



Human Relations Curriculum

Board Approved: March 21, 2024

Course Information

Course Description:

The Human Relations course will prepare students for future adult roles as well as provide them with information they can apply to their current stage in life. Topics of discussion and research will include personal development, effective communication skills, the decision-making process, conflict resolution, interpersonal relationships, community and family connections, and careers and human services. Students will engage in respectful dialogue, conduct and evaluate research, complete several independent and group projects throughout the semester. Knowledge and skills acquired in this course can enhance present and future personal relationships and can lead to potential careers in health and human services.

Transfer Goal:

Integrate multiple life roles and responsibilities while demonstrating respectful and caring relationships within the family, community, and workplace.

Curriculum Standards: [National Family and Consumer Standards](#)

Curriculum Resource(s): NA

*Priority standards indicated in **bold***

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Unit 1: Personal Development

Timeframe: 3-4 Weeks and Ongoing Throughout the Semester

Unit Description: Students will analyze and study personal development to create goals that are set to improve one's character, skills, and capabilities. Students will assess themselves and identify the areas in which one can improve to maximize individual potential.

Enduring Understandings:

- Nature and nurture both play distinctly different, but key, roles in human development.
- Conditions in the home, community and world can influence the development of an individual.
- Strategies can be used by individuals to help promote positive personal development across multiple lifespans.
- Personal needs and characteristics affect intrapersonal and interpersonal relationships.
- Positive self-concept, self-image and self-esteem are key factors in personal development.
- Individuals can take steps to positively impact their own self-concept, self-image and self-esteem.
- Self-concept and self-image will evolve over the lifespan.
- There are multiple theories and research that support various aspects of human development.

Essential Questions:

- What is the difference between nature and nurture, and how do they each affect the development of an individual?
- How do both nature and nurture influence individual and personality development?
- How does one utilize educational, social support services, and resources to assist and guide them into becoming their most productive self?
- How does one build intrinsic self-worth to help build and maximize individual potential?
- What is the difference between empathy and sympathy, and what role does each play in forming positive relationships?
- How have theorists and researchers impacted the concept of personality development?
- How does one establish goals and successfully execute those goals?
- Why are values important and necessary?
- How can understanding the difference between self-esteem, self-concept, and self-image help one's personal development?
- How can we as individuals build positive self-worth?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
12.2	<ul style="list-style-type: none"> • I can analyze the influences of heredity and environment on human development. • I can analyze the influences of gender, ethnicity and culture on individual development. • I can analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.

Priority standards indicated in bold

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12.3	<ul style="list-style-type: none"> ● I can analyze the role of nurturance on human growth and development. ● I can analyze the role of communication on human development. ● I can analyze the role of educational, family, social services support systems, and resources in meeting developmental needs.
7.4	<ul style="list-style-type: none"> ● I can investigate health, wellness, and safety issues of individuals and families with a variety of conditions that could influence their well-being. ● I can analyze personal, social, emotional, and economic issues of individuals that influence their well-being. ● I can differentiate between situations that require personal prevention or intervention of situations that require professional assistance. ● I can identify situations which require crisis intervention.
7.5	<ul style="list-style-type: none"> ● I can analyze ways that well-being is influenced by family, finances, social behaviors and emotional skills over the lifespan. ● I can demonstrate and utilize coping or adjustment strategies and stress management practices. ● I can summarize the importance of friends, family, and community relationships for individuals that affect their well being. ● I can explain strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.

*Priority standards indicated in **bold***

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Unit 2: Communication, Conflict, and Management Decision Making

Timeframe: 2 Weeks and Ongoing Throughout

Unit Description: Students will demonstrate effective communication that will foster productive speaking and listening techniques as well as verbal and nonverbal forms of communication. Students will also facilitate the skills needed for conflict prevention and conflict resolution. Students will apply these skills to communicate effectively in the family, workplace and community.

Enduring Understandings:

- The ability to utilize employability schools in school, community and the workplace will aid in one's success.
- Family units consist of individuals with diverse perspectives, needs and characteristics.
- Effective communication helps an individual foster healthy relationships at home, in the community, and in the workplace.
- Effective communication using technology helps an individual foster healthy relationships and practice safe online habits.
- Adapting communication skills to a variety of audiences is important when fostering healthy personal and workplace relationships.
- Understanding and practicing nonverbal communication is critical to one's overall ability to communicate well.
- Appropriate conflict prevention and management techniques are key skills in both the home and workplace.
- The decision making process provides guidelines to help an individual when faced with a difficult decision.
- The ability to develop and demonstrate teamwork and leadership skills are key factors for success in the community and the workplace.

