<table>
<thead>
<tr>
<th>Strand</th>
<th>Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Analyze personal characteristics and investigate areas for personal growth</td>
<td>1. Analyze personal characteristics to determine leadership qualities and abilities</td>
</tr>
</tbody>
</table>

**Learning Targets**
- Relate the 6 Pillars of Character to personal examples
- Identify personal goals and values
- Utilize the FCCLA Power of One program to promote personal growth

**Alignments:**
CCSS: 11-12.SL.4; 11-12.RST.1; 11-12.RST.7; 11-12.WHST.7  
Performance: 1.10, 2.1, 4.7  
Knowledge: (CA) 4 (H/PE) 2  
HEGLE: FIS.2.A (Gr. 9-12)  
NSFACS: 1.1.6, 12.1.1, 13.5.7  
NETS: 3  
DOK: 4

**Instructional Strategies**
- Student-completed:
  - FCCLA Resource Power of One project to set and track personal goal
  - personality quizzes to evaluate personal characteristics
- Teacher created examples of 6 Pillars of Character/cooperative student teams to illustrate
- Students will research a chosen leader and prepare a presentation
- Brainstorm possible inquiry topics related to researching good leaders
- Shared Reading of example PowerPoints to analyze effectiveness
- Notes/lecture with teacher-created PowerPoint: “Leadership and Personal Characteristics”
  - Student note taking
  - Class discussion
## Assessments/Evaluations

- FCCLA Resource Power of One Project checklist
- Teacher created assessed using a scoring guide:
  - Character portfolio
  - Leader presentation
  - Unit 1 assessment

Mastery 80%

## Sample Assessment Questions

- Choose one of the 6 Pillars of Character and write a paragraph explaining how you have modeled that character in your life

## Instructional Resources/Tools

- Character portfolio
- Power of One program
- Computer/Internet for research

## Literacy Connections

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account
- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
Cross Curricular Connections

- Social Studies: Relationships of Individuals and Groups to Institutions and Traditions – group leadership
- ELA:
  - Reading – research
  - Speaking and Listening – presentations
- Health: Personal growth
### Strand

**Standards**

B. Utilize FCCLA programs to promote personal growth

**Learning Targets**

1. Complete a Power of One project

### Alignments:

- CCSS: 11-12.WHST.7
- Performance: 1.10
- Knowledge: (H/PE) 2
- HEGLE: HME.1.A (Gr. 9-12)
- NSFACS: 1.1.6, 1.2.6
- NETS: N/A
- DOK: 2

### Instructional Strategies

- FCCLA provided Power of One PowerPoint
- Teacher led class discussion on how to set a personal goal
- Small groups brainstorming on how goals improve one’s personal growth and family life
- Student-completed FCCLA Resource Power of One project to set and track personal goals

### Assessments/Evaluations

- FCCLA Resource Power of One Project checklist
- Teacher observation

Mastery 80%

### Sample Assessment Questions

- Describe one short-term and one long-term goal you plan to work on to promote your personal growth in the next year

### Instructional Resources/Tools

- Power of One project
### Literacy Connections

- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Cross Curricular Connections

- Health: Personal growth
- Social Studies: Relationships of Individuals and Groups to Institutions and Traditions – family life
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<tbody>
<tr>
<td>C. Analyze and apply positive interpersonal skills</td>
<td>1. Analyze qualities of positive relationships</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Practice effective communication techniques</td>
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<tr>
<td></td>
<td></td>
<td>Develop team-building skills</td>
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<td></td>
<td></td>
<td>Apply decision-making skills</td>
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<td></td>
<td></td>
<td>Practice conflict resolution skills</td>
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</tbody>
</table>

**Alignments:**
CCSS: 11-12.SL.1a-d  
Performance: 2.2, 2.7, 3.1, 3.4, 3.7, 4.6  
Knowledge: (CA) 1,4,6,7 (H/PE) 5  
HEGLE: HME.1.A; HME.4.D (Gr. 9-12)  
NSFACS: 13.2.5, 13.3.1, 13.4.1, 13.4.3, 13.5.7, 13.6.3  
NETS: N/A  
DOK: 4

