



# Family and Consumer Sciences Education 2009-2010 Standards



Industry Sector: Hospitality, Human Services and Education

Cluster: Human Services

Pathway: Family and Community Services; Counseling and Mental Health Services

The Human Services Cluster prepares individuals for employment in career pathways related to families and human needs.

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## RELATIONSHIPS

### Description

*A one-semester course designed for 11th and 12th graders. The purpose of the course is to acquire academic knowledge and understanding for healthy, respectful, and caring relationships across the life span. Emphasis is placed on family and friend dynamics, effective communication, and healthy interpersonal relationships.*

### I. Intrapersonal Relationships

#### A. Understanding Self

1. Self Concept and Image (\*LM, TC)
2. Goals and Values (\*LM, TC)
3. Needs and Wants
4. Family Influences
5. Personal Responsibilities
  - a. Maturity
  - b. Personal Wellness
  - c. Leadership Skills

#### B. Decision Making (\*LM, TC)

1. Steps in decision-making
2. Problem Solving

#### C. Dealing with Stress

1. Factors that Influence Stress
  - a. Self
  - b. Family
  - c. Friends
  - d. School
  - e. Work and Finances
  - f. Other Activities

2. Stress Testing
3. Coping Strategies

#### D. Support Systems

1. Definitions
2. Types
3. Purpose

### II. Interpersonal Relationships

#### A. Role Expectations

1. Family
2. Community
3. Culture

# Family and Consumer Sciences Education 2009-2010 Standards

## B. Communication

1. Communication Styles (\*TC)
  - a. Verbal/Non-Verbal (\*TC)
  - b. Passive/Aggressive/Assertive
2. Level of Communication
3. Effective Communication
  - a. "I" Messages (\*TC)
  - b. Listening Techniques
4. Roadblocks to Communication (\*TC)
5. Conflict
  - a. Styles
  - b. Resolution
    - 1). Non-violent responses/strategies
    - 2) Problem-solving processes
  - c. Community Resources

## C. Building Healthy Relationships

1. Healthy/Unhealthy Relationship Traits
2. Developing Trusting Relationships
3. Friendships/Peer Pressure
4. Dating
  - a. Function
  - b. Etiquette
  - c. Infatuation and Love
  - d. Expectations
  - e. Diversity
  - f. Concerns

## 5. Rights and Responsibilities

## 6. Ethical Behavior

## D. Issues Impacting Relationships

1. Abstinence
2. STDs/STIs
3. Teen Pregnancy
4. Suicide
5. Substance Abuse
6. Relationship Violence/Abuse
7. Date/Acquaintance Rape

### **III. Adult Relationships**

#### **A. Transitions**

1. Establishing an Independent Lifestyle
  - a. After Graduation Decisions
  - b. Alone vs. Loneliness
  - c. Personal Safety
  - d. Social Adjustments
2. Lifestyle Options
  - a. Roommates
  - b. Single
  - c. Married
  - d. Living with Significant Other
  - e. Adult Living with Family
3. Balancing Priorities
  - a. Career
  - b. Interests
  - c. Relationships

#### **B. Long-Term Relationships**

1. Personal Readiness
2. Personal Expectations
3. Societal Attitudes/Pressures
4. Compatibility
  - a. Interests
  - b. Personal Foundation
    - 1) Family
    - 2) Values
    - 3) Culture
    - 4) Religion/Beliefs
    - 5) Socio-Economic
    - 6) Education
    - 7) Expression of affection

#### **C. Preparation for long term relationships and/or marriage**

1. Roles Expectations
  - a. Gender Stereotypes
  - b. Balancing Work/Couple/Individual Time
2. Social Interactions/Networking
  - a. Lifestyle Expectations
  - b. Family and Friends
3. Premarital Discussions
  - a. Goals - Personal and Marital

- b. Financial Transitions (\*LM)
  - 1) Incomes
  - 2) Household spending
- c. Family Planning Decisions
- d. Individual Growth/Interests
- e. Living Accommodations (\*LM)
- f. Premarital Classes/Counseling
- 4. Marriage Preparation
  - a. Laws
    - 1) Marriage
    - 2) Common-Law marriages
    - 3) Prenuptial agreements
  - b. Wedding Decisions
    - 1) Planning/Costs
    - 2) Ceremony/Types
    - 3) Vows/Commitments
    - 4) Personal versus traditions
- 5. Marriage Transitions
  - a. Legal Transitions
  - b. Newlywed Adjustments

