

Course Title: Life Connections

| | |
|----------------|---------------------------------|
| Unit: 1 | Life Span and Life Cycle |
|----------------|---------------------------------|

| | |
|---|---|
| Content Standard(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 1. Differentiate between life span and life cycle. 2. Explain major milestones in the stages of the family life cycle, including conditions that influence human growth and development. |
|---|---|

| | |
|---|---|
| Learning Objective(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 1. Define life span and life cycle. 2. Compare the journey of family members through the family life cycle. 3. Determine changes and conditions that occur at different stages within the family life cycle. 4. Compare human development theories that influence the family life cycle. |
|---|---|

| | |
|-------------------------------|--|
| Essential Question(s): | How does each stage of the life cycle build on the previous stage to determine the ultimate outcome of an individual over a life span? |
|-------------------------------|--|

| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
|---|--|--|
| <p>I. Life Span and Life Cycle</p> <p>A. Define the Life Span and Life Cycle</p> <p>B. Milestones in the Stages of the Family Life Cycle</p> <ol style="list-style-type: none"> 1. Conditions that influence human growth and development <ol style="list-style-type: none"> a. Physical b. Intellectual c. Emotional d. Social e. Moral | <p>Buzz Session: Students discuss the difference between life span and family life cycle. Refer to Wikipedia: http://en.wikipedia.org/wiki/Lifespan</p> <p>Group Investigation/Collage: Students research and make a collage of the milestones within the stages of the family life cycle.</p> | <p>Computers Internet</p> <p>Computer Internet Web sites References Magazines Poster Board Art Supplies Rubric</p> |

| | | |
|--|--|--|
| <p>2. Human development theories</p> <ul style="list-style-type: none"> a. Maslow b. Skinner c. Havinghurst | <p>Research Report/PowerPoint Presentation: Assign students to research the various human development theorists. Each group develops a PowerPoint Presentation to share with the class.</p> | <p>Guidelines for Activity</p> <ul style="list-style-type: none"> Computer Internet Web sites References Software Rubric |
|--|--|--|

| | |
|--------------------------------|---|
| <p>Unit Assessment:</p> | <p>Rubric for Collage, Research Report/Presentation, Class Participation, and Rubrics</p> |
|--------------------------------|---|

| | |
|--|---|
| <p>Unit/Course CTSO Activity:</p> | <p>Students develop and implement an FCCLA Families First State Project- to bridge the gap between generations and promote positive relationships</p> |
|--|---|

| | |
|--|--|
| <p>Unit/Course Culminating Product:</p> | <p>Students develop a graphic illustration that depicts the correlation of the family life cycle, based on the human development theories.</p> |
|--|--|

| |
|---|
| <p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services</p> |
|---|

Course Title: Life Connections

| | |
|----------------|------------------------|
| Unit: 2 | Beginning Stage |
|----------------|------------------------|

| | |
|--|---|
| <p>Content Standard(s) and Depth of Knowledge Level(s):</p> | <p>Students will:</p> <ol style="list-style-type: none"> 3. Develop a career plan, portfolio and resume based on personal interests and abilities. 4. Evaluate a couple’s readiness for marriage by explaining the significance of dating, describing issues to discuss during the engagement period, and determining issues that may impact a couple’s relationship. 5. Compare marriage laws, customs and traditions and their impact on a couple. 6. Demonstrate management of individual and family resources, including the purchase of food, clothing, shelter, and transportation. |
|--|---|

| | |
|--|--|
| <p>Learning Objective(s) and Depth of Knowledge Level(s):</p> | <p>Students will:</p> <ol style="list-style-type: none"> 1. Develop a career portfolio based on individual interests and skills. 2. Explain the significance and responsibilities of dating. 3. Determine issues that would impact a couple’s relationship. 4. Compare laws, customs and traditions of marriage across cultural, ethnic and economic realms. 5. Determine the importance of the management process of individual and family resources including the purchase of food, clothing, shelter and transportation. |
|--|--|

