

**Jefferson County High School
Course Syllabus**

A. Course : *Family Studies*

B. Department: *Family and Consumer Sciences*

C. Course Description : *This course is an applied knowledge course that examines the diversity and evolving structure of the modern family. Course standards focus on the demographic, historical and social changes of interpersonal relationships, as well as parenting and the effects of stressors on the family.*

D. Grade Term: *Semester*

E. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s): *The Developing Child and Lifespan Development*

H. Other Resources

- a. Odysseyware
- b. *Baby Think It Over Infant Simulator*
- c. *Empathy Belly*

I. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Email Instructor
- c. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

J. Field Trips

- a. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

K. Standards & Objectives

First 9 weeks:

Course Standards

Definition and History of Family

- 1) Drawing on academic research and news media, synthesize a definition of family in an informative essay. Analyze diverse family structures that are representative of today's society, citing specific textual evidence from research. (TN Reading 1; TN Writing 2, 9; TN Sociology 16,21; FACS 6)
 - 2)
 - a. I can synthesize a definition of family.
 - b. I can analyze diverse family structures.
 - 3) Research and summarize early records of the structures of family. Use the research to create a timeline or graphic illustrating changes in the structures of families over time. Research the historical events that contributed to changes in common family structures, including but not limited to: a. The Renaissance b. Slavery c. Industrialization of the economy d. Wars e. Women's right to vote (TN Reading 2, 9; TN Writing 8; TN U.S. Government and Civics 18, 46, 47, 48; TN US History and Geography 7, 18, 42, 94; FACS 6)
 - 4)
 - a. I can summarize records of structures of the family.
 - b. I can generate a timeline illustrating family structure changes over time.
 - c. I can explain the impact historical events have made on family structures.
- 3) Compare and contrast different definitions of family units found in distinct groups. Explore cultural, geographical, religious, ethical, and political differences, analyzing the reasoning and evidence each provide for the development of their definition of a family. (TN Reading 8, 9; TNSociology 17, 18, 23; FACS 6)
- a. I can compare and contrast definitions of family units.
 - b. I can analyze reasoning for factors that help define the family.
 - c. I generate a personal definition of family.
- 4) Form a hypothesis about how a specific community may have changed in response to major historical events (such as World War II). Compare and contrast census records to analyze demographic trends in the community over time and present findings in an informative essay.(TN Reading 1; TN Writing 2, 4, 6; FACS 6)
- a. I can hypothesize how communities may have changed in response from historical events.

b. I can analyze demographic trends in community over time.

5) Conduct a research project examining relevant academic journal articles and news media coverage of a specific issue or trend in family studies. Supplement research with interviews and other primary sources to provide data and evidence for the development of particular phenomenon. Research topics may include, but are not limited to: a. Sandwich Generation b. Failure to launch c. Grandparents raising grandchildren. (TN Reading 1, 2, 9; TN Writing 7, 10; TN Sociology 21; FACS 6, 15)

a. I can research relevant phenomenon developing in the area of family studies.

b. I can supplement my research with current data.

Second 9 weeks:

Family Cycle & Relationships

6) Create a graphic illustration that identifies the stages of the Family Life Cycle. Identify characteristics and changes at each of the stages. Summarize in an informative narrative, describing each stage and give examples of the changes in the family structure as an individual ages and passes through each stage. (TN Reading 1, 3, 7, 9; TN Writing 2, 8, 9; FACS 6, 15)

a. I can create a illustration of the stages of the family life cycle.

b. I can identify characteristics and changes in each family life cycle stage.

c. I can describe each stage and give examples of the changes in family structures.

7) Identify intrapersonal and interpersonal conditions, personal characteristics, attitudes and behaviors necessary for effective human relationships, exploring concepts such as understanding of self, relationship building skills, conflict management and intimacy, citing textual evidence from social science academic research. (TN Reading 1, 5; TN Psychology 51, 55,57, 60; TN Sociology 20, 21, 25; FACS 13)

a. I can identify intra and interpersonal conditions necessary for effective human relationships.

b. I can identify personal characteristics, attitudes and behavior for human relationships.

c. I can explore concepts of self-understanding, building relationship skills, conflict management and intimacy.

