

Adult Roles and Responsibilities – Grades 11-12

Short description of course: This course prepares students to understand the nature, function, and significance of human relationships involving individuals and families. Topics include: family living, parenting, household and money management, decision-making skills, communication skills, self-awareness, crisis management, and the individual’s roles and responsibilities within the family and community. Emphasis will be placed upon the uniqueness, needs, and interests of individuals and families. FCCLA may be an integral part of the course.

Concurrent enrollment: May be available through SLCC – FHS 2400 – 3 credits

Pathway(s): Foundation course for Family & Human Services Pathway

COURSE STANDARDS / OBJECTIVES	INTEGRATED MATH CONCEPTS	INTEGRATED LITERACY CONCEPTS	INTEGRATED SCIENCE CONCEPTS
<p>S-1 Students will participate in activities that help increase their self-awareness, values, goals and decision-making strategies. O-1: Explain how self-concept and self-esteem are built and preserved and how it relates to the perception of individual strengths and weaknesses. O-2: Identify personal values and explain how values impact interpersonal relationships. PO #1 Identify 4 personal values and explain how these values impact behavior and choices. O-3: Classify short- and long-term goals and the steps needed to achieve them. PO #2 Set, implement and evaluate progress on one short-term goal that is necessary to complete the long-term goal. O-4: Describe the decision-making process, including acceptance of personal responsibility for the consequences of the decision.</p>		<p>O-1, O-2, PO#1 – <i>Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4</i> – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...”</p> <p>O-3, PO#2, O-4 – <i>Writing Standards for Technical Subjects Gr. 9-12 – Production and Distribution of Writing #4</i> – “Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.”</p>	
<p>S-2 Students will identify effective communication in interpersonal</p>			

<p>relationships.</p> <p>O-1: Identify various types of communication styles.</p> <p>PO #3 Demonstrate the ability to use two constructive communication skills.</p> <p>O-2: Identify positive and negative nonverbal communication.</p> <p>a. Identify nonverbal behavior and messages (mild handshake, no eye contact, etc).</p> <p>b. Describe the different types of personal distance/space (public, social, personal, intimate)</p> <p>c. Discuss the impact of nonverbal communication.</p> <p>d. Practice nonverbal communication.</p> <p>O-3: Develop positive assertion skills to be used in conflict resolution.</p>		<p>O-1, O-2, O-3, PO #3 – <i>Speaking and Listening Standards Gr. 11-12 – Comprehension and Collaboration #1c.</i> – “Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic, or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.”</p>	
<p>S-3 Students will list the functions and purposes of responsible dating.</p> <p>O-1: Identify and discuss the purposes of dating.</p> <p>O-2: List dating behaviors that support personal values and identify the personal responsibilities associated with dating. National Standards 13.2.5, 13.6.1, 13.6.2, 13.6.3</p> <p>PO #4 Set personal rules/ responsibilities related to dating behaviors that support personal values.</p> <p>O-3: Identify the dangers of physical intimacy during dating.</p> <p>O- 4: Define domestic violence, abuse, and various sexual violations including sexual harassment. National Standards 12.2.2, 12.2.4</p>		<p>O-1, O-2, PO#4, O-3 – <i>Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing</i> – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p> <p>O-4 – <i>Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4</i> – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...”</p>	<p>O-3 - Health Education II Gr.9-10 – Standard 5 Objective 3: “Analyze the impact of sexually transmitted diseases including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) on self and others.</p> <p>b. Recognize signs and symptoms of common sexually transmitted diseases (e.g., HIV/AIDS, chlamydia, gonorrhea, herpes, syphilis).</p> <p>c. Discuss the advantages of abstinence over other methods in preventing sexually transmitted diseases.</p> <p>d. Recognize the importance of early detection, testing and treatment for sexually transmitted diseases.”</p>

