

Framework

CIP Code: 190710

Total Framework Hours: 90 Hours

Course: Interpersonal Relationships

Exploratory: ☒ **Preparatory:** ☐

COMPONENTS AND COMPETENCIES

Performance Assessments:

- After completing communication skill and personal characteristic inventories and by using the FCCLA planning process, students will set a personal goal regarding their own communication skills and an interpersonal relationship. In the Follow Up section of the planning process students will reflect on how their individual personal needs, characteristics, and use of communication technologies, impacted their ability to reach their set goal. Students will share their goals with at least one other person and evaluate their self-reflection. The evaluation should include answers to the following questions: Was self-advocacy demonstrated through the goal process? Did they use the resources available to them to reach their goal? From reading their goal setting and planning process forms, what can be interpreted about that person's communication skills and the effect of those skills on relationships?
- Assessment Tool: FCCLA Better You Project
- FCCLA STAR Event Interpersonal Communication

STANDARDS AND COMPETENCIES

Standard:

**Total Learning Hours for Standard:
15 hours**

Competency	Competency Description
13.2	Analyze personal needs and characteristics and their impact on interpersonal relationships.
13.2.1	Examine the impact of personal characteristics on relationships.
13.2.2	Consider the effect of personal needs on relationships.
13.2.3	Examine the effect of self-esteem and self-image on relationships.
13.2.4	Determine the impact of life span events and conditions on relationships
13.2.5	Explain the impact of personal standards and codes of conduct on interpersonal relationships.
13.3	Demonstrate communication skills that contribute to positive relationships.
13.3.1	Examine communication styles and their effects on relationships.
13.3.2	Demonstrate verbal and non-verbal behaviors and attitudes that attribute to effective communication.
13.3.3	Demonstrate effective listening and feedback techniques.
13.3.4	Examine barriers to communication in family, work and community settings.
13.3.5	Practice ethical principles of communication in family, community, and work setting.
13.3.6	Examine the impact of communication technology in family, work and community settings.
13.3.7	Examine the roles and function of communication in family, work and community settings.

EALRs or GLEs (Taught & Assessed in Standards)

Communication

Communication

Please see the OSPI Communication GLE documents for detailed examples of Evidence of Learning.			
4	The student analyzes and evaluates the effectiveness of communication.	4.1	Assesses effectiveness of one’s own and others’ communication.
4.1.1	Analyzes and evaluates strengths and weaknesses of one’s own communication using own or established criteria. <ul style="list-style-type: none">• Articulates the qualities that make communication effective.• Seeks, considers, and uses feedback from a variety of sources to improve communication.• Critiques styles and content of own communication in public, group work, personal settings, and/or interviews.• Justifies language and techniques used when deviating from established criteria.	4.2	Sets goals for improvement.
4.2.1	Applies strategies for setting grade level appropriate goals and evaluates improvement in communication. <ul style="list-style-type: none">• Sets goals for all forms of oral communication using feedback and creates a plan to meet the goals.• Monitors progress through the use of a variety of tools making adjustments as needed.	2.3	Uses skills and strategies to communicate interculturally.
2.3.2	Creates personal intercultural communication norms to guide one’s self in a diverse social system. <ul style="list-style-type: none">• Develops a construct for how physical and human settings can affect communication.• Monitors and adjusts one’s own communication styles to engage in the dynamics of diversity and connect with others.		
Social Studies		Social Studies	
Civics EALR 3			
1	The student observes and analyzes the interaction between people, the environment, and culture.	1.1	Identify and examine people’s interaction with and impact on the environment.
1.2	Analyze how environment and environmental changes affect people.		
SKILLS			
Leadership: <ul style="list-style-type: none">• 1.5: The student will demonstrate self-advocacy skills by achieving planned, individual goals.• Power of One-A Better You.• Interpersonal Communication – STAR Event.• 2.4: The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.• Power of One: A Better You Family Ties.• Families First You-Me-Us.			
Employability: Information: Acquires and uses information. Interpersonal: Negotiates works with diversity.			
Analytical, Logical & Creative Thinking: Critical Thinking <ul style="list-style-type: none">• Analysis• Evaluation			

Applied Thinking Skills

- Goal Setting
- Decision Making

Relevance to Work:

- Ethical Standards and the use of good communication skills impact our relationships with family members.
- Ethical behavior on the job improves employer-employee relationships.
- Listening and understanding improves relationships with friends, family, co-workers, employers and community members.

Performance Assessments: Part 1 uses the Social Studies – Causes of Conflict Classroom-Based Assessment.

