

<b>Subject:</b> <b>Personal and Family Development</b>	<b>Calendar: Fall 08</b> <b>Weeks: 1 - 6</b>	<b>Timeframe:</b> <b>6 Weeks</b>	<b>Level/Grade:</b> <b>High School</b>
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Unit Name

**Unit Objectives:**

**TSW: (1) Personal development.** The student demonstrates personal behavior reflecting sound decision making and responsibility. The student is expected to:

- (A) compare characteristics of chronological, physical, emotional, social, and intellectual maturity;
- (B) explain how personal priorities affect the choice of friends, activities, interests, and behaviors;
- (C) practice social skills relevant to positive interactions with others in various situations;
- (D) analyze the role of self-esteem in responsible behavior;
- (E) explain how personal decisions and behavior are influenced by family, cultural, technological, societal, demographic, and economic considerations; and
- (F) predict the implications of personal behavior and decisions on peers, families, society, and future generations.

**(2) Personal development.** The student applies principles for developing positive relationships. The student is expected to:

- (A) describe qualities necessary to support strong relationships;
- (B) analyze roles of communication in developing positive relationships;
- (C) practice methods of conflict resolution and negotiation in peer relationships;
- (D) determine how healthy relationships assist in preparation for adulthood;
- (E) point out the effects of cultural patterns on relationships;
- (F) explain how friends influence behavior; and (G) develop strategies for managing peer pressure.

<b>Activity Type:</b> <b>Note-taking, discussions, case studies, group work, posters, brochures, worksheets, labs</b>	<b>TEKS:</b> <b>1 A–F</b> <b>2 A–F</b>
<b>Materials:</b> <b>Handouts, art supplies, magazines, posters, resource books, hands-on manipulatives, educational videos</b>	

<b>SE Modifications:</b> <b>As specified individually</b>	<b>Resources:</b> <b>Books, Internet, Personal Experience</b>	<b>TA TEKS:</b>
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<b>GT Modifications:</b> <b>As specified individually</b>	<b>Evaluation Methods:</b> <b>Student response, written assignments, projects, etc.</b>
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<b>Subject:</b> <b>Personal and Family Development</b>	<b>Calendar: Fall 08</b> <b>Weeks: 7 - 11</b>	<b>Timeframe:</b> <b>5 Weeks</b>	<b>Level/Grade:</b> <b>High School</b>
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Unit Name

**Unit Objectives:**

**TSW:**

(3) **Family studies.** The student describes the basic structures of the family unit throughout the life cycle. The student is expected to:

- (A) explain how family structure changes throughout the life cycle;
- (B) explain how cultural diversity affects family structures in society; and
- (C) interpret the effects of changing demographics on family structure.

(4) **Family studies.** The student analyzes family functions, roles, and responsibilities of family members. The student is expected to:

- (A) identify basic functions of the family and its role in society;
- (B) discuss societal, cultural, demographic, and economic factors affecting the responsibilities of family members;
- (C) evaluate methods to promote the health and safety of individuals and family members;
- (D) analyze the multiple roles and responsibilities assumed by individuals within the family;
- (E) assess the impact of technology on roles and responsibilities of family members; and
- (F) identify management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

(5) **Family studies.** The student determines factors that strengthen the family and create a sense of wellness. The student is expected to:

- (A) describe factors that contribute to strong family units;
- (B) analyze the impact of violence on families;
- (C) identify causes and effects of family stress and techniques for management and prevention;
- (D) practice methods of conflict resolution and negotiation in family relationships; and
- (E) identify resources to aid in strengthening the family unit.

(6) **Family studies.** The student determines career options in the area of family services. The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in the area of family services; and

(B) describe rewards, demands, and future trends in careers related to family services.

<b>Activity Type:</b> Note-taking, discussions, case studies, group work, posters, brochures, worksheets, labs	<b>TEKS:</b> 3 A–C 4 A–F 5 A–E 6 A–B
<b>Materials:</b> Handouts, art supplies, magazines, posters, resource books, hands-on manipulatives, educational videos	

<b>SE Modifications:</b> As specified individually	<b>Resources:</b> Books, Internet, Personal Experience	<b>TA TEKS:</b>
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<b>GT Modifications:</b> As specified individually	<b>Evaluation Methods:</b> Student response, written assignments, projects, etc.
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<b>Subject:</b> <b>Personal and Family Development</b>	<b>Calendar: Fall 08</b> <b>Weeks: 12-17</b>	<b>Timeframe:</b> <b>6 Weeks</b>	<b>Level/Grade:</b> <b>High School</b>
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Unit Name

**Unit Objectives:**

**TSW:**

(15) **Nutrition and food.** The student analyzes basic nutrition needs and results of dietary practices. The student is expected to:

- (A) list classifications, sources, and functions of nutrients;
- (B) compare personal diets to various guidelines;
- (C) explain the effects of the life cycle, illness, and disease on individual dietary needs;
- (D) analyze the problems and characteristics associated with eating disorders;
- (E) discuss the effects of dietary practices on wellness and achievement;
- (F) apply nutrition principles related to individual and family health decisions;
- (G) determine cultural, economic, and societal influences on dietary practices and contemporary meal management; and
- (H) analyze nutrition information on food labels.

(16) **Nutrition and food.** The student demonstrates table service and proper etiquette. The student is expected to:

- (A) arrange table settings for a variety of occasions;
- (B) demonstrate table manners and etiquette appropriate for a variety of occasions;
- (C) explain the role of family mealtime in promoting family strength and the welfare of family members; and
- (D) predict the influence of etiquette in the development of self-esteem and employability skills.

(17) **Nutrition and food.** The student demonstrates basic meal management techniques. The student is expected to:

- (A) identify the impact of technology on meal management;
- (B) demonstrate basic principles of sanitation and safety relating to meal management;
- (C) apply management techniques when planning and preparing simple meals and recipes;

(D) analyze cost effective meal management practices;

(E) describe types and safe use of equipment, tools, and utensils; and

(F) demonstrate basic food preparation techniques to achieve quality standards and preserve nutritive value.

(18) **Nutrition and food.** The student determines career options related to nutrition, food science, and wellness. The student is expected to:

(A) identify employment and entrepreneurial opportunities and preparation requirements in the area of nutrition, food science, and wellness; and

(B) describe rewards, demands, and future trends in careers related to nutrition, food science, and wellness.

<b>Activity Type:</b> <b>Note-taking, discussions, case studies, group work, posters, brochures, worksheets, food and nutrition labs</b>	<b>TEKS:</b> <b>15 A-H</b> <b>16 A-D</b> <b>17 A-F</b> <b>18 A-B</b>
<b>Materials:</b> <b>Handouts, art supplies, magazines, posters, resource books, hands-on manipulatives, labs educational videos</b>	

<b>SE Modifications:</b> <b>As specified individually</b>	<b>Resources:</b> <b>Books, Internet, Personal Experience</b>	<b>TA TEKS:</b>
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<b>GT Modifications:</b> <b>As specified individually</b>	<b>Evaluation Methods:</b> <b>Student response, written assignments, labs, projects, etc.</b>
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