			<p>O-4 - Health Education II Gr.9-10 – Standard 4 Objective 3: “Assess and respond appropriately to harassment and violent behaviors.”</p>
<p>S-4 Students will identify the aspects and importance of marriage preparation and identify behaviors that strengthen marital and family relationships.</p> <p>O-1: Analyze the importance and process of mate selection.</p> <p>PO # 5 Develop a personal list of characteristics, qualities, and values desired in a marriage partner.</p> <p>PO #6 Describe your personal values and beliefs of marriage.</p> <p>O-2: Identify the purposes of the engagement period.</p> <p>O-3: Define marital roles and related issues. (household responsibilities, child care, etc.)</p> <p>O- 4: Identify common adjustments and methods of conflict resolution as related to marriage.</p> <p>O- 5: Identify positive characteristics and behaviors of strong marriage relationships.</p>		<p>O-1 – Reading Standards for Technical Subjects Gr. 9-10 – Key Ideas and Details #1 – “Cite specific textual evidence to support analysis of ... technical texts, attending to the precise details of explanations or descriptions.”</p> <p>PO#5, PO#6, O-2, O-4, O-5 – Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p> <p>O-3 – Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4 – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...”</p>	
<p>S-5 Students will identify and utilize basic consumer, money management, and financial strategies.</p> <p>O-1: Identify marriage and family financial goals and developing budget strategies.</p> <p>PO #7 Develop a realistic monthly budget, based upon a set income, to</p>	<p>PO#7 – The Number System Gr. 7 – 7.NS.3. “Solve real-world and mathematical problems involving the four operations with rational numbers.”</p>	<p>O-1 – Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4 – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as</p>	

<p>include: savings, housing, utilities, transportation, insurance, clothing, entertainment, and misc. categories.</p> <p>O-2: Explain consumer issues related to credit, debt, and saving.</p>	<p>*create a budget based upon a set income - http://office.microsoft.com/en-us/templates/CL102207099.aspx?ai:TC0010233421 gives a good budget template</p> <p>O-2 – Ratios and Proportional Relationships Gr. 7 – 7.RP.3 “Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>”</p> <p>*Identify and compare the types of credit and their costs – loans, installment loans, and credit cards and their interest rates – the equation for simple interest is: $I = (r)(B)(m)$ where “I” is the interest you would pay, “r” is your interest rate divided by 12, “B” is the outstanding balance, and “m” is the number of months before you make a payment. This equation will give you the dollar amount of the interest you will pay for that payment.</p> <p>*Calculate the cost of credit over the life of the loan for different types of purchases - http://www.money-zine.com/Calculators/Loan-Calculators/Loan-Comparison-Calculator/ this allows you to look at the cost of a loan over 4 different time periods and with different rates</p>	<p>they are used in a specific ... technical context...”</p> <p>*define basic budgeting and consumerism terms, credit score, over-indebtedness</p> <p>O-2 – Reading Standards for Technical Subjects Gr. 9-10 – Integration of Knowledge and ideas #9 – “Compare and contrast findings presented in a text to those from other sources ... noting when the finding support or contradict previous explanations or accounts.”</p> <p>*Identify and compare the types of credit and their costs</p>	
<p>S-6 Students will identify ways to develop meaningful relationships in the family unit.</p> <p>O-1: List the positive characteristics that affect family relationships.</p> <p>O-2: Identify the effects of divorce</p>	<p>O-2 – The Number System Gr. 7 – 7.NS.3. “Solve real-world and mathematical problems involving the</p>	<p>O-1, O-2, O-3 – Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing – “Write routinely over</p>	

<p>and coping strategies. O-3: List the steps of the grieving process and how to develop a positive adjustment to loss.</p>	<p>four operations with rational numbers.” *economic stability, alimony, child support – there are on-line calculators to figure what your payments would be given various scenarios</p>	<p>extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p>	
<p>S-7 Students will identify the various skills and responsibilities of parenting. O-1: Evaluate personal readiness for parenting roles and responsibilities. O-2: Explain the human reproductive process, infertility, pregnancy, and steps that lead to a healthy lifestyle. O-3: Explain the birth process and needs of a newborn. O-4: Identify signs and types of child abuse and prevention strategies. O-5: Identify parenting styles, including positive guidance techniques that help children develop positive self-concepts, self-management, and responsibility. PO #8 Apply positive guidance techniques to resolve three child-rearing problems.</p>	<p>O-1 – The Number System Gr. 7 – 7.NS.3. “Solve real-world and mathematical problems involving the four operations with rational numbers.” *financial considerations of parenting – budget, re-evaluate budget done earlier, add costs for a child.</p>	<p>O-1, O-2, O-3, O-4, O-5 – Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.” O-2, O-3 - Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4 – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...” *Define terminology regarding reproductive systems, define terms associated with labor and delivery, define nurturing and bonding</p>	<p>O-2, O-3 – Biology Core – Standard 3 “Students will understand the relationship between structure and function of organs and organ systems. Objective 2a. Relate the function of an organ to the function of an organ system.” <i>Health Education 2 Gr. 9-10 – Standard 6, Objective 1a.</i> Review the anatomy and physiology of the male and female reproductive systems. 1d. Describe fertilization, fetal development, the birth process, and personal choices that may affect the fetus (e.g., nutrition, the use of alcohol, tobacco, other drugs).</p>