

FAMILY SOCIOLOGY

Consumer and Family Education

PERSONAL DEVELOPMENT

10-12

Curriculum Standard One: The student will understand personal development. The student will evaluate factors that affect the development of self concept, values, character, personality, and philosophy of life.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine various personality development theories.</p> <p>2. The student will explore a variety of factors which influence personality development. (culture, society, family, environment, media)</p> <p>3. The student will explore the debate between physiological determination vs. socialization.</p> <p>4. The student will explore the familial, cultural, and societal influences on gender role typing.</p>	<p>A. Can the student describe the characteristics of these theories: Erikson, Kolberg, Piaget, and Maslow?</p> <p>A. Can the student understand the controversy about a child’s exposure to sex and violence in the media and the child’s behavior?</p> <p>A. Can the student list examples of physiological and societal factors affecting gender roles?</p>	<ul style="list-style-type: none"> • The student will match examples of behavior with the appropriate personality theory. • The student will evaluate at least one children’s cartoon, one afternoon and one prime time television program to determine the type and frequency of violence and sexual references. • The student will write an essay describing the nature vs. nurture argument. • After reviewing several occupations and careers, the student will identify those which are traditionally associated with females and males.

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<p>5. The student will determine the significance of gender roles on family structures.</p>	<p>A. Can the student compare the gender role expectations between the American and other cultures?</p>	<ul style="list-style-type: none"> • The student will identify one occupation which is traditionally male or female and justify encouraging the other gender to pursue that occupation. • After identifying the factors that affect the development of and changes in individual and family roles, the student will find actual examples of changes in gender roles.
<p>6. The student will identify factors which enhance or destroy self esteem.</p>	<p>A. Can the student explain the connection between positive self esteem and eating disorders?</p> <p>B. Can the student discuss the theory of birth order?</p> <p>C. Can the student identify what values are important in the American society?</p>	<ul style="list-style-type: none"> • The student will compare the birth order theory to the student's own birth order and behaviors. • The student will complete a graphic self portrait which includes: accomplishments, goals, sources of pride, etc.
<p>7. The student will recognize the relationship among personality, values, self concept, and decision making and goal setting.</p>	<p>A. Can the student make informed decisions faced by adolescents in today's society?</p>	<ul style="list-style-type: none"> • The student will use the decision making process to role play a common adolescent dilemma.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
8. The student will identify the influencing factors for gender role determination.	A. Can the student identify at least four factors which influence the development of gender roles?	<ul style="list-style-type: none">• The student will write a comparison of society's past and present gender expectations.

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MEANING OF FAMILY

10-12

***Curriculum Standard Two:* The student will understand the meaning of family. The student will describe the functions of the family and the socioeconomic and cultural influences. The student will analyze the meaning of family and explain the value of families to individuals and society.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will be able to identify the functions of the family.</p>	<p>A. Can the student identify the functions common to all families?</p>	<ul style="list-style-type: none"> • The student will describe how an individual or family can be affected when one or more of the family responsibilities is not being met. • The student will describe the roles and responsibilities assumed by family members during each stage of the life cycle.
<p>2. The student will examine the life cycle of the family and its impact on the individual.</p>	<p>A. Can the student compare the responsibilities of family members to each other as the family ages?</p>	<ul style="list-style-type: none"> • The student will write an essay comparing the duties of a young child (5-6 years) and his/her parents to the duties of the same child at age 15-16 and his/her parents.
<p>3. The student will compare the family structure of the American culture to the family structure in other cultures.</p>	<p>A. Can the student identify the similarities and differences between the typical United States family and those of families in other countries?</p> <p>B. Can the student describe the different family structures?</p>	<ul style="list-style-type: none"> • After studying values and traditions of American families and those of other cultures, the student will list contributions made by cultural groups to American values and ways of life.

