FAMILY LIVING

MIS03   09132

To assist students in preparing for adult roles that support and strengthen family life. The course may include: lifestyle and role options for adult life; forms and functions of the family; processes in making and evaluating decisions; readiness for adult roles and responsibilities, including marriage and parenthood; customs and laws relating to marriage and family life; emergency preparedness; coping with crises affecting family life; the family throughout the life cycle; interactions between family and community; sources of support and assistance for individuals and families; current issues related to home and family life; related careers; leadership development.

Note: This course can be taught for CTE credit only. For Physical Education credit, Family Living can be found under Physical Education and Health.

Credit   ¼, ½, or 1 credit
Max credit = 1

Level   Grades 9-12

Standard 1	CAREER, COMMUNITY, and FAMILY CONNECTIONS
	Integrate multiple life roles and responsibilities in family, work, and community settings.
Topic 1.1	**Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).**

		Student Competencies
	1.1.1	Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.
	1.1.2	Analyze the effects of social, economic, and technological changes on work and family dynamics.
	1.1.3	Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
	1.1.4	Analyze potential effects of career path decisions on balancing work and family.
	1.1.5	Determine goals for life-long learning and leisure opportunities for all family members.
	1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

Topic 1.3	Evaluate the reciprocal effects of individual and family participation in community and civic activities.	
	Student Competencies	
	1.3.1	Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
	1.3.2	Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
	1.3.3	Analyze personal and family assets and skills that provide service to the community.
	1.3.6	Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.

Standard 2	*CONSUMER and FAMILY RESOURCES* Evaluate management practices related to the human, economic, and environmental resources in a global context.	
Topic 2.1	Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	
	Student Competencies	
	2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
Topic 2.4	Evaluate the effects of technology on individual and family resources in a global context.	
	Student Competencies	
	2.4.1	Analyze types of technology and software programs that affect family and consumer decision-making.
Topic 2.6	Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	
	Student Competencies	
	2.6.1	Evaluate the need for personal and family financial planning.
	2.6.2	Apply financial management principles to individual and family financial practices.
	2.6.3	Apply management principles to decisions about insurance for individuals and families.
	2.6.4	Evaluate personal and legal documents related to effective management of individual and family finances.

Standard 3	*CONSUMER SERVICES* Integrate knowledge, skills, and practices needed for a career in consumer services.	
Topic 3.3	Analyze factors in guiding development of long-term financial management plans.	
	Student Competencies	
	3.3.1	Explain the effects of the economy on personal income, individual and family security, and consumer decisions.
	3.3.2	Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.
	3.3.3	Analyze the effect of consumer credit on short and long-term financial planning.
	3.3.4	Compare investment and savings alternatives.
	3.3.5	Examine the effects of risk management strategies on long-term financial planning.

	3.3.6	Analyze the effect of key lifecycle transitions on financial planning.
	3.3.7	Explain the role of estate planning in long-term financial planning.
	3.3.8	Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.

Standard 4	*EDUCATION and EARLY CHILDHOOD*
	Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Topic 4.2	**Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.**

Student Competencies	
4.2.5	Analyze strategies that promote growth and development of children, youth, and adults.

Topic 4.4	**Demonstrate a safe and healthy learning environment for children, youth, and adults.**

Student Competencies	
4.4.5	Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
4.4.7	Demonstrate security and emergency procedures.

Topic 4.5	**Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.**

Student Competencies	
4.5.1	Apply developmentally appropriate and culturally responsive guidelines for behavior.
4.5.2	Demonstrate problem-solving and decision making skills when working with children, youth, and adults.
4.5.3	Demonstrate interpersonal skills that promote positive and productive relationships with learners.
4.5.4	Implement strategies for constructive and supportive interactions between children, youth, and adults and their families and communities.

