3007.AA.2 Participate in conversation, discussion, and group presentations
3007.AA.3 Communicate and follow directions/procedures
3007.AA.4 Communicate effectively with customers and co-workers
3007.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
3007.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
3007.AC.3 Implement effective decision-making skills
3007.AG.1 Use technology appropriately to enhance professional presentations
3007.AG.2 Demonstrate effective and appropriate use of social media
3007.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
3007.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)
3007.EG.1 Contribute new ideas
3007.EG.2 Stimulate ideas by posing questions
3007.EG.3 Value varying ideas and opinions
3007.EH.1 Identify conflict resolution skills to enhance productivity and improve workplace relationships
3007.EH.2 Implement conflict resolution strategies and problem-solving skills
3007.EI.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients
3007.EI.3 Provide helpful, courteous, and knowledgeable service
3007.EI.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, e-mail, website)
3007.OM.2 Determine the role of family in transmitting societal expectations
3007.OQ.7 List verbal and nonverbal communication skills related to advising the counseling individuals and families with a variety of disadvantaging conditions
3007.OR.1 Examine processes for building and maintaining interpersonal relationships
3007.OR.4 Determine factors that contribute to healthy and unhealthy relationships
3007.OR.5 Explore processes for handling unhealthy relationships
3007.OT.1 Examine communication styles and their effects on relationships
3007.OT.2 Examine barriers to communication in family and community settings
3007.OT.3 Practice ethical principles of communication in family and community settings
3007.OT.4 Examine the impact of communication technology in family and community settings
3007.OT.5 Examine the roles and functions of communication in family and community settings

3007.OU.1 Determine the origin and development of attitudes and behaviors regarding conflict
3007.OU.2 Determine how similarities and differences among people affect conflict prevention and management
3007.OU.3 Assess community resources that support conflict prevention and management

| **Learning Targets** | **Sample Learner Activities - Click in the box to go to Activities** |
|---|---|
| Compare and contrast the 3 types of communication styles | -Students create a venn diagram of the similarities and differences among the 3 communication styles.<br>-Allow students to investigate and determine their own personal communication style. |
| Distinguish the difference between verbal and nonverbal communications | -Allow students to demonstrate examples of verbal and nonverbal communication (ex:  charades game)<br>-Discuss the concept of mixed messages and how a person's verbal and nonverbal cues can impact that message. |
| Differentiate between "I" and "you" messages | -Students transpose "you" messages into "I" messages and vice-versa through writing and other practical scenerios. |
| Demonstrate effective listening skills for communication | -Listening Demonstration Activities (ex:  telephone game) |
| Recommend positive ways of resolving conflicts | -Explore the conflict resolution process.<br>-Allow students to demonstrate non-violent ways of resolving conflict.<br>-Integrate national FCCLA program "STOP the Violence" into lesson activities. |
| Examine the difference between gender communication styles | -Students are allowed to explore and discuss the various communication characteristics of men and women.<br>-Gender Role Reversal Activity - Provide scenerios that allow students to respond as if they were the opposite gender. |

Course Title **Relationships** Grade Levels 10-12 Credit Value 0.5 - 1.0

Description This course assists students to develop self-understanding, better understand others, improve interpersonal skills both within and outside the family, be more considerate of other person's needs and property, and maintain mental and emotional wellness. Family Life education comprises a portion of this course including dating and married relationships. Preparations for and the acheivement of a successful marriage are emphasized. Leadership development will be provided through the Family, Career and Community Leaders of America

Prerequisites Recommended: FACS Life Skills

Click here for Additional Resources

Unit Title Colleagues, Friendships and Families

## Technical Content

5. Examine the effects of culture, stereotyping and prejudices on relationships.
6. Evaluate the significance of family and its impact on the well being of individuals and society.
7. Contrast characteristics of functional and dysfunctional families.
11. Recommend ways to improve intergenerational relationships.
13. Demonstrate etiquette skills used as an individual, family member and wage earner.
14. Predict how work and family roles are balanced based on values and goals.
15. Examine the impact of role models on one's life.
17. Examine one's relationship with friends.
26. Apply critical thinking and ethical criteria to evaluate interpersonal relationships.