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MEANING OF FAMILY

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The student will be able to discuss the effects of technology on the family. (mobility, media, computerization, etc.)</p>	<p>A. Can the student identify at least five technological changes during the last fifty years which have affected the American family?</p>	<ul style="list-style-type: none"> • The student will interview elderly, middle age, and teenage persons to determine which technological changes each feels have positively and negatively affected families. • The student will write a story predicting future structural and technological changes and how families will be affected.
<p>5. The student will be able to compare the structure of families of the past to family structure today, including nuclear, single parent, blended, and dual career.</p>	<p>A. Can the student describe the challenges faced by families today and how the family members may be affected?</p>	<ul style="list-style-type: none"> • The student will create a chart which includes the type of family structure, a description, the advantages, and challenges of each.

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QUALITY OF RELATIONSHIPS

10-12

Curriculum Standard Three: The student will understand that personal relationships are built on feelings of self-worth, effective communication, commonalities, and responsible behavior. The student will analyze characteristics that contribute to developing quality relationships; describe commonalities that promote lasting relationships; and demonstrate effective communication skills.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will effectively communicate both orally and in writing.</p>	<p>A. Can the student demonstrate effective oral communication?</p> <p>B. Can the student communicate clearly in writing?</p> <p>C. Can the student recognize barriers to effective communication?</p> <p>D. Can the student describe how poor communication affects interpersonal relationships?</p>	<ul style="list-style-type: none"> • The student will role play good communication techniques including, but not limited to: eye contact, clarification questions, agreement of body language, tone, and dialog, and “I” messages • The student will role play barriers to communication including but not limited to: inattention, personal biases, lack of eye contact, and language barriers. • Given specific situations, the student will identify and correct examples of missed communication and miscommunication.

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QUALITY OF RELATIONSHIPS

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>2. The student will identify the elements of good communication.</p>	<p>A. Can the student demonstrate effective communication in various settings?</p>	<ul style="list-style-type: none"> • The student will analyze case studies dealing with family communication problems and recommend strategies that would lead to resolution. • The student will describe the relationship of effective communication to behaviors that enhance self esteem, increase respect for others, and increase the ability to accept criticism.
<p>3. The student will examine a variety of family communication styles and their impact on the family unit.</p>		
<p>4. The student will explore the influence of cultural patterns on the communication process.</p>	<p>A. Can the student identify difficulties in communication which are the result of cultural differences?</p>	<ul style="list-style-type: none"> • Given several scenarios, the student will identify how gender or cultural differences affect the communication process.
<p>5. The student will explore the influence of gender-related factors on the communication process.</p>		
<p>6. The student will demonstrate acceptable methods of coping with and expressing anger.</p>	<p>A. Can the student recognize acceptable and unacceptable expressions of anger?</p>	<ul style="list-style-type: none"> • When presented with examples of unacceptable expressions of anger, the student will demonstrate acceptable methods.

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DATING RELATIONSHIPS

10-12

***Curriculum Standard Four:* The student will understand dating relationships. The student will identify the purposes of dating and the qualities of a good dating partner. The student will analyze the problems involved in dating.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine the implications of intense relationships.</p>	<p>A. Can the student understand how gender can affect one’s attitude toward dating?</p>	<ul style="list-style-type: none"> • Based on case studies, the student will discuss the attitudes of males and females relative to dating.
<p>2. The student will be able to identify the pressures, responsibilities, and decisions involved in dating.</p>	<p>A. Can the student effectively use refusal skills and decision making?</p>	<ul style="list-style-type: none"> • In role play situations, the student will demonstrate refusal skills and effective decision making.
<p>3. The student will be able to list characteristics for satisfying relationships, including maturity, trust, consideration of others, valuing friendship, and communication.</p>	<p>A. Can the student describe a satisfactory relationship?</p>	<ul style="list-style-type: none"> • The student will assess personal qualities that lead to the selection of a suitable mate and legal, societal, and cultural factors that influence mate selection. • The student will analyze the influence the media has in shaping sexual attitudes and behavior.
<p>4. The student will be able to recognize the signs of physically or emotionally abusive relationships and will know how to seek assistance.</p>	<p>A. Can the student list indicators of abuse in a dating relationship?</p>	<ul style="list-style-type: none"> • Using case studies, the student will identify abusive relationships.

