Curricular Area: Family & Consumer Sciences

Course Title: Family, Work, and Community Leadership   **Grade Level(s):   9-12**

Development Date: May 2018   **Board Approval Date:**

Course Description: Develop your leadership skills now for a successful future. This course will prepare students for success in family, career, and community life. Students will gain leadership skills and make decisions that strengthen their family and community by participating in service learning projects of their choice. Students will investigate career goals and potential impacts on the family unit. Areas of study may include nutrition and wellness, career exploration, work attitudes and behavior, child development and care, and family responsibilities.

Essential Questions:
- **How can action planning help an individual and/or family?**
- **What factors can interfere with making and implementing an action plan?**
- **What are the essential components of leadership?**
- **How can families be involved in their child's education?**
- **How do children benefit from family involvement in their education?**
- **What techniques can a reader or storyteller employ to stimulate interest in reading?**
- **How can activities beyond reading the actual book enhance the learning experience?**
- **What are the advantages and disadvantages of working individually or as part of a team?**
- **What communication skills are needed when solving problems and making decisions?**
- **How do the needs of individual families and the community affect each other?**
- **How do good communication skills help to resolve conflicts when they occur?**
- **What future changes might we see in families?**
- **How have family roles and responsibilities changed over the years?**
- **How has your family, neighborhood community, state, country and world changed in the past 50 years?**

- **Have advances in technology made people better off today than they were in the past? How and why?**
- **How does technology affect your family both positively and negatively?**
- **How has the availability of technology changed family life?**
- **What are current trends in technology?**
- **What kinds of advances in technology may affect people's lives in the future?**
- **How can space arrangement inhibit or encourage effective use of the space?**
- **What activities may influence space requirements in the home?**
- **In what ways can space planning be used to meet individual needs?**
- **How are people influenced by the aesthetics of their surrounding?**
- **How can space arrangement inhibit or encourage effective use of the space?**
- **How do nurturing relationships help a family stimulate the growth and development of children?**
- **How does family functions change throughout the life cycle?**
- **What are personal, work, family, and community responsibilities?**
- **What trends of the family life cycle affect the community?**
- **What types of community services need to be available for each life cycle stage?**
- **How and why are reasoned decisions more likely to be more effective?**
- **Why do income and benefits need to be considered when making decisions about work?**

Standards	Content (What the Student Will Know)	Performance (What the Student will Do)	Activities/Assessments
11.2.9.B 11.2.12.B 11.4.9.E 11.4.9.D	• The use of an action planning procedure maximizes the effective implementation of family, work and community decisions. • To be effective, action plans must integrate personal, work, family and community responsibilities. • Family involvement provides a foundation for success in school. • There are various methods and activities to enhance literacy development in children.	• Describe how the FCCLA Planning Process helps in achieving goals for personal, family and community well-being. • Implement and monitor the FCCLA action planning procedure based on established standards and valued ends. • Apply the FCCLA Planning Process and Family and Consumer Sciences content and skills to address a specific need that makes a worthwhile contribution to families, schools or communities. • Implement and evaluate a plan to accomplish a short-term goal that is integral to achieving a long-term goal. • Establish and describe the roles, responsibilities and opportunities for family involvement in schools. • Identify how a family member can get involved in school activities. • Identify and discuss methods and activities that can be used to enhance children's language development and literacy. • Identify activities that enhance science, math & language development through reading and storytelling.	• Have students identify leaders that they admire. Discuss what they admire about them. • Have students brainstorm characteristics of a leader. List on board with explanations. • Have students identify four characteristics that they would like to improve on in their lives. • Students are to use the FCCLA Planning Process to create an action plan for developing each of the four identified leadership characteristics. The student will think about leadership skills he/she wants to strengthen. Next, set a goal for

			improvement. Then create a project that will help to accomplish the goal. Project area ideas: Volunteering , Resisting negative peer pressure, Teaching someone a specific skill, Teaching children, Practicing assertiveness, Leading a small group, Lead a committee, do a speech to a community group, developing a literacy program, family school fair, run a workshop on nutrition, family recreation or communication, or another idea
11.2.9.C 11.2.12.H	• **Families work best when teamwork and leadership skills are utilized.** • **Infusing effective personal communication skills into the daily life helps to reduce and resolve conflict.**	• **Identify and consider skills and resources for managing family crises.** • **Develop strategies to overcome communication barriers in family, work, & community settings.**	• **Class Discussion: What is teamwork? What is communication?** • **Different communication**