## National Standards

13.1.1 - Analyze processes for building and maintaining interpersonal relationships.
13.1.2 - Predict the effects of various stages of the family life cycle on interpersonal relationships.
13.1.4 - Analyze factors that contribute to healthy and unhealthy relationships.
13.1.5 - Analyze processes for handling unhealthy relationships.
13.1.6 - Demonstrate stress management strategies for family, work, and community settings.
13.2.1 - Analyze the effects of personal characteristics on relationships.
13.2.2 - Analyze the effect of personal need on relationships.
13.2.4 - Analyze the effects of life span events and conditions on relationships.
13.2.5 - Explain the effects of personal standards and behaviors on interpersonal relationships.
13.3.4 - Analyze strategies to overcome communication barriers in family, community and work settings.
13.3.5 - Apply ethical principles of communication in family, community and work settings.
13.3.6 - Analyze the effects of communication technology in family, work, and community settings.
13.3.7 - Analyze the roles and functions of communication in family, work, and community settings.
13.4.5 - Demonstrate effective responses to harassment.

## KY Academic Standards (Big Idea)

Employability Skills - Vocational Studies

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

## English/Language Arts Standards

CC.9-10.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately 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
CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.9-10.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## Technical Literacy Standards

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## 21st Century Skills and Knowledge

Creativity and Innovation
Critical Thinking and Problem Solving
Collaboration
Communication
Media Literacy
Flexibility and Adaptability
Initiative and Self-Direction
Social and Cross-Cultural Skills
Leadership and Responsibility

## KOSSA Standards

3007.AA.4 Communicate effectively with customers and co-workers
3007.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
3007.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
3007.AC.3 Implement effective decision-making skills
3007.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks
3007.EA.2 Demonstrate consistent and punctual attendance
3007.EA.3 Demonstrate initiative in assuming tasks
3007.EA.4 Exhibit dependability in the workplace
3007.EA.5 Take and provide direction in the workplace
3007.EA.6 Accept responsibility for personal decisions and actions
3007.EB.1 Abide by workplace policies and procedures
3007.EB.2 Demonstrate honesty and reliability
3007.EB.3 Demonstrate ethical characteristics and behaviors

3007.EB.4 Maintain confidentiality and integrity of sensitive company information
3007.EB.5 Demonstrate loyalty to the company
3007.EC.1 Demonstrate appropriate dress and hygiene in the workplace
3007.EC.2 Use language and manners suitable for the workplace
3007.EC.4 Demonstrate personal accountability in the workplace
3007.EC.5 Demonstrate pride in work
3007.ED.1 Plan and follow a work schedule
3007.ED.2 Work with minimal supervision
3007.ED.3 Work within budgetary constraints
3007.EE.1 Recognize diversity, discrimination, harassment, and equity
3007.EE.2 Work well with all customers and co-workers
3007.EE.3 Explain the benefits of diversity within the workplace
3007.EE.5 Identify strategies to bridge cultural/generational differences and use differing perspectives to increase overall quality of work
3007.EE.6 Illustrate techniques for eliminating gender bias and stereotyping in the workplace
3007.EF.1 Recognize the characteristics of a team environment and conventional workplace
3007.EF.2 Contribute to the success of the team
3007.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)
3007.EH.1 Identify conflict resolution skills to enhance productivity and improve workplace relationships
3007.EH.2 Implement conflict resolution strategies and problem-solving skills
3007.EL.3 Seek and capitalize on self-improvement opportunities
3007.EL.5 Employ leadership skills to achieve workplace objectives (e.g., personal vision, adaptability, change, shared vision)
3007.EL.7 Accept and provide constructive criticism
3007.EN.2 Follow safety guidelines in the workplace
3007.OA.1 Apply management, planning skills, and processes to organize tasks and responsibilities
3007.OM.1 Examine family as the basic unit of society
3007.OM.2 Determine the role of family in transmitting societal expectations
3007.OM.3 Examine global influences on today’s families
3007.OM.4 Examine the role of family in teaching culture and traditions across the life span
3007.OM.5 Examine the role of family in developing independence, interdependence, and commitment of family members
3007.ON.1 Demonstrate awareness of multiple diversities and their impact on individuals and families
3007.ON.2 Examine the impact of cultural diversity on individuals and families
3007.ON.3 Examine the impact of empathy for diversity on individuals in family and community settings
3007.OQ.4 Highlight the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions
3007.OS.4 Determine the impact of life span events and conditions on relationships
3007.OU.1 Determine the origin and development of attitudes and behaviors regarding conflict
3007.OU.2 Determine how similarities and differences among people affect conflict prevention and management
3007.OU.3 Assess community resources that support conflict prevention and management