Standard 5	*FACILITIES and PROPERTY MANAGEMENT*
	Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

Topic 5.2	**Demonstrate planning, organizing, and maintaining an efficient operation of residential or commercial facilities.**

Student Competencies	
5.2.1	Apply environmental services standards and procedures in residential and commercial settings.

Topic 5.6	**Demonstrate laundering processes aligned with industry standards and regulations.**

Student Competencies	
5.6.2	Demonstrate standard laundry procedures.

Standard 6	*FAMILY*
	Evaluate the significance of family and its effects on the well-being of individuals and society.

Topic 6.1	**Analyze the effects of family as a system on individuals and society.**

	Student Competencies	
	6.1.1	Analyze family as the basic unit of society.
	6.1.2	Analyze the role of family in transmitting societal expectations.
	6.1.3	Analyze global influences on today's families.
	6.1.4	Analyze the role of family in teaching culture and traditions across the life span.
	6.1.5	Analyze the role of family in developing independence, interdependence, and commitment of family members.
	6.1.6	Analyze the effects of change and transitions over the life course.
	6.1.7	Analyze the ways family and consumer sciences careers assist the work of the family.

Topic 6.2	**Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.**

	Student Competencies	
	6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
	6.2.2	Analyze the effects of social and cultural diversity on individuals and families.
	6.2.3	Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
	6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
	6.2.5	Analyze the effects of globalization and increasing diversity on individuals, families, and society.

Standard 7	*FAMILY and HUMAN SERVICES*
	Synthesize knowledge, skills, and practices required for careers in family and human services.

Topic 7.2	**Analyze factors in providing family and human services.**

	Student Competencies	
	7.2.1	Describe local, state, and national agencies and informal support resources providing human services.
	7.2.5	Summarize the rights and responsibilities of human service participants and their families.
	7.2.6	Analyze effective self-advocacy strategies for human services professionals.
	7.2.7	Investigate community-networking opportunities in family and human services.

Topic 7.5	**Evaluate services for individuals and families with a variety of conditions that could impact their well-being.**

	Student Competencies	
	7.5.1	Describe needs and accommodations for people with a variety of conditions that could affect their well-being.

	7.5.2	Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan.
	7.5.3	Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
	7.5.4	Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.
	7.5.6	Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
	7.5.7	Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.

Standard 12	*HUMAN DEVELOPMENT* **Analyze factors that influence human growth and development.**

Topic 12.1	**Analyze principles of human growth and development across the life span.**
	Student Competencies
12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.

Topic 12.2	**Analyze conditions that influence human growth and development.**
	Student Competencies
12.2.1	Analyze the influences of heredity and environment on human growth and development.
12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development.
12.2.5	Analyze geographic, political, and global influences on human growth and development.

Topic 12.3	**Analyze strategies that promote growth and development across the life span.**
	Student Competencies
12.3.1	Analyze the role of nurturance on human growth and development.
12.3.2	Analyze the role of communication on human growth and development.
12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.

Standard 13	INTERPERSONAL RELATIONSHIPS
	Demonstrate respectful and caring relationships in the family, workplace, and community.

Topic 13.1	Analyze functions and expectations of various types of relationships.	
	Student Competencies	
	13.1.1	Analyze processes for building and maintaining interpersonal relationships.
	13.1.2	Predict the effects of various stages of the family life cycle on interpersonal relationships.
	13.1.3	Compare physical, emotional, spiritual, and intellectual functioning in stable and unstable relationships.
	13.1.4	Analyze factors that contribute to healthy and unhealthy relationships.
	13.1.5	Analyze processes for handling unhealthy relationships.
	13.1.6	Demonstrate stress management strategies for family, work, and community settings.

Topic 13.2	Analyze personal needs and characteristics and their effects on interpersonal relationships.	
	Student Competencies	
	13.2.1	Analyze the effects of personal characteristics on relationships.
	13.2.2	Analyze the effect of personal need on relationships.
	13.2.3	Analyze the effects of self-esteem and self-image on relationships.
	13.2.4	Analyze the effects of life span events and conditions on relationships.
	13.2.5	Explain the effects of personal standards and behaviors on interpersonal relationships.