#### **IV. Family Relationships**

- A. Family Concepts
  - 1. Family Structures (Single Parent, blended, etc) (\*TC)
  - 2. Purpose and Function of Family in Society
  - 3. Functional/Dysfunctional Family Cycles
  - 4. Family Traditions
  - 5. Family Life Cycle
- B. Family Crisis Process and Management
  - 1. Definition
  - 2. Types of Crises
    - a. Demoralization-Rapid Change in Status-up or down
    - b. Deprivation-Crisis Triggered by Material Loss
    - c. Organizational Change-Loss or Addition of Family Member
      - 1) Extrafamilial-circumstances outside family control
      - 2) Intrafamilial-within the family
  - 3. Family Resources
    - a. Sense of Stability
    - b. Agreement on family role/structure
    - c. Adaptability

# Family and Consumer Sciences Education 2009-2010 Standards

- d. Income, savings and insurance (\*LM)
- e. Education
- f. Religion and moral code
- g. Mental and physical health \*(NW)

## C. Family Issues

- 1. Divorce
- 2. Addictions
- 3. Family Violence
- 4. Blended Families
- 5. Unexpected Life Events
  - a. Disabilities
  - b. Natural Disaster
  - c. Unemployment/Advancements/Moving
  - d. Illnesses/Medical Conditions
  - e. Other
- 6. Aging
- 7. Death and Dying

## D. Decision Making for Parenting (\*CD)

- 1. Decision to Parent/Not Parent
- 2. Family Planning (CD)
  - a. Readiness
    - 1) Individual characteristics and skill
    - 2) Financial
    - 3) Career goals
    - 4) Marriage stability
  - b. Contraception (\*TC)
  - c. Family Size and Spacing
  - d. Impact of Infertility
  - e. Impact of Delaying Childbearing
  - f. Impact of Unplanned Pregnancy
- 3. Parenting Adjustments (\*CD)
  - a. Financial
  - b. Emotional
  - c. Social
  - d. Physical
  - e. Marital

***\*Information may also be covered in:***

CD – Child Development, NW – Nutrition and Wellness  
TC – Teen Choices, LM – Life Management

**RELATIONSHIPS**

<b>Career Cluster/Cluster Grouping:</b>	Human Services
<b>Pathway(s):</b>	Family & Community Services/Counseling & Mental Health Services
<b>Prepared Completer Competencies:</b>	
<ul style="list-style-type: none"> <li>N13.0 Demonstrate respectful and caring relationships in the family, workplace and community.</li> </ul>	
<b>High School Expectations</b>	
<b>Concepts and skills students know include:</b>	
<ul style="list-style-type: none"> <li>N 13.1 Analyze functions and expectations of various types of relationships</li> </ul>	
<b>Evidence Outcomes - Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p>N13.1.1 Analyze processes for building and maintaining interpersonal relationships. (RWC04.10.a, RWC04.10.c)</p> <p>N13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships. (PWR2.3.c)</p> <p>N13.1.3 Compare physical, emotional, spiritual and</p>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>RWC04.10.a - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p>

# Family and Consumer Sciences Education

## 2009-2010 Standards

	intellectual functioning in stable and unstable relationships. (PWR2.1.a)	Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):
N13.1.4	Analyze factors that contribute to healthy and unhealthy relationships. (RWC04.10.c)	PWR2.3.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Creativity and Innovation - Develop new connections where none previously existed.
N13.1.5	Analyze processes for handling unhealthy relationships. (RWC04.10.c)	PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.
N13.1.6	Demonstrate stress management strategies for family, work, and community settings. (PWR2.7.a; PWR2.7.d; PWR2.7.g)	PWR2.7.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Balance self-advocacy with the consideration of others.  PWR2.7.d-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for Actions.  PWR2.7.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness.