| Learning Targets | Sample Learner Activities - Click in the box to go to Activities |
|---|---|
| Examine characteristics of appropriate and inappropriate workplace relationships | -Think-Pair-Share activity |
| Evaluate proper workplace etiquette | -Allow students to create and evaluate scenerios pertaining to workplace etiquette. |
| Practice effective teamwork and communication skills necessary for the workplace | -Team-building activities |
| Identify the various types of harrassment in the workplace | -Guest Speaker |
| Examine the effects of stereotyping and prejudices on interpersonal relationships | -Vocabulary Activities |
| Identify the personal needs that friendships fulfill | -Friendship collage, including personal pictures, identifying the needs fulfilled by their closest friends. |
| Examine the qualities of strong friendships | -Students create a "want ad" for the ideal friend. |
| Compare the various types of family systems | -Comic Strip activity<br>-Identify examples of TV families that depict the various family types. |
| Identify the stages of the Family Life Cycle | -Allow students to create a visual representation of the cycle. |
| Compare and contrast functional and dysfunctional families | -Allow students to explore examples of functional and dysfunctional families through various text and TV / video resources.<br>-Literature Resource: "For One More Day", by Mitch Albom |
| Describe common family traditions and how they contribute to healthy family relationships | -Writing assignments and/or projects on the topic of family traditions. |
| Recommend ways to improve intergenerational relationships | -Service learning activities that encompass various generations of individuals.<br>-Incorporate FCCLA national program "Families First" into lesson activities. |

Course Title **Relationships** Grade Levels 10-12 Credit Value 0.5 - 1.0

Description This course assists students to develop self-understanding, better understand others, improve interpersonal skills both within and outside the family, be more considerate of other person's needs and property, and maintain mental and emotional wellness. Family Life education comprises a portion of this course including dating and married relationships. Preparations for and the acheivement of a successful marriage are emphasized. Leadership development will be provided through the Family, Career and Community Leaders of America

Prerequisites Recommended: FACS Life Skills

Click here for Additional Resources

Unit Title Dating

## Technical Content

8. Assess the impact of types of abuse and determine methods of prevention.
12. Explain the need to respect property rights of others.
13. Demonstrate etiquette skills used as an individual, family member and wage earner.
16. Practice using refusal skills to resist peer pressure.
18. Compare the characteristics of an ideal date to those of an ideal mate.
19. Compare the similarities and differences of infatuation, sexual gratification and mature love.
26. Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
27. Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.

## National Standards

13.1.1 - Analyze processes for building and maintaining interpersonal relationships.
13.1.3 - Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.
13.1.4 - Analyze factors that contribute to healthy and unhealthy relationships.
13.1.5 - Analyze processes for handling unhealthy relationships.
13.6.1 - Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
13.6.2 - Apply guidelines for assessing the nature of issues and situations.
13.6.3 - Apply critical thinking and ethical standards when making judgments and taking action.

## KY Academic Standards (Big Idea)

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

## English/Language Arts Standards

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## Technical Literacy Standards

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## 21st Century Skills and Knowledge

Creativity and Innovation
Communication
Collaboration
Media Literacy
Flexibility and Adaptability
Initiative and Self-Direction
Social and Cross-Cultural Skills