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DATING RELATIONSHIPS

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Performance Objective	Critical Attributes	Benchmarks/Assessment
	<p>B. Can the student identify local community agencies which provide assistance?</p>	<ul style="list-style-type: none">• The student will create a community resource list.

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LOVE AND COMMITMENT

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Curriculum Standard Five: The student will understand the types of love and commitment. The student will analyze the different types of love and factors that affect commitment.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will understand the meaning and types of love.</p>	<p>A. Can the student differentiate among the types of love: friendship, familial and marital; positive and negative; love versus infatuation?</p>	<ul style="list-style-type: none"> • The student will categorize examples of love into the types of love.
<p>2. The student will be able to demonstrate acceptable methods for teens to express affection.</p>	<p>A. Can the student identify inappropriate or risky expression of affection?</p>	<ul style="list-style-type: none"> • The student will create a collage or poster representing appropriate ways for teens to express affection.
<p>3. The student will be able to describe the characteristics of a committed relationship.</p>	<p>A. Can the student differentiate between a transitory and committed relationship?</p>	<ul style="list-style-type: none"> • Using case studies or role play situations, the student will demonstrate ways to end a relationship.

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Consumer and Family Education

INTIMACY AND SEXUALITY

10-12

Curriculum Standard Six: The student will understand issues of sexuality. The student will describe the need for intimacy and ways in which the need can be met. The student will analyze the difference between physical and psychological intimacy and describe responsible behavior.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify the responsibilities of each individual when making choices about sexual behavior.</p> <p>2. The student will differentiate between personal and sexual intimacy.</p> <p>3. The student will identify patterns of sexuality and sexual behavior.</p> <p>4. The student will identify and describe the human reproductive system.</p> <p>5. The student will identify the influencing factors in society as they relate to sexual issues.</p> <p>6. The student will be able to explain the consequences of premarital sexual intercourse.</p>	<p>A. Can the student discuss the impact of sexuality on the lives of young people?</p> <p>A. Can the student explain the importance of intimacy in a relationship?</p> <p>A. Can the student recognize the mixed messages society gives teens?</p> <p>A. Can the student identify and state the functions of the organs in the female and male reproductive systems?</p> <p>A. Can the student recognize the mixed messages expressed in society?</p> <p>A. Can the student list at least four reasons for a teenager to choose sexual abstinence?</p>	<ul style="list-style-type: none"> • The student will evaluate the social implications of being sexually active, including sexually transmitted diseases, teen pregnancy, and one’s reputation. • Using case studies, the student will identify examples of personal intimacy. • The student will accurately label the organs of the female and male reproductive systems. • The student will analyze the influence of media in shaping sexual attitudes and behavior. • The student will evaluate the physical, societal, and emotional consequences of premarital sexual intercourse.

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INTIMACY AND SEXUALITY

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Performance Objective	Critical Attributes	Benchmarks/Assessment
7. The student will be able to identify the four options available to a pregnant teen and the advantages and disadvantages of each.	A. Can the student identify the options available to a pregnant teen and discuss the pros and cons of each?	<ul style="list-style-type: none"> • Working in small groups, the student will prepare a presentation addressing the pros and cons of the options available to a pregnant teen.
8. The student will explore current societal issues relating to sexuality. (i.e., homosexuality, rape, etc.)	<p>A. Can the student define homosexuality?</p> <p>B. Can the student list ways to avoid date rape?</p>	<ul style="list-style-type: none"> • The student will discuss the theories about homosexuality. • Using case studies, the student will identify situations in which a rape may occur, and recommend ways to avoid it.
9. The student will explore changes in sexuality over the life cycle.	A. Can the student state the stages of sexuality development?	
10. The student will explore cultural and gender differences relating to sexuality and sexual issues.	A. Can the student define and give examples of a “double standard” related to sexual issues?	<ul style="list-style-type: none"> • The student will analyze either television programs or commercials for examples of the “double standard.”