# Family and Consumer Sciences Education 2009-2010 Standards



<b>Concepts and skills students know include:</b>	
<ul style="list-style-type: none"><li>N 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships</li></ul>	
<b>Evidence Outcomes - Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>

<p>N13.2.1 Analyze the effects of personal characteristics on relationships. (PWR2.7.a) (RWC04.10.c)</p> <p>N13.2.2 Analyze the effect of personal need on relationships. (RWC04.10.c)</p> <p>N13.2.3 Analyze the effects of self-esteem and self-image on relationships. (PWR2.1.a) (RWC04.10.c)</p> <p>N13.2.4 Analyze the effects of life span events and conditions on relationships. (PWR2.4.c) (RWC04.06.c, RWC04.10.c)</p> <p>N13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships. (HPE02.07.b, HPE02.07.c, HPE02.07.d, HPE02.07.e) (PWR2.7.a, PWR2.7.d)</p>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>HPE02.07.b-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Use a decision-making process to make healthy decisions about relationships and sexual health -<i>Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity</i></p> <p>HPE02.07.c-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Use a decision-making process to make healthy decisions about relationships and sexual health -<i>Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity</i></p> <p>HPE02.07.d-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Use a decision-making process to make healthy decisions about relationships and sexual health -<i>Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods</i></p> <p>HPE02.07.e-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Use a decision-making process to make healthy decisions about relationships and sexual health -<i>Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD's and pregnancy.</i></p> <p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p>
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	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.7.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Balance self-advocacy with the consideration of others.</p> <p>PWR2.1.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.4.c-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p> <p>PWR2.7.d-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for Actions.</p>
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<b>Concepts and skills students know include:</b>	
<ul style="list-style-type: none"> <li>N 13.3 Demonstrate communication skills that contribute to positive relationships</li> </ul>	
<b>Evidence Outcomes - Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p>N13.3.1 Analyze communication styles and their effects on relationships. (RWC01.07.b, RWC04.10.c)</p> <p>N13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. (PWR2.8.a), (RWC01.02.f, RWC01.07.b)</p> <p>N13.3.3 Demonstrate effective listening and feedback techniques. (PWR2.8.a; PWR2.8.b)</p> <p>N13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings. (RWC01.02.f, RWC01.07.b, RWC04.10.c)</p> <p>N13.3.6 Analyze the effects of communication technology in family, work, and community settings. (RWC04.10.c)</p> <p>N13.3.7 Analyze the roles and functions of communication in family, work, and community settings. (RWC01.07.b, RWC04.10.c)</p>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>RWC01.02.f - Oral Expression and Listening - Effective collaborative groups accomplish goals - <i>Self-evaluate roles in the preparation and completion of the group goal</i></p> <p>RWC01.07.b - Oral Expression and Listening - Oral presentations require effective preparation strategies - <i>Use verbal and nonverbal techniques to communicate information</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.8.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.</p> <p>PWR2.8.b-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Communication - Construct clear, coherent, and persuasive arguments.</p>

<b>Concepts and skills students know include:</b>	
<ul style="list-style-type: none"> <li>N13.4 Evaluate effective conflict prevention and management techniques</li> </ul>	
<b>Evidence Outcomes - Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p>N13.4.2 Explain how similarities and differences among people affect conflict prevention and management. (RWC04.10.c)</p> <p>N13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict. (RWC04.10.c)</p> <p>N13.4.4 Demonstrate nonviolent strategies that address conflict. (RWC4.01.b)</p> <p>N13.4.5 Demonstrate effective responses to harassment. (RWC04.10.c)</p> <p>N13.4.6 Assess community resources that support conflict prevention and management. (RWC4.06.c)</p>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p>

<b>Concepts and skills students know include:</b>	
<ul style="list-style-type: none"> <li>N13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community</li> </ul>	
<b>Evidence Outcomes - Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p>N13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. (HPE03.02.b, HPE03.02.f, HPE03.02.g) (PWR2.9.c) (RWC1.2.f)</p> <p>N13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members. (HPE03.02.b, HPE03.02.f, HPE03.02.g) (PWR2.9.d) (RWC01.06.e)</p> <p>N13.5.7 Demonstrate processes for cooperating, compromising, and collaborating. (PWR2.6.a; PWR2.6.b; PWR2.6.g) (RWC01.06.e)</p>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>HPE03.02.b-Comprehensive Health and Physical Education, Emotional and Social Wellness (PE), Demonstrate collaboration, cooperation, and leadership skills - <i>Initiate responsible behavior, and function independently and cooperatively</i></p> <p>HPE03.02.f-Comprehensive Health and Physical Education, Emotional and Social Wellness (PE), Demonstrate collaboration, cooperation, and leadership skills - <i>Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles</i></p> <p>HPE03.02.g-Comprehensive Health and Physical Education, Emotional and Social Wellness (PE), Demonstrate collaboration, cooperation, and leadership skills - <i>Implement cooperative learning strategies to achieve group goals</i></p> <p>RWC01.02.d - Oral Expression and Listening - Effective collaborative groups accomplish goals - <i>Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities</i></p> <p>RWC01.06.e - Oral Expression and Listening - Effectively operating in small and large groups to accomplish a goal requires active listening - <i>Support others in discussions, activities, and presentations through active listening</i></p>

