TN Department of Education | College, Career and Technical Education

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Family Studies

Primary Career Cluster:	Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H18
Prerequisite(s):	*Introduction to Human Studies* (C19H19) and *Lifespan Development* (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 *Human and Social Sciences* 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

Approved April 10, 2015; Amended Jan. 2018; Nov. 2021

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 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 1.1-2.4** | Invite a family therapist to discuss family trends and family therapy.
- **Standards 3.1-3.3** | Invite a children's services worker to discuss the impact of parenting on children.
- **Standards 3.4 |** Invite speakers to share about their adoption experiences.
- **Standards 4.1-4.5 |** Participate in a panel discussion with family crisis managers, domestic violence professionals, and grief therapists.

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.

Course Standards

1. Definition and History of Family

1.1 Family Structure History: Analyze **diverse family structures** represented throughout history and in current society.

1.2 Definitions of Family: Compare and contrast different **definitions of family units** found in distinct groups. Explore the **impact of cultural, geographical, religious, ethical, and political differences** on the family structure, and explore the positive and/or negative effects families can have on individuals and society.

1.3 Current Family Trends: Analyze the impact of **trends and conditions that could influence the well-being of individuals and families** including roles and responsibilities. Research topics may include, but are not limited to:

a. Sandwich Generation
b. Failure to Launch / Boomerang
c. Grandparents raising grandchildren
d. Disappearing Middle child
e. Only Child
f. Global or National Events

1.4 Historical Family Trends: Describe how **demographic trends** have impacted the **family system** throughout time. Trends can include but are not limited to:

a. Baby boomers
b. Increased immigration
c. Introduction of dual income households

1.5 Family Perspectives: Describe **major family theoretical perspectives**. Identify whether each is macro- and/or micro-level and summarize the **strengths and limitations of each perspective**. Examples of theories can include, but are not limited to:

a. Structural-functionalist perspective
b. Conflict perspective
c. Feminist perspective
d. Conflict perspective
e. Ecological perspective
f. Family development theory

g. Symbolic interactionist perspective
h. Social exchange perspective
i. Family systems perspective

2. Family Cycle & Relationships

2.1 Family Life Cycle: Identify the **stages of the *Family Life Cycle*** and the associated characteristics, proven stressors, and changes at each stage. Predict the effects of the stages on interpersonal relationships and family dynamics.

2.2 Intrapersonal and Interpersonal Conditions: Identify **intrapersonal and interpersonal conditions, personal characteristics, and attitudes and behaviors** necessary for effective human relationships, exploring concepts such as:

a. Understanding of self,
b. Relationship building skills,
c. Importance of values and goals, and
d. Intimacy.

2.3 Types of Relationships: Analyze **functions and expectations of various types of relationships** including the concepts of long-term relationships, such as love, mate selection, attachment, loneliness, and relationship dissolution. Summarize the purpose and responsibilities of dating.

2.4 Marriage Laws: Examine **marriage laws** in the state, prepare a list of requirements to obtain a **marriage certificate**, and describe **legal rights** provided through marriage.

3. Parenting Responsibilities

3.1 Impact of Parenting Styles: Examine the **impact of parenting styles on the family**. Parenting styles could include, but are not limited to:

a. Authoritarian
b. Permissive
c. Authoritative

3.2 Developmental Theorists and Theories: Compare **research conducted by developmental theorists** and analyze the role their theories play in the development of children and families. Examples of theorists include but are not limited to:

a. Piaget
b. Erikson
c. Bronfenbrenner
d. Gardner
e. Kohlberg
f. Vygotsky
g. Freud
h. Skinner

3.3 Impact of Parenting Practices: Evaluate p**arenting practices that maximize human growth and development**. Identify ways to promote and foster a **child's positive self-concept**. Identify **positive guidance techniques**, linking each to a specific reason for child misbehavior (such as desire for attention, embarrassment, lack of expectations, etc.).

3.4 Adoption and Fostering: Investigate the **adoption and fostering process nationally and globally**. Compare and contrast the costs and benefits of each adoption process. Identify local and global agencies that are available for assistance during the adoption process.

4. Family Stress, Crisis, and Resilience

4.1 Family Crises: Investigate **types of crises impacting families** (such as unemployment, child exceptionality, divorce, death), describing **characteristics of crisis situations**. Research theories and strategies for helping families deal productively with crises, making a recommendation for a specific activity that can be used to assist families in crises situations.

4.2 Social Issues: Research **issues associated with inequality** such as socioeconomic class, ethnicity, race, gender, and cultural bias. Analyze how **social issues impact the family** as a system and develop strategies to promote social mobility.

4.3 Conflict Prevention and Management: Evaluate effective **conflict prevention and management techniques**. Analyze how the ***Cycle of Power*** and ***Cycle of Violence*** impact the family, community, and career.

4.4 Social Service Agencies: Investigate local and national **social welfare agencies**, past and present, and the **services they provide**. Describe the theories and concepts that have formed today's social service practices.

4.5 Stages of Grief: Identify the most commonly listed **stages of the grief model**. Research each stage of the model, the definition of each stage, and the emotions, physical actions, and ways to cope associated with each stage.

a. Shock and Denial
b. Pain and Guilt
c. Anger and Bargaining
d. Depression, Reflection, and Loneliness
e. Upward Turn
f. Reconstruction and Working Through
g. Acceptance and Hope

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

•Artifacts that demonstrate student proficiency

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.