		• Assess resources available to help families resolve conflict.	techniques ("I" messages verse "You" messages, active listening, etc.) • Students will create communication tips public service announcements. • Family service project: What are some family crises? What are some family needs? How can we address those needs? How can families overcome obstacles together? What resources are available to help families? (A project to help families have teamwork to manage a family crisis.)
11.2.12.C	• Family and work situations can both benefit from teamwork, strong organizational structure and leadership skills.	• Develop teamwork skills and apply them in family, school and community settings. • Develop positive leadership skills and apply them in family, school and community settings.	• Students will work together to create a project that promotes family teamwork. Some ideas are family volunteering project, family culinary project, family

		gardening project, or some other family project.
11.2.9.A 11.3.9.D 11.3.9.C 11.3.9.E 11.2.9.H 11.2.12.A	• **The practical reasoning approach is effective when solving dilemmas.** • **Food choices maximize personal health and decrease disease and risk factors.** • **Emotional, psychological and physical factors can have an impact on health.** • **Life stages have different energy and nutrient requirements.** • **Communication skills are important when solving problems and making decisions.** • **Practical reasoning skills can be used to develop solutions that will result in positive consequences for self and others.**	• **Identify and utilize a practical reasoning approach when solving dilemmas.** • **Define critical thinking skills related to practical reasoning and decision making.** • **Identify diseases and disorders that are affected by diet.** • **Identify and explain which foods can be used to decrease risk of chronic disease.** • **Describe ways to support friends and family members who have specific dietary needs. Identify common food fads, diets, addictions and eating disorders.** • **Analyze the effect of food & fad diets, food addictions, & eating disorders on individuals' health & wellness.** • **Examine how energy requirements change over the course of the life cycle.** • **Compare nutritional needs of individuals throughout the life cycle.** • **Explore the connection between physical activity and dietary intake.** • **Validate effective communications in interpersonal relationships.**	• **Service learning project. Solve problems related to family: Nutrition and Wellness: What are the needs of the families in the community? One of the needs students might identify in the community is poor health of children and families. Students could work with Healthy Adams County Coalition to develop a plan to benefit the community.** • **Students might decide that the families in the community choose the wrong foods when eating out or at the grocery store.** • **Students might decide families don't**

	• **Analyze factors that contribute to healthy and unhealthy relationships.** • **Analyze strategies to overcome communication barriers in family and work settings.** • **Implement decision-making process for educational, workplace, and interpersonal challenges.** • **Select, implement, and evaluate an action supported by justified reasons, valued ends, contextual conditions, and positive and negative consequences for self, family and community.**	**know how to eat healthy to prevent disease.** • **Another area could be families don't know what energy and nutrient requirements the body needs to be healthy.** • **Another area of need might be how to use food from the food pantry. Students could create a cookbook for a local food pantry based on food most often available in the pantry. Students could concentrate specifically on creating recipes including the food that may seem tricky or people don't know how to cook. This could help the clients of the food pantry to try new, healthier options.**

| | | | • **Another idea might be a cooking demonstration or class to help families be healthier. Another idea is develop an awareness program.** |
| | | | • **Students would need to interview the different committee members of the coalition to find out what service students could provide to help families be healthier. It could be to have a health fair, a community walk, or a program about what to choose when going grocery shopping. Students would learn about the need of the community and how to help the community. This service learning idea would require the students to use the knowledge they learn in class to develop a** |

			plan to benefit the community's health.
11.2.9.F	• Families are a reflection of the times in which they live.	• Name functions families perform for individuals and society, past and present. • Identify work demands on past and present family life.	• Career Family Tree: Chart relatives' occupations on a diagram that shows several generations of the family. Evaluate how career choices have changed or stayed the same over time. How has the occupations affected the functions of families.
11.2.9.E	• Decisions regarding the use of technology need to be carefully evaluated for a variety of factors, such as: safety, efficiency, cost.	• Examine available technology and calculate the costs and benefits of its usage by the family, as well as its cost effectiveness. • Evaluate the impact of technology on individual and family resources.	• List the jobs that have to be done around the house and time each requires. • Compile lists from several people, and calculate average times spent on these chores. • Investigate current technology -major household appliances, small appliances, lawn equipment, computer programs, telephone

			options, etc. - that reduces the time families have to spend on household tasks. • **Calculate the costs and benefits of the technology.** • **Challenge students to dream up technology that would do the jobs even better.** • **Create pamphlet, poster, etc. with the suggestions and tips on current technology to save time.**
11.2.12.E	• **Emerging technology continues to impact individuals, families and communities.**	• **Identify emerging technology in the home, community and workplace settings.** • **Assess the availability and effectiveness of an emerging technology on the work of the family.**	• **Research and evaluate computer programs and apps that address financial management, nutrition and wellness, fitness, parenting, etc.**