# Family and Consumer Sciences Education 2009-2010 Standards

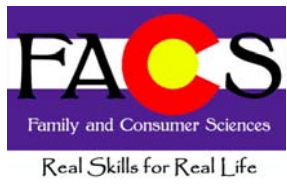
	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.9.c-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Collaboration - Cooperate for a common purpose.</p> <p>PWR2.9.d-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Collaboration - Use teamwork and leadership skills effectively.</p> <p>PWR2.6.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Work Ethic - Plan and prioritize goals.</p> <p>PWR2.6.b-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Work Ethic - Manage time effectively.</p> <p>PWR2.6.g-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Work Ethic - Demonstrate flexibility and adaptability.</p>
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<b>Concepts and skills students know include:</b>	
<ul style="list-style-type: none"> <li>N13.6 Demonstrate standards that guide behavior in interpersonal relationships</li> </ul>	
<b>Evidence Outcomes - Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
N13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships. (PWR2.9.c, PWR2.9.d) (RWC04.06.c)	<p><b>Academic Content Knowledge Alignment:</b></p> <p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness.</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.6.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Work Ethic - Plan and prioritize goals.</p> <p>PWR2.6.g-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Work Ethic - Demonstrate flexibility and adaptability.</p> <p>PWR2.9.c-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Collaboration - Cooperate for a common purpose.</p> <p>PWR2.9.d-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Collaboration - Use teamwork and leadership skills effectively.</p>
N13.6.2 Apply guidelines for assessing the nature of issues and situation. (PWR2.6.g) (RWC04.06.c)	
N13.6.3 Apply critical thinking and ethical standards when making judgments and taking action. (RWC04.06.c)	
N13.6.4 Demonstrate ethical behavior in family, workplace and community settings. (PWR2.6.a, PWR2.9.c, PWR2.9.d) (RWC04.10.c)	
N13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues. (RWC04.06.c)	

**Concepts and skills students know include:**

- N6.1 Analyze the effects of family as a system on individuals and society.

Evidence Outcomes - Students can:	21 <sup>st</sup> Century Skills and Readiness Competencies
<p>N6.1.1 Analyze family as the basic unit of society (PWR2.7.a, PWR2.6.a) (RWC04.06.c, RWC04.10.c)</p> <p>N6.1.2 Analyze the role of family in transmitting societal expectations. (PWR2.4.c) (RWC04.10.b, RWC04.10.c)</p> <p>N6.1.4 Analyze the role of family in teaching culture and traditions across the life span. (PWR2.4.c) (RWC04.06.c, RWC04.10.c)</p> <p>N6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members. (PWR2.7.a, PWR2.6.a) (RWC04.10.b, RWC04.10.c)</p>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness</i></p> <p>RWC04.10.b - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p>
	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.7.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Balance self-advocacy with the consideration of others.</p> <p>PWR2.4.c-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p>



# Family and Consumer Sciences Education 2009-2010 Standards



<b>Concepts and skills students know include:</b>	
<ul style="list-style-type: none"> <li>• <b>N6.2</b> Evaluate the effects of diverse perspectives, needs and characteristics of individuals and families.</li> </ul>	
<b>Evidence Outcomes - Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p>N6.2.1 Demonstrate awareness of multiple diversities and their effects on individuals, families, and society. (HPE04.07.a) (PWR2.4.c)</p> <p>N6.2.2 Analyze the effects of social and cultural diversity on individual and families. (PWR2.4.c) (RWC04.10.c)</p> <p>N6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity. (HPE04.07.a) (PWR2.7.a, PWR2.6.a, PWR2.4.c) (RWC04.10.c)</p>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p> <p>.</p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.4.c-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p> <p>PWR2.6.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Work Ethic - Plan and prioritize goals.</p> <p>PWR2.7.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Balance self-advocacy with the consideration of others.</p>