| | |
|--------------------------------------|--|
| <p>Essential Question(s):</p> | <p>What factors should be considered in the beginning stage of the life cycle in order to be a productive member of society and successfully progress into the next cycle?</p> |
|--------------------------------------|--|

| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
|--|--|---|
| <p>II. Beginning Stage</p> <p style="padding-left: 20px;">A. Career</p> <ol style="list-style-type: none"> 1. Plan 2. Portfolio 3. Resume | <p>Career Survey: Students complete an interest career inventory. Discuss results.</p> <p>10+2 Discussion: Direct instruction variation where the teacher presents for ten minutes, students share and reflect for two minutes, then the cycle repeats. Topics: Career planning, portfolio development, and resume writing</p> | <p>Career Inventory Computers Internet</p> <p>References Lead Questions</p> |

| | | |
|---|---|--|
| <p>B. Readiness for Marriage</p> <ol style="list-style-type: none"> 1. Significance of dating 2. Issues to discuss during engagement 3. Issues impacting a couple's relationship <p>C. Marriage</p> <ol style="list-style-type: none"> 1. Laws 2. Customs 3. Traditions <p>D. Management of Resources</p> <ol style="list-style-type: none"> 1. Food purchases 2. Clothing purchases 3. Shelter purchases 4. Transportation purchases | <p>Independent Work: Students prepare and print a resume.</p> <p>Buzz Session: Students discuss the significance of dating and issues to clarify during the engagement period.</p> <p>Brochure: Students create a brochure of dating risks and responsibilities to disseminate to peers.</p> <p>Group Work: Students research marriage laws, customs and traditions in another culture and report on findings.</p> <p>Position Paper: A form of writing in which students take a position, then use information from one or more written materials to support that position. Topics could include, but not limited to marriage laws, customs, family traditions, monogamy, polygamy, inter-racial marriage, etc.</p> <p>Computer Research: Visit interactive Web site www.mypyramid.gov to establish nutritional guidelines.</p> | <p>Guidelines for Activity Computers Internet Web sites References Rubric</p> <p>Lead Questions</p> <p>Guidelines for Brochure Computers Internet Web sites References Rubric Art Supplies</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Art Supplies</p> <p>Guidelines for Position Paper Computers Internet Web sites References Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References</p> |
|---|---|--|

| | | |
|--|--|---|
| <p>5. Benefits of budget preparations</p> <p>6. Accurate financial records maintenance</p> | <p>Do It Activity: (Define the problem, Open Self to new ideas, Identify best solution, Transform ideas to action) The “Do It” activity should encompass all six areas in the management of resources as identified in the outline on the left. Using case studies, students apply the management of resources process to meet the needs of the individual or family described in the case studies. Report Out.</p> <p>Management Guidebook: Students develop a guidebook on how to best manage resources when in the “Beginning Stage” of the Family Life Cycle. Share Out.</p> | <p>Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Case Studies</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Case Studies</p> |
|--|--|---|

| | |
|--------------------------------|--|
| <p>Unit Assessment:</p> | <p>Rubrics for the Personal Assessment, Resume, Class Participation, Brochure, Research Report, Position Paper, and Do It Activity, Management Guidebook, Class Participation, and Rubrics</p> |
|--------------------------------|--|

| | |
|--|---|
| <p>Unit/Course CTSO Activity:</p> | <p>Members participate in the FCCLA Job Interview or Career Investigation STAR Events. Members plan and conduct a Career Fair sponsored by FCCLA. Members complete the FCCLA Power of One Activity. Members plan and implement an FCCLA Financial Fitness State Project.</p> |
|--|---|

| | |
|--|--|
| <p>Unit/Course Culminating Product:</p> | <p>Students develop a career plan, portfolio and resume based on personal interests and abilities. Management Guidebook</p> |
|--|--|

| |
|--|
| <p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCFS Pre-Professional Assessments - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services</p> |
|--|

