

Course: *Intro to Family & Consumer Science*
Unit #1: *Family and Personal Dynamics*

Year of Implementation: 2024-2025

Curriculum Team Members *Leatrice Lambert* llambert@lrhsd.org, *Rebecca Edds* ramy@lrhsd.org, *Sarah Francois* sfrancois@lrhsd.org, *Jocelyn Stauffer* jstauffer@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g. 1.1.12prof.CR3a)
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g. 1.4.12prof.CR2b, 2.2.12.LF.8).
 - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for

- accomplishing a specified task (e.g., W.11-12.6.).
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
- **21st Century Life & Career Standards**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g. 1.1.12prof.CR3a)
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g.1.4.12prof.CR2b, 2.2.12.LF.8).
 - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
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 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
- **National Standards for FCS**
 - 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
 - 6.1 Analyze the effects of family as a system on individuals and society
 - 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families.

- 4.3 Demonstrate integration of curriculum and instruction to meet the development needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences.
 - 4.4 Demonstrate a safe and healthy learning environment for children, youth, and adults.
 - 12.2 Analyze conditions that influence human growth and development.
 - 12.3 Analyze strategies that promote growth and development across the lifespan.
 - 13.1 Analyze functions and expectations of various types of relationships.
 - 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships
 - 13.3 Demonstrate communication skills that contribute to positive relationships
 - 13.4 Evaluate effective conflict prevention and management techniques
 - 15.1 Analyze roles and responsibilities of parenting
 - 15.2 Evaluate parenting practices that maximize human growth and development.
- <https://www.leadfcsed.org/national-standards.htm>
- **Interdisciplinary Content Standards**
 - 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
 - 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social, and emotional life.
 - **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's

implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to navigate life skills involving the various stages of their lives.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

1. Apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community
2. Communicate and collaborate effectively in a variety of professional and personal situations

3. Seek and attain employment, especially in FCS-related fields
4. Develop skills and technical proficiencies that transfer to family life and global career opportunities

Enduring Understandings

Students will understand that. . .

EU 1

various family dynamics impact the choices we make.

EU 2

various personal dynamics impact the choices in self care, self-development, and overall health.

EU 3

children in various stages of childhood require different types and varying amounts of care.

Essential Questions

- *How do family dynamics influence decisions?*
- *How does a person grow and develop over a lifetime?*

Knowledge

Students will know . . .

EU 1

- family life cycle stages and structures. (9.4.12.CI.1) (13.1)
- family functions, roles, and responsibilities. (9.4.12.CT.2) (6.2)
- the traits of a healthy functional family. (9.4.12.CT.2) (6.2)

EU 2

Skills

Students will be able to. . .

EU 1

- differentiate between the various types of families. (9.4.12.CI.1) (6.2)
- identify and analyze their roles and responsibilities in their family. (9.4.12.CT.2) (1.1)
- explain the functions of the family. (9.4.12.CT.2) (6.2)
- analyze how culture influences family dynamics. (9.4.12.CI.1) (6.1)

EU 2

- barriers to good communication. (9.4.12.CT.2) (13.3)
- techniques for improving communication skills. (9.4.12.CT.2) (13.4)
- techniques to manage stress.(9.4.12.CI.1) (13.4)

EU 3

- care techniques based on developmental stages. (9.4.12.CT.1) (12.2)
- effective caregiver practices. (9.4.12.CT.1) (4.4)

- apply effective communication skills.(9.4.12.CT.2) (13.3)
- identify factors that have an impact on their overall physical and mental health. (9.4.12.CI.1) (13.2)
- manage stress more effectively. (9.4.12.CI.1) (13.4)