11.2.9.D	• The use of a room is impacted by available space and individual family needs.	• Consider the space requirements for a specific activity. • Apply the principles and elements of design to the creation of a floor plan to a specific space at home. • Analyze the extent to which floor plans meet the needs of efficiency and safety in areas related to traffic patterns, activity zones, and storage needs. • Evaluate housing decisions based on options, resources and the family life cycle stage.	• Habitat for Humanity project (designing floor plans, guest speaker)
11.2.12.D	• Well organized space meets a variety of evolving needs.	• Design and evaluate a space plan for a variety of evolving needs. • Determine the psychological impact that the principles and elements of design have on individuals and families. • Evaluate the use of housing and interior furnishings and products in meeting specific design needs. • Determine the effects the principles and elements of design have on aesthetics and function.	• Students will choose one of the following ideas: Decorate and furnish a child's room for an organization, design a kitchen, design a classroom, design an exercise room, or another room.
11.2.12.F	• Family tasks change to meet the needs of its individual members throughout human developmental stages.	• Assess the ability of the family to meet the needs of its individual members throughout human developmental stages.	• Some project ideas students could choose to complete: "Cooking with children"; "Reading to children"; "Family Game night"; (service learning projects:

			What are the needs of parents to see the relationship of family functions to development?); Health fair for parents and young children
11.2.12.G	• **The global community continues to be affected by the trends in the family life cycle.**	• **Analyze demographic trends related to families and their impact on the global community.** • **Predict how families and communities will respond to demographic changes.**	• **Students will research demographic trends related to families and how communities are affected.** • **Students will explore community roles and responsibilities.** • **Students will participate in a service learning project that helps students to be involved with activities families and communities are doing now to address demographic changes and to decide if more needs to be done. Some ideas: working with food pantry or**

			Ruth's Harvest, senior center or another group. Another idea adopt a grandparent.
11.2.9.G 11.4.9.E 11.4.12.E	• Families and communities impact each other. • There are various methods and activities to enhance literacy development in children. • Literature develops children's imagination and creativity through reading and writing.	• Describe how the family life cycle affects the development of communities. • Describe how the community responds to families and their needs over the course of the life cycle. • Identify and discuss methods and activities that can be used to enhance children's language development and literacy. • Identify activities that enhance science, math & language development through reading and storytelling. • Prepare, present and evaluate activities that develop the child's imagination, creativity and reading and writing skills through literature. • Create various activities that can be developed from a story that can be used to enhance a child's imagination.	• Guest speakers from various community organizations. • Students will complete a service learning project. Some ideas senior center or literacy project - family reading carnival, literacy backpacks, reading to children, etc., Prepare nutritious meal for a family, after school program, etc.
11.2.9.A 11.1.9.E	• The practical reasoning approach is effective when solving dilemmas. • Income and fringe benefits are both important when making career and employment choices.	• Predict potential effects of career path decisions on balancing work and family. • Use workforce information to identify possible careers. • Create a plan for achieving career goals that integrates Family and Consumer Sciences content.	• Guest speakers from a variety of careers. • Research project: Compare two or more careers, fringe benefits that go along with the careers and

		• Identify the various types of fringe benefits. • Create a list of fringe benefits to compare and contrast various job offers. • Explain the financial impact of career decisions.	examine how the career could affect family life.
11.2.12.B	• To be effective, action plans must integrate personal, work, family and community responsibilities.	• Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals. • Implement and evaluate a plan to accomplish a short-term goal that is integral to achieving a long-term goal.	• Students will create an action plan to help them achieve life goals. • Students will examine work ethics, identify appropriate work attitudes and behaviors, and compare the impact of career choices on family life. • Students will participate in small group discussions, research projects, problem/project based lessons. • Students will set a short term goal to work on a specific skill. Then create a project that will help you accomplish the

			goal. Some ideas: Learning career success skills • Interviewing or shadowing workers in interesting careers