STATEWIDE COURSE SYLLABUS
Family Life Education 1

Instructor:
Teacher's Name:
Teacher Room Number:
Phone :
Fax:
Email:
Webpage:
Hours Available:

Career Cluster: Human Services

CIP Code: 190101

Course Number and Title: 5820 FAMILY LIFE EDUCATION 1

Course Description: Your body is not the only thing that needs to be healthy! What about your relationships? Learn how to make better choices by enrolling in Family Life Education 1! Family Life Education 1 helps students understand and learn to apply various concepts to gain and maintain healthy relationships throughout their lives. Topics such as applying interpersonal skills in relationships, critiquing financial decisions, and determining risk factors of healthy lifestyles are included in the course content. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), standards greatly enhance the curriculum.

Grade Level: 9-12

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: None

National Assessment/Credential:

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/

South Carolina State Standards and Indicators

Unit 1 Topic: B. INTERPERSONAL SKILLS

Amount of Time:

State Standard:

B1. Apply communication skills that contribute to healthy relationships.

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Indicators:

1. Identify the different types of communication.
2. Identify strategies to overcome communication barriers.
3. Describe characteristics of healthy relationships.
4. Demonstrate teamwork and leadership skills.
5. Analyze the effects of technology on communication.

Amount of Time:

State Standard:

B2. Analyze the decision making process.

Indicators:

1. Apply the steps in the decision making process.
2. Explain how values, goals, and resources influence the management of decisions.
3. Analyze the consequences of making decisions.

Amount of Time:

State Standard:

B3. Analyze the various types of relationships.

Indicators:

1. Examine the different types of relationships.
2. Describe the characteristics of a healthy relation.
3. Explain how personal values affect relationship choices.
4. Explore the cultural differences in relationships.

Unit 2 Topic C. HEALTHY LIFESTYLES

Amount of Time:

State Standard:

C1**.** Determine the risk factors that are damaging to a healthy lifestyle.

Indicators:

1. Identify food varieties and appropriate serving sizes.
2. Describe the benefits of regular exercise.
3. Analyze the effects of eating disorders.
4. Describe the consequences of risky behavior.
5. Describe the effects of stress.
6. Explain spirituality.

Unit 3 Topic: D. FAMILY DEVELOPMENT

Amount of Time:

State Standard:

D1**.** Determine the importance of preparing for a family.

Indicators:

1. Describe the laws related to marriage.
2. Analyze the financial aspects of single life versus marriage.
3. Critique the social and emotional aspects of marriage.
4. Scrutinize the various components of raising a child.
5. Explain the importance of prenatal care and development.
6. Describe the childbirth process.
7. Explain the importance of postnatal care**.**

Unit 4 Topic: E. FAMILY RESOURCE MANAGEMENT

Amount of Time:

State Standard: E1. Identify factors that lead to effective resource management skills.

Indicators:

1. Demonstrate effective time management skills.
2. Analyze financial resources.
3. Distinguish wants from needs.
4. Evaluate the rewards and challenges of living independently.
5. Identify expenses and expenditures.

Unit 5 Topic: F. CRISIS MANAGEMENT

Amount of Time:

State Standard:

F1. Explore different types of family crises.

Indicators:

1. Define crisis.
2. Discuss what constitutes a crisis.
3. Identify the types of events that can lead to a family crisis.
4. Explore the impact of a crisis on individuals and families.
5. Investigate crisis prevention strategies.

Unit 6 Topic: G. CAREERS

Amount of Time:

State Standard:

G1. Explore family related career paths.

Indicators:

1. Investigate family related careers.
2. Explore personal interests, aptitudes, and abilities.
3. Exhibit career preparation skills.
4. Incorporate 21st century skills.

Course Outline

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
Week 1			**Week 10**		
Week 2			**Week 11**		
Week 3			**Week 12**		
Week 4			**Week 13**		

Week 5			**Week 14**		
Week 6			**Week 15**		
Week 7			**Week 16**		
Week 8			**Week 17**		
Week 9			**Week 18**		

Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts	Health and Safety Education	Technology
Earth Science	Elementary Algebra	Physics
Economics	Geometry	Biology
Chemistry	Intermediate Algebra	Data Analysis
Global Studies	PreCalculus	U. S. Government
Physical Science		

Textbook(s):

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:

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.

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

Service Learning Projects:

Extended Learning Opportunities:

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21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The elements listed below are 21st 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.

Core Subjects and 21st Century Themes	**Learning and Innovation Skills**
• English, Reading or Language Arts • World Languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics	• **Creativity and Innovation** Think Creatively Work Creatively with Others Implement Innovations • **Critical Thinking and Problem Solving** Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems • **Communication and Collaboration** Communicate Clearly Collaborate with Others
Information, Media and Technology Skills	**Life and Career Skills**
• **Information Literacy** Access and Evaluate Information Use and Manage Information • **Media Literacy** Analyze Media Create Media Products • **ICT Literacy** Apply Technology Effectively	• **Flexibility and Adaptability** Adapt to Change Be Flexible • **Initiative and Self-Direction** Manage Goals and Time Work Independently Be Self-directed Learners • **Social and Cross-Cultural Skills** Interact Effectively with Others Work Effectively in Diverse Teams • **Productivity and Accountability** Manage Projects Produce Results • **Leadership and Responsibility** Guide and Lead Others Be Responsible to Others

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CHECKLIST

Please check each item you have read and understand:

Syllabus Categories	Parent	Student
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		
21st Century Skills		

Please refer to the contact information on the first page if you have any questions. 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: _____