Course Title: Life Connections

| | |
|----------------|------------------------|
| Unit: 3 | Parenting Stage |
|----------------|------------------------|

| | |
|---|---|
| Content Standard(s) and Depth of Knowledge Level(s): | Students will: 7. Determine factors influencing a couple’s decision to become parents, including responsibilities, rewards, and challenges. 8. Explain ages and stages of child development, including prenatal development, infancy, toddler, preschooler, school-age, and adolescent. |
|---|---|

| | |
|---|---|
| Learning Objective(s) and Depth of Knowledge Level(s): | Students will: 1. Evaluate factors a couple should consider before becoming parents. 2. Compare the ages and stages of child development. |
|---|---|

| | |
|-------------------------------|---|
| Essential Question(s): | What challenges do prospective parents face in the 21 st century? How can you make a workable plan to be an effective parent? |
|-------------------------------|---|

| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
|--|---|--|
| III. Parenting Stage A. Decision to Become Parents 1. Responsibilities 2. Rewards 3. Challenges B. Ages and Stages of Child Development 1. Prenatal development 2. Infancy 3. Toddler | Data Walk: Post individual topics or information (data) around the room and have students walk around to study information or add new information to the topic. Example: Rewards, Care Giving Responsibilities, Financial Responsibilities, Signs of Emotional Readiness, and Signs of Personal Readiness Game: “Name That Stage” similar to “Name That Tune” with facts about each stage of child development | Individual Posters or Large Sheets of Paper Art Supplies Index Cards Facts about Each Stage |

| | | |
|---|---|--|
| <p>4. Preschooler 5. School-age child 6. Adolescent</p> | <p>Group Work: Using <i>Parenting</i> magazines and other resources, each group will clip 20 pictures of children from birth to age five and glue each picture to paper. Students will then identify the approximate age and stage of each picture.</p> <p>Brochure: Students create a brochure on the factors that should be considered with a couple is making a decision to become parents.</p> <p>Parenting Handbook: Students create a “Parenting Handbook” based on the stages of child development, including responsibilities and rewards of each stage.</p> | <p>Guidelines for Activity Computers Internet Web sites References Parenting Magazines Paper Art Supplies</p> <p>Guidelines for Activity Computers Internet Web sites References Art Supplies Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric</p> |
|---|---|--|

| | |
|-------------------------|--|
| Unit Assessment: | Participation, Observation, Group Projects, Brochure, and Parenting Handbook |
|-------------------------|--|

| | |
|-----------------------------------|--|
| Unit/Course CTSO Activity: | Develop and implement an FCCLA Focus on Children STAR Event Develop and implement an FCCLA Illustrated Talk STAR Event Develop and implement an FCCLA Life Planning STAR Event |
|-----------------------------------|--|

| | |
|---|--|
| Unit/Course Culminating Product: | Students create a “Parenting Handbook” based on the stages of child development, including responsibilities and rewards of each stage. |
|---|--|

| |
|---|
| <p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services</p> |
|---|

Course Title: Life Connections

| | |
|----------------|------------------------|
| Unit: 4 | Launching Stage |
|----------------|------------------------|

| | |
|---|--|
| Content Standard(s) and Depth of Knowledge Level(s): | Students will: <ol style="list-style-type: none"> 9. Explain responsibilities of parents in preparing their children to leave home. 10. Describe common marital adjustments during the launching stage and ways to resolve each. |
|---|--|

| | |
|---|--|
| Learning Objective(s) and Depth of Knowledge Level(s): | Students will: <ol style="list-style-type: none"> 1. Analyze the role of parents in preparing children for early adulthood. 2. Determine the adjustments of a marriage during the launching stage. |
|---|--|

| | |
|-------------------------------|---|
| Essential Question(s): | What are the biggest adjustments for parents when children leave home? What are the responsibilities of parents in preparing their children to leave home? |
|-------------------------------|---|

| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
|--|--|---|
| IV. Launching Stage A. Preparing Children to Leave Home <ol style="list-style-type: none"> 1. Time management 2. Decision-making 3. Goal setting 4. Responsibility 5. Independence | <p>10 + 2 Discussion: Direct instruction where the teacher presents for ten minutes, students share and reflect for two minutes, and then the cycle repeats. Topic: Adjustments parents must make during the launching stage of the family life cycle</p> <p>Group Work: Students are assigned a topic to research and report information learned with the class. Topics include:</p> <ul style="list-style-type: none"> • Time management • Decision-making • Goal setting • Responsibility | Lead Questions Guidelines for Activity Computers Internet Web sites References Rubric |