**Instructional Strategies**
- Cooperative learning groups to:  
  - practice:  
    - communication and team building skills  
    - conflict resolution scenarios  
    - apply decision-making skills in a family situation scenario  
- Teacher led group discussion with teacher created relationship comparisons/scenarios/types  
- Teacher created “Angels Among Us” assignment  
- Notes/lecture with teacher created PowerPoint: Unit 2 notes  
  - Student note taking  
  - Class discussion
### Assessments/Evaluations

- Teacher created using a scoring guide:
  - Unit 2 assessment
  - Cooperative Learning Reflections
  - Family Decision project
  - Angels Among Us assignment
  - Teacher observation

Mastery 80%

### Sample Assessment Questions

- Discuss in a paragraph three things you learned about teamwork in this activity

### Instructional Resources/Tools

- Supplies for cooperative learning activities
- Family Decisions packet
- Relationship scenarios

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
## Cross Curricular Connections

- Social Studies – Relationships of Individuals and Groups to Institutions and Traditions:
  - Team building
  - Family relationships
- Health: Conflict resolution
- ELA: Communication skills
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<tbody>
<tr>
<td></td>
<td>D. Investigate the significance of the family</td>
<td>1. Investigate the work of the family and member roles</td>
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<tr>
<td></td>
<td></td>
<td>• Analyze the impact of family systems</td>
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<td></td>
<td></td>
<td>• Analyze strategies for coping with family crises</td>
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</tbody>
</table>

**Alignments:**
- CCSS: 11-12.RST.4; 11-12.RST.7; 11-12. WHST.7
- Performance: 1.4, 1.6, 1.8, 3.7, 4.3
- Knowledge: (H/PE) 5, 7 (SS) 6
- HEGLE: HME.4.A (Gr. 9-12)
- SSCLE: RIGIT.6.M
- NSFACS: 6.1.1, 6.1.2, 6.1.5, 13.4.3, 13.4.4
- NETS: 2
- DOK: 3

**Instructional Strategies**
- Class brainstorming of family roles and values
- Student evaluation of personal family values
- Brainstorm possible inquiry topics related to researching family traditions
- Student research and presentation of teacher created multicultural family traditions

**Assessments/Evaluations**
- Presentation on teacher created Multicultural Family Traditions presentation – assessed using a scoring guide

**Sample Assessment Questions**
- Explain why traditions are important to families
## Instructional Resources/Tools

- Computers/Internet

## Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

## Cross Curricular Connections

- Social Studies:
  - Relationships of Individuals and Groups to Institutions and Traditions – family/group roles
  - History – culture
- Health: Conflict resolution
- ELA: Research
<table>
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<tbody>
<tr>
<td></td>
<td>E. Solve problems related to the family</td>
<td>1. Solve problems related to:</td>
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<tr>
<td></td>
<td></td>
<td>• resource management</td>
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<td></td>
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<td>• nutrition and wellness</td>
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<td>• human development</td>
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<td>• housing and the environment</td>
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**Alignments:**
- CCSS: 11-12.RST.2; 11-12.RST.7; 11-12.WHST.7  ELA-Literacy.RST.11-12.7
- Knowledge: (H/PE) 2.3.6
- Performance: 1.4, 3.5, 3.6, 4.7
- HEGLE: HME.2.A; HME.4.E (Gr. 9-12)
- NSFACS: 2.1.3, 2.6.2, 12.1.1, 12.2.2, 14.1.1, 14.1.2
- NETS: 3
- DOK: 3

**Instructional Strategies**
- Cooperative learning groups to solve family:
  - problems related to finances, nutrition, time management, and human development
  - crises situations
- Student created Family Crises Resource List research
- Brainstorm possible inquiry topics related to problems families face
- Students will present their family problems and solutions to the class

**Assessments/Evaluations**
- Teacher created using a scoring guide:
  - Family Problem Solving Scenarios
  - Family Crises Resource List

