**Shamokin Secondary**

# **Course Overview**

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| **Course:** Family Life **Teacher**: Certified Family & Consumer Sciences Teacher |

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| **Course Introduction:**  **Skills:** Observation, critical thinking, cooperative learning, hands-on-application, teamwork, performance, responsibility and respect.  **Purpose:** This is a self-discovery course. Students examine personal qualities of themselves that are rooted in the foundation of their personalities.  **Description:** A study of the changing nature of relationships within one‘s life beginning with the development of personality, birth order, love and dating, marital options, weddings, types of families, stress, divorce and the steps towards self-actualization.  Family Life Education focuses on healthy family functioning within a family systems perspective and provides a primarily preventive approach.  The skills and knowledge needed for healthy functioning are widely known: strong communication skills, knowledge of typical human development, good decision-making skills, positive self-esteem, and healthy interpersonal relationships. The goal of family life education is to teach and foster this knowledge and these skills to enable individuals and families to function optimally. | **Course Text or Student Materials:**   * Teacher created study guides, outlines, and packets for each unit of study * Online resources - Google - laptops * Teacher created rubrics and assessments for each unit of study * Family Life Dvds:   + Cheaper by the Dozen - Nuclear Family   + P.S. I Love You - Stages of Grief |

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| **Units of Study:**   * **Personality Unit** * **Birth Order & Personality** * **Type A or Type B** * **Myers Briggs Assessments** * **Diversity Activities** | **Student Objectives:**   * Describe people’s personalities. * Listen to others, contribute to class discussions and participate in small and large group discussions and presentations. * Understand the different forms of relationships. * Understand birth order and personalities associated with birth order. * Compare and contrast personality types. | **Standards/Anchors:**  11.2.9.C  Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.  11.2.12.F  Assess the relationship of family functions to human developmental stages.  11.2.9.F  Contrast past and present family functions and predict their probable impact on the future of the family.  11.2.9.G  Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing daycare, fixed income senior citizens, school age children).  11.2.9.H  Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. |

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| **Units of Study:**   * **Relationship Unit** * **Suggested Rules** * **Love vs. Infatuation** * **Types of Love** * **Types of Interpersonal Relationships** * **Dating Violence** * **Abraham Maslow** * **Robert Sternberg** | **Student Objectives:**   * Understand that people are in several different types of relationships at any one time. * Identify the stages of formation of a relationship. * Describe positive and negative interactions within patterns of interpersonal communications. * Identify and define wants of different people. * Evaluate the effectiveness of using interpersonal communication skills how to resolve conflict. * Explain how human activities may change the environment. * Identify the four types of love. * Understand Maslow’s Hierarchy of Needs. * Understand Robert Sternberg’s Theory of Consummate Love. | **Standards/Anchors:**  11.2.9.C  Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.  11.2.12.F  Assess the relationship of family functions to human developmental stages.  11.2.9.F  Contrast past and present family functions and predict their probable impact on the future of the family.  11.2.9.G  Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing daycare, fixed income senior citizens, school age children).  11.2.9.H  Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. |

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| **Units of Study:**   * **Family Life Cycle Unit** * **Marriage** * **Requirements** * **Costs** * **Roles** * **Family Functions** * **The Family Life Cycle** | **Student Objectives:**   * Identify the components of a wedding. * Compare and contrast the selection of goods and services by applying effective consumer strategies. * Locate information using appropriate sources and strategies. * Identify roles and responsibilities associated with marriage. * Describe the function of a family and it’s members. * Understand the stages of the family life cycle and its components. * Understand the constructive elements in a relationship. | **Standards/Anchors:**  11.2.9.C  Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.  11.2.12.F  Assess the relationship of family functions to human developmental stages.  11.2.9.F  Contrast past and present family functions and predict their probable impact on the future of the family.  11.2.9.G  Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing daycare, fixed income senior citizens, school age children).  11.2.9.H  Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. |

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| **Units of Study:**   * **Family Types** * **Nuclear Family** * **Extended Family** * **Single Parent** * **Blended Family** * **Adoption** * **Homosexual Parent** * **Teen Parent** * **Teen Pregnancy Options** | **Student Objectives:**   * Understand the family structures role in society. * Understand the benefits and disadvantages to each type of family. * Understand the importance of communication within families. * Describe the four major functions of the family. * Compare and Contrast the various types of families. * Understand the importance of strengthening family relationships. * Identify the characteristics of the stages of the family life cycle. | **Standards/Anchors:**  11.2.9.C  Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.  11.2.12.F  Assess the relationship of family functions to human developmental stages.  11.2.9.F  Contrast past and present family functions and predict their probable impact on the future of the family.  11.2.9.G  Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing daycare, fixed income senior citizens, school age children).  11.2.9.H  Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. |