<b>Career Cluster/Cluster Grouping:</b>		Human Services
<b>Pathway(s):</b>		Family & Community Services/Counseling & Mental Health Services
<b>Prepared Completer Competencies:</b>		
<ul style="list-style-type: none"> <li>N 7.0 Synthesize knowledge, skills and practices required for careers in family &amp; community services.</li> </ul>		
<b>High School Expectations</b>		
<b>Concepts and skills students know include:</b>		
<ul style="list-style-type: none"> <li>N 7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.</li> </ul>		
<b>Evidence Outcomes - Students can:</b>		<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
N 7.4.1	Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions. (HPE03.04b) (PWR2.7.d) (RWC04.06.c)	<b>Academic Content Knowledge Alignment:</b> HPE03.04.b-Comprehensive Health and Physical Education, Emotional and <i>Analyze the interrelationship of physical, mental, emotional, and social health emotional health can affect health-related behaviors</i>
N7.4.2	Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions. (PWR2.6.a, PWR2.6.g, PWR2.7.d) (RWC04.10.c)	HPE04.04.a-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs - <i>Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use</i>
N7.4.4	Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance. (HPE04.04.a, HPE04.04.b) (RWC04.03.a)	HPE04.04.b-Comprehensive Health and Physical Education, Prevention and Risk Management (Health), Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs - <i>Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs</i>
N7.4.5	Analyze situations which require crisis intervention. (PWR2.7.d) (RWC04.10.c)	
N7.4.6	Summarize the appropriate support needed to address selected human services issues. (PWR2.8.a) (RWC04.10.c)	RWC04.03.a - Research and Reasoning - Self-designed research provides insightful information, conclusions, and possible solutions - <i>Define and narrow a topic for research (thesis statement, hypothesis, research question) to address a specific purpose and audience</i>

RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - *Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness*

RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - *Implement a purposeful and articulated process to solve a problem*

**Learning & Behavioral Skills (Inquiry, Application in Society & Technology & Nature of...):**

PWR2.6.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Work Ethic - Plan and prioritize goals.

PWR2.6.g-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Work Ethic - Demonstrate flexibility and adaptability

PWR2.7.d-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for Actions.

PWR2.8.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.

<b>Career Cluster/Cluster Grouping:</b>		Human Services
<b>Pathway(s):</b>		Family & Community Services/Counseling & Mental Health Services
<b>Prepared Completer Competencies:</b>		
<ul style="list-style-type: none"> <li>N 1.0 Integrate multiple life roles and responsibilities in family, work and community settings.</li> </ul>		
<b>High School Expectations</b>		
<b>Concepts and skills students know include:</b>		
<ul style="list-style-type: none"> <li>N 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global)</li> </ul>		
<b>Evidence Outcomes - Students can:</b>		<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
N1.1.2	Analyze the effects of social, economic, and technological change on work and family dynamics. (PWR2.7.g, PWR2.4.c) (RWC04.10.c)	<b>Academic Content Knowledge Alignment:</b>  RWC04.04.c - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - <i>Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing</i>  RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i>
N1.1.3	Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members. PWR2.7.g, PWR2.7.a, PWR2.7.d) (RWC04.04.c, RWC04.10.c)	

# Family and Consumer Sciences Education

## 2009-2010 Standards

N1.1.4	Analyze potential effects of career path decisions on balancing work and family. (PWR2.7.g, PWR2.7.a) (RWC04.10.c)	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.4.c-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p> <p>PWR2.7.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Balance self-advocacy with the consideration of others.</p> <p>PWR2.7.d-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for Actions.</p> <p>PWR2.7.g-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Attend to personal health and wellness.</p>
N1.1.5	Define goals for life-long learning and leisure opportunities for all family members. (PWR2.7.g)	
N1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals. (RWC04.10.c)	