Topic 13.3	Demonstrate communication skills that contribute to positive relationships.	
	Student Competencies	
	13.3.1	Analyze communication styles and their effects on relationships.
	13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
	13.3.3	Demonstrate effective listening and feedback techniques.
	13.3.4	Analyze strategies to overcome communication barriers in family, community, and work settings.
	13.3.5	Apply ethical principles of communication in family, community, and work settings.
	13.3.6	Analyze the effects of communication technology in family, work, and community settings.
	13.3.7	Analyze the roles and functions of communication in family, work, and community settings.

Topic 13.4	Evaluate effective conflict prevention and management techniques.	
	Student Competencies	
	13.4.1	Analyze the origin and development of attitudes and behaviors regarding conflict.
	13.4.2	Explain how similarities and differences among people affect conflict prevention and management.
	13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
	13.4.4	Demonstrate nonviolent strategies that address conflict.
	13.4.5	Demonstrate effective responses to harassment.
	13.4.6	Assess community resources that support conflict prevention and management.

Topic 13.5		Demonstrate teamwork and leadership skills in the family, workplace, and community.
		Student Competencies
	13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
	13.5.2	Demonstrate strategies to motivate, encourage, and build trust in group members.
	13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
	13.5.4	Demonstrate techniques that develop team and community spirit.
	13.5.5	Demonstrate ways to organize and delegate responsibilities.
	13.5.6	Create strategies to integrate new members into the team.
	13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
Topic 13.6		Demonstrate standards that guide behavior in interpersonal relationships.
		Student Competencies
	13.6.1	Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
	13.6.2	Apply ethical guidelines when assessing interpersonal issues and situations.
	13.6.3	Apply critical thinking and ethical standards when making judgments and taking action.
	13.6.4	Demonstrate ethical behavior in family, workplace, and community settings.
	13.6.5	Compare the relative merits of opposing points of view regarding current ethical issues.

Standard 14	*NUTRITION and WELLNESS*
	Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Topic 14.1		Analyze factors that influence nutrition and wellness practices across the life span.
		Student Competencies
	14.1.1	Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.
Topic 14.2		Examine the nutritional needs of individuals and families in relation to health and wellness across the life span.
		Student Competencies
	14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

Standard 15	*PARENTING*
	Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society.

Topic 15.1		Analyze roles and responsibilities of parenting.
		Student Competencies
	15.1.1	Analyze parenting roles across the life span.

	15.1.2	Analyze expectations and responsibilities of parenting.
	15.1.3	Analyze influences of parenting practices to the individuals, families, and society.
	15.1.4	Analyze societal conditions that influence parenting across the life span.
	15.1.5	Explain cultural differences and similarities in roles and responsibilities of parenting.
Topic 15.2	**Evaluate parenting practices that maximize human growth and development.**	
	Student Competencies	
	15.2.1	Analyze nurturing practices that support human growth and development.
	15.2.2	Apply communication strategies that promote emotional well-being in family members.
	15.2.3	Assess common practices and emerging research about influences of discipline on human growth and development.
	15.2.4	Analyze the effects of abuse and neglect on children and families and determine methods for prevention.
	15.2.5	Apply criteria for selecting care and services for children and youth.
Topic 15.3	**Evaluate external support systems that provide services for parents.**	
	Student Competencies	
	15.3.1	Analyze community resources and services available to families.
	15.3.2	Analyze community resources that provide opportunities related to parenting.
	15.3.3	Analyze current laws and policies related to parenting.
Topic 15.4	**Analyze physical and emotional factors related to beginning the parenting process.**	
	Student Competencies	
	15.4.1	Analyze biological processes related to prenatal development, birth, and health of child and mother.
	15.4.2	Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.
	15.4.3	Analyze alternatives to biological parenthood.
	15.4.4	Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

