

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 1 Identifying Family Structures

Course Code: 096828

COURSE INTRODUCTION:

Course Description: Human Development is an introductory course for students interested in careers in human and community services and other helping professions. Areas of career exploration include family and social services, youth development, and adult and elder care. The course focuses on basic human developmental and behavioral characteristics of the individual within the context of the family. The content is based on the Family and Consumer Sciences National Standards for Human Development and includes instruction in the conditions that influence human growth and development; strategies that promote growth and development across the life span; and the study of family systems. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies and/or organizations, or student organizations are appropriate approaches. This course provides the foundation for continuing and post-secondary education in all career paths within the human services cluster: early childhood development and services; family and community services; consumer services; personal care services; and education and training.

Course Rationale:

To assist Missouri citizens in preparing for success in family and career life, competencies in the Human Development course taught in Family and Consumer Sciences (FCS) education programs enable students to:

- a) construct meaning and acquire skills related to human development;
- b) analyze influences and factors impacting human growth and development;
- c) analyze careers related to human development;
- d) and utilize leadership, problem-solving, and communication skills to assume roles as responsible family members and citizens.

Guiding Principles:

Integrating Processes of Thinking, Communication, Leadership, and Management In Order To Apply Human Development Knowledge And Skills.

1. Demonstrate components of critical thinking, creative thinking, and reasoning.
2. Evaluate effective communication processes in school, family, career, and community settings.
3. Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
4. Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
5. Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.
6. Demonstrate fundamentals to college and career success (e.g., strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).
7. Utilize FCCLA programs and activities to facilitate the growth and human development throughout the lifespan.

Course Essential Questions:

1. What are the basic human developmental and behavioral characteristics of the individual within the context of the family?
2. How do family systems impact on the development of the individual throughout the life span?
3. What are the human development challenges of working in diverse communities?

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 1 Identifying Family Structures

Course Code: 096828

UNIT DESCRIPTION: Unit 1 - IDENTIFYING FAMILY STRUCTURES		SUGGESTED UNIT TIMELINE: 5 or 6, 50 min class periods					
This unit explores how the family changes throughout the lifespan as well as what impacts the types and cycles during development.		CLASS PERIOD (min.): 50 minutes					
ESSENTIAL QUESTIONS:							
1. What is a family?							
ESSENTIAL MEASURABLE LEARNING OBJECTIVES			CROSSWALK TO STANDARDS				
			CCTC.HU	CCTC	CCSS ELA Grade Level	NSFCSE	DOK
1. Describe the different types of families found in today’s society.				CCTC.1		4.2.3 6.1.1 6.1.4 6.2.1 13.1.2	1
2. Explain the relationship between being a responsible family member and a responsible citizen.			CCTC.HU.6	CCTC.9	W.9-10.4 W.11-12.4	13.5.5 13.6.4 15.1.5	2
3. Analyze the role of the family in developing independence, interdependence, and commitment of family member.			CCTC.HU.3 CCTC.HU.FAM.2	CCTC.10	W.9-10.4 W.11-12.4	2.1 1.2.3 1.3.4 6.1.5 7.1.6 12.2.2	4
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)							

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 1 Identifying Family Structures

Course Code: 096828

FORMATIVE ASSESSMENT - Reflection Journal. (Reflection Journal, Reflection Journal Rubric) Throughout the course students will maintain a journal to be used as an assessment of his/her learning of topic discussed. These entries are designed to be given after instruction has been given for each objective.

FORMATIVE ASSESSMENT – Reflection Journal Rubric

SUMMATIVE ASSESSMENT – Unit 1

SUMMATIVE ASSESSMENT – Scoring Guide –Multiple choice, T/F, matching test key

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	<p>1. INSTRUCTIONAL STRATEGY_1_Anticipatory Set Suggestions: The anticipatory set is designed to encourage the students to think about or introduce the topic that will be discussed as part of the lesson. You may choose to use this in any way but here are some suggestions:</p> <p>Option #1: Use the anticipatory set question as bell work/bell ringer (a writing prompt given at the beginning of the class while teacher is taking attendance, etc)</p> <p>Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.</p>
1	<p>2. INSTRUCTIONAL STRATEGY_2_Types of Families Today power point. An instructional tool for the teacher to describe and define family types, cycle, and considerations of the types.</p>
1	<p>3. INSTRUCTIONAL STRATEGY_3_Family Tree, Family Tree key. The student will develop and draw their family tree and answer the questions that follow referencing the family life cycle.</p>
1	<p>4. INSTRUCTIONAL STRATEGY_4_Role Play Family Types. Using the PowerPoint, assign a family type to each group. The students will develop a scenario to match their assigned family type and then reflect their thoughts and opinion on the family types.</p>
1	<p>5. INSTRUCTIONAL STRATEGY_5_Formative Assessment: Reflection Journal Objective 1 writing prompt, Reflection rubric.</p>
2	<p>6. INSTRUCTIONAL STRATEGY_6_Helping your Child Booklet. Read the first paragraph of the introduction. Read strong character and</p>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 1 Identifying Family Structures