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MARRIAGE

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Curriculum Standard Seven: The student will understand the components of a successful marriage. The student will analyze expectations of marriage and factors that contribute to marital satisfaction.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will be able to discuss the characteristics of traditional marriage and other forms of cohabitation.</p> <p>2. The student will be able to explain the stages of marriage.</p> <p>3. The student will know how married couples adjust or compromise in marriage.</p> <p>4. The student will be able to recognize the legal and moral commitments of marriage.</p> <p>5. The student will be able to describe the various types of dissolution of marriage.</p>	<p>A. Can the student state the requirements for getting married in California?</p> <p>B. Can the student identify the legal and societal ramifications of cohabitation?</p> <p>A. Can the student compare life as newlyweds to that of a couple married twenty-five years?</p> <p>A. Can the student state the legal justifications for divorce?</p>	<ul style="list-style-type: none"> • The student will research the legal requirements for marriage in California. • The student will define common-law marriage and its legal status in California. • The student will analyze the areas of adjustment for a successful marriage. • The student will describe factors which enhance or hinder marital success. • The student will identify and describe the types of counseling available to couples who are having marital problems.

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PARENTING AND DISCIPLINE SKILLS

10-12

***Curriculum Standard Eight:* The student will understand skills necessary for parenting and discipline. The student will describe the responsibilities of being a parent and the different developmental stages of parenting. The student will analyze different styles and strategies of parenting and disciplining.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine how parenting demands a dramatic life style change for most parents.</p> <p>2. The student will recognize the lifelong personal and financial responsibilities of parenting.</p> <p>3. The student will evaluate various discipline strategies and punishments.</p>	<p>A. Can the student give the definition of a “good parent?”</p> <p>A. Can the student describe the role of family in developing morally responsible and socially acceptable behavior in an individual?</p> <p>A. Can the student distinguish punishment from discipline?</p>	<ul style="list-style-type: none"> • The student will interview parents, including teenage, single, middle age, and elderly, to determine what adjustments are required as their children grow and mature. • The student will report the causes and possible solutions to the current national concern about the behavior of children. • The student will recommend effective discipline techniques to use for children at various stages of development: infants, toddlers, pre-school age, school age, pre-teens, and adolescents.

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MAJOR LIFE ADJUSTMENTS

10-12

***Curriculum Standard Nine:* The student will understand the adjustments needed to cope with major life changes and lifestyle issues. The student will evaluate major life changes and issues that individuals and families encounter and investigate the factors which help facilitate adjustments.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will recognize situations that cause stress, conflicts, and crises for individuals, families, and for parents.</p>	<p>A. Can the student describe the physical and psychological effects of stress?</p>	<ul style="list-style-type: none"> • The student will analyze the physical and psychological impact of stress related illnesses and behavior on individuals and family members.
<p>2. The student will recognize the impact of change and how it relates to stress.</p>	<p>A. Can the student recognize how he/she and family members are affected by stress?</p>	<ul style="list-style-type: none"> • The student will evaluate alternatives and suggest solutions to problems resulting from situations caused by stress, crises, and conflict.
<p>3. The student will be able to identify personal attributes and other resources for coping with stress and crises.</p>	<p>A. Can the student locate sources of help in the community?</p>	<ul style="list-style-type: none"> • The student will demonstrate stress reducing activities.
<p>4. The student will identify and define types of family violence.</p>	<p>A. Can the student list reasons for the occurrence of violence in a family?</p> <p>B. Can the student predict sources of conflict in family structures including single, nuclear, extended, blended, and remarriage families?</p>	<ul style="list-style-type: none"> • The student will evaluate factors contributing to child and spousal abuse; economics, emotional instability, insecurity, and unrealistic expectations. • The student will create a local community resource list of agencies providing support services.

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CAREER AWARENESS

10-12

***Curriculum Standard Ten:* The student will understand career paths and strategies for obtaining employment within a chosen field.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will explore the career opportunities available in the field of family and human services.</p>	<p>A. Can the student list at least three career opportunities?</p>	<ul style="list-style-type: none"> • The student will select a family or human services career or profession and report on the educational requirements, future employment opportunities, and salary range.