

Goodheart-Willcox Publisher Correlation of <i>Contemporary Living</i> ©2015 to South Carolina Department of Education Human Services / Family and Consumer Sciences Course Family Life Education I	
FCS ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
B. Interpersonal Skills	
B1. Apply communication skills that contribute to healthy relationships.	129–132, 247–299
What Students Should Know: <ol style="list-style-type: none"> 1. Types of communication 2. Communication barriers 3. Healthy relationships 4. Teamwork and Leadership skills 5. Effects of technology What Students Should Be Able to Do: <ol style="list-style-type: none"> 1. Identify the different types of communication. 2. Identify strategies to overcome communication barriers. 3. Describe characteristics of healthy relationships. 4. Demonstrate teamwork and leadership skills. 5. Analyze the effects of technology on communication. 	
B2. Analyze the decision making process.	93–115
What Students Should Know: <ol style="list-style-type: none"> 1. Steps in the decision making process 2. Factors that influence decision making 3. Consequences of decisions What Students Should Be Able to Do: <ol style="list-style-type: none"> 1. Apply the steps in the decision making process. 2. Explain how values, goals, and resources influence the management of decisions. 3. Analyze the consequences of making decisions. 	
B3. Analyze the various types of relationships.	52–53, 94–98, 283–381

<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Type of relationships 2. Characteristics of healthy relationships 3. Effect of values on relationships 4. Cultural differences in relationships <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Examine the different types of relationships. 2. Describe the characteristics of a healthy relationship 3. Explain how personal values affect relationship ch 4. Explore the cultural differences in relationships. 	
C. Healthy Lifestyles	
<p>C1. Investigate the risk factors that are damaging to a healthy lifestyle.</p>	151–209, 228–243, 322
<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. USDA Guidelines 2. Importance of exercise 3. Eating disorders 4. Risky behaviors 5. Effects of stress 6. Spirituality <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Identify food varieties and appropriate serving sizes. 2. Describe the benefits of regular exercise. 3. Analyze the effects of eating disorders. 4. Describe the consequences of risky behavior. 5. Describe the effects of stress. 6. Explain spirituality. 	
D. Family Development	
<p>D1. Determine the importance of preparing for a family.</p>	153–159, 212–215, 309–465
<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Legal aspects of marriage 2. Financial aspects of marriage 3. Social and emotional aspects of marriage 4. Implications of parenthood 5. Prenatal care and development 6. Childbirth 7. Postnatal care 	

<p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Describe the laws related to marriage. 2. Analyze the financial aspects of single life versus marriage. 3. Critique the social and emotional aspects of marriage. 4. Scrutinize the various components of raising a child. 5. Explain the importance of prenatal care and development. 6. Describe the childbirth process. 7. Explain the importance of postnatal care. 	
E. Family Resource Management	
<p>E1. Critique financial decisions.</p>	<p>110–112, 212–215, 482–483, 580–581, 627–663</p>
<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Time Management 2. Available financial resources 3. Wants versus needs 4. Rewards and challenges of independence 5. Financial obligations <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Demonstrate effective time management skills. 2. Analyze financial resources. 3. Distinguish wants from needs. 4. Evaluate the rewards and challenges of living independently. 5. Identify expenses and expenditures. 	
F. Crisis Management	
<p>F1. Explore different types of family crises.</p>	<p>491–529</p>
<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. What is a crisis 2. What constitutes a crisis 3. Types of events that lead to a crisis 4. Impact of a crisis 5. Prevention of a crisis <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Define crisis. 2. Discuss what constitutes a crisis. 3. Identify the types of events that can lead to a family crisis. 4. Explore the impact of a crisis on individuals and families. 5. Investigate crisis prevention strategies. 	



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

G. Careers	
G1. Explore family related career paths.	117–149
What Students Should Know: <ol style="list-style-type: none">1. Family related careers2. Personal interests, aptitudes, and abilities3. Career preparation skills4. 21st Century Skills What Students Should Be Able to Do: <ol style="list-style-type: none">1. Research family-related careers.2. Explore personal interests, aptitudes, and abilities.3. Exhibit career preparation skills.4. Incorporate 21st Century Skills.	

Goodheart-Willcox Publisher Correlation of <i>Contemporary Living</i> ©2015 to South Carolina Department of Education Human Services / Family and Consumer Sciences Course Family Life Education II	
FCS ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
B. Healthy Lifestyles	
B1. Explain the impact of health on individuals and families.	151–204, 228–240, 498–500
What Students Should Know: 1. USDA Guidelines 2. Food safety and sanitation 3. Food borne illnesses 4. Chronic diseases 5. Sexually transmitted diseases What Students Should Be Able to Do: 1. Explain the importance of using USDA guidelines. 2. Demonstrate food safety and sanitation procedure 3. Explain factors causing food borne illnesses. 4. Explain chronic diseases. 5. Describe the signs and symptoms of sexually transmitted diseases. 6. Explain how to prevent sexually transmitted disease 7. Outline coping methods and resources for family health issues.	
C. Family Development	
C1. Examine the changes that occur in the function and structure of families over the life span.	52–53, 357–381
What Students Should Know: 1. Stages of family development 2. Family structures 3. Family roles and responsibilities 4. Cultural influences 5. Importance of family literacy	

<p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Explain what occurs in each stage of family development. 2. Outline various family structures. 3. Identify the roles and responsibilities for family members. 4. Analyze the influence of culture on the family. 5. Identify the importance of literacy. 	
D. Family Resource Management	
<p>D1. Analyze how financial management affects individuals and families.</p>	627–663
<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Financial goals 2. Money management skills 3. Terms and services associated with financial institutions 4. Components of personal/family financial plans <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Prioritize individual and family goals. 2. Demonstrate money management skills. 3. Evaluate terms and services associated with different financial institutions. 4. Design a personal/family financial plan. 	
E. Crisis Management	
<p>E1. Determine appropriate responses to handling family crises.</p>	142–143, 218–228, 325–327, 476–480, 491–529
<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Coping techniques 2. Crisis management resources 3. Ethical decisions 4. Laws and policies <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Identify crises coping techniques. 2. Investigate crisis management resources. 3. Analyze outcomes of ethical decisions. 4. Examine laws that impact the family. 	



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

F. Careers	
F1. Demonstrate transferable employability skills.	125–145
What Students Should Know: 1. Transferable employability skills 2. Career success strategies What Students Should Be Able to Do: 1. Demonstrate transferable employability skills. 2. Evaluate career success strategies.	