Course Code: 096828

	compassion on p. 1 of booklet. Explain the purpose of the booklet from the introduction. You may want to print the booklet which is 42 pages. You may want to assign individual reading and reflection of the assigned readings.
2	7. INSTRUCTIONAL STRATEGY_7_ Helping your Child Booklet, Reflection Form, and Article Review Rubric. Teacher will assign a topic from the table of contents of the booklet. Student will reflect using the reflection worksheet developed.
2	8. INSTRUCTIONAL STRATEGY_8_ Formative Assessment: Reflection Journal Objective 2 writing prompt, Reflection rubric.
3	9. INSTRUCTIONAL STRATEGY_9_ Independence, Interdependence, and Commitment of Family power point. An instructional tool for the teacher to describe and define the family role, print and provide 3 slide per page handout to students to take notes.
3	10. INSTRUCTIONAL STRATEGY_10_ Assign Independence, Interdependence, and Commitment Table use the Independence, Interdependence, and Commitment of Family Table Rubric
3	11. INSTRUCTIONAL STRATEGY_11_ Formative Assessment: Reflection Journal Objective 3 writing prompt, Reflection rubric.
1 2 3	12. INSTRUCTIONAL STRATEGY_12_ SUMMATIVE ASSESSMENT. Teacher will provide the Summative Assessment to the students. Use the Summative Assessment Rubric for grading the assessment.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. INSTRUCTIONAL ACTIVITY_1_ Anticipatory Set: Depending on the option chosen by the teacher the student will be expected to either write on the topic or be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
1	2. INSTRUCTIONAL ACTIVITY_2_ Type of Families Today power point. Students will be expected to participate and provide relevant comments and questions to power point content.
1	3. INSTRUCTIONAL ACTIVITY_3_ Family Tree. In the space provided, draw a diagram of your family tree. At the top of the tree, place the names of your grandparents. Then, add the names of their children and grandchildren. After completing your family tree, answer the questions that follow.
1	4. INSTRUCTIONAL ACTIVITY_4_ Role Play Family Types. Divide into seven groups. Each group will role play one of the seven different family types. All group members must play a role.

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 1 Identifying Family Structures

Course Code: 096828

1	5. INSTRUCTIONAL ACTIVITY_5_ Formative Assessment: Reflection Journal Objective 1 writing prompt.
2	6. INSTRUCTIONAL ACTIVITY_6_ Helping your Child booklet. Student will be expected to participate and provide relevant comments and questions to the booklet.
2	7. INSTRUCTIONAL ACTIVITY_7_ Helping your Child booklet, Reflection Form. Teacher will assign content topic from the booklet table of contents and reflect on the booklet section.
2	8. INSTRUCTIONAL ACTIVITY_8_ Formative Assessment: Reflection Journal Objective 2 writing prompt.
3	9. INSTRUCTIONAL ACTIVITY_9_ Independence, Interdependence, and Commitment of Family power point. Students will be expected to participate and provide relevant comments and questions to power point content and take notes in provided 3 slide per page handout
3	10. INSTRUCTIONAL ACTIVITY_10_ Student will fill out Independence, Interdependence, and Commitment Table
3	12. INSTRUCTIONAL ACTIVITY_11_ Formative Assessment: Reflection Journal Objective 3 writing prompt.
1 2 3	13. INSTRUCTIONAL ACTIVITY_12_ SUMMATIVE ASSESSMENT – Students will complete the Summative Assessment for the unit.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Unit Essentials of Life-Span Development 2nd edition by John Santrock Life-Span Development 13th edition by John Santrock A Topical Approach to Life-Span Development 6th edition by John Santrock</p> <p>Objective 1 resources: Kato, S. (2014). <i>Lifespan development</i>. (1st ed.). Tinley Park: The Goodheart-Wilcox Company, Inc.</p> <p>Objective 2 resources: Helping your Child, http://www2.ed.gov/parents/academic/help/citizen/citizen.pdf, accessed 22 Oct., '13</p> <p>Objective 3 resources:</p>	

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 1 Identifying Family Structures

Course Code: 096828

Analyze the Role of the Family, <http://www.cteresource.org/verso/courses/8282/career-community-and-family-connections-tasklist/1944869135>, accessed 22 Oct., '13

Analyze the Role of the Family, <http://www.cteresource.org/verso/courses/8282/career-community-and-family-connections-tasklist/1944869135>, accessed 23 Oct., '13

Closeness, Authority, and Independence, <http://www.jrf.org.uk/publications/closeness-authority-and-independence-families-with-teenagers>, accessed 23 Oct., '13