

## Middle School – Relationships

Career Cluster	Education and Training
Course Code	19000
Prerequisite(s)	None
Credit	Part of middle school curriculum; credit will vary according to school
Program of Study and Sequence	This course is a foundational course, and part of the four content areas in Middle School Family and Consumer Sciences with standards for human development, relationships, career exploration and nutrition and wellness.
Student Organization	FCCLA
Coordinating Work-Based Learning	None
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Education & Training Cluster Endorsement; Human Services Cluster Endorsement; Hospitality & Tourism Cluster Endorsement; FACS Endorsement
Resources	

### Course Description:

Middle school students are exploring many areas of life. A healthy lifestyle is essential to emotional, physical, social and mental well-being. This healthy lifestyle requires knowledge and skills to make good food decisions, incorporate physical activity, and understand current issues.

### Program of Study Application:

This is a foundational course. The course can be tailored to meet the needs of individual schools by giving them the option of choosing appropriate standards from four content areas: Career Exploration, Healthy Lifestyles, Relationships and Human

Development. Healthy Lifestyle provides a foundation for lifelong wellness and preparation for courses in the Education and Training cluster.

**Course Standards**

**Indicator # R 1 Investigate careers in Human Services and Education and Training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/ Concept	<p>R 1.1 Explore knowledge and skills needed for careers in Human Services and Education and Training clusters.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Identify various careers in the Human Services and Education and Training clusters.</li> <li>• Interview guest speakers from various fields related to Human Services and Education and Training.</li> <li>• Choose a career from Human Services or Education and Training and develop a visual with an oral presentation on the job requirements.</li> <li>• Create a public service announcement (PSA) or other advertisement that emphasizes the knowledge and skills associated with one of the career pathways in the Human Services or Education and Training clusters.</li> </ul>	

**Notes:**

**Indicator # R 2 Analyze how personal growth influences relationships.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/ Concept	<p>R 2.1 Explain how personal needs affect relationships.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Create a newspaper ad listing the qualities of a desirable friend.</li> <li>• Write a personal reflection on the qualities you possess as a friend.</li> <li>• Prioritize individual needs and wants through a mock auction.</li> <li>• In a class discussion, explore family traits that nurture individual needs.</li> </ul>	
One Recall	<p>R 2.2 Summarize the effects of self-esteem and self-image within relationships.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Share personality traits and discuss their effects on self-esteem.</li> <li>• Identify how low self-esteem contributes to self-destructive behaviors (for example: eating disorders, cutting, drug/alcohol abuse).</li> <li>• Role-play positive and negative scenarios in relationships.</li> </ul>	

**Notes:**

**Indicator # R 3: Analyze skills needed to build and maintain positive relationships.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>			
Two Skill/ Concept	<p>R 3.1 Explain the role of positive communication skills in relationships.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Take an inventory to identify personal communication strengths.</li> <li>• Work in teams to create a presentation showcasing positive communication skills and their effects.</li> <li>• Practice working together using only nonverbal cues to achieve a common goal.</li> <li>• Create a Venn diagram comparing and contrasting verbal and nonverbal communication.</li> <li>• Write a script while watching a video with no sound.</li> <li>• Create a comic strip demonstrating effective listening or feedback techniques.</li> </ul>				
Three Strategic Thinking	<p>R 3.2 Analyze how personal standards and ethics guide behaviors in relationships</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Use personal assessments to identify values.</li> <li>• Develop a list of personal standards or ethics that contribute to healthy relationships.</li> </ul>				

	<ul style="list-style-type: none"><li>• Compare and contrast how personal standards affect friendships and dating relationships.</li><li>• Write role plays to illustrate situations in relationships when personal standards would be compromised.</li></ul>				
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<p>Four Extended Thinking</p>	<p>R.3.3 Apply problem-solving strategies to relationship issues. <i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Brainstorm issues in relationships and discuss problem-solving strategies to address those issues in small groups, followed by large group discussion.</li> <li>• Use scenarios to demonstrate problem-solving in relationships.</li> </ul>				
<p>Two Skill/ Concept</p>	<p>R.3.4 Understand strategies to resolve conflicts in relationships <i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Identify methods of managing conflict (for example: <i>7 Habits of Highly Effective Teens</i>, etc.).</li> <li>• Apply problem solving strategies to manage conflict.</li> <li>• Respond to case studies about harassment or bullying using effective conflict resolution.</li> </ul>				

**Notes:**