

**STATEWIDE COURSE SYLLABUS**  
**Human Development: Responsible Life Choices 2**

**Instructor:**

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

**Career Cluster:**

**CIP Code:**

**Course Number and Title:**

**Course Description:**

**Grade Level: 11 – 12**

**Carnegie Units: 1**

**(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)**

**Prerequisite:**

**Virtual School:** Check with the Office of e-Learning to determine if this course is offered on-line. Go to the following webpage for additional information: <http://scvspconnect.ed.sc.gov/>

**National Assessment:**

**South Carolina State Standards/Indicators/National Assessment-Credential**

**Unit 1:           Topic: INTERPERSONAL RELATIONSHIPS**

**Amount of Time:**

**State Standard: B1. Analyze components of healthy relationships.**

**Indicators:**

1. Analyze functions and expectations of various relationships.
2. Determine personal needs and characteristics and their effects on interpersonal relationships.
3. Demonstrate standards that guide behavior in interpersonal relationships.
4. Identify safe and unsafe practices.

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**Amount of Time:**

**State Standard: B2. Evaluate effective conflict management techniques.**

**Indicators:**

1. Identify the origin of personal attitudes and behaviors.
2. Demonstrate teamwork and leadership skills.
3. Identify how conflict can be positive.
4. Evaluate effective conflict management techniques.

**Unit 2:Topic: PSYCHOLOGICAL HEALTH**

**Amount of Time:**

**State Standard: C1. Identify factors that promote psychological health.**

**Indicators:**

1. Identify factors that influence cognitive development.
2. Define mental wellness.
3. Explain emotional health.

**Unit 3:Topic: PARENTHOOD**

**Amount of Time:**

**State Standard: D1. Determine financial responsibilities of parenthood.**

**Indicators:**

1. Assess the financial cost of having children.
2. Evaluate childcare options.

**Amount of Time:**

**State Standard: D2. Evaluate parenting styles.**

**Indicators:**

1. Differentiate parenting styles.
2. Identify developmentally appropriate guidance techniques.
3. Explain strategies for dealing with challenging behaviors.
4. Discern warning signs of abuse and neglect.

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**Unit 4: Topic: CAREERS**

**Amount of Time:**

**State Standard: E1. Investigate careers in human development.**

**Indicators:**

1. Explain the importance of teamwork.
2. Evaluate leadership skills.
3. Analyze components of a portfolio.

**Course Outline**

	<b>Unit/Lesson</b>	<b>Textbook Chapter</b>		<b>Unit/Lesson</b>	<b>Textbook Chapter</b>
<b>Week 1</b>			<b>Week 10</b>		
<b>Week 2</b>			<b>Week 11</b>		
<b>Week 3</b>			<b>Week 12</b>		
<b>Week 4</b>			<b>Week 13</b>		
<b>Week 5</b>			<b>Week 14</b>		
<b>Week 6</b>			<b>Week 15</b>		
<b>Week 7</b>			<b>Week 16</b>		
<b>Week 8</b>			<b>Week 17</b>		
<b>Week 9</b>			<b>Week 18</b>		

**Academic Alignments:**

Course content is aligned with the following academic subject areas:

<b>English Language Arts</b>	<b>Health and Safety Education</b>	<b>Educational Technology</b>
<b>Earth Science</b>	<b>Elementary Algebra</b>	<b>Physics</b>
<b>Economics</b>	<b>Geometry</b>	<b>Biology</b>
<b>Chemistry</b>	<b>Intermediate Algebra</b>	<b>Data Analysis</b>
<b>Global Studies</b>	<b>PreCalculus</b>	<b>United States Government</b>
<b>United States History and Constitution</b>		<b>Physical Science</b>

**Textbook(s):**

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**Evaluation and Grading:**

**1. Grading System:**

**2. Grading Scale:**

**A = 100 - 93**  
**B = 92 - 85**  
**C = 84 - 77**  
**D = 76 - 70**  
**F = 69 - below**

**Make-up Policy and Extra Help**

**Supplies needed:**

**Classroom Expectations**

**Classroom Procedures**

**Student Organization:** Involvement in student organizations has resulted in the strongest gains in cognitive skills, communication skills, interpersonal skills, and self-confidence.

**Collaborative Partnerships**

**Advisory Council:** The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

**Business/Community Connections:** Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

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**Dual Credit/Articulation Opportunities (Transition Strategies for Middle School)**

**Service Learning Projects**

**Extended Learning Opportunities**

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**21<sup>st</sup> Century Skills**

[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120)

The elements listed below are 21<sup>st</sup> Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

<p><b>Core Subjects and 21st Century Themes</b></p> <ul style="list-style-type: none"> <li>• English, reading or language arts</li> <li>• World languages</li> <li>• Arts</li> <li>• Mathematics</li> <li>• Economics</li> <li>• Science</li> <li>• Geography</li> <li>• History</li> <li>• Government and Civics</li> </ul>	<p><b>Learning and Innovation Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and Innovation</b> Think Creatively Work Creatively with Others Implement Innovations</li> <li>• <b>Critical Thinking and Problem Solving</b> Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems</li> <li>• <b>Communication and Collaboration</b> Communicate Clearly</li> <li>• Collaborate with Others</li> </ul>
<p><b>Information, Media and Technology Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b> Access and Evaluate Information Use and Manage Information</li> <li>• <b>Media Literacy</b> Analyze Media Create Media Products</li> <li>• <b>ICT Literacy</b> Apply Technology Effectively</li> </ul>	<p><b>Life and Career Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Flexibility and Adaptability</b> Adapt to Change Be Flexible</li> <li>• <b>Initiative and Self-Direction</b> Manage Goals and Time Work Independently Be Self-directed Learners</li> <li>• <b>Social and Cross-Cultural Skills</b> Interact Effectively with Others Work Effectively in Diverse Teams</li> <li>• <b>Productivity and Accountability</b> Manage Projects Produce Results</li> <li>• <b>Leadership and Responsibility</b> Guide and Lead Others Be Responsible to Others</li> </ul>

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**Checklist**

Please check each item you have read and understand:

<b>Syllabus Topics</b>	<b>Parent</b>	<b>Student</b>
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Student Organization		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 <sup>st</sup> Century Skills		

Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Printed Name: \_\_\_\_\_