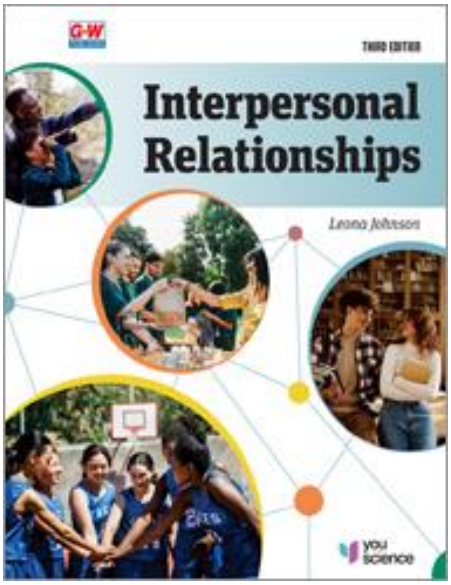
Correlation of
***Interpersonal Relationships,* Johnson**
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to
South Carolina Department of Education
Human Services/Family and Consumer Sciences
Family Life Education 1 (Grades 9–12)
Course Code: 5820

The following chart correlates the standards and indicators of the South Carolina Department of Education Human Services/Family and Consumer Sciences Family Life Education 1 course with the content of *Interpersonal Relationships*. For each competency, the chart lists the page numbers that identify the content location.



Standards / Indicators	G-W Content
B. Interpersonal Skills	
B1: Apply communication skills that contribute to healthy relationships.	
What Students Should Know:	
1. Types of communication	190–199, 327–328
2. Communication barriers	201–206
3. Healthy relationships	224–231
4. Teamwork and leadership skills	254–278
5. Effects of technology	209–212
What Students Should Be Able to Do:	
1. Identify the different types of communication.	190–199

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Standards / Indicators	G-W Content
2. Identify strategies to overcome communication barriers.	201–206
3. Describe characteristics of healthy relationships.	224–231
4. Demonstrate teamwork and leadership skills.	245–278
5. Analyze the effects of technology on communication.	209–212
B2: Analyze the decision making process.	
What Students Should Know:	
1. Steps in the decision making process	115–121
2. Factors that influence decision making	106–114
3. Consequences of decisions	120–121
What Students Should Be Able to Do:	
1. Apply the steps in the decision making process.	115–121
2. Explain how values, goals, and resources influence the management of decisions.	106–114
3. Analyze the consequences of making decisions.	120–121
B3: Analyze the various types of relationships.	
What Students Should Know:	
1. Types of relationships	224–248
2. Characteristics of healthy relationships	224–225, 228–231, 237–242, 246, 306–316
3. Effect of values on relationships	333–334
4. Cultural differences in relationships	246–247, 335, 425
What Students Should be Able to Do:	
1. Examine the different types of relationships.	224–248
2. Describe the characteristics of a healthy relationship.	224–225, 228–231, 237–242, 246, 306–316
3. Explain how personal values affect relationships.	333–334
4. Explore the cultural differences in relationships.	246–247, 335, 425
C. Healthy Lifestyles	
C1: Determine the risk factors that are damaging to a healthy lifestyle.	
What Students Should Know:	
1. USDA Guidelines	122–123, 640

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Standards / Indicators	G-W Content
2. Importance of exercise	38–39, 84, 123–124
3. Eating disorders	38–39, 84, 123–124
4. Risky behaviors	42–43
5. Effects of stress	81–85
6. Spirituality	23, 335
What Students Should Be Able to Do:	
1. Identify food varieties and appropriate serving sizes.	122–123, 640
2. Describe the benefits of regular exercise.	38–39, 84, 123–124
3. Analyze the effects of eating disorders.	38–39, 84, 123–124
4. Describe the consequences of risky behavior.	42–43
5. Describe the effects of stress.	81–85
6. Explain spirituality.	23, 335
D. Family Development	
D1: Determine the importance of preparing for a family.	
What Students Should Know:	
1. Legal aspects of marriage	344
2. Financial aspects of marriage	371–372
3. Social and emotional aspects of marriage	369–371, 373
4. Implications of parenthood	512–515
5. Prenatal care and development	20, 301, 514
6. Childbirth	507–508
7. Postnatal care	507–508
What Students Should Be Able to Do:	
1. Describe the laws related to marriage.	344
2. Anaylze the financial aspects of single life versus marriage.	371–372
3. Critique the social and emotional aspects of marriage.	369–371, 373
4. Scrutinize the various components of raising a child.	512–515
5. Explain the importance of prenatal care and development.	20, 301, 514
6. Describe the childbirth process.	507–508

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Standards / Indicators	G-W Content
7. Explain the importance of postnatal care.	507–508
E. Family Resource Management	
E1: Identify factors that lead to effective resource management skills.	
What Students Should Know:	
1. Time Management	166–180
2. Available financial resources	632–662
3. Wants versus needs	464–465, 634
4. Rewards and challenges of independence	10, 406–410,
5. Financial obligations	10, 632–649
What Students Should Be Able to Do:	
1. Demonstrate effective time management skills.	166–180
2. Anaylze financial resources.	632–662
3. Distinguish wants from needs.	464–465, 634
4. Evaluate the rewards and challenges of living independently.	10, 406–410,
5. Identify expenses and expenditures.	10, 632–649
F. Crisis Management	
F1: Explore different types of individual and family crises.	
What Students Should Know:	
1. What is a crisis	444
2. What constitutes a crisis	444–445
3. Types of events that lead to a crisis	444–446
4. Impact of a crisis	445–449
5. Prevention of a crisis	450–466
What Students Should Be Able to Do:	
1. Define a crisis.	444
2. Discuss what constitutes a crisis.	444–445
3. Identify the types of events that can lead to a family crisis.	444–446
4. Explore the impact of a crisis on individuals and families.	445–449
5. Investigate crisis prevention strategies.	450–466

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Standards / Indicators	G-W Content
G. Careers	
G1: Explore family related career paths.	
What Students Should Know:	
1. Family related careers	151–159, 378, 498, 594
2. Personal interests, aptitudes, and abilities	139–143
3. Career preparation skills	153–159, 602–606, 621–625
4. 21st Century Skills	27–28, 146, 209–212, 231, 240
What Students Should Be Able to Do:	
1. Research family-related careers.	144–145, 151–159, 378, 498, 594
2. Explore personal interests, aptitudes, and abilities.	139–143
3. Exhibit career preparation skills.	153–159, 602–606, 621–625
4. Incorporate 21st Century Skills	27–28, 146, 209–212, 231, 240

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