STATEWIDE COURSE SYLLABUS
Human Development: Responsible Life Choices 1

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.

Unit 2: Topic: FAMILY LIFE EDUCATION

Amount of Time:

State Standard: C1. Analyze the function of the family in providing a nurturing environment.

Indicators:

1. Explain the roles and responsibilities of family members.
2. Examine physical, psychological, social, emotional, and cultural influences on family relationships.
3. Analyze influence of values (personal, family, societal) on individuals in establishing a strong family life.
4. Identify laws relating to sexual conduct of minors including criminal sexual conduct.
5. Explain the importance of providing a safe and healthy environment for families.

Unit 3: Topic: ADOLESCENCE DEVELOPMENT

Amount of Time:

State Standard: D1. Analyze factors that affect adolescent growth and development.

Indicators:

1. Identify factors that affect human growth and development.
2. Identify growth patterns and pattern changes.
3. Categorize developmental tasks.
4. Examine conditions that affect behavior.
5. Analyze guidelines for appropriate dating.

Unit 4: Topic: HEALTH AND WELLNESS

Amount of Time:

State Standard: E1. Evaluate factors that promote comprehensive health education.

Indicators:

1. Define comprehensive health.
2. Identify factors that promote comprehensive health.
3. Promote healthy lifestyles.
4. Differentiate healthy versus unhealthy attitudes.
5. Examine prevention, symptoms, and treatments of STIs and STDs.

Amount of Time:

State Standard: E2. Analyze components of reproductive health education.

Indicators:
1. Distinguish between the male and female anatomy.
2. Summarize how genetic traits are passed from one generation to another.
3. Examine how the menstrual cycle affects reproductive health.
4. Identify family planning methods.
5. Explain the benefits of abstinence.
6. Identify the three stages of fetal development.
7. Describe the birthing process.
8. Identify various genetic and environmental birth defects.

Unit 5: Topic: PREGNANCY AND PARENTHOOD

Amount of Time:

State Standard: F1. Assess the responsibilities of pregnancy and parenthood

Indicators:
1. Identify consequences of teenage pregnancy.
2. Analyze health risks to mother and baby during pregnancy.
3. Identify necessary skills and responsibilities of parents.
4. Examine multiple roles of parents/caregivers.
5. Explain impact of teen parenting on education.
6. Identify resources/assistance available to teen parents.
7. Investigate adoption as an alternative.

Unit 6: Topic: CAREERS

Amount of Time:

State Standard: G1. Explore careers in human development.

Indicators:
1. Determine education and training requirements.
2. Identify earning potential for careers in human development.
3. Create portfolio.
4. Research professional organizations.

STATEWIDE COURSE SYLLABUS
Human Development: Responsible Life Choices 1

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**	**Educational Technology**
Earth Science	**Elementary Algebra**	**Physics**
Economics	**Geometry**	**Biology**
Chemistry	**Intermediate Algebra**	**Data Analysis**
Global Studies	**PreCalculus**	**United States Government**
United States History and Constitution		**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: 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.

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

Service Learning Projects

Extended Learning Opportunities

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

Checklist

Please check each item you have read and understand:

Syllabus Topics	**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		

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: _____