# Family and Consumer Sciences Education 2009-2010 Standards

<b>Career Cluster/Cluster Grouping:</b>	Human Services	
<b>Pathway(s):</b>	Family & Community Services/Counseling & Mental Health Services	
<b>Prepared Completer Competencies:</b>	<ul style="list-style-type: none"> <li>• N15.0 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.</li> </ul>	
<b>High School Expectations</b>		
<b>Concepts and skills students know include:</b>	<ul style="list-style-type: none"> <li>• N 16.1 Analyze roles and responsibilities of parenting.</li> </ul>	
<b>Evidence Outcomes - Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	

<p>N15.1.1 Analyze parenting roles across the life span. (PWR2.7.d, PWR2.6.g) (RWC04.10.c)</p> <p>N15.1.2 Analyze expectations and responsibilities of parenting. (HPE02.07.b, HPE02.07.c, HPE02.07.d, HPE02.07.e) (PWR2.7.d) (RWC04.10.c)</p> <p>N15.1.3 Analyze consequences of parenting practices to the individual, family, and society. (PWR2.1.a) (RWC04.10.c)</p> <p>N15.1.4 Analyze societal conditions that influence parenting across the life span. (RWC04.10.c)</p> <p>N15.1.5 Explain cultural differences in roles and responsibilities of parenting. (RWC04.09.b)</p>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>HPE02.07.b-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Use a decision-making process to make healthy decisions about relationships and sexual health - <i>Analyze the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity</i></p> <p>HPE02.07.c-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Use a decision-making process to make healthy decisions about relationships and sexual health - <i>Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity</i></p> <p>HPE02.07.d-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Use a decision-making process to make healthy decisions about relationships and sexual health - <i>Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods</i></p> <p>HPE02.07.e-Comprehensive Health and Physical Education, Physical and Personal Wellness (Health), Use a decision-making process to make healthy decisions about relationships and sexual health - <i>Explain the difference between risk avoidance and risk reduction and strategies one can utilize for each as it relates to STD's and pregnancy.</i></p> <p>RWC04.09.b - Research and Reasoning - Information from primary and secondary sources is used to establish relevance, significance, and accuracy in answering research questions - <i>Analyze Internet-based and other resource materials for accuracy and significance</i></p>
	<p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p>

# Family and Consumer Sciences Education 2009-2010 Standards

	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.1.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.6.g-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Work Ethic - Demonstrate flexibility and adaptability</p> <p>PWR2.7.d-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for Actions.</p>
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# Family and Consumer Sciences Education

## 2009-2010 Standards

<b>Career Cluster/Cluster Grouping:</b>		Human Services
<b>Pathway(s):</b>		Family & Community Services/Counseling & Mental Health Services
<b>Prepared Completer Competencies:</b>		
<ul style="list-style-type: none"> <li>NRA - Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces and communities.</li> </ul>		
<b>High School Expectations</b>		
<b>Concepts and skills students know include:</b>		
<ul style="list-style-type: none"> <li>NRA 1.0 Evaluate reasoning for self and others</li> </ul>		
<b>Evidence Outcomes - Students can:</b>		<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
NRA 1.1	Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal). (PWR2.1.a, PWR2.3.c) (RWC04.10.c)	<b>Academic Content Knowledge Alignment:</b>  RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i>  <b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>  PWR2.1.a-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.  PWR2.3.c-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Creativity and Innovation - Develop new connections where none previously existed.  PWR2.7.d-Postsecondary & Workforce Readiness, Learning and Behavior Skills, Personal Responsibility - Take responsibility for Actions.
NRA 1.2	Distinguish between adequate and inadequate reasoning. (PWR2.1.a) (RWC04.10.c)	
NRA 1.3	Establish criteria for adequate reasoning. (PWR2.1.a) (RWC04.10.c)	
NRA 1.4	Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment. (PWR2.1.a, PWR2.3.c) (RWC04.10.c)	

<b>Concepts and skills students know include:</b>	
<ul style="list-style-type: none"> <li>NRA 2.0 Analyze recurring and evolving family, workplace and community concerns</li> </ul>	
<b>Evidence Outcomes - Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p>NRA 2.1 Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them. (PWR2.4.c) (RWC04.10.c)</p> <p>NRA 2.2 Describe recurring and evolving concerns facing individuals, families, workplaces, and communities. (PWR2.8.a, PWR2.8.b) (RWC04.10.c)</p> <p>NRA 2.3 Describe conditions and circumstances that create or sustain recurring and evolving concerns. (PWR2.8.a) (RWC04.10.c)</p> <p>NRA 2.4 Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental. (PWR2.8.b, PWR2.4.c) (RWC04.10.c)</p>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.4.c-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p> <p>PWR2.8.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.</p> <p>PWR2.8.b-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Communication - Construct clear, coherent, and persuasive arguments.</p>