8) Explore concepts of long-term relationships, such as love, mate selection, attachment, loneliness, conflict, and relationship dissolution, using social science academic research. Summarize relevant resources on the purpose and responsibilities of dating. Develop a logical framework of guidelines formate selection using compatibility surveys, identifying factors that impact selection. Examine marriage laws in the state, prepare a list of requirements to obtain a marriage certificate, and describe legal rights provided through marriage, citing specific legislation and organizational policies. (TN Reading 1, 4, 5, 9; TN Writing 7, 9; TN Psychology 55, 60; TN Sociology 20, 21, 25; FACS 13)

a. I can explore concepts of love, mate selection, attachment, loneliness, conflict and relationship desolution.

b. I can summarize resources on the purpose and responsibilities of dating.

- c. I can examine marriage laws, requirements for marriage certificate and legal rights of marriage.

9) Investigate types of crises impacting families (such as unemployment, child exceptionality, divorce, death), describing characteristics of crises situations and citing rates of frequency pulled from census information and news articles. Synthesize research on theories and strategies for helping families deal productively with crises by crafting an argumentative essay making a commendation for a specific activity that can be used to assist families in crises situations. (TN Reading 1, 2; TN Writing 1, 7, 8, 9; TN Sociology 35, 36, 37; FACS 13)

- a. I can investigate types of family crises.
- b. I can describe characteristics of crisis situations.
- c. I can synthesize research on theories and strategies for helping families deal with crisis.

10) Synthesize research to evaluate the importance of values and goals on individuals during the lifespan. Create a list of values that are observed in an individual's family of origin and a list of values that will be important in future family units. Compare and contrast the list for similarities and variations in a class discussion. (TN Reading 1, 9; TN Writing 2, 4; TN Psychology 47; TN Sociology 25; FACS 6)

Parenting Responsibilities

- a. I can evaluate the importance of values and goals during lifespan.
- b. I can create a list of values of family of origin and future family.

11) Differentiate between parenting styles described in social science academic research. Assess the extent to which the reasoning and evidence in a specific theory supports the claim(s). Parenting styles could include, but are not limited to: a. Authoritarian b. Permissive c. Authoritative (TN Reading 1, 2, 8; TN Writing 2, 9; FACS 6, 15)

- a. I can differentiate between parenting styles.
- b. I can explore reasoning in theory that supports styles.

12) Identify ways to promote and foster a child's positive self-concept. Research case studies to identify positive guidance techniques, linking each to a specific reason for child misbehavior (such as desire for attention, embarrassment, lack of expectations, etc.). (TN Reading 1, 7, 9; FACS 6, 15)

- a. I can identify ways to build a child's self esteem
- b. I can identify positive guidance techniques used for child's misbehavior.

13) Investigate the adoption process nationally and globally using advanced searches of both print and digital sources. Collaboratively, develop a list that compares and contrasts the costs and benefits of each adoption process. Identify local and global agencies that are available for assistance during the adoption process. (TN Reading 2, 7, 9; TN Writing 8, 9; FACS 6, 15)

- a. I can investigate the adoption process.
- b. I can compare the costs and benefits of local and global adoptions.

Family Stress, Crisis, and Resilience

14) Research and summarize trends in family life since the integration of dual income households in America. Discuss the impact of these trends on traditional gender roles and responsibilities of family members. (TN Reading 1, 2, 9; TN Psychology 68; TN U.S. History and Geography 42; FACS 6)

- a. I can summarize trends in family life since popularity of dual income households.
- b. I can discuss impact of dual income families on gender roles and family responsibilities.

15) Research the impact of poverty and social inequality on the structure of the American family. Develop a list of factors that contribute to income inequality and develop strategies that promote social mobility. (TN Reading 1, 2, 9; TN Writing 2, 8, 9; TN Psychology 65, 68, 69; TN Sociology 36 FACS 6)

- a. I can summarize the impact of poverty on the structure of the American family.
- b. I can list of factors contributing to income inequality.

16) Research each of the stages of the Cycle of Violence. Create a graphic illustration that identifies each of the stages, with short descriptions and prevention strategies for each stage to combat the recurrence of violence. (TN Reading 1, 2, 3, 9; TN Writing 2, 8, 9; FACS 6)

- a. I can identify stages of Cycle of Violence
- b. I can generate or list prevention strategies for combating violence.

17) In a group, work to identify domestic abuse resources within a community. Make an informational resource for distribution in the community that could be used by the proper authorities in instances of domestic abuse. (TN Reading 1, 2, 9; TN Writing 2, 8, 9; FACS 6)

- a. I can identify domestic violence resources in the community.