

## Family Life

This course deals with all of the idiosyncrasies of being a part of a family, including the stages of development, parent/child relationships, sibling dynamics, and intrapersonal relationships. Students will also explore loss, violence, trauma, and difficulties faced. Students will also create lesson plans for working with children. This course is offered to students in grades nine through twelve.

### Explanation of Abbreviations:

#### State Content Standard Abbreviations

Benchmark Notations = A, B, C, etc.

Descriptors = 1, 2, 3, etc.

#### National Standard Abbreviations

5.2.3

5 = Area of Study

2 = Content Standards

3 = Competencies

### Reference Materials:

Ohio Department of Education Family and Consumer Sciences Content Standards.

National Standards for Family and Consumer Sciences Education.

### Family Systems

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|-------|--|
| 6.1.1 | 1. Analyze family as the basic unit of society.  |
| 6.1.2 | 2. Analyze the role of family in transmitting societal expectations.   |
| 6.1.3 | 3. Analyze global influences on today's families.  |
| 6.1.4 | 4. Analyze the role of family in teaching culture and traditions across the life span.                       |
| 6.1.5 | 5. Analyze the role of family in developing independence, interdependence, and commitment of family members. |
| 6.1.6 | 6. Analyze the effects of change and transitions over the life course.                                       |

## Diversity

- 6.2.1 1. Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
- 6.2.2 2. Analyze the effects of social and cultural diversity on individual and families.
- 6.2.3 3. Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
- 6.2.4 4. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
- 6.2.5 5. Analyze the effects of globalization and increasing diversity on individuals, families, and society.

## Relationships

- A 1 1. Determine qualities and skills to build and maintain friendships.
- A 2 2. Analyze relationship behaviors and factors that lead to long-term relationships.
- A 3 3. Relate relationship behaviors and factors that reduce risks of negative life outcomes.
- A 4 4. Compare physical, emotional, and intellectual responses in healthy and unhealthy relationships.
- A 5 5. Investigate the decisions and responsibilities associated with sexual relationships.
- A 9 6. Recognize how technological advances impact individual and group relationships through safe use of technology.
- A 10 7. Apply effective communication skills to build healthy relationships pertaining to:
  - a. Trust and self-disclosure;
  - b. Message sending and receiving;
  - c. Verbal and non-verbal communication;
  - d. Technology in relationships;

## Coping Skills

- B 1 1. Apply skills for coping with the loss of a relationship, including how to:
  - a. Recognize/identify feelings of loss as normal;
  - b. Emphasize positive aspects of life;
  - c. Identify support resources for dealing with loss.
- B 2 2. Apply skills for coping with changes and stressors in personal and group relationships including:
  - a. Normative stressors versus crisis-producing events;
  - b. Effective communication skills;
  - c. Support systems.

## Early Childhood Services

- 4.2.1 1. Analyze child development theories and their implications for educational and childcare practices.
- 4.2.2 2. Apply a variety of assessment methods to observe and interpret children's growth and development.
- 4.2.3 3. Analyze cultural and environmental influences when assessing children's development.
- 4.2.4 4. Analyze abilities and needs of children and their effects on children's growth and development.
- 4.2.5 5. Analyze strategies that promote children's growth and development.

## Curriculum Methods

- 4.3.1 1. Analyze a variety of curriculum and instructional models.
- 4.3.2 2. Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 4.3.3 3. Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.3.4 4. Establish activities, routines, and transitions.

## Societal Roles and Expectations

- 15.1.1 1. Analyze parenting roles across the life span.
- 15.1.2 2. Analyze expectations and responsibilities of parenting.
- 15.1.3 3. Analyze consequences of parenting practices on the individual, family, and society.
- 15.1.4 4. Analyze societal conditions that influence parenting across the life span.
- 15.1.5 5. Explain cultural differences in roles and responsibilities of parenting.
- C 4 6. Examine methods of birth and delivery.