- The student researches a recent historical group conflict (Examples are Kent State, clashes experiences by Freedom Riders, Cuban Missile Crises) and provides a plausible argument for why one factor or factors played the biggest role in causing the conflict with three or more reasons explicitly supported by evidence of each factor discussed.
- Social Studies and FACSE Bridging Activities: Students will examine and reflect upon the communication styles used throughout the conflict. Students will evaluate how conflict resolution skills negatively or positively impacted the conflict. Students will create role play situation in which they recreate a relevant scene regarding the conflict in which they demonstrate positive/effective communication skills. They will identify current community resources that if they had been with a difference in communication styles and attitudes.
- Part 2 uses the FCCLA program Power of One:
 - A Better You
 - Family Ties or
 - Working on Working
- Based on what students have learned about their own communication skills and a variety of conflict prevention and management techniques, individual students will set goals and take action to improve communication in their individual lives, specific to an issue of conflict. This could be in the family, the community or the workplace and the student might be making recommendation to someone else.

STANDARDS AND COMPETENCIES

Standard:		Total Learning Hours for Standard: 30 hours
Competency	Competency Description	
13.4	Evaluate effective conflict prevention and management techniques.	
13.4.1	Determine the origin and development of attitudes and behaviors regarding conflict.	

13.4.2	Determine how similarities and differences among people affect conflict prevention and management.		
13.4.3	Determine the roles of decision making and problem solving in reducing and managing conflict.		
13.4.4	Appraise nonviolent strategies that address conflict.		
13.4.5	Choose effective responses to harassment.		
13.4.6	Assess community resources that support conflict prevention and management.		
<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Communication		Communication	
2	The student uses communication skills and strategies to interact/work effectively with others.	2.1	Uses language to interact effectively and responsibly in a multicultural context.
2.1.1	Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.	2.2	Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
2.2.2	Applies skills and strategies to contribute responsibly in a group setting. <ul style="list-style-type: none"> Contributes relevant ideas with support/evidence by clarifying, illustrating, or expanding. 	2.3	Uses skills and strategies to communicate interculturally.
2.3.1	Analyzes the influence of cultural principles, beliefs, and world views on intercultural communication. <ul style="list-style-type: none"> Discusses how power and dominance affect intercultural communication. 	4	The student analyzes and evaluates the effectiveness of communication.
4.1	Assesses effectiveness of one's own and others' communication.	4.1.2	Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria. <ul style="list-style-type: none"> Examines accuracy of content and terminology for specific content areas in others' communication. Critiques others' communication and/or delivery independently and in groups according to detailed culturally sensitive scoring criteria. Offers feedback to peers in support of improving both formal and informal communication.
NOTE: Component 4.2 could be addressed by planning what could have been done differently in the historical situation.			
4.2.1	Applies strategies for setting grade level appropriate goals and evaluates improvement in communication. <ul style="list-style-type: none"> Sets goals for all forms of oral communication using feedback and creates a plan to meet the goals. 		
Social Studies		Social Studies	
1	The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.	1.1.3b	Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability.
2	The student understands the origin and impact of ideas and technological developments on history.	2.1.3	Compare and analyze major ideas in different places, times, and cultures, and how those ideas have brought about continuity, change, or conflict.
Economics		Economics	

1	Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.	1.1.3b	Analyze how choices made by groups and individuals can impose costs on others.
Social Studies		Social Studies	
3.1	Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions.	3.1.4a	Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem.
SKILLS			
Leadership: <ul style="list-style-type: none"> 1.4: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. 2.2: The student will demonstrate knowledge of conflict resolution and challenge management. FCCLA Power of One: A Better You, Family Ties, Working on Working. 			
Employability: Information: Acquires and uses information. A. Acquires and evaluates information. B. Organizes and maintains information. C. Interprets and communicates information. Interpersonal: Works with others A. Participates as a member of a team.			
Analytical, Logical & Creative Thinking: Critical Thinking <ul style="list-style-type: none"> Analysis Finding Evidence Evaluation Conclusion Predict 			
Relevance to Work: <ul style="list-style-type: none"> Understanding patterns and causes of conflict and related communication in families, the workplace, and communities allows individuals to analyze and determine changes needed. 			

Performance Assessments:

- Working in teams, students will research factors of healthy relationships and what constitutes an unhealthy relationship, in a

family, workplace or community. In teams students will compare and contrast the two types of relationships. Using the information from research, students will choose a factor contributing to a similar unhealthy relationship. After choosing an unhealthy relationship factor, students will research an appropriate healthy process for handling the factor. In the research process, students will also find five suggestions for handling stress in groups.

- Students will compare and contrast researched strategies in a class discussion format and determine which strategies they will advocate be used in school or local situations.

STANDARDS AND COMPETENCIES

Standard:	Total Learning Hours for Standard: 15 Hours
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Competency	Competency Description
13.1	Analyze functions and expectations of various types of relationships.
13.1.1	Examine processes for building and maintaining interpersonal relationships.
13.1.2	Examine the impact of various stages of the family life cycle on interpersonal relationships.
13.1.3	Compare physical, emotional, and intellectual responses in stable and unstable relationships.
13.1.4	Determine factors that contribute to healthy and unhealthy relationships.
13.1.5	Explore processes for handling relationships.
13.1.6	Determine stress management strategies for family, work, and community settings.

