

**BILLINGS PUBLIC SCHOOLS  
FAMILY CONSUMER SCIENCE  
FAMILY LIFE  
Adopted April 11, 2005**

**MISSION STATEMENT**

The mission of Family and Consumer Sciences Education is to prepare students for family life, the world of work, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills attitudes, and behaviors needed for:

- Strengthening the well being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Functioning as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

**LEARNING DOMAINS**

- I. The learner will define the importance of quality communication skills as these relate to the development of healthy relationships.**
- II. The learner will analyze personal needs and characteristics and their impact on interpersonal needs and characteristics and their impact on interpersonal relationships.**
- III. The learner will develop an understanding of the family and family structures.**
- IV. The learner will evaluate relationships.**
- V. The learner will develop an understanding of human sexuality.**
- VI. The learner will investigate the stages of love.**
- VII. The learner will identify, examine and assess engagement and marriage process.**
- VIII. The learner will develop an understanding of how to effectively manage money during their life time.**
- IX. The learner will identify, examine and assess specific types of family stresses, crisis situations and community resources available to assist individual and family needs.**
- X. The learner will examine the ramifications of divorce, remarriage and blended families.**

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**Learner Objectives**

**I. The learner will define the importance of quality communication skills as these relate to the development of healthy relationships. (E)**

- 1. Student will name and describe the basic elements of communication.**
- 2. Student will actively model and demonstrate the importance of listening in good communication.**
- 3. Student will actively model and demonstrate the modes of communication.**
- 4. Student will name and describe the stages of conflict resolution.**
- 5. Student will name and describe the skills important in resolving conflict.**

**II. The learner will analyze personal needs and characteristics and their impact on interpersonal needs and characteristics and their impact on interpersonal relationship.**

6. Student will examine the influences that heredity, environment, and culture have on personality development.
7. Student will discuss and evaluate the importance of identifying and applying attitudes which will strengthen interpersonal relationships.
8. Student will identify stereotyping and prejudices through the media, family and peer interaction. (I)
- 9. Student will explain how self-concept is developed and preserved. (E)**
- 10. Student will classify short-and long-term goals and the steps needed to achieve them. (E)**
- 11. Student will apply the elements of the decision-making process. (E)**
12. Student will identify the physical, social, emotional, cognitive, and moral development characteristics that occur during adolescence. (I)

**III. The learner will develop an understanding of the family and family structures. (E)**

- 13. Student will examine how family members meet cognitive, emotional, social, moral and physical needs.**
- 14. Student will explain the differences between the autocratic, democratic and permissive styles of family management.**
- 15. Student will examine research related to effective behavior management.**

**IV. The learner will evaluate relationships.**

16. Student will identify concerns, challenges and rewards of each stage in the family life cycle. (I)
17. Student will identify the different kinds of relationships. (I) (i.e. mutual control/dominance, abusive)
- 18. Student will describe effective strategies in managing relationships. (E)**

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**Learner Objectives**

**V. The learner will develop an understanding of human sexuality.**

19. Student will investigate how gender roles are learned.
20. Student will analyze hormonal development during adolescence.
21. Student will examine the role media, peers and families play in establishing our sexual identity.
- 22. Student will evaluate methods of postponing sexual involvement. (E)**
- 23. Student will describe the symptoms and treatment for the most common sexually transmitted diseases. (E)**
- 24. Student will evaluate readiness for parenthood. (E)**

**VI. The learner will investigate the stages of love. (E)**

- 25. Student will explain the stages of love.**
- 26. Student will explain the difference between infatuation and mature love.**
27. Student will list the purposes and stages of dating. (I)

**VII. The learner will identify, examine and assess engagement and marriage process.**

28. Student will describe the purposes of an engagement period. (I)
29. Student will investigate customs and requirements connected to weddings. (I)
- 30. Student will identify the attitudes and qualities of a strong marriage. (E)**
31. Student will describe the marriage satisfaction cycle.
32. Student will identify resources available for helping marriage with enrichment and problem solving. (I)
33. Student will research related factors and trends related to marriage success. (I)

**VIII. The learner will develop an understanding of how to effectively manage money during their life time.**

- 34. Student will understand the importance of goals and decision-making relating to money management. (E)**
35. Student will examine career choices and the benefits of education and training in relation to future income. (I)
- 36. Student will develop a personal budget. (E)**
37. Student will examine various ways to maximize one's income through savings and investments. (I)
- 38. Student will analyze the advantages and disadvantages of different types of credit. (E)**
39. Student will develop an understanding of risk management and insurance basics relating to auto, health, and property. (I)
40. Student will complete a 1040 and 1040EZ form with a fictitious W-2 statement. (I)

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**Learner Objectives**

**IX. The learner will identify, examine and assess specific types of family stresses, crisis situations and helping resources available. (E)**

- 41. Student will explain several common crises', their effects, and appropriate responses to them.**
- 42. Student will list and describe the stages in reacting to crisis.**
- 43. Student will list resources available in dealing with a crisis.**
- 44. Student will identify how older adults change physically, cognitively, socially and emotionally. (I)
- 45. Student will describe the hospice program. (I)
- 46. Student will list the practical decisions that must be made during the aging period. (E)**
- 47. Student will list the practical decisions that must be made at the time of a loved one's death.**
- 48. Student will describe the stages of adjustment to death and dying. (E)**
- 49. Student will describe the stages of adjustment to other types of life losses (job, house fire, etc.)**

**X. The learner will examine the ramifications of divorce, remarriage and blended families.**

- 50. Student will describe why marriages end. (I)
- 51. Student will investigate research related to short and long term impacts of divorce on children and couples. (E)**
- 52. Student will list the decisions that must be made when a divorce occurs. (I)