

CTE Standards Unpacking
Middle School – Relationships

Course: Middle School – Relationships

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.

Career Cluster: Education and Training

Prerequisites: None

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.

INDICATOR #R 1: Investigate careers in Human Services and Education and Training.		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Explore knowledge and skills needed for careers in Human Services and Education and Training clusters.		
Knowledge (Factual): Job vs career Employability/soft skills Career outlook (What careers are available? Will be needed?)	Understand (Conceptual): There are a wide variety of careers available in Education and Training and Human Services fields. Professionals need career knowledge and employability skills for success.	Skills (Application): Interview professionals from the field of Education & Training and Human Services clusters Observe careers through guest speakers and field trips Classify various careers related to the Education & Training and Human Services fields.
Benchmarks <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Identify various careers in Education & Training and Human Services clusters. 		

- Explain orally and in writing details about career opportunities after attending career-oriented field trips and presentations by guest speakers
- Describe the knowledge and skills needed for a career in Education & Training or Human Services fields.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

1. ELA Reading Standards for Informational Text:
*RI.6-8: Indicators 1-5

2. ELA Writing Standards:
*W. 6-8: Indicators 1- 9

3. ELA Speaking and Listening Standards:
*SL. 6-8: Indicators 1-6

http://doe.sd.gov/octe/documents/ccELA_612.pdf

Sample Performance Task Aligned to the Academic Standard(s):

*Choose a career from Human Services or Education and Training and develop a visual with an oral presentation on the job Requirements.

*Create a public service announcement (PSA) or advertisement that emphasizes the knowledge and skills associated with the Education & Training and Human Services clusters.

*Research paper or multi-media presentation/project :
-career fields
-skills needed for human services and education fields

*Compare/contrast paper or presentation career possibilities

*Works cited page and in-text citations for all informational writing

*Narrative of personal reflections on career exploration and choices

*Day in the life of a certain career-narrative

*Create a PSA/commercial related to career pathways

INDICATOR #R 2: Analyze how personal growth influences relationships.

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Explain how personal needs affect relationships.		
SUB-INDICATOR 2.2 (Webb Level: 1 Recall): Summarize the effects of self-esteem and self-image within relationships.		
Knowledge (Factual):	Understand (Conceptual):	Skills (Application):
<ul style="list-style-type: none"> - Characteristics and qualities of healthy relationships. - 7 Habits of Highly Effective Teens; Families - 5 Love Languages - Needs vs wants - Self-esteem vs self-image 	<p>It is important to identify the qualities of healthy relationships.</p> <p>Self-esteem affects and is affected by the quality of your relationships.</p>	<ul style="list-style-type: none"> - Reflect on the qualities you possess as a friend. - Compare and contrast needs vs wants - Discuss family traits that nurture individual needs.
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Identify the characteristics and qualities of healthy relationships. • Investigate family traits that nurture individual needs. • Identify the effects of self-esteem on behavior. 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):	
<ol style="list-style-type: none"> 1. ELA Reading Standards for Informational Text: *RI.6-8: Indicators 1-5 2. ELA Writing Standards: *W. 6-8: Indicators 1- 9 3. ELA Speaking and Listening Standards: *SL. 6-8: Indicators 1-6 	<ul style="list-style-type: none"> - Create newspaper ad listing the qualities of a desirable friend - Paper or multi-media project comparing needs vs wants - Narrative writing on personality traits and effects on personal self-esteem - Live, role-play presentation depicting positive and negative scenarios in relationships - Research paper or multi-media presentation/project : 	

http://doe.sd.gov/octe/documents/ccE LA 612.pdf	<ul style="list-style-type: none"> -healthy relationships -family traits that nurture needs -self-esteem influences
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INDICATOR #R 3: Analyze skills needed to build and maintain positive relationships.

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Explain the role of positive communication skills in relationships.

SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Analyze how personal standards and ethics guide behaviors in relationships

SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Apply problem-solving strategies to relationship issues.

SUB-INDICATOR 3.4 (Webb Level: 2 Skill/Concept): Understand strategies to resolve conflicts in relationships

Knowledge (Factual):	Understand (Conceptual):	Skills (Application):
"I" vs "you" statements	It is important to recognize warning signs of unhealthy relationships.	Reflect on results of a personal assessment/inventory of communication skills.
Active listening	Understanding verbal and nonverbal communication skills is important for healthy relationships.	Create a list of characteristics you look for in a relationship.
Nonverbal communication	Personal standards and ethics affect behavior and life choices.	Identify personal values, standards, and ethics.
Values	Conflict resolution strategies and coping mechanisms are essential to establishing and maintaining healthy relationships.	Analyze a scenario that illustrates healthy relationship coping mechanisms.
Coping strategies		Compare and contrast healthy and unhealthy problem-solving
Aspects of healthy and unhealthy relationships		
Establishing healthy boundaries.		

		<p>strategies.</p> <p>Develop strategies for dealing with relationship conflicts.</p>
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Benchmarks

Students will be assessed on their ability to:

- Identify personal communication strengths.
- Investigate the effects of verbal and nonverbal communication.
- Compare and contrast how personal standards affect friendships and dating relationships.
- Develop a list of personal ethics and behavior standards for a specific type of relationship or communication situation..
- Identify relationship issues and select appropriate problem-solving strategies.
- Recognize the warning signs of unhealthy relationships.
- Investigate conflict resolution strategies.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

1. ELA Reading Standards for Informational Text:

*RI.6-8: Indicators 1-5

2. ELA Writing Standards:

*W. 6-8: Indicators 1- 9

3. ELA Speaking and Listening Standards:

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<http://doe.sd.gov/octe/documents/ccELA 612.pdf>

Sample Performance Task Aligned to the Academic Standard(s):

- Live presentation showcasing positive/negative communication skills and effects
- Create a live presentation/skit of non-verbal cues
- Write a script for video with no sound
- Write your own, personal code of ethics
- Live, role-play skit showing/identifying situations dealing with personal standards-negative and positive
- Written response to a case study about harassment and/or bullying

	<ul style="list-style-type: none"> - Research paper or multi-media presentation/project : <ul style="list-style-type: none"> -communication styles -personal standards/ethics -healthy vs unhealthy relationships -harassment and bullying
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Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

National Coalition Against Domestic Violence (ncadv.org)

SdMyLife

American Psychological Association (www.apa.org)

National Council on Family Relations (www.ncfr.org)