EU 3

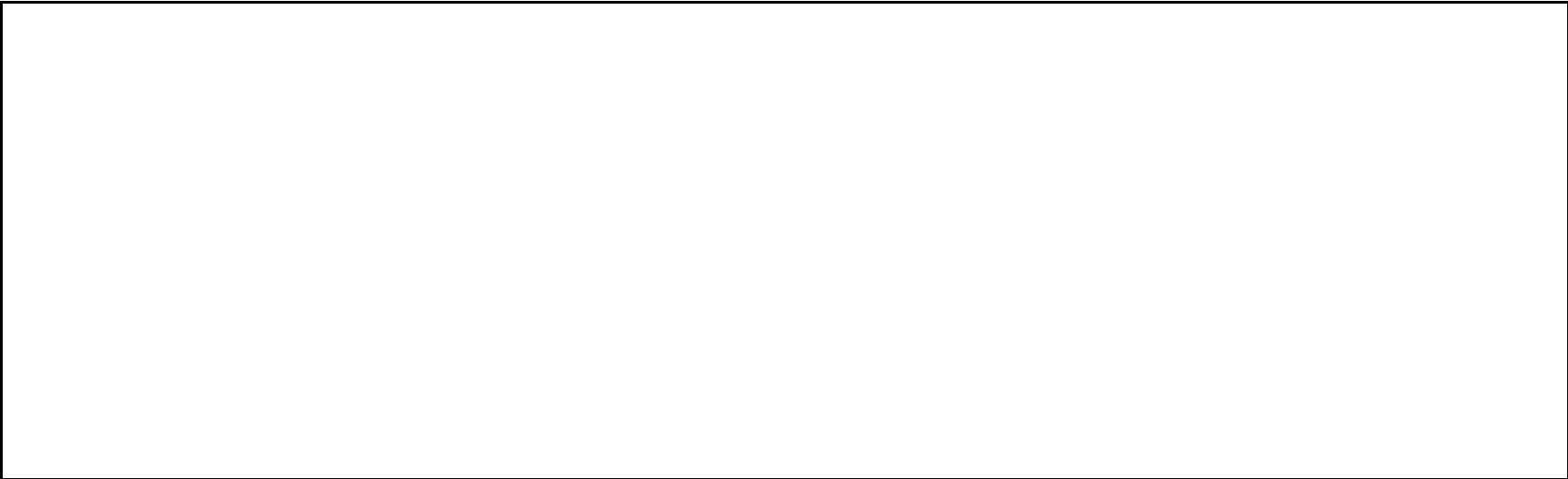
- choose appropriate toys and activities based on their ages.(9.4.12.CI.1) (4.4)
- compare and contrast the ways in which children learn and develop. (9.4.12.CI.1) (4.3)
- identify safe practices when caring for children. (9.4.12.CT.1) (4.4)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Graphic Organizer on life span (**A, EU1**)
- Play vocabulary jeopardy or use a graphic organizer (**A, EU1, EU2, EU3**)
- Discussions and lectures on stress and stress management (**A, EU2**)
- Teacher presentations on family and personal dynamics (**A, EU1, EU2, EU3**)
- Toy Evaluation worksheet (**A, EU3**)
- View Google Slideshows, YouTube, and various social media clips on family and personal dynamics (**A, EU1, EU2, EU3**)
- Dove 'Real Beauty' sketches movie/website <https://youtu.be/XpaOjMXyJGk> (**A, M, EU1, EU2**)
- "All about me" poster or "I AM" poster (**A, M, EU2**)
- Speaker from the community about community resources for infants, teens and families (**A, M, EU1, EU2, EU3**)
- Pair and share the functions and responsibilities of each member in your family (**A, M, EU1**)
- Watch and discuss various family dynamics shown in current social platforms and video series. (**A, M, EU1, EU3**)
- Graphic organizer for adolescent development, life cycle and stress management ideas (**M, EU3**)
- Family Structure BINGO Review (**M, EU1**)
- Role play activity to address parenting styles (**M, EU3**)
- Skits on time management and body language (**M, EU2**)
- Read and evaluate characteristic of good children's books (**M, EU3**)
- Write a children's book (**M, EU3**)
- Gratitude Journal for the purpose of self-discovery (**M, T, EU2**)
- "Minute to win it" learning station games for child care techniques (**M, T, EU3**)
- Vision Board for past, present, and future life mapping (**M, T, EU1, EU2, EU3**)
- Flour/Rice Baby Project with daily reflection diary (**T, EU1, EU2, EU3**)
- Create a personal fact sheet that can be used when filling out job applications (**T, EU2, EU3**)
- Babysitter Kit (**T, EU3**)
- Mock job interview (**T, EU2**)



Pacing Guide

{This chart will be identical in all of the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Family and Personal Dynamics	23 days
2	Foods and Nutrition	44 days
3	Fashion and Sewing	44 days
4	Housing and Interior Design	24 days

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

- Teacher led presentations
- Youtube Videos
- Succeeding in Life and Career Textbook
- Craft Supplies (glitter, felt, markers, glue sticks, colored pencils and markers, construction paper, scissors, rulers, Sharpies, poster Boards, etc.)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.