## KOSSA Standards

3007.AA.1 Utilize effective verbal and non-verbal communication skills
3007.AF.1 Recognize the potential risks associated with Internet use
3007.AG.2 Demonstrate effective and appropriate use of social media
3007.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)
3007.EH.2 Implement conflict resolution strategies and problem-solving skills
3007.EN.1 Assume responsibility for safety of self and others
3007.EN.3 Manage personal health and wellness
3007.OP.3 Research personal, social, emotional, economical, vocational, educational, and recreational issues for individuals and families with a variety of disadvantaging conditions
3007.OP.4 Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance
3007.OP.5 Determine situations which require crisis intervention
3007.OP.6 Determine the appropriate support needed to address selected human service issues
3007.OR.1 Examine processes for building and maintaining interpersonal relationships
3007.OR.2 Examine the impact of various stages of the family life cycle on the interpersonal relationships
3007.OR.3 Compare physical, emotional, and intellectual responses in stable/unstable relationships
3007.OR.4 Determine factors that contribute to healthy and unhealthy relationships
3007.OR.5 Explore processes for handling unhealthy relationships
3007.OR.6 Determine stress management strategies for family and community settings
3007.OS.1 Examine the impact of personal characteristics on relationships
3007.OS.2 Consider the effect of personal needs on relationships
3007.OS.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships
3007.OT.1 Examine communication styles and their effects on relationships
3007.OT.4 Examine the impact of communication technology in family and community settings
3007.OT.5 Examine the roles and functions of communication in family and community settings
3007.OU.2 Determine how similarities and differences among people affect conflict prevention and management

| Learning Targets | Sample Learner Activities - Click in the box to go to Activities |
| --- | --- |
| Evaluate the significance of dating | -Class discussion regarding the importance of dating and current dating trends. |
| Describe common characteristics desired when selecting a dating partner | -Class discussions and brainstorming activities related to the selection of a dating partner. |
| Examine proper dating etiquette | -Students discuss current dating etiquette trends and compare to other generations and time periods.<br>-Develop guidelines, handbook, etc. for dating "do's" and "don'ts".<br>-Literature Resources: "Datable", by Justin Lookadoo and "He's Just Not That Into You", by Greg Behrendt & Liz Tuccillo |
| Examine parental boundaries and rules for dating | -Allow students to interview parents/guardians regarding dating rules and boundaries.<br>-Class discussions on the cultural influences of dating boundaries and the value of respecting parental rules. |
| Propose effective and appropriate ways to end dating relationships | -Scenerio Writing Activities (ex: "How to end a relationship" article, "Dear Abby" reponses, etc.) |
| Distinguish the difference between infatuation and mature love | -Scavenger Hunt Activity - Post characteristics of infatuation and types of love throughout classroom and allow students to identify which type they correspond with. |
| Compare and contrast the various types of love | -Allow students to investigate the distinguishing characteristics of the various types of love.<br>-Reading Resource: The 5 Love Languages, by Gary Chapman |
| Discuss warning signs of unhealthy dating relationships | -Guest Speakers from Domestic Abuse Centers<br>-Video Resource: "No one Would Tell" - Lifetime |
| Identify types of dating violence and abuse | -Guest Speakers<br>-Role-Playing and Scenerio Activities |
| Examine the various sources of help for someone who is in an abusive or unhealthy relationship | -Allow students to create a brochure to include sources of local assistance for an individual in an unhealthy relationship. |

Course Title **Relationships** Grade Levels 10-12 Credit Value 0.5 - 1.0

Description This course assists students to develop self-understanding, better understand others, improve interpersonal skills both within and outside the family, be more considerate of other person's needs and property, and maintain mental and emotional wellness. Family Life education comprises a portion of this course including dating and married relationships. Preparations for and the acheivement of a successful marriage are emphasized. Leadership development will be provided through the Family, Career and Community Leaders of America

Prerequisites Recommended: FACS Life Skills

Click here for Additional Resources

Unit Title Risky Behavior

## Technical Content

12. Explain the need to respect property rights of others.
16. Practice using refusal skills to resist peer pressure.
20. Explain how premarital sexual intimacy could adversely affect one's entire life.
21. Describe prevention, treatment and the physical effect of sexually transmitted diseases.
26. Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
28. Apply math, science and communication skills within technical content.

## National Standards

13.3.4 - Analyze strategies to overcome communication barriers in family, community and work settings.
13.3.5 - Apply ethical principles of communication in family, community and work settings.
13.6.1 - Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
13.6.2 - Apply guidelines for assessing the nature of issues and situations.
13.6.3 - Apply critical thinking and ethical standards when making judgments and taking action.