Mastery 80%
### Sample Assessment Questions

- Plan a menu for a family of four for a week with a budget of $150.00

### Instructional Resources/Tools

- Computers/Internet

### Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

### Cross Curricular Connections

- Health: Nutrition and wellness
- Math: Finance management
- Social Studies:
  - Economics – housing and resource management
  - Relationships of Individuals and Groups to Institutions and Traditions – family crisis
- Science: Environmental issues
### Strand

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<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>F. Investigate work, jobs, and careers in relation to self and family</td>
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<tr>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>1. Examine work ethics</td>
</tr>
<tr>
<td>2. Identify appropriate work attitudes and behaviors</td>
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<tr>
<td>3. Compare the impact of career choices on family life</td>
</tr>
<tr>
<td>4. Develop a plan for achieving career goals</td>
</tr>
</tbody>
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### Alignments:

- **CCSS:** 11-12.SL.1.a-d; 11-12.W.2.a; 11-12.RST.1; 11-12.RST.7; 11-12.WHST.7
- **Knowledge:** (CA) 1,4,6 (SS) 6
- **Performance:** 1.10, 4.4, 4.8
- **SSCLE:** RIGIT.6.N
- **NSFACS:** 1.1.3, 1.2.2, 1.2.7, 1.2.8, 2.1.1
- **NETS:** 3
- **DOK:** 3

### Instructional Strategies

- Student completed teacher created Career Research project – students will:
  - research a chosen career pathway
  - develop a career plan
  - reflect on how this career could affect family
- Small group discussion on teacher created work ethic and behavior scenarios
- Brainstorm possible inquiry topics related to researching careers
- Shared reading of example career portfolios to analyze effectiveness
<table>
<thead>
<tr>
<th>Assessments/Evaluations</th>
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<tbody>
<tr>
<td>- Teacher created using a scoring guide:</td>
</tr>
<tr>
<td>- Career Research Project</td>
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<tr>
<td>- Group Discussion Reflection</td>
</tr>
<tr>
<td>- Teacher observation</td>
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<tr>
<td>Mastery 80%</td>
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<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
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<tbody>
<tr>
<td>- What are the educational requirements for the career you are considering?</td>
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<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Computers/Internet</td>
</tr>
<tr>
<td>- Career research packet</td>
</tr>
<tr>
<td>- Case scenarios</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</td>
</tr>
<tr>
<td>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</td>
</tr>
<tr>
<td>- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</td>
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<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</td>
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<td>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</td>
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<td>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</td>
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d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account
- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

**Cross Curricular Connections**

- Social Studies: Relationships of Individuals and Groups to Institutions and Traditions – ethics
- ELA:
  - Research
  - Reading
  - Writing
<table>
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<tr>
<th>Strand</th>
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</thead>
</table>
| G.    | Explore community roles and responsibilities | 1.  
|       |          | • Investigate resources supporting families |
|       |          | • Identify community concerns impacting families |
|       |          | • Develop a plan for community involvement |
|       |          | • Examine the impact of public policy on families |

**Alignments:**

CCSS: 11-12.W.1a; 11-12.RST.2; 11-12.WHST.2b  
Performance: 1.4, 1.8, 3.8, 4.3  
Knowledge: (CA) 6 (SS) 6  
SSCLE: RIGIT.6.M,N  
NSFACS: 1.3.1, 1.3.2, 1.3.4  
NETS: 3  
DOK: 2

**Instructional Strategies**

- Teacher created Family Crises Resource List research  
- Read and summarize a current news article on:  
  - state or federal public policy  
  - a community issue  
- Service Learning Project (e.g., Make baby quilts for the Teen Mom Group)  
- Shared reading of a sample article to determine important facts and relevancy

**Assessments/Evaluations**

- Teacher created using a scoring guide:  
  - Family Crises Resource List  
  - News Article Reflections

Mastery 80%

Board Approved 7-15-13  
Revised 2013
### Sample Assessment Questions

- How could this issue affect your family life or resources?

### Instructional Resources/Tools

- Computers
- Internet
- Newspapers

### Literacy Connections

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic

### Cross Curricular Connections

- Social Studies:
  - Relationships of Individuals and Groups to Institutions and Traditions – community responsibilities
  - Principles and Processes of Governance Systems – public policy