| | | |
|-------------------------------|--|---|
| <p>B. Marital Adjustments</p> | <ul style="list-style-type: none"> • Independence <p>Each team should identify ways that parents teach these concepts to their children as part of the launching stage.</p> <p>Time Assessment Pie Graph: Using a pie graph, students will identify the way they are currently spending their time and reflect on ways to improve time management.</p> <p>Journal Writing: Have students write a letter to themselves describing where they think they will be 5 – 10 years from now, personally and professionally. Return or mail letters to students once they graduate.</p> <p>Tip Sheet: Students prepare a “Tip Sheet” on the guidelines parents can use to prepare their children to leave home. Report Out.</p> <p>Guest Speaker: Invite a Marriage Counselor to discuss the typical marital adjustments that couples face during the launching stage of the family life cycle.</p> <p>Interview/Writing Assignment: Interview parents that are currently experiencing the launching stage. Ask them to describe the challenges or rewards that they have experienced in this stage. Summarize findings using one of the recognized writing styles. Share Out.</p> <p>Information Sheet: Students develop an “information sheet” on common marital adjustments couples face during the “Launching Stage.” They suggest possible strategies couples can use to resolve any marital</p> | <p>Pie Graph Art Supplies</p> <p>Guidelines for Activity</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Activity Rubric Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References</p> |
|-------------------------------|--|---|

| | | |
|--|-------------------------------|--------|
| | issues or concerns. Share Out | Rubric |
|--|-------------------------------|--------|

| | |
|-------------------------|---|
| Unit Assessment: | Pie Graph, Journal, Interview, Writing Assignment, Tip Sheet, Information Sheet, Class Participation, and Rubrics |
|-------------------------|---|

| | |
|-----------------------------------|--|
| Unit/Course CTSO Activity: | Members use FCCLA Power of One program to set personal goals. Members develop an FCCLA Career Connection or Job Interview STAR Event. |
|-----------------------------------|--|

| | |
|---|---|
| Unit/Course Culminating Product: | Students create a graphic organizer that shows examples of behavior that illustrates good time management, appropriate decision-making skills, goal setting, responsibility and independence. Students submit an example of creative writing assignment (newspaper article, etc.) describing marital adjustments in the Launching Stage. |
|---|---|

| | |
|--------------------------------------|---|
| Course/Program Credential(s): | <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services |
|--------------------------------------|---|

Course Title: Life Connections

| | |
|----------------|-------------------------|
| Unit: 5 | Middle-Age Stage |
|----------------|-------------------------|

| | |
|---|---|
| Content Standard(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 11. Describe the impact of “empty nest” on parents. 12. Explain the impact of intergenerational living situations on individuals and families throughout the life cycle. 13. Describe effects of divorce on family members. |
|---|---|

| | |
|---|--|
| Learning Objective(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the effect of the “empty nest” on parents. 2. Analyze the adjustments necessary for intergenerational living. 3. Explain the consequences of divorce on families. |
|---|--|

| | |
|-------------------------------|---|
| Essential Question(s): | <p>What impact does the “empty nest” have on parents? How does intergenerational living impact individuals and families throughout the life cycle? What are the effects of divorce on families?</p> |
|-------------------------------|---|

| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
|---|---|---|
| <p>V. Middle-Age Stage</p> <p style="padding-left: 20px;">A. Impact of “Empty Nest” on Parents</p> <p style="padding-left: 20px;">B. Impact of Intergenerational Living Situations</p> <ol style="list-style-type: none"> 1. Challenges 2. Rewards 3. Coping skills | <p>Collaborative Learning: Express ideas about the stresses and rewards of the empty nest stage.</p> <p>Challenge Envelopes/Case Studies/Scenarios: A statement, word(s), real life problem, question, case study or scenario is placed in an envelope. Students draw envelopes and respond to the challenge by identifying solutions to address the challenge. Situation topics should relate to the challenges of intergenerational living. Using the same challenge envelopes, students will think of</p> | <p>Computers Internet Web sites References Lead Questions</p> <p>Envelopes Challenge Statements References Pen or Pencil Paper</p> |