Family Living Course Topics and Related Standards Overview

FAMILY LIVING	FACS I	Middle School FACS
MIS03 # 09132	**MIS03 # 09022**	**MIS03 # 09006**
Family	*Family*	*Family*
Roles (6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7)	Roles (6.1.1, 6.1.5, 6.1.6, 6.1.7)	Roles (6.1.1, 6.1.7)
Diversity (6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5)	Diversity (6.2.3, 6.2.4)	
Readiness for Parenting (13.2.1, 13.2.3, 13.3.1, 13.3.4, 15.1.1-15.1.5)		
Community (7.2.1, 7.2.5, 7.2.6, 7.2.7)	Community (7.2.1, 7.2.6)	Community (7.2.1)
Disadvantaging Conditions (7.5.1, 7.5.2, 7.5.3, 7.5.4, 7.5.6, 7.5.7)		
Human Development	*Human Development*	*Human Development*
Life Span (12.1.1, 12.1.2, 12.1.3, 12.3.1, 12.3.2, 12.3.3)	Life Span (12.1.1, 12.1.2)	Life Span (12.1.1, 12.1.2)
Influencing Conditions (12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.2.5)	Influencing Conditions (12.2.1, 12.2.2, 12.2.3)	
Relationships	*Relationships*	*Relationships*
Types of Relationships (13.1.1, 13.1.2, 13.1.3, 13.1.4, 13.1.5, 13.1.6, 13.2.1, 13.2.2, 13.2.3, 13.2.4, 13.2.5)	Types of Relationships (13.1.1, 13.1.4, 13.1.5, 13.1.6, 13.2.1,13.2.3,13.2.5)	Types of Relationships (13.1.1, 13.1.4, 13.1.5, 13.2.3,13.2.5)
Communication (13.3.1, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.6, 13.3.7, 13.6.1, 13.6.2, 13.6.3, 13.6.5)	Communication (13.3.1, 13.3.2, 13.3.3, 13.3.6, 13.3.7, 13.6.1, 13.6.3)	Communication (13.3.1, 13.3.2, 13.3.3, 13.3.6, 13.6.1, 13.6.3)
Conflict (13.4.1, 13.4.2, 13.4.3, 13.4.4, 13.4.5, 13.4.6)	Conflict (13.4.3, 13.4.4, 13.4.5)	Conflict (13.4.3, 13.4.4, 13.4.5)
Teamwork and Leadership (13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5, 13.5.6, 13.5.7)	Teamwork and Leadership (13.5.1, 13.5.5, 13.5.7)	Teamwork and Leadership (13.5.1)
Independent Living	*Independent Living*	*Independent Living*
Maintenance (5.2.1, 5.6.2)		
Wellness (14.1.1, 14.2.3)		
Parenting	*Parenting*	*Parenting*
Roles and Responsibilities (15.1.1, 15.1.2, 15.1.3, 15.1.4, 15.1.5)	Roles and Responsibilities (15.1.1, 15.1.2)	Roles and Responsibilities (15.1.1, 15.1.2)
Practices (4.2.5, 4.4.5, 4.4.7, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 15.2.1, 15.2.2, 15.2.3, 15.2.4, 15.2.5)	Practices (4.4.5, 4.4.7, 4.5.2, 4.5.3, 4.5.4, 15.2.1, 15.2.2)	Practices (4.4.5, 4.4.7, 4.5.2, 4.5.3, 15.2.2)
Support Systems (15.3.1, 15.3.2, 15.3.3)		
Readiness (15.4.1, 15.4.2, 15.4.3, 15.4.4)		
Related Careers (1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.3.1, 1.3.2, 1.3.3, 1.3.6, 13.6.4)	***Related Careers*** (1.1.2, 1.1.3)	***Related Careers*** (1.1.2, 1.1.3)