

Martensdale- St. Marys Community School Grades 9-12 Family and Consumer Science Curriculum

Standard 1: Integrate multiple life roles and responsibilities in family, work, and community settings.

Grade Level/Course: Family Living

<i>Benchmark: The student will:</i>	<i>Course/Grade Level Objectives</i>	<i>Instructional Strategies</i>	<i>Assessments</i>	<i>Instructional Timeline</i>
<i>1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global).</i>	<i>1.1.5 Define goals for life-long learning and leisure opportunities for all family members. 1.1.6 Develop a life plan including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</i>	<i>*Think aloud. *Written responses</i>		

Standard 2: Evaluate management practices related to the human, economic, and environmental resources.

Grade Level/Course: Family Living

Benchmark: The student will:	Course/Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	2.6.1 Evaluate the need for personal and family financial planning. 2.6.2 Apply management principles to individual and family financial practices.	*Student SG *Guided practice		

Standard 6: Evaluate the significance of family and its effects on the well being of individuals and society.

Grade Level/Course: Family Living

Benchmark: The student will:	Course/Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
6.1 Analyze the effects of family as a system on individuals and society.	6.1.1 Analyze family as the basic unit of society. 6.1.2 Analyze the role of family in transmitting societal expectations. 6.1.4 Analyze the role of family in teaching culture and traditions across the life span. 6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members. 6.1.6 Analyze the effects of change and transitions over the life course.	*Note taking *Discussion *Think, pair, share		
6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families.	6.2.1 Demonstrate awareness of multiple diversities and their effects on individuals, families, and society 6.2.2 Analyze the effects of social and cultural diversity on individuals and families. 6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity	*Think aloud *Guided practice		

Standard 13: Demonstrate respectful and caring relationships in the family, workplace, and community.

Grade Level/Course: Family Living

Benchmark: The student will:	Grade Level/Course Objectives	Instructional Strategies	Assessments	Instructional Timeline
<p>13.1 Analyze functions and expectations of various types of relationships.</p>	<p>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. 13.1.5 Analyze processes for handling unhealthy relationships. 13.1.6 Demonstrate stress management strategies for family, work, and community settings.</p>	<p>*Discussion *Written responses *Think, pair, share</p>		
<p>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.</p>	<p>13.2.1 Analyze the effects of personal characteristics on relationships. 13.2.3 Analyze the effects of self-esteem and self-image on</p>	<p>*Read aloud *Research project *Discussion</p>		

	<p><i>relationships.</i></p> <p><i>13.2.4 Analyze the effects of life span events and conditions on relationships.</i></p> <p><i>13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.</i></p>			
<p><i>13.3 Demonstrate communication skills that contribute to positive relationships.</i></p>	<p><i>13.3.1 Analyze communication styles and their effects on relationships.</i></p> <p><i>13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.</i></p> <p><i>13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.</i></p>	<p><i>*Discussion</i></p> <p><i>*Modeling</i></p> <p><i>*Written responses</i></p>		
<p><i>13.4 Evaluate effective conflict prevention and management techniques.</i></p>	<p><i>13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.</i></p> <p><i>13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.</i></p> <p><i>13.4.4 Demonstrate nonviolent strategies that address conflict.</i></p> <p><i>13.4.5 Demonstrate effective responses to harassment.</i></p> <p><i>13.4.6 Assess community resources that support conflict prevention and management.</i></p>	<p><i>*Think, pair, share</i></p> <p><i>*Role playing</i></p>		
<p><i>13.6 Demonstrate standards that guide behavior in</i></p>	<p><i>13.6.1 Apply critical thinking and ethical criteria to evaluate</i></p>	<p><i>*Discussion</i></p> <p><i>*Compare/contrast</i></p>		

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13.6.2 Apply guidelines for assessing the nature of issues and situations.
13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.

Standard 15: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.

Grade Level/Course: Family Living

Benchmark: The student will:	Grade Level/Course Objectives	Instructional Strategies	Assessments	Instructional Timeline
15.1 Analyze roles and responsibilities of parenting.	15.1.1 Analyze parenting roles across the life span. 15.1.2 Analyze expectations and responsibilities of parenting. 15.1.4 Analyze societal conditions that influence parenting across the life span. 15.1.5 Explain cultural differences in roles and responsibilities of parenting.	*Student SG *Written responses *Compare/contrast		
15.2 Evaluate parenting practices that maximize human growth and development.	15.2.1 Choose nurturing practices that support human growth and development. 15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.	*Text analysis *Student SG		
15.4 Analyze physical and emotional factors related to beginning the parenting process.	15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother. 15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.	*Note taking *Discussion *Guided practice		