| | | |
|------------------------------|---|--|
| <p>C. Effects of Divorce</p> | <p>coping skills that could be used with the challenge. Report Out.</p> <p>Intergenerational Family Life Pamphlet: Students develop a pamphlet on intergenerational living. They provide information on the challenges, rewards, and coping skills needed to address being an individual or family living in an intergenerational situation. Share Out.</p> <p>Guest Speaker: Invite a Counselor to discuss the effect of divorce on individuals and families.</p> <p>Essay: Students research and write an essay on the effects of divorce on family members. Report Out.</p> <p>Book: Students create a book on how children can cope with the divorce of their parents. Share Out.</p> | <p>Guidelines for Activity Rubric Computers Internet Web sites References</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p> |
|------------------------------|---|--|

| | |
|--------------------------------|--|
| <p>Unit Assessment:</p> | <p>Class Participation and Discussion, Intergenerational Family Life Pamphlet, Essay, Storybook, and Rubrics</p> |
|--------------------------------|--|

| | |
|--|--|
| <p>Unit/Course CTSO Activity:</p> | <p>Members develop and implement an FCCLA Families First project to address the challenges families face today and tomorrow. Members participate in the FCCLA Illustrated Talk STAR Event with a project on coping with divorce.</p> |
|--|--|

| | |
|---|---|
| Unit/Course Culminating Product: | Students think of a difficult situation that a family might be facing. Assume that you have a friend in that family. Write a letter that offers your help and support, and include something specific that you will do. Intergenerational Family Life Pamphlet Essay Storybook |
|---|---|

Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: AAFCS Pre-Professional Assessments - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services

Course Title: Life Connections

| | |
|----------------|-------------------------|
| Unit: 6 | Retirement Stage |
|----------------|-------------------------|

| | |
|---|--|
| Content Standard(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 14. Recognize the impact of aging on the physical, emotional, and intellectual well-being of the individual. 15. Compare types of housing and care options available to older adults. |
|---|--|

| | |
|---|---|
| Learning Objective(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the signs of aging on older adults. 2. Analyze the housing options for aging adults. 3. Evaluate care options available to aging adults. |
|---|---|

| | |
|-------------------------------|--|
| Essential Question(s): | <p>What criteria would you use to create a retirement plan? What are the signs of aging in older adults? What housing options are available for older adults? What care options are available for older adults?</p> |
|-------------------------------|--|

| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
|---|--|--|
| <p>VI. Retirement Stage</p> <p style="padding-left: 20px;">A. Impact of Aging on the Individual and Family</p> <ol style="list-style-type: none"> 1. Stages of grief 2. Dementia 3. Physical limitations | <p>Research: Students research how individuals and families can be prepared for having a good quality of life during retirement. They interview five adults who are in the retirement stage to determine how they coped with retirement and what adjustments they had to make in their lives after they retired. Students compile their findings. Report Out.</p> <p>Buzz Session: Students discuss different ways of sharing memories of a person who died.</p> | <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> |

| | | |
|---|---|--|
| <p>B. Housing and Care Options for Older Adults</p> | <p>Independent Work: Create a tribute page honoring a deceased elderly person.</p> <p>Guest Speaker: Invite the school nurse or a health professional to discuss dementia and physical limitations.</p> <p>The Aging Process Handbook: Students develop a handbook on the aging process and its impact on the physical, emotional, and intellectual well-being of older adults. Share Out.</p> <p>Research: Research assisted living and nursing homes to compare facilities, amenities, activities, costs, etc. Create a comparison chart of available options and services provided. Report Out.</p> <p>Scenarios: Students are provided of scenarios of an individual that is in his/her older adult years. Based on the information provided, students determine the best housing and care options. Share Out.</p> | <p>Guidelines for Activity Rubric Computers Internet Web sites References Paper/Scrapbook Page Photos Art Supplies</p> <p>Community Resource Person Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Scenarios</p> |
|---|---|--|

