

<b>Goodheart-Willcox Publisher Correlation of  <i>Parents and Their Children</i> ©2015  to Tennessee Department of Education  Section A – Human Services  Course: Family Studies</b>		
<b>STANDARD</b>		<b>CORRELATING PAGES</b>
<b>Definition and History of Family</b>		
1.	Drawing on academic research and news media, synthesize a definition of family in an informative essay. Analyze diverse family structures that are representative of today's society, citing specific textual evidence from research.	30, 32–35, 50–51
2.	Research and summarize early records of the structures of family. Use the research to create a timeline or graphic illustrating changes in the structures of families over time. Research the historical events that contributed to changes in common family structures, including but not limited to: a. The Renaissance b. Slavery c. Industrialization of the economy d. Wars e. Women's right to vote	32–36, 39–40, 41–43, 51, 73
3.	Compare and contrast different definitions of family units found in distinct groups. Explore cultural, geographical, religious, ethical, and political differences, analyzing the reasoning and evidence each provide for the development of their definition of a family.	30, 36–37, 42–50
4.	Form a hypothesis about how a specific community may have changed in response to major historical events (such as World War II). Compare and contrast census records to analyze demographic trends in the community over time and present findings in an informative essay.	41–42, 64, 67
5.	Conduct a research project examining relevant academic journal articles and news media coverage of a specific issue or trend in family studies. Supplement research with interviews and other	28, 50–51, 66–68, 137, 201, 245, 267, 296, 336, 407–408, 465, 491–492, 520, 539, 563

	primary sources to provide data and evidence for the development of particular phenomenon. Research topics may include, but are not limited to: a. <i>Sandwich</i> Generation b. <i>Failure to Launch</i> c. Grandparents raising grandchildren	
<b>Family Cycle &amp; Relationships</b>		
6.	Create a graphic illustration that identifies the stages of the Family Life Cycle. Identify characteristics and changes at each of the stages. Summarize in an informative narrative, describing each stage and give examples of the changes in the family structure as an individual ages and passes through each stage.	37–39, 50–51, 196, 273, 400–401, 431, 461
7.	Identify intrapersonal and interpersonal conditions, personal characteristics, attitudes and behaviors necessary for effective human relationships, exploring concepts such as understanding of self, relationship building skills, conflict management and intimacy, citing textual evidence from social science academic research.	55–56, 61–62, 72, 79–85, 93, 101, 107, 111–112, 117–120, 124, 136, 148–149, 162, 196–198, 200, 259–261, 273, 292, 296, 311, 319, 391–392, 400–401, 407, 421–424, 440, 443–444, 451–452, 455–456, 479–481
8.	Explore concepts of long-term relationships, such as love, mate selection, attachment, loneliness, conflict, and relationship dissolution, using social science academic research. Summarize relevant resources on the purpose and responsibilities of dating. Develop a logical framework of guidelines for mate selection using compatibility surveys, identifying factors that impact selection. Examine marriage laws in the state, prepare a list of requirements to obtain a marriage certificate, and describe legal rights provided through marriage, citing specific legislation and organizational policies.	53–63, 69, 79, 451–452, 474–478
9.	Investigate types of crises impacting families (such as unemployment, child exceptionality, divorce, death), describing characteristics of crises situations and citing rates of frequency pulled from	474–481, 484–488, 490–491, 493–520

	census information and news articles. Synthesize research on theories and strategies for helping families deal productively with crises by crafting an argumentative essay making a recommendation for a specific activity that can be used to assist families in crises situations.	
10.	Synthesize research to evaluate the importance of values and goals on individuals during the lifespan. Create a list of values that are observed in an individual's family of origin and a list of values that will be important in future family units. Compare and contrast the list for similarities and variations in a class discussion.	36, 42–44, 48, 81, 92, 110–113, 124, 138–139, 147, 154, 421–422, 426–427, 431, 437, 450–453, 458, 464, 496
<b>Parenting Responsibilities</b>		
11.	Differentiate between parenting styles described in social science academic research. Assess the extent to which the reasoning and evidence in a specific theory supports the claim(s). Parenting styles could include, but are not limited to: a. Authoritarian b. Permissive c. Authoritative	112–114, 135–136
12.	Identify ways to promote and foster a child's positive self-concept. Research case studies to identify positive guidance techniques, linking each to a specific reason for child misbehavior (such as desire for attention, embarrassment, lack of expectations, etc.).	130–133, 135–136
13.	Investigate the adoption process nationally and globally using advanced searches of both print and digital sources. Collaboratively, develop a list that compares and contrasts the costs and benefits of each adoption process. Identify local and global agencies that are available for assistance during the adoption process.	31, 174–175, 177–178, 483–484



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Family Stress, Crisis, and Resilience		
14.	Research and summarize trends in family life since the integration of dual income households in America. Discuss the impact of these trends on traditional gender roles and responsibilities of family members.	471–474, 490–491
15.	Research the impact of poverty and social inequality on the structure of the American family. Develop a list of factors that contribute to income inequality and develop strategies that promote social mobility.	44, 494, 573
16.	Research each of the stages of the Cycle of Violence. Create a graphic illustration that identifies each of the stages, with short descriptions and prevention strategies for each stage to combat the recurrence of violence.	498–502, 519–520
17.	In a group, work to identify domestic abuse resources within a community. Make an informational resource for distribution in the community that could be used by the proper authorities in instances of domestic abuse.	498–502, 520