

Family Studies

Primary Career Cluster:	Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H18
Prerequisite(s):	<i>Introduction to Human Studies</i> (C19H19) and <i>Lifespan Development</i> (C19H17)
Credit:	1
Grade Level:	11
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the third course in the <i>Human and Social Sciences</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests such as: Career Investigation; Interpersonal Communication; Professional Presentation; and Job Interview
- Participate in leadership activities such as Promote and Publicize FCCLA, Parliamentary Procedure, Entrepreneurship, and Chapter Service Project Display and Portfolio.

For more ideas and information, visit Tennessee FCCLA at <https://www.tennesseefccla.org/>

Using a Work-based Learning (WB) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-5** | Invite a family therapist to discuss family trends and family therapy.
- **Standards 6-10** | Invite a marriage counselor to discuss marriage counseling.
- **Standards 11-13** | Invite speakers to share about their adoption experiences.
- **Standards 14-17** | Participate in a panel discussion with domestic violence professionals.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>

Course Description

Family Studies is an applied knowledge course that examines the diversity and evolving structure of the modern family. Upon completion of the course, proficient students will have knowledge of the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Program of Study Application

This is an applied knowledge course in the *Human and Social Sciences* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Human Services website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html>.

Course Standards

Definition and History of Family

- 1) Drawing on academic research and news media, synthesize a definition of family in an informative essay. Analyze diverse family structures that are representative of today's society, citing specific textual evidence from research.
- 2) Research and summarize early records of the structures of family. Use the research to create a timeline or graphic illustrating changes in the structures of families over time. Research the historical events that contributed to changes in common family structures, including but not limited to:
 - a. The Renaissance
 - b. Slavery
 - c. Industrialization of the economy
 - d. Wars
 - e. Women's right to vote
- 3) Compare and contrast different definitions of family units found in distinct groups. Explore cultural, geographical, religious, ethical, and political differences, analyzing the reasoning and evidence each provide for the development of their definition of a family.
- 4) Form a hypothesis about how a specific community may have changed in response to major historical events (such as World War II). Compare and contrast census records to analyze demographic trends in the community over time and present findings in an informative essay.
- 5) Conduct a research project examining relevant academic journal articles and news media coverage of a specific issue or trend in family studies. Supplement research with interviews and other primary sources to provide data and evidence for the development of particular phenomenon. Research topics may include, but are not limited to:
 - a. *Sandwich* Generation
 - b. *Failure to Launch*

c. Grandparents raising grandchildren

Family Cycle & Relationships

- 6) Create a graphic illustration that identifies the stages of the Family Life Cycle. Identify characteristics and changes at each of the stages. Summarize in an informative narrative, describing each stage and give examples of the changes in the family structure as an individual ages and passes through each stage.
- 7) Identify intrapersonal and interpersonal conditions, personal characteristics, attitudes and behaviors necessary for effective human relationships, exploring concepts such as understanding of self, relationship building skills, conflict management and intimacy, citing textual evidence from social science academic research.
- 8) Explore concepts of long-term relationships, such as love, mate selection, attachment, loneliness, conflict, and relationship dissolution, using social science academic research. Summarize relevant resources on the purpose and responsibilities of dating. Develop a logical framework of guidelines for mate selection using compatibility surveys, identifying factors that impact selection. Examine marriage laws in the state, prepare a list of requirements to obtain a marriage certificate, and describe legal rights provided through marriage, citing specific legislation and organizational policies.
- 9) Investigate types of crises impacting families (such as unemployment, child exceptionality, divorce, death), describing characteristics of crises situations and citing rates of frequency pulled from census information and news articles. Synthesize research on theories and strategies for helping families deal productively with crises by crafting an argumentative essay making a recommendation for a specific activity that can be used to assist families in crises situations.
- 10) Synthesize research to evaluate the importance of values and goals on individuals during the lifespan. Create a list of values that are observed in an individual's family of origin and a list of values that will be important in future family units. Compare and contrast the list for similarities and variations in a class discussion.

Parenting Responsibilities

- 11) Differentiate between parenting styles described in social science academic research. Assess the extent to which the reasoning and evidence in a specific theory supports the claim(s). Parenting styles could include, but are not limited to:
 - a. Authoritarian
 - b. Permissive
 - c. Authoritative
- 12) Identify ways to promote and foster a child's positive self-concept. Research case studies to identify positive guidance techniques, linking each to a specific reason for child misbehavior (such as desire for attention, embarrassment, lack of expectations, etc.).

- 13) Investigate the adoption process nationally and globally using advanced searches of both print and digital sources. Collaboratively, develop a list that compares and contrasts the costs and benefits of each adoption process. Identify local and global agencies that are available for assistance during the adoption process.

Family Stress, Crisis, and Resilience

- 14) Research and summarize trends in family life since the integration of dual income households in America. Discuss the impact of these trends on traditional gender roles and responsibilities of family members.
- 15) Research the impact of poverty and social inequality on the structure of the American family. Develop a list of factors that contribute to income inequality and develop strategies that promote social mobility.
- 16) Research each of the stages of the Cycle of Violence. Create a graphic illustration that identifies each of the stages, with short descriptions and prevention strategies for each stage to combat the recurrence of violence.
- 17) In a group, work to identify domestic abuse resources within a community. Make an informational resource for distribution in the community that could be used by the proper authorities in instances of domestic abuse.

The following artifacts will reside in the student's portfolio:

- Definition of a Family Essay
- Graphic of Family throughout History
- Family Demographic artifacts
- Family Trend Research Paper
- Family Cycle graphic
- Dating guidelines
- Family Crisis Research artifacts
- Family Values assessment
- Parenting narrative
- Research on Parenting
- Family Violence Cycle illustration
- Domestic Abuse resources

Standards Alignment Notes

*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.