| | |
|--------------------------------|--|
| <p>Unit Assessment:</p> | <p>Participation, Tribute Page, Comparison Chart, The Aging Process Handbook, Scenarios, and Rubrics</p> |
|--------------------------------|--|

| | |
|-----------------------|--|
| Unit/Course | Members create an FCCLA Illustrated Talk STAR Event project on Universal Design or Stages of Grief. |
| CTSO Activity: | Members plan and implement an FCCLA Community Service State Project by visiting a local nursing home or assisted living center and interacting with residents with activities planned by students. |

| | |
|--------------------|---|
| Unit/Course | Students create a PowerPoint Presentation on the stages of grief. |
| Culminating | The Aging Process Handbook |
| Product: | Scenarios |

| | |
|--------------------------------------|---|
| Course/Program Credential(s): | <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services |
|--------------------------------------|---|

Course Title: Life Connections

| | |
|----------------|----------------------------------|
| Unit: 7 | Balancing Work and Family |
|----------------|----------------------------------|

| | |
|---|--|
| Content Standard(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 16. Determine personal qualities that contribute to healthy relationships with family, friends, and co-workers, including effective communication techniques, conflict resolution techniques, and the importance of good character. 17. Analyze the significance of work for self, family, and society. |
|---|--|

| | |
|---|--|
| Learning Objective(s) and Depth of Knowledge Level(s): | <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze strategies for achieving personal qualities that promote a healthy balance in life. 2. Explain the need for achieving balance in life and managing multiple roles. |
|---|--|

| | |
|-------------------------------|--|
| Essential Question(s): | <p>What strategies are necessary to balance multiple roles in the home and achieve success in the workplace? What personal qualities contribute to healthy relations with family, friends, and co-workers? What is the significance of work for self, family, and society?</p> |
|-------------------------------|--|

| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
|---|---|--|
| <p>VII. Balancing Work and Family</p> <p>A. Personal Qualities that Contribute to Healthy Relationships</p> <ol style="list-style-type: none"> 1. Communication techniques 2. Conflict resolution techniques 3. Importance of good character | <p>“Put Me In Coach” Activity: Students imagine they are a coach of a sports team. Have them to identify character traits they would want their team members to have. Volunteers read lists aloud. Students create a composite list and have students rank in order of importance.</p> <p>Research: Divide the class into three groups. Assign each group one of the following topics to research:</p> <ul style="list-style-type: none"> • Communication techniques • Conflict resolution techniques | <p>Guidelines for Activity Rubric CTX Paper Pen or Pencil</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric</p> |

| | | |
|--|---|---|
| <p>B. Balancing Work, Family and Community Responsibilities</p> <ol style="list-style-type: none"> 1. Strategies 2. Community resources 3. Services | <ul style="list-style-type: none"> • Importance of good character <p>Students share results of the research with the class and discuss how these techniques contribute to healthy relationships.</p> <p>Buzz Session: Students discuss ways to balance work, family, and community responsibilities. Discuss why this is important in today's society.</p> <p>Brainstorm: Students brainstorm strategies that might be used to balance work, family, and community responsibilities.</p> <p>Research/Community Resource Directory: Students research and develop a directory of community resources and services available for family members who are in crisis.</p> <p>Balancing Work, Family, and Community Responsibilities Handbook: Students develop a handbook on how to balance work, family, and community responsibilities. Included in the handbook are strategies that individuals and families can use to balance all their responsibilities. Report Out.</p> <p>Scenarios: Students are provided with situations where an individual or family needs to balance their responsibilities. They determine the issues or problems the individual or family are facing and then identify possible strategies that can be used to address the issues or problems in order to balance life.</p> | <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Software Web sites References Telephone Book Chamber of Commerce Directory Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Scenarios</p> |
|--|---|---|