Essential Questions:

- How can one systematically practice positive and productive communication, decision making skills, and conflict management?
- How can one practice effective listening?
- How is feedback used to enhance the effectiveness of one's communication skills?
- What is the difference between verbal and nonverbal communication and how are they both used to ensure successful communication between parties?
- How does technology impact communication?
- How can one apply communication principles?
- How can one apply appropriate conflict management skills?
- How can one positively lead and delegate in a group setting?
- How can one apply communication skills for a variety of audiences?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
1.2	<ul style="list-style-type: none"> • I can apply communication skills in school, community, and workplace settings.

Priority standards indicated in bold

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	<ul style="list-style-type: none"> ● I can demonstrate teamwork and leadership skills in school, community, and workplace settings. ● I can analyze factors that contribute to maintaining safe and healthy school, work and community environments. ● I can demonstrate employability skills, work ethics, and professionalism.
6.2	<ul style="list-style-type: none"> ● I can analyze the effects of social and cultural diversity on individuals and families. ● I can analyze the effects of empathy.
7.5	<ul style="list-style-type: none"> ● I can demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.
13.3	<ul style="list-style-type: none"> ● I can analyze communication styles and their effects on relationships. ● I can demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. ● I can demonstrate effective listening and feedback. ● I can analyze strategies to overcome communication barriers in family, community and work settings. ● I can analyze the effects of technology communications in family, work, and community settings. ● I can analyze the roles and functions of communications in family, work, and community settings.
13.4	<ul style="list-style-type: none"> ● I can analyze the origin and development of attitudes and behaviors regarding conflict. ● I can explain how similarities and differences among people affect conflict prevention and management. ● I can apply the roles of decision making and problem solving in reducing and managing conflict. ● I can demonstrate nonviolent strategies that address conflict.
13.5	<ul style="list-style-type: none"> ● I can create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. ● I can demonstrate strategies to motivate, encourage, and build trust. ● I can demonstrate strategies that utilize the strengths and minimize the limitations of team members. ● I can demonstrate ways to organize and delegate responsibilities. ● I can demonstrate processes for cooperating, compromising, and collaborating.

*Priority standards indicated in **bold***

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Unit 3: Interpersonal Relationships

Timeframe: 2-3 Weeks and Ongoing Throughout the Semester

Unit Description: Students will understand how to build and maintain healthy, respectful, and caring relationships throughout their lives. Emphasis is placed on intra and interpersonal dynamics, effective communication, and healthy relationship skills.

Enduring Understandings:

- Relationships are an essential human need.
- Functions and expectations vary depending on the type of relationships.
- Personal needs and characteristics affect interpersonal relationships.
- Interpersonal relationships will change over the lifespan.
- Behavior of an individual impacts interpersonal relationships.
- Relationships should have a set of standards to be met by all involved individuals.
- Self-image and self-concept are directly tied to intra and interpersonal relationships.
- Building and maintaining healthy relationships is a key factor in living a full healthy life.
- Love and infatuation are different emotions and distinguishing between the two is an important skill in developing relationships.
- Love is multifaceted and can manifest itself in many ways.
- Each individual has a different love language, or ways that help them feel valued in relationships.

Essential Questions:

- How can one determine whether a relationship would be considered healthy or not?
- Why are relationships important and necessary?
- How can relationships positively or negatively impact one's life?
- How can one reflect and practice self improvement to have more productive relationships?
- What are the varied reasons why one has different types of relationships?
- What are different types of relationships and how do they play a role in an individual's overall health?
- How can relationships change over time?
- How does one determine a set of standards for healthy relationships?
- How does one develop personal boundaries within a relationship?
- What are my options and choices if I find myself in a toxic or unhealthy relationship?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
13.1	<ul style="list-style-type: none"> ● I can analyze processes for building and maintaining interpersonal relationships. ● I can compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships. ● I can analyze factors that contribute to healthy and unhealthy relationships. ● I can analyze processes for handling unhealthy relationships.
13.2	<ul style="list-style-type: none"> ● I can analyze the effects of personal characteristics on relationships. ● I can analyze the effect of personal need on relationships. ● I can analyze the effects of self-esteem and self-image on relationships.

*Priority standards indicated in **bold***

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	<ul style="list-style-type: none">● I can analyze the effects of life span events and conditions on relationships.● I can explain the effects of personal standards and behaviors on interpersonal relationships.
13.6	<ul style="list-style-type: none">● I can apply critical thinking to evaluate interpersonal relationships.● I can demonstrate positive and productive behaviors in relationships.● I can apply ethical guidelines when assessing interpersonal issues and situations.● I can compare the relative merits of opposing points of view regarding current and ethical issues.

*Priority standards indicated in **bold***

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Unit 4: Community and Family Connections

Timeframe: 2-3 Weeks

Unit Description: Students will evaluate the significance of family and its impact on the well being of individuals and society. Students will identify how to function as a productive member of society while demonstrating caring and respectful relationships within the family unit.

