

# Curriculum Outline



**Campbell High School**

Character – Courage – Respect – Responsibility

Course & Level: INTERPERSONAL RELATIONSHIPS

Department: FAMILY AND CONSUMER SCIENCE

Teacher: MRS. LYNN GNAEGY

Grade level: 10<sup>TH</sup>, 11<sup>TH</sup>, 12<sup>TH</sup>

## Description of Course:

***INTERPERSONAL RELATIONSHIPS*** addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is taught in order to integrate suggested topics into the study of individual and family issues. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

## School – Wide Expectations:

### Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

### Civic/Social:

1. Exhibit personal responsibility
2. Contribute to the stewardship of the community

**Core Competencies and National FACS Standards:**

*.Students*

*.Competencies*

*National Standard*

<p><b>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</b></p> <p><b>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships</b></p> <p><b>13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships</b></p> <p><b>13.1.4 Analyze factors that contribute to healthy and unhealthy relationships</b></p> <p><b>13.1.5 Analyze processes for handling unhealthy relationships</b></p> <p><b>13.1.6 Demonstrate stress management strategies for family, work and community settings</b></p>	<p>13.1 Analyze functions and expectations of various types of relationships</p>
<p><b>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships</b></p>	<p>13.2.1 Analyze the effects of personal characteristics on relationships</p> <p>13.2.2 Analyze the effect of personal need on relationships</p> <p>13.2.3 Analyze the effects of self-esteem and self image on relationships</p> <p>13.2.4 Analyze the effects of life span events and conditions on relationships</p> <p>13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships</p>
<p><b>13.3 Demonstrate communication skills that contribute to positive relationships</b></p>	<p>13.3.1 Analyze communication styles and their effects on relationships</p> <p>13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication</p> <p>13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings</p> <p>13.3.5 Apply ethical principles of communication in family, community and work settings</p> <p>13.3.6 Analyze the effects of communication technology in family, work and community settings</p> <p>13.3.7 Analyze the roles and functions of communication in family, work and community settings</p>
<p><b>13.4 Evaluate effective conflict prevention and management techniques</b></p>	<p>13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict</p> <p>13.4.2 Explain how similarities and differences among people affect conflict prevention and management</p> <p>13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict</p> <p>13.4.4 Demonstrate nonviolent strategies that address conflict</p> <p>13.4.5 Demonstrate nonviolent strategies that address conflict</p> <p>13.4.6 Assess community resources that support conflict prevention and management</p>

## Core Competencies and National FACS Standards:

(Continued)

### .Students

.Competencies

National Standard

**13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community**

13.5.1 Create environment that encourages and respects the ideas, perspectives, and contributions of all group members  
13.5.2 Demonstrate strategies to motivate, encourage and build trust in group members  
13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members  
13.5.4 Demonstrate techniques that develop team and community spirit  
13.5.5 Demonstrate ways to organize and delegate responsibilities  
13.5.6 Create strategies to integrate new members into the team  
13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

**13.6 Demonstrate standards that guide behavior in interpersonal relationships**

13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships  
13.6.2 Apply guidelines to assessing the nature of issues and situations  
13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.  
13.6.4 Demonstrate ethical behavior in family workplace and community settings.  
13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.

## Suggested Texts and Media (Software, A/V, etc.):

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

**Current text book: [Strengthening Family & Self, 5th Edition](#)**

Leona Johnson 2006

-Teacher developed worksheets

-Teacher developed website

-Handouts

-YouTube segments concerning Communication how-tos

-Myers-Briggs Kiersey Temperment Sorter

DVD's:

Character Video Series on DVD from Learning Zone Express

Teen Safety: Set of 3 DVD's from Learning Zone Express

### **Suggested Instructional Strategies:**

1. PowerPoint presentations and QUIA website review for each vocabulary lesson
2. Oral reading, discussion, guided reading questions and QUIA website review of each piece of literature
3. Daily Oral Language and Worksheets on grammar and punctuation developed by the teacher
4. Presentation and discussion of the model research paper and practice in paraphrasing
5. Assignment of banner project in order to more deeply explore Elizabethan lifestyle.
6. Dramatizing scenes from Romeo and Juliet.
7. "Poetry Out Loud" style activities related to tone, oral communication, and literary analysis of poetry.

### **Suggested Assessment Strategies:**

1. Participation in reviews and quizzes
2. Short writing assignments
4. Synthesizing and paraphrasing material assignments
5. A formal research paper using MLA format and parenthetical citations
6. Power point project presentation and submission: Relationships in Different Cultures
7. Daily Oral Language participation

**Three categories that students will be assessed either formative or summative are:**

1. **Demonstrate**
2. **Respond**
3. **Evaluate**