| | |
|-------------------------|---|
| Unit Assessment: | Research, Participation and Rubric for Resource Directory, Balancing Work, Family, and Community Responsibilities Handbook, and Scenarios |
|-------------------------|---|

| | |
|-----------------------------------|--|
| Unit/Course CTSO Activity: | Members create an FCCLA STOP the Violence project on conflict resolution. Members complete the Working on Working unit of Power of One. |
|-----------------------------------|--|

| | |
|---|--|
| Unit/Course Culminating Product: | Students will create a personal organizer to use in maintaining a healthy balance in their daily life and evaluate how it helped them accomplish their goals. Handbook Scenarios |
|---|--|

| | |
|--------------------------------------|---|
| Course/Program Credential(s): | <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments – Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services |
|--------------------------------------|---|

Course Title: Life Connections

| | |
|----------------|-------------------------------|
| Unit: 8 | Technology and Careers |
|----------------|-------------------------------|

| | |
|---|--|
| Content Standard(s) and Depth of Knowledge Level(s): | Students will: 18. Assess ways technology impacts individuals and families throughout the life cycle. 19. Determine careers related to families as they progress through the life cycle. |
|---|--|

| | |
|---|---|
| Learning Objective(s) and Depth of Knowledge Level(s): | Students will: 1. Analyze technology available to individuals and families throughout the life cycle. 2. Assess careers involved in dealing with the family in all stages of the family life cycle. |
|---|---|

| | |
|-------------------------------|--|
| Essential Question(s): | Explain why you think technology makes life simpler or more complex? What career options are related to how individuals and families progress through the life cycle? |
|-------------------------------|--|

| Content Knowledge | Suggested Instructional Activities Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
|--|---|---|
| VII. Technology and Careers A. Impact of Technology on Families Throughout the Life Cycle | Technology Inventory: List all technological and communications devices in the home. Compile a master list of common items. Students discuss the impact of the technology listed on families throughout the life cycle. Interview: Interview grandparents or elderly acquaintances to identify what technology items they had as teens and which items they now own. Report Out. | Guidelines for Activity Guidelines for Activity Interview Questions |

| | | |
|---|--|---|
| <p>B. Careers Related to Families as They Progress through the Life Cycle</p> | <p>C-4 Yourself (Challenge, Choice, Collaboration and Creation): Describe what you think technology will be like 50 years from now. Collaborate with a partner and choose a piece of technology to create and design. Describe in detail how it works and approximate cost.</p> <p>Essay: Students write an essay on the impact of technology on individuals and families throughout the life cycle.</p> <p>Circles of Knowledge: A graphic organizer that promotes students to write 3 Known Facts, 3 Questions to be answered, and answers to the 3 questions. Use the Circles of Knowledge to research Career Clusters that specifically relate to the family.</p> | <p>Guidelines for Activity Computers Internet Web sites References Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Graphic Organizer Rubric</p> |
|---|--|---|

| | |
|-------------------------|--|
| Unit Assessment: | Inventory, Homework, Interview, Rubric Project, Essay, Career Cluster Activity, Class Participation, and Rubrics |
|-------------------------|--|

| | |
|-----------------------------------|---|
| Unit/Course CTSO Activity: | <p>Members use the Families Today Unit of the FCCLA Families First program to prepare a presentation illustrating the different uses of technology in the home. Present to class or PTO.</p> <p>Members develop a project for the FCCLA Applied Technology STAR Event.</p> <p>Members develop a project for the FCCLA Career Investigation STAR Event.</p> <p>Members develop a project for the FCCLA Job Interview STAR Event.</p> |
|-----------------------------------|---|

| | |
|---|--|
| Unit/Course Culminating Product: | <p>Students develop a career resource binder containing information obtained in the Circle of Knowledge activity. Include job description, education or training required, salary, advancement opportunities and job outlook.</p> <p>Essay</p> |
|---|--|

| |
|---|
| Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree |
|---|

Other: AAFCS Pre-Professional Assessments - Personal and Family Finance, Broad Field Family and Consumer Sciences, and/or Family Services