

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: Relationships (FCS)	Grade: 10-12
Benchmark Assessment 1		
Instructional Timeline: 9 Weeks		
Topic(s): Self Discovery, Personal Development, and Communication		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>PL.HS.R.1 Relate self-concept to the fulfillment of one's personal needs.</p> <p>EE.4 Examine the importance of respect for feelings, values, and beliefs of others.</p> <p>OS.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships.</p>	<ol style="list-style-type: none"> 1. I can examine personal values and determine how they impact personal goals. 2. I can examine the importance of respect for feelings, values, and beliefs of others. 3. I can explain the impact of personal standards and codes of conduct on interpersonal relationships. 	<p>Self-concept Values Goals SMART Goals Code of Ethics Personal Philosophy of Life</p>
<p>PL.HS.R.2 Propose ways to fulfill basic human needs.</p> <p>OS.2 Consider the effect of personal needs on relationships</p> <p>OA.2 Examine how individuals and families make choices to satisfy needs and wants.</p> <p>EN.3 Manage personal health and wellness.</p>	<ol style="list-style-type: none"> 1. I can propose ways to fulfill basic human needs (Maslow's Hierarchy of Needs). 2. I can Consider the effect of personal needs on relationships 	<p>Maslow's Hierarchy of Needs Needs Wants Wellness</p>

<p>PL.HS.R.4 Identify ways of developing positive character traits.</p> <p>EA.6 Accept responsibility for personal decisions and actions</p> <p>OS.1 Examine the impact of personal characteristics on relationships.</p> <p>EB.3 Demonstrate ethical characteristics and behavior.</p>	<ol style="list-style-type: none"> 1. I can identify ways of developing positive character traits. 2. I can accept responsibility for personal decisions and actions. 	<p>Character Traits Responsibility Ethical Behavior</p>
<p>PL.HS.R.10 Identify the characteristics of good mental health.</p> <p>OS.3 Examine the effect of self-esteem and self-image on relationships.</p>	<ol style="list-style-type: none"> 1. I can identify the difference between self-concept and self-esteem and how they impact mental wellness. 	<p>Self-Concept Self-Esteem Mental Wellness</p>
<p>PL.HS.R.15 Examine the impact of role models on one's life.</p>	<ol style="list-style-type: none"> 1. I can examine the impact of role models and mentor's on one's leadership development. 	<p>Role Models Leadership Mentor</p>
<p>OT.1 Examine communication styles and their effects on relationships</p> <p>OT.2 Examine barriers to communication in family and community settings</p>	<ol style="list-style-type: none"> 1. I can compare and contrast the three types of communication styles. 2. I can distinguish the difference between verbal and nonverbal communication. 3. I can differentiate between "I" and "you" messages. 4. I can demonstrate effective listening skills for 	<p>Communication Verbal Communication Nonverbal Communication I-Messages U-Messages Listening Skills Communication Barriers</p>

<p>OT.3 Practice ethical principles of communication in family and community settings</p> <p>OT.4 Examine the impact of communication technology in family and community settings</p> <p>OT.5 Examine the roles and functions of communication in family and community settings</p>	<p>communication.</p> <p>5. I can examine barriers, practice ethical principles of communication, examine impact of communication technology, and examine the roles and functions of communication in family and community settings.</p>	
<p>PL.HS.R.9 Recommend ways of resolving conflicts.</p> <p>OU.3 Assess community resources that support conflict prevention and management</p> <p>OU.1 Determine the origin and development of attitudes and behaviors regarding conflict</p> <p>OU.2 Determine how similarities and differences among people affect conflict prevention and management</p>	<p>1. I can recommend positive ways of resolving conflicts.</p> <p>2. I can examine the difference between gender communication styles.</p> <p>3. I can assess community resources that support conflict prevention and management</p> <p>4. I can determine how similarities and differences among people affect conflict prevention and management</p>	<p>Conflict Resolution Conflict Resolution Styles Gender Communication Styles Community Resources Conflict Prevention & Management</p>

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School: CCHS	Subject: Relationships (FCS)	Grade: 10-12
Benchmark Assessment 2		
Instructional Timeline: 9 Weeks		
Topic(s): Colleagues, Friendship, Families, and Dating		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>PL.HS.R.5 Examine the effects of culture, stereotyping and prejudices on relationships.</p> <p>ON.1 Demonstrate awareness of multiple diversities and their impact on individuals and families</p> <p>ON.2 Examine the impact of cultural diversity on individuals and families.</p> <p>OS.4 Determine the impact of life span events and conditions on relationships.</p> <p>OS.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships.</p>	<ol style="list-style-type: none"> 1. I can examine the effects of stereotyping and prejudices on interpersonal relationships. 2. I can determine the impact of life span events and conditions on relationships. 3. I can examine the impact of cultural diversity on individuals and families 	<p>Stereotyping Prejudices Interpersonal Relationships Cultural diversity Multiple Diversities Life Span events Individual Life Cycle</p>
<p>PL.HS.R.14 Predict how work and family roles are balanced based on values and goals.</p>	<ol style="list-style-type: none"> 1. I can predict how work and family roles are balanced based on values and goals. 	<p>Values Goals Family Roles Work Roles</p>
<p>PL.HS.R.11</p>	<ol style="list-style-type: none"> 1. I can recommend ways to improve 	<p>Intergenerational Relationships</p>