## KY Academic Standards (Big Idea)

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Lifetime Physical Wellness (Physical Education) - Practical Living
Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

## English/Language Arts Standards

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Technical Literacy Standards

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
Reading / 11-12 / #6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Mathematics Standards

CC.9-12.S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*
CC.9-12.S.CP.9 (+) Use permutations and combinations to compute probabilities of compound events and solve problems.*
CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*
CC.9-12.S.IC.6 Evaluate reports based on data.*

## 21st Century Skills and Knowledge

Health Literacy
Critical Thinking and Problem Solving
Information Literacy
Media Literacy
Leadership and Responsibility

## KOSSA Standards

3007.AA.1 Utilize effective verbal and non-verbal communication skills
3007.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
3007.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
3007.AC.3 Implement effective decision-making skills
3007.EH.2 Implement conflict resolution strategies and problem-solving skills
3007.EN.1 Assume responsibility for safety of self and others
3007.OP.1 Assess health, wellness, and safety issues of individuals and families with a variety of disadvantaging conditions
3007.OP.6 Determine the appropriate support needed to address selected human service issues
3007.OQ.2 State ways in which individuals affect the family financially, socially, and emotionally with a variety of disadvantaging conditions
3007.OQ.3 Cite coping, adjustment strategies, and stress management practices for the participant, caregiver, and family member
3007.OQ.4 Highlight the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions
3007.OQ.6 Give participants strategies to make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks
3007.OQ.7 List verbal and nonverbal communication skills related to advising the counseling individuals and families with a variety of disadvantaging conditions
3007.OS.3 Examine the effect of self-esteem and self-image on relationships
3007.OS.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships
3007.OS.6 Analyze the impact drugs have on society

| Learning Targets | Sample Learner Activities - Click in the box to go to Activities |
| --- | --- |
| Identify the steps of the decision-making process. | -Students create a graphic organizer that depicts the steps of the decision-making process (ex: flip chart)<br>-Provide students with risky behavior scenerios and allow them to work through the decision-making process. |
| Practice using refusal skills to resist peer pressure. | -Role Playing Activities |
| Evaluate the impact of tobacco, alcohol and drug use on one's self and others. | -Public Service Announcement (PSA) projects<br>-Guest Speakers & Community Partnerships |
| Examine the challenges associated with teen pregnancy. | -Allow students the opportunity to educate others on the challenges associated with teen pregnancy through the creation of magazine articles, billboard announcements, radio and tv commercials, etc. |
| Explain the basic structures and functions of the reproductive systems. | -Students visually depict both the male and female reproductive systems. |
| Identify the various types of Sexually Transmitted Diseases and their effects on the body. | -Guest Speakers<br>-Students create a rap song / jingle about one or more STD's. |

Course Title **Relationships** Grade Levels 10-12 Credit Value 0.5 - 1.0

Description This course assists students to develop self-understanding, better understand others, improve interpersonal skills both within and outside the family, be more considerate of other person's needs and property, and maintain mental and emotional wellness. Family Life education comprises a portion of this course including dating and married relationships. Preparations for and the acheivement of a successful marriage are emphasized. Leadership development will be provided through the Family, Career and Community Leaders of America

Prerequisites Recommended: FACS Life Skills

Click here for Additional Resources

Unit Title Lifestyle Options

## Technical Content

14. Predict how work and family roles are balanced based on values and goals.
20. Explain how premarital sexual intimacy could adversely affect one's entire life.
26. Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
28. Apply math, science and communication skills within technical content.

## National Standards

13.2.1 - Analyze the effects of personal characteristics on relationships.
13.2.2 - Analyze the effect of personal need on relationships.
13.2.4 - Analyze the effects of life span events and conditions on relationships.
13.2.5 - Explain the effects of personal standards and behaviors on interpersonal relationships.
13.6.1 - Apply critical thinking and ethical criteria to evaluate interpersonal relationships.

## KY Academic Standards (Big Idea)

Financial Literacy - Vocational Studies

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

## English/Language Arts Standards

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## Technical Literacy Standards

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.
Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Mathematics Standards

CC.9-12.S.MD.5b (+) Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*

## 21st Century Skills and Knowledge

Financial, Economic, Business and Entrepreneurial Literacy
Civic Literacy
Media Literacy
Information Literacy
Critical Thinking and Problem Solving