Enduring Understandings:

- One will manage multiple roles and responsibilities during their lifetime.
- There are reciprocal effects of individual participation on the family unit.
- The family system affects the individuals in the family as well as the society in which they live.
- Family members all have diverse perspectives, needs and characteristics within their family unit.
- Life events, environments, and experiences can influence the family unit.
- There are services that assist in well-being for family members with a variety of conditions.
- Functions and expectations of family members change over a lifespan.
- There are a variety of family structures and types.
- The family unit functions differently depending on culture, ethnicity, and/or religion.

Essential Questions:

- What strategies could families use to be successful?
- What do my responsibilities look like in a family role?
- How does my role impact society?
- Why do all families look different?
- What resources are available to support families?
- What makes a family functional?
- How can I make necessary adaptations when families encounter adversity?
- Why would family goals change over time?
- How does the family unit impact society as a whole?
- How can one demonstrate effective and respectful relationships within a family structure?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
1.1	<ul style="list-style-type: none"> • I can summarize local and global policies, issues, and trends in workplace, community, and family dynamics that affect individuals and families. • I can analyze the effects of social, economic and technological changes on work and family dynamics. • I can analyze ways that individual careers goals can affect the family's capacity to meet goals for all family members. • I can analyze potential effects of various career path decisions on balancing work and family. • I can develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
1.3	<ul style="list-style-type: none"> • I can analyze goals that support individuals and family members in carrying out community and civic responsibilities. • I can analyze personal and family assets and skills that provide service to the community.

Priority standards indicated in **bold**

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	<ul style="list-style-type: none"> ● I can analyze community resources and systems of formal and informal support available to individuals and families.
6.1	<ul style="list-style-type: none"> ● I can analyze family as the basic unit of society. ● I can analyze the role of family in transmitting societal expectations. ● I can analyze global influences on today's families. ● I can analyze the role of family in teaching culture and traditions across the lifespan. ● I can analyze the role of family in developing independence, interdependence, and commitment of family members. ● I can analyze the effects of change and transitions over the life course. ● I can analyze the ways family and consumer sciences careers assist the work of the family.
6.2	<ul style="list-style-type: none"> ● I can demonstrate awareness of multiple diversities and their effects on families and society. ● I can demonstrate respect for others. ● I can analyze the effects of globalization and increasing diversity on individuals, families, and society.
7.4	<ul style="list-style-type: none"> ● I can investigate health, wellness, and safety issues of individuals and families with a variety of conditions that could influence their well-being. ● I can analyze management and living environment issues of individuals and family conditions that influence their well-being. ● I can analyze personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being. ● I can differentiate between situations that require personal prevention or intervention and those situations that require professional assistance. ● I can analyze situations which require crisis intervention. ● I can summarize the appropriate support needed to address selected human services issues.
7.5	<ul style="list-style-type: none"> ● I can describe needs and accommodations for people with a variety of conditions that could affect their family dynamics. ● I can analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan. ● I can illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members. ● I can summarize the importance of friends, family, and community relationships for individuals with a variety of conditionals that affect their well-being.
13.1	<ul style="list-style-type: none"> ● I can predict the effects of various stages of the family life cycle on interpersonal relationships. ● I can demonstrate stress management strategies for family, work, and community settings.

*Priority standards indicated in **bold***

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Unit 5: Careers and Human Services

Timeframe: 1-2 Weeks

Unit Description: Students will identify careers and human services that lend themselves to the students strengths. Students will also investigate and use CTSO, FCCLA, materials to further investigate human services.

Enduring Understandings:

- There are a wide variety of careers in human services.
- Human services are an integral part of our society.
- Teamwork and leadership are necessary in the community and workplace.
- Creating new strategies, organizing, and delegating responsibilities are all important skills in human service careers.
- Motivating, encouraging, and building trust within a team are all qualities of an effective leader.

Essential Questions:

- Why does career choice matter?
- How would I determine a career choice for me?
- What education and or training is needed for my career choice?
- How can I utilize the FCCLA planning process to make career decisions?
- What makes a good employer and employee?
- How can I utilize my strengths to better assist a team?
- How can I integrate communication, cooperation, and collaboration to best serve as a member of a team?

Unit 5 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
1.2	<ul style="list-style-type: none"> • I can analyze potential career choices to determine the knowledge, skills, attitudes and opportunities associated with each career. • I can demonstrate job seeking with job keeping skills. • I can demonstrate teamwork skills in school, community and workplace settings and with diverse populations.
7.1	<ul style="list-style-type: none"> • I can explain the roles and functions of individuals engaged in family and human services careers. • I can investigate opportunities for employment and entrepreneurial endeavors. • I can summarize education and training requirements and opportunities for a career. • I can analyze the effects of family and human service careers on local, state, national, and global economies.
7.3	<ul style="list-style-type: none"> • Demonstrate professional and ethical behavior with peers in a variety of settings. • Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span.

Priority standards indicated in **bold**

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| | <ul style="list-style-type: none">• Demonstrate use of current and evolving technology in human services. |
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*Priority standards indicated in **bold***

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