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| **Family Studies****Course code 6136** **Course Outcome:****Course Description:**  ***Family Studies***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 effect of stressors on the family. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in the course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, as well as Tennessee Psychology, Scientific Research, Sociology, and US History standards and the National Standards for Family and Consumer Sciences Education, Second Edition.\***Industry Certification:** This course is the third course in the Social Health Services Program of Study (Intro to Human Studies, Lifespan Development and Family Studies). Upon completion of this program of study, students will take the **Tennessee Specific Industry** **Certification Exam in Social Health Services**. Students who receive a passing grade of 70% on this exam will receive the following: Tennessee Specific Industry Certification for Social Health Services, 3 hours college credit at any Tennessee accredited school, and students who have a 3.0 GPA or higher will graduate with distinction, and be considered **College and Career** **Ready** according to the State of Tennessee Department of Education. Please let me know if you have any questions about the Industry Certification requirements.***Family, Career and Community Leaders of America (FCCLA)***, the co-curricularStudent organization, provides students with opportunities for leadership development,personal growth and school/community involvement. **Prerequisites:** none**Recommended Credit(s):** 1**Recommended Grades: 11****Hyperlinks are available on the classroom website**http://www.tn.gov/education/cte/HumanServices.shtml **Instruction:****Course Standards and Pacing Guide** **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 CCSS Reading 1; TN CCSS Writing 2, 9; TN Psychology; TN Sociology; FACS 6) 2) 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 CCSS Reading 2, 9; TN CCSS Writing 8; TN US History; FACS 6) 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 CCSS Reading 8, 9; FACS 6)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 CCSS Reading 1; TN CCSS Writing 2, 4, 6; TN US History; FACS 6) 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 CCSS Reading 1, 2, 9; TN CCSS Writing 7, 10; FACS 6, 15) Approved Jan. 31, 2014 Page 3 **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 CCSS Reading 1, 7, 9; TN CCSS Writing 2, 8, 9; FACS 6, 15) 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 CCSS Reading 1, 5; FACS 13) 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 for mate 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 CCSS Reading 1, 9; TN CCSS Writing 7, 9; FACS 13) 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 recommendation for a specific activity that can be used to assist families in crises situations. (TN CCSS Reading 1, 2; TN CCSS Writing 1, 7, 8, 9; FACS 13) 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 CCSS Reading 1, 9; TN CCSS Writing 2, 4; FACS 6) **Parenting Responsibilities** 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 CCSS Reading 1, 2, 8; TN CCSS Writing 2, 9; FACS 6, 15) 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 CCSS Reading 1, 7, 9; FACS 6, 15) 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 CCSS Reading 2, 7, 9; TN CCSS Writing 8, 9; FACS 6, 15) **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 CCSS Reading 1, 2, 9; FACS 6) 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 CCSS Reading 1, 2, 9; TN CCSS Writing 2, 8, 9; FACS 6) 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 CCSS Reading 1, 2, 9; TN CCSS Writing 2, 8, 9; FACS 6) 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 CCSS Reading 1, 2, 9; TN CCSS Writing 2, 8, 9; FACS 6) **The following artifacts will reside in the student’s portfolio:**  Definition of a Family Essay  Graphic of Family throughout History  Family Demographic artifacts  Family Trend Research Paper  Family Cycle graphic  Dating guidelines  Family Crisis Research artifacts  Family Values assessment  Parenting narrative  Research on Parenting  Family Violence Cycle illustration  Domestic Abuse resources  **CLASS FEE:** **Resources:**        Textbook: Succeeding in Life and Career 11th edition Goodheart-Wilcox **Materials:** #2 pencils and a blue or black pen                  1&1/2” or 2”  3 ring binder  (can be used, just in good shape)                  5 tabs  (can be used)                  Notebook Paper Your student may view the following videos as part of the class curriculum. Most of the videos are put out by educational curriculum companies and your student will have a study guide to go with them. These videos are shown as class time allows. **If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the child’s name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.** Be Part of It! (FCCLA Membership)The Ouchless HouseChildproof: Home Safety ChecklistThe Power of FamilyHow I LearnD is for DecisionsFor the Love of NancyConsidering Your OptionsLosing IsaiahFACS Careers**ASSESSMENT:**

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|  http://www.tn.gov/education/cte/HumanServices.shtml  |

 **Make Up Policy**        WHEN YOU ARE ABSENT FROM CLASS, you must make up the work missed. Remember, you receive a grade most days in my class.  To get your make-up work, you may see me before school starts (8:10 - 8:30), before class starts, or before 4:00 p.m.  I will stay late if you schedule an appointment with me.  You are responsible for getting the work out of the **MISSED WORK BOX** and asking me what to do with it.  **You have 3** **days to complete the work and turn it in.** **Grading Scale:**        A      93 – 100        B      85 – 92         C      75 – 84        D      70 – 74        F      Below 70                                                                                          **Grading Components:**                                            1. Daily Work                                   2. Written Quizzes and Tests           3. Projects4. Extra Credit WorkTHE END-OF-THE COURSE TEST WILL COUNT AS 15% OF THE FINAL GRADE. **Portal Post Policy** – One way in which I am able to communicate with the student and parent is through Parent Portal. In order to give timely feedback, I will update grades at least once per week. **GENERAL EXPECTATIONS:****Students:**                Should follow the Knox County ATTENDANCE Policy and all other Knox County policies, Gibbs High School policies and classroom rules.                **Student Expectations:**1.   Be in your assigned seat ready to work when the bell rings. **ALL ELECTRONICS OFF AND OUT OF SIGHT** before you walk through the classroom door. They will be taken up and turned into the office.2.   Follow directions the first time they are given.3.   Respect teacher and other students verbally and nonverbally.  Speak appropriately and at appropriate time.  Keep hands, feet, and other objects to yourself.4.   Attend class with a positive, cooperative attitude.5.   No gum, food, drinks, book bags, or backpacks in class. **Teacher:** Rebecca Young                 Rebecca.young@knoxschools.org865-689-9130    ext. 72559Plan period 8:30-9:30**Intervention Strategy**        If your student needs extra help, they may ask me what day I will be able to stay late and we will work on catching them up.  |
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 Contact Webmaster | [Site Map](http://family-cons-sci-s140-b.gibbshs.knoxschools.org/modules/sitemap/sitemap.phtml?sessionid=4466bb226ce6b6ebdb212ac01d7454d9) | [Privacy Policy](http://family-cons-sci-s140-b.gibbshs.knoxschools.org/privacy.phtml?sessionid=4466bb226ce6b6ebdb212ac01d7454d9) | [View "printer-friendly" page](http://family-cons-sci-s140-b.gibbshs.knoxschools.org/modules/groups/group_pages.phtml?printable=TRUE&sessionid=4466bb226ce6b6ebdb212ac01d7454d9) | [Help](http://family-cons-sci-s140-b.gibbshs.knoxschools.org/modules/support/supportMenu.phtml?sessionid=4466bb226ce6b6ebdb212ac01d7454d9) | [Personal Settings](http://family-cons-sci-s140-b.gibbshs.knoxschools.org/change_info.phtml?sessionid=4466bb226ce6b6ebdb212ac01d7454d9) | [Logout](http://family-cons-sci-s140-b.gibbshs.knoxschools.org/logout.phtml?sessionid=4466bb226ce6b6ebdb212ac01d7454d9)

            

Please sign and return the syllabus by your student to Ms. Young. This will indicate that you have read and understand its content and what your child will be learning this semester. This is the first grade in the gradebook. Thank you,

 Rebecca Young

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