<b>Concepts and skills students know include:</b>		
<ul style="list-style-type: none"> <li>NRA 3.0 Analyze practical reasoning components</li> </ul>		
<b>Evidence Outcomes - Students can:</b>		<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
NRA 3.1	Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences. (PWR2.8.a) (RWC04.10.c)	<p><b>Academic Content Knowledge Alignment:</b></p> <p>RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness</i></p> <p>RWC04.10.a - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking</i></p> <p>RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i></p>
NRA 3.2	Analyze short-term and long-term consequences on self, family, culture/society, and global environment. (PWR2.1.a) (RWC04.10.a, RWC04.10.c)	
NRA 3.3	Analyze assumptions that underlie beliefs and actions. (RWC04.10.c)	
NRA 3.4	Distinguish adequate and/or reliable information from inadequate and/or unreliable information. (PWR2.1.a, PWR2.8.b) (RWC04.06.c)	
NRA 3.5	Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments. (RWC04.10.c)	
NRA 3.6	Distinguish adequate from inadequate reasons.	

# Family and Consumer Sciences Education 2009-2010 Standards

<p>(PWR2.1.a)</p>	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.1.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.8.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively.</p> <p>PWR2.8.b-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Communication - Construct clear, coherent, and persuasive arguments.</p>
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<b>Concepts and skills students know include:</b>		
<ul style="list-style-type: none"> <li>NRA 4.0 Implement practical reasoning for responsible action in families, workplaces and communities</li> </ul>		
<b>Evidence Outcomes - Students can:</b>		<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
NRA 4.1	Synthesize information from a variety of sources that are judged to be reliable. (PWR2.1.a) (RWC04.04.d)	<b>Academic Content Knowledge Alignment:</b>  RWC04.04.d - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - <i>Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations</i>  RWC04.06.a - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - <i>Define and narrow a topic for research, developing the central idea, focus, or question at issue</i>  RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - <i>Implement a purposeful and articulated process to solve a problem</i>
NRA 4.2	Describe a particular recurring and evolving individual, family, workplace, or community concern. (PWR2.4.c, PWR2.1.a) (RWC04.06.a)	
NRA 4.3	Select goals/valued ends to resolve a particular concern. (RWC04.06.a)	
NRA 4.4	Establish standards for choosing responsible action to address a particular concern. (PWR2.1.a) (RWC04.06.a)	
NRA 4.5	Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural,	

## Family and Consumer Sciences Education 2009-2010 Standards

	global/environmental. (PWR2.4.c) (RWC04.06.a)	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.4.c-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Global and Cultural Awareness - Recognize the interdependent nature of our world.</p> <p>PWR2.1.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p>
NRA 4.7	Use adequate and reliable information to critique possible actions. (RWC4.04.d)	
NRA 4.8	Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment. (PWR2.4.c) (RWC04.06.a)	
NRA 4.9	Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable. (PWR2.1.a) (RWC04.04.d)	
NRA 4.12	Implement and monitor a plan of action based on established standards and valued ends. (RWC04.06.a)	

<b>Concepts and skills students know include:</b>	
<ul style="list-style-type: none"> <li>N RA 5. 0 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.</li> </ul>	
<b>Evidence Outcomes - Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p>NRA 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry. (PWR2.1.a, PWR2.8.a)</p> <p>NRA 5.2 Judge validity and reliability of information, sources, opinions, and evidence. (PWR2.1.a) (RWC04.04.a)</p>	<p>Academic Content Knowledge Alignment:</p> <p>RWC04.04.a - Research and Reasoning - Complex situations require critical thinking across multiple disciplines - <i>Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts</i></p>
	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR2.1.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Critical Thinking and Problem Solving - Apply logical reasoning and analytical skills.</p> <p>PWR2.8.a-Postsecondary &amp; Workforce Readiness, Learning and Behavior Skills, Communication - Read, write, listen and speak effectively</p>