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| **Units of Study:**   * **Family Stages** * **Beginning** * **Dependent** * **Expanding** * **Launching** * **Aging** | **Student Objectives:**   * Compare and contrast the stages of the family life cycle. * Understand the components of each stage of the life cycle. | **Standards/Anchors:**  11.2.9.C  Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.  11.2.12.F  Assess the relationship of family functions to human developmental stages.  11.2.9.F  Contrast past and present family functions and predict their probable impact on the future of the family.  11.2.9.G  Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing daycare, fixed income senior citizens, school age children).  11.2.9.H  Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. |

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| **Units of Study:**   * **Stress Unit** * **Causes** * **Fight or Flight** * **Tend and Befriend** * **Healthy Ways to Cope** * **Healthy Stress Relief Activities** | **Student Objectives:**   * Understand the negative effects stress can have on the body. * Signs and symptoms of stress. * Understand the difference between and positive and negative stress. * Understand Flight or Flight reaction to stress. * Describe Tend and Befriend reaction to stress. * Understand positive, healthy ways to relieve stress. * Understand healthy coping strategies for dealing for negative stressors. | **Standards/Anchors:**  11.2.9.C  Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.  11.2.12.F  Assess the relationship of family functions to human developmental stages.  11.2.9.F  Contrast past and present family functions and predict their probable impact on the future of the family.  11.2.9.G  Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing daycare, fixed income senior citizens, school age children).  11.2.9.H  Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. |

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| **Units of Study:**   * **Divorce** * **How to Handle** * **Best for Children** * **Causes** * **Legal Aspect** | **Student Objectives:**   * Understand the effects divorce has on kids. * Identify the legal aspect of divorce. * Describe positive ways to handle the repercussions of divorce. | **Standards/Anchors:**  11.2.9.C  Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.  11.2.12.F  Assess the relationship of family functions to human developmental stages.  11.2.9.F  Contrast past and present family functions and predict their probable impact on the future of the family.  11.2.9.G  Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing daycare, fixed income senior citizens, school age children).  11.2.9.H  Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. |

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| **Units of Study:**   * **Death and Dying** * **5 Stages of Grief** * **Comforting** | **Student Objectives:**   * Understand the five stages of grief. * Describe coping strategies for the grieving process. * Understand how to comfort a grieving friend. * Solve dilemmas using a practical reasoning approach. | **Standards/Anchors:**  11.2.9.C  Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.  11.2.12.F  Assess the relationship of family functions to human developmental stages.  11.2.9.F  Contrast past and present family functions and predict their probable impact on the future of the family.  11.2.9.G  Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing daycare, fixed income senior citizens, school age children).  11.2.9.H  Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. |

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| **Instructional Plan:**  A typical class will begin with the completion of the Bell Ringer, and then a review of the classwork that was covered in previous class periods. The majority of each class period will be devoted to either lecture, group or independent work, and/or laboratory and computer activities. The instructor will be utilizing a variety of instructional resources to reinforce and differentiate the instruction for the varying levels of students in the class.  Students will be guided through problem-solving strategies for each unit and will then spend the majority of the unit working either independently or in small groups on various lab activities, computer simulations, and reinforcement exercises.  Students will be assessed regularly through quizzes and exams, in addition to regular, in-formal observation by the classroom teacher. A comprehensive final exam will be administered upon completion of the course. |

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| **Student Assistance:**  Teacher will be available for additional tutoring or instruction before/and or after school, as well as during class time and study hall. Students may utilize teacher websites as well as Google Classroom for accessing resources. In addition, supplemental reinforcement exercises may be assigned at the discretion of the instructor. |

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| **Assessments and Evaluation:**  Formal and Informal Assessments:   * Quizzes * Unit tests * Laboratory/computer activities * Checking for understanding | **Grading:**  Numerical percentages will be calculated by using a point system.  Progress reports will be issued twice each marking period.  Report cards will be issued quarterly. | **Homework/Procedures:**  Homework will be assigned on an as needed basis.  Students will be able to seek help either before or after school if necessary to complete the homework. |

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| **Student and Parent Communication:**  A course syllabus will be reviewed at the beginning of the course. Teachers will make a minimum of three parent communications each week. Grades will be issued every three weeks via progress reports, and quarterly via report cards. |

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| **Student Expectations and Classroom Rules of Conduct**  Students will appropriately participate and follow all policies as outlined in the Shamokin Student Handbook, which contains procedures regarding absences, classroom behavior, make-up of work, academic integrity and all other student conduct guidelines. |