## KOSSA Standards

3007.OA.7 Implement decisions about recreational needs
3007.OB.2 Examine environmental trends and issues affecting families and future generations
3007.OK.1 Examine policies, issues, and trends in the workplace/community that impact individuals and families
3007.OK.3 Analyze the potential impact of career path decisions on balancing work and family
3007.OS.2 Consider the effect of personal needs on relationships
3007.OS.3 Examine the effect of self-esteem and self-image on relationships
3007.OS.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships

| Learning Targets | Sample Learner Activities - Click in the box to go to Activities |
|---|---|
| Examine the pros and cons of a single lifestyle. | -Allow students to create a collage of pictures that represent single lifestyles.<br>-Students will explore single-income and dual-income budgets. |
| Identify reasons why couples cohabitate and the impact this decision has on current and future relationships. | -Discuss trends and data that pertain to couples who cohabitate.<br>-Allow students to debate their beliefs about cohabitation and how they feel it impacts their relationships. |

Course Title **Relationships** Grade Levels 10-12 Credit Value 0.5 - 1.0

Description This course assists students to develop self-understanding, better understand others, improve interpersonal skills both within and outside the family, be more considerate of other person's needs and property, and maintain mental and emotional wellness. Family Life education comprises a portion of this course including dating and married relationships. Preparations for and the acheivement of a successful marriage are emphasized. Leadership development will be provided through the Family, Career and Community Leaders of America

Prerequisites Recommended: FACS Life Skills

Click here for Additional Resources

Unit Title Engagement and Marriage

## Technical Content

3. Illustrate gender roles that promote positive self image
13. Demonstrate etiquette skills used as an individual, family member and wage earner.
14. Predict how work and family roles are balanced based on values and goals.
20. Explain how premarital sexual intimacy could adversely affect one’s entire life.
22. Predict problems unique to single working parents.
23. Analyze the traits of a long term, successful marriage.
24. Distinguish between real and ideal expectations in marriage.
26. Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
28. Apply math, science and communication skills within technical content.

## National Standards

6.2.1 - Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
6.2.4 - Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
13.1.1 - Analyze processes for building and maintaining interpersonal relationships.
13.1.2 - Predict the effects of various stages of the family life cycle on interpersonal relationships.
13.1.3 - Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.
13.1.4 - Analyze factors that contribute to healthy and unhealthy relationships.
13.1.6 - Demonstrate stress management strategies for family, work, and community settings.
13.3.2 - Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
13.3.3 - Demonstrate effective listening and feedback techniques.
13.3.4 - Analyze strategies to overcome communication barriers in family, community and work settings.
13.3.7 - Analyze the roles and functions of communication in family, work, and community settings.
13.4.2 - Explain how similarities and differences among people affect conflict prevention and management.
13.4.4 - Demonstrate nonviolent strategies that address conflict.
13.6.1 - Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
13.6.2 - Apply guidelines for assessing the nature of issues and situations.

## KY Academic Standards (Big Idea)

Financial Literacy - Vocational Studies

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one’s lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

## English/Language Arts Standards

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## Technical Literacy Standards

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Mathematics Standards

CC.9-12.A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*

## 21st Century Skills and Knowledge

Critical Thinking and Problem Solving

Global Awareness

Social and Cross-Cultural Skills

Initiative and Self-Direction

Information Literacy

Collaboration

Communication

Flexibility and Adaptability

## KOSSA Standards

3007.AA.1 Utilize effective verbal and non-verbal communication skills
3007.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
3007.AC.3 Implement effective decision-making skills
3007.AE.2 Identify the components of a budget and how one is created
3007.AE.3 Set personal financial goals and develop a plan for achieving them
3007.AE.5 Demonstrate ability to meet financial obligations
3007.EH.1 Identify conflict resolution skills to enhance productivity and improve workplace relationships
3007.EH.2 Implement conflict resolution strategies and problem-solving skills
3007.OH.1 Explain the impact of the economic system on personal income, individual/family security, and consumer decisions
3007.OH.2 Examine components of a financial planning process that reflects the distinction between needs, wants, values, goals, and economic resources
3007.OM.1 Examine family as the basic unit of society
3007.OM.2 Determine the role of family in transmitting societal expectations
3007.OM.3 Examine global influences on today's families
3007.OM.4 Examine the role of family in teaching culture and traditions across the life span