<p>Recommend ways to improve intergenerational relationships.</p> <p>OM.4 Examine the role of family in teaching culture and traditions across the life span</p> <p>OM.6 Determine the impact of change and transitions over the life course</p>	<p>intergenerational relationships.</p> <p>2. I can Examine the role of family in teaching culture and traditions across the life span and determine the impact of change and transitions over the life course</p>	<p>Family Life Cycle Individual Life Cycle Traditions Cultural Traditions</p>
<p>PL.HS.R.7 Contrast characteristics of functional and dysfunctional families.</p> <p>OM.5 Examine the role of family in developing independence, interdependence, and commitment of family members</p>	<p>1. I can compare and contrast functional and dysfunctional families.</p> <p>2. I can compare the various types of family systems.</p>	<p>Functional Families Dysfunctional Families Nuclear Family Step Family Adopted Family Foster Family Blended Family Extended Family</p>
<p>PL.HS.R.6 Evaluate the significance of family and its impact on the well-being of individuals and society.</p> <p>OM.1 Examine family as the basic unit of society</p> <p>OM.2 Determine the role of family in transmitting societal expectations</p> <p>OM.3 Examine global influences on today's families</p>	<p>1. I can describe common family traditions and how they contribute to healthy family relationships.</p> <p>2. I can identify the stages of the Family Life Cycle and its impact on one's interpersonal relationships.</p> <p>3. I can examine family as the basic unit of society and global influences on today's families.</p> <p>4. I can determine the role of family in transmitting societal expectations</p> <p>5.</p>	<p>Family Traditions Family Life Cycle Interpersonal Relationships Societal expectation Global Influences Family Interpersonal Relationships</p>

<p>OR.1 Examine processes for building and maintaining interpersonal relationships</p> <p>OR.2 Examine the impact of various stages of the family life cycle on the interpersonal relationships</p>		
<p>PL.HS.R.13 Demonstrate etiquette skills used as an individual, family member, and wage earner.</p> <p>OA.1 Apply management, planning skills, and processes to organize tasks and responsibilities</p> <p>EL.5 Employ leadership skills to achieve workplace objectives (e.g., personal vision, adaptability, change, shared vision)</p> <p>EF.1 Recognize the characteristics of a team environment and conventional workplace.</p> <p>EF.2 Contribute to the success of the team.</p> <p>EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions,</p>	<ol style="list-style-type: none"> 1. I can evaluate proper work place etiquette. 2. I can examine characteristics of appropriate and inappropriate workplace relationships. 3. I can practice effective teamwork and communication skill need in the workplace and family home. 4. I can identify the various types of harassment in the work place. 5. I can recognize the characteristics of a team environment and conventional workplace. 	<p>Etiquette Skills Teamwork Communication Skills Harassment Management Skills Planning Skills Leadership Personal vision Adaptability Shared Vision Team Environment Conventional Workplace Setting Goals Listening Following directions</p>

questioning, dividing work)		
PL.HS.R.17 Examine one's relationship with friends.	<ol style="list-style-type: none"> 1. I can examine the qualities of strong friendships. 2. I can identify the personal needs that friendships fulfill. 	Friendship
PL.HS.R.8 Assess the impact of types of abuse and determine methods of prevention. OR. 4 Determine factors that contribute to healthy and unhealthy relationships OR.5 Explore processes for handling unhealthy relationships	<ol style="list-style-type: none"> 1. I can identify types of dating violence and abuse. 2. I can examine the various sources of help for someone who is in an abusive or unhealthy relationship. 	Dating Violence Dating Abuse Verbal Abuse Physical Abuse Emotional Abuse Sexual Abuse
PL.HS.R.13 Demonstrate etiquette skills used as an individual, family member, and wage earner.	<ol style="list-style-type: none"> 1. I can examine parental boundaries and rules for dating. 2. I can examine proper dating etiquette. 3. I can propose effective and appropriate ways to end dating relationships. 	Dating Rules Dating Etiquette
PL.HS.R.16 Practice using refusal skills to resist peer pressure. OR.3 Compare physical, emotional, and intellectual responses in stable/unstable relationships	<ol style="list-style-type: none"> 1. I can discuss warning signs of unhealthy dating relationships. 	Refusal Skills Peer Pressure stable/unstable relationships
PL.HS.R.18 Compare the characteristics of an ideal date to those of an ideal mate. OS.1	<ol style="list-style-type: none"> 1. I can describe common characteristics desired when selecting a dating partner. 2. I can compare the characteristics of an ideal date to those of an ideal mate. 	Ideal Date Ideal Mate Mate Selection Homogamy

<p>Examine the impact of personal characteristics on relationships.</p> <p>OS.2 Consider the effect of personal needs on relationships.</p>	<p>3. I can evaluate the significance of dating.</p>	
<p>PL.HS.R.19 Compare the similarities and differences of infatuation, sexual gratification, and mature love.</p>	<p>1. I can compare and contrast the various types of love.</p> <p>2. I can distinguish the difference between infatuation and mature love.</p>	<p>Love Mature Love Infatuation Sexual Gratification</p>



