

Teacher: Ms. Price

Room: 1330

Department: Family and Consumer Sciences

E-mail: bprice@usd116.org

Blog: <http://umshw.usd116.org/users/BPrice/>

Phone: 217-384-3685, Extension 1330

Conference / Meeting Times: by Appointment

Class: 8th Grade Family Living
--

Rationale Statement:

Family and Consumer Sciences is an educational discipline that provides curriculum to assists the individual student in obtaining the knowledge, skills, and hands on experience required to meet the challenges of everyday life while preparing for their future. Family and Consumer Sciences provide resources and tools students can utilize to encourage them to become critically reflective of the social influences regarding family, schools, and communities. Students are prepared to become proactive community leaders in the economic, social, political and technical areas.

Family and Consumer Sciences plays a key role in strengthening families and empowering individuals to take action for well being of self, at home, school, workplace, and the community by using an integrated, systemic approach to relationships among individual's, their families, their communities and their environments, which they function. Throughout this course of study students will be provided with multiple opportunities to discover, explore, discuss, identify, compare, contrast, interpret, analyze, reflect, investigate, observe, and apply technical, vocational, and personal life skills through authentic modes and experiences. This discipline integrates personal development, character education, career assessment, academic preparation, personal responsibility, basic daily living skills, and citizenship, as basis to develop productive individuals, who can use critically thinking skills to solve problems and function effectively at home, school, and community.

Course Length:

Semester (18 weeks)

Student Learning Objectives/Targets:

Upon Completion of this course, students will be able to:

- Identify bodily changes that occur during adolescence (physical, emotional, social, & intellectual)
- Explore the steps to becoming independent
- Suggest ways to deal with emotions, stress, conflicts, and peer pressure in a positive manner
- Explain how heredity and environment influence personality characteristics and intellectual growth
- Interpret Maslow's theory of human basic needs
- Review the eight developmental task of adolescence and write an example for each task
- Explore the goal-setting process and identify how to use resources to meet goals
- Discuss the factors that influence the individual person and their behaviors
- Identify and list personality traits and discuss methods to enhance or improve personality
- Differentiate between self-esteem, self-concept, self-image, self-determination, self-responsibility, and self-confidence
- Discuss how values and standards affect behavior and standards
- Explore individual occupational self and identify skills and abilities
- Explain the significance of role development and determine role within family, peer-groups, and community
- Identify different types of relationships and list factors that affect relationships
- Compare healthy & unhealthy relationships (family, friends, teachers, & peers)
- Describe the different types of communication and suggest ways to improve communication skills
- Explore the different family structures and identify strengths and weaknesses for each structure
- List the importance of family members and the overall function of families
- Describe the stage of the family life cycle and discuss movies and/or television shows that depict family characters throughout each stage
- Create informative visuals that provide resources and/or guidelines for enhancing family relationships
- Participate with group members to prepare a "family style" meal that provides opportunity to practice dining etiquette
- Research the value of Service Learning in the community and work with group members to complete service learning activity

Instructional Materials and Resources:

- *Changes & Choice*, published by The Goodheart-Wilcox Company (*Class Resource*)

- Building Life Skills, published by The Goodheart-Wilcox Company (*Class Resource*)
- *Families Todays*, published by Glencoe McGraw-Hill (*Class Textbooks*)
- ILCTE – MyCAET.com (Family & Consumer Sciences / Vocational Subscription Educator Resource Site)
- Guest Speakers / Community Volunteers
- Field Trips
- Educational Videos / Family Movies / Family Documentaries
- Newspapers / Magazine Articles / FCS Journals

Required Materials:

- Student planner
- Pen and/or pencil
- Paper / Class Folder
- Positive Attitude

Assessment of Student Learning:

Student's assessment is based on their achievement of the course's content in relation to the student learning objectives and/or targets. Student evaluation methods are of various aspects including but not limited to the following: writing assignments, essays, tests, study guides, projects (individual and group), in-class assignments, homework, and multiple other activities that indicate student's overall performance and/or growth. Grading consist of total points earned out of possible points available.

Grading Scale:

90-100% = A 80-89.9 = B 70-79.9 = C 60-69.9 = D 0-59.9 = F

Assignment Completion:

Majority of assignments and/or projects are completed in class. Students are expected to participate and be productive when working in the classroom environment and focus on task completion. Homework assignments are at the discretion of the teacher and students will be provided with resources to complete assignments.

Make Up Work:

Students will receive one day to complete assignments or missed work for each excused absence. Homework and/or assignments provided to students during suspension are expected to completed upon returning to school. Students must complete all coursework missed during a suspension. In the case of an extended absence, three days or more, please contact me to arrange for completion of late work.

Course Behavior Expectations:

The school-wide Positive Behavioral Interventions and Supports (PBIS) is the criteria of expectation for students in classroom, hallways, & other school areas:

- Be Responsible - Arrive on time. Bring all necessary materials to class. Follow class procedures.
- Be Respectful - Speak respectfully to others. Listen while others are talking.
- Be Safe - Keep classroom clean. Keep hands, feet, and objects to yourself.
- Be Cooperative - Willing to work with others,

Student Consequences:

- 1st Warning (Harassment, Bullying, Threatening, & Inappropriate Behavior) warrants no warning, immediate Administrative Referral
- 2nd Student & Teacher Conference (Intervention)
- 3rd Parent / Guardian Contact & Detention (30 minute – 48 hour notice)
- 4th Office Referral (Dean and/or Administrative)

Ms. Barbie Price
FCS Department
Urbana Middle School
2013/2014