3007.OM.5 Examine the role of family in developing independence, interdependence, and commitment of family members
3007.OM.6 Determine the impact of change and transitions over the life course
3007.OR.1 Examine processes for building and maintaining interpersonal relationships
3007.OR.2 Examine the impact of various stages of the family life cycle on the interpersonal relationships
3007.OR.5 Explore processes for handling unhealthy relationships
3007.OT.2 Examine barriers to communication in family and community settings
3007.OU.3 Assess community resources that support conflict prevention and management

| **Learning Targets** | **Sample Learner Activities - Click in the box to go to Activities** |
|---|---|
| Determine factors that influence the choice of a lifelong partner. | -Allow students to revisit the characteristics they had identified as wanting in a dating partner and compare those to the characteristics that they look for in a lifelong partner.<br>-Allow students to create a list of discussion questions that they feel are important to address with a lifelong partner before getting married. |
| Analyze factors that contribute to financial and emotional readiness for marriage. | -Class discussions on views pertaining to readiness for marriage. |
| Summarize state marriage laws. | -Research Kentucky laws pertaining to marriage. |
| Explore common marriage customs in the U.S. and other countries. | -Jigsaw Activity: Allow groups of students to research a particular country and their marriage customs. |
| Discuss expectations and gender roles within marriage. | -Interview elders regarding gender roles and responsibilities within their marriage.<br>-Pink Card / Blue Card Activity - teachers state common household chores, while students hold up a blue card if they believe the chore to typically be a male's responsibility or a pink card if they believe the chore is typically a female's responsibility. |
| Evaluate the decisions and costs associated with planning a wedding. | -Wedding Planning Project |
| Describe the traits of long-term, successful marriages. | -Allow students to investigate data and statistics pertaining to the success and failures of marriage. |
| Examine challenges that families face and strategies to overcome those challenges. | -Family Challenges Grid Activity (outlines causes, effects, and helpful community resources to overcome family challenges)<br>-Reading Resource: "Who Moved My Cheese", by Spencer Johnson |
| Evaluate common causes of divorce among couples. | -Video Resource: "Stepmom", starring Julia Roberts<br>-Students research statistics on divorce rates and causes of divorce in Kentucky and the U.S. |
| Determine factors that may influence a person’s decision to remarry. | -Discuss and brainstorm reasons why a person may choose to remarry and the pros and cons of remarriage. |

Course Title **Relationships** Grade Levels 10-12 Credit Value 0.5 - 1.0

Description This course assists students to develop self-understanding, better understand others, improve interpersonal skills both within and outside the family, be more considerate of other person's needs and property, and maintain mental and emotional wellness. Family Life education comprises a portion of this course including dating and married relationships. Preparations for and the acheivement of a successful marriage are emphasized. Leadership development will be provided through the Family, Career and Community Leaders of America

Prerequisites Recommended: FACS Life Skills

Click here for Additional Resources

Unit Title Interpersonal Careers

## Technical Content

25. Analyze career opportunities concerned with relationships of individual and families.
29. Demonstrate employability and social skills relevant to the career cluster.

## National Standards

1.2.1 - Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.

6.1.7 - Analyze the ways family and consumer sciences careers assist the work of the family.

## KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Employability Skills - Vocational Studies

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

## English/Language Arts Standards

CC.9-10.L.3.a Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

## Technical Literacy Standards

Reading / 11-12 / #7 - Integrate an evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Writing / 11-12 / #4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## 21st Century Skills and Knowledge

Financial, Economic, Business and Entrepreneurial Literacy

Leadership and Responsibility

## KOSSA Standards

3007.EK.1 Recognize the importance of maintaining a job and pursuing a career
3007.EK.2 Define jobs associated with a specific career path or profession
3007.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)
3007.EK.4 Prepare a resume, letter of application, and job application
3007.EK.5 Prepare for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)
3007.EK.6 Participate in a job interview
3007.EK.7 Explain the proper procedure for leaving a job
3007.EL.1 Acquire current and emerging industry-related information
3007.EL.6 Recognize the importance of job performance evaluation and coaching as it relates to career advancement
3007.EL.8 Describe the impact of the global economy on jobs and careers
3007.EM.2 Research and identify emerging technologies for specific careers

| Learning Targets | Sample Learner Activities - Click in the box to go to Activities |
| --- | --- |
| Investigate careers found within the Consumer and Family Management major and the Human Services pathway. | -Allow students to create an informational brochure on a chosen CFM career. |