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School: CCHS	Subject: Relationships (FCS)	Grade: 10-12
Benchmark Assessment 3		
Instructional Timeline: 9 Weeks		
Topic(s): Risky Behavior and Lifestyle Options		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>PL.HS.R.16 Practice using refusal skills to resist peer pressure.</p> <p>PL.HS.R.28 Apply math, science and communication skills within technical content.</p>	<ol style="list-style-type: none"> 1. I can practice using refusal skills to resist peer pressure. 2. I can evaluate the impact of tobacco, alcohol, and drug use on one's self and others. 	<p>Peer Pressure Refusal Skills</p>
<p>PL.HS.R.20 Explain how premarital sexual intimacy could adversely affect one's entire life.</p> <p>PL.HS.R.26 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.</p> <p>OQ.6 Give participants strategies to make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks</p>	<ol style="list-style-type: none"> 1. I can examine the challenges associated with teen pregnancy. 2. I can explain how premarital sexual intimacy could adversely affect one's entire life. 	<p>Teen Pregnancy Premarital Sexual Intimacy Interpersonal Relationships</p>

<p>PL.HS.R.21 Describe prevention, treatment and the physical effect of sexually transmitted diseases.</p> <p>OQ.6 Give participants strategies to make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.</p>	<ol style="list-style-type: none"> 1. I can explain the basic structures and functions of the reproductive system. 2. I can describe prevention and treatment for various sexually transmitted diseases. 3. I can identify the various types of Sexually Transmitted Diseases and their effects on the body. 	<p>Reproductive System Sexually Transmitted diseases Sexually Transmitted Infections Risks</p>
<p>PL.HS.R.14 Predict how work and family roles are balanced based on values and goals.</p> <p>OQ.2 State ways in which individuals affect the family financially, socially, and emotional with a variety of disadvantaging conditions.</p>	<ol style="list-style-type: none"> 1. I can examine the pros and cons of a single lifestyle. 2. I can predict how work and family roles are balanced based on values and goals. 	<p>Values Goals Lifestyle options Disadvantaging Conditions</p>
<p>PL.HS.R.20 Explain how premarital sexual intimacy could adversely affect one's entire life.</p>	<ol style="list-style-type: none"> 1. I can identify reasons why couples cohabit and the impact this decision has on current and future relationships. 	<p>Cohabitation</p>



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School: CCHS	Subject: Relationships (FCS)	Grade: 10-12
Benchmark Assessment 4		
Instructional Timeline: 9 Weeks		
Topic(s): Engagement & Marriage, and Interpersonal Careers		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>pL.HS.R.23 Analyze the traits of a long term, successful marriage.</p> <p>PL.HS.R.14 Predict how work and family roles are balanced based on values and goals.</p> <p>PL.HS.R.26 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.</p> <p>OM.1 Examine the family as the basic unit of society.</p> <p>OM.4 Examine the role of the family in teaching culture and traditions across the life span.</p>	<ol style="list-style-type: none"> 1. I can analyze factors that contribute to financial and emotional readiness for marriage. 2. I can describe the traits of a long term, successful marriage. 3. I can evaluate common causes of divorce among couples. 	<p>Financial Readiness for Marriage Emotional Readiness for Marriage Divorce Successful marriage Family Societal Influence Gender Roles Interpersonal Relationships</p>



<p>PL.HS.R.24 Distinguish between real and ideal expectations in marriage.</p> <p>OM.2 Determine the role of the family in transmitting societal expectations.</p> <p>PL.HS.R.3 Illustrate gender roles that promote positive self image</p> <p>PL.HS.R.26 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.</p>	<ol style="list-style-type: none"> 1. I can determine factors that influence the choice of a lifelong partner. 2. I can discuss expectations and gender roles within marriage. 	
<p>PL.HS.R.22 Predict problems unique to single working parents.</p> <p>PL.HS.R.13 Demonstrate etiquette skills used as an individual, family member and wage earner.</p>	<ol style="list-style-type: none"> 1. I can examine challenges that families face and strategies to overcome those challenges. 2. I can determine factors that may influence a person's decision to remarry. 	<p>Single Working Parents Etiquette</p>
<p>PL.HS.R.25 Analyze career opportunities concerned with relationships of individual and families.</p> <p>PL.HS.R.26 Utilize activities of the Family, Career and Community Leaders of America student organization as an integral</p>	<ol style="list-style-type: none"> 1. I can investigate careers found within the Consumer and Family Management major and the Human Services pathway. 2. I can analyze career opportunities concerned with relationships of individual and families. 	<p>Career Investigation Employability Career cluster</p>

<p>component of course content and leadership development.</p> <p>PL.HS.R.29</p> <p>Demonstrate employability and social skills relevant to the career cluster.</p> <p>EK.1</p> <p>Recognize the importance of maintaining a job and pursuing a career.</p> <p>EK.2</p> <p>Define jobs associated with a specific career path or profession.</p>		
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