EALRs or GLEs (Taught & Assessed in Standards)

Social Studies		Social Studies	
4	The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.	4.1	Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level.
4.1.3a	Analyze how individual rights can be balanced with the common good.	4.1.3b	Analyze why democracy requires citizen to deliberate on public problems and participate in collective decision making.
Reading		Reading	
2	The student understands the meaning of what is read.	2.3	Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.		
Communication		Communication	
2	The student uses communication skills and strategies to interact/work effectively with others.	2.1	Uses language to interact effectively and responsibly in a multicultural context.
2.1.1	Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.		

SKILLS

Leadership:
<ul style="list-style-type: none"> • 3.5: The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level. • FCCLA Families First Me-You-Us. • Power of One Take the Lead

<ul style="list-style-type: none"> 1.6: The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.
Employability: Interpersonal <ul style="list-style-type: none"> E. Negotiates. F. Works with diversity. Information <ul style="list-style-type: none"> A. Acquires and evaluates information. B. Organizes and maintains information. C. Interprets and communicates information.
Analytical, Logical & Creative Thinking: Critical Thinking <ul style="list-style-type: none"> • Compare/Contrast • Evaluation • Conclusion
Relevance to Work: <ul style="list-style-type: none"> • Being able to identify healthy and unhealthy factors in relationships is a first step to relationship building and improvement. • This applies to families, the workplace and communities.

Performance Assessments:

- Part 1: To research community need for a service learning project students will use the Social Studies Humans and the Environment Classroom-Based Assessment format:
- Students will provide accurate analysis of explicitly states positive benefits and/or negative consequences of three (or more) stakeholders' uses of the physical environment (for example the park systems or safety along roadways) by using data on marriage, family structure, family life cycles, families in crisis and preparing for parenthood; Students will present an interactive workshop for families and/or classmates which proposes a reasonable solution to the (environmental) issue in terms of improving the health of the system with three or more reasons supported by accurate evidence.
- Planning and Assessment Tool: *Social Studies Humans and the Environment Classroom—Based Assessment*.
- Part 2: After researching community needs (*during the Social Studies CBA activity*), student teams will plan, facilitate and complete a service learning project. During the above process students may have found community needs related to the conditions of families, other than effect on the physical environment, that they wish to address. For purposes of this part of the assessment these activities may also be appropriate. The goal of the project will be to improve relationships and management of multiple roles through better communication.

- Students will develop guidelines for assessing relationships pertinent to the project and will demonstrate these standards throughout the project.
- Students will identify the related careers in which this type of activity would be a professional responsibility.
- Planning & Assessment Tool:
 - FCCLA STAR Event Interpersonal Communication
 - FCCLA Community Service

STANDARDS AND COMPETENCIES

Standard:			Total Learning Hours for Standard: 30 hours	
Competency		Competency Description		
13.5		Demonstrate teamwork and leadership skills in the family, workplace, and community.		
13.5.1		Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.		
13.5.4		Demonstrate techniques that develop team and community spirit.		
1.1		Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.		
1.2		Demonstrate transferable and employability skills in community and workplace settings.		
13.5		Demonstrate teamwork and leadership skills in the family, workplace, and community.		
13.5.1		Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.		
13.5.2		Demonstrate strategies to motivate and encourage group members.		
13.5.3		Create strategies to utilize the strengths and limitations of team members.		
13.5.4		Demonstrate techniques that develop team and community spirit.		
13.5.5		Demonstrate ways to organize and delegate responsibilities.		
13.5.6		Create strategies to integrate new members into the team.		
13.5.7		Demonstrate processes for cooperating compromising, and collaborating.		
13.6		Demonstrate standards that guide behavior in interpersonal relationships.		
13.6.1		Examine types of standards for making judgments about interpersonal relationships.		
13.6.2		Apply guidelines for assessing the nature of issues and situations.		
13.6.3		Apply standards when making judgments and taking action.		
13.6.4		Demonstrate ethical behavior in family, workplace and community settings.		
13.6.5		Examine the relative merits of opposing points of view regarding current ethical issues.		
7.1		Analyze career paths within family and community services.		
7.1.1		Determine the roles and function of individuals engaged in family and community services.		
EALRs or GLEs (Taught & Assessed in Standards)				
Reading			Reading	
2.1	Demonstrate evidence of reading comprehension.		2.3	Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
Social Studies			Social Studies	

3	The student observes and analyzes the interaction between people, the environment, and cultures.	3.1	Identify and examine people's interaction with and impact on the environment.
3.1.3a	Analyze and evaluate the positive benefits and negative consequences of people's different uses of the environment.		
Writing		Writing	
2	The student writes in a variety of forms for different audiences and purposes.	2.1	Adapts writing for a variety of audiences.
2.1.1	Applies understanding of multiple and varied audiences to write effectively. <ul style="list-style-type: none"> Identifies an intended audience. Analyzes the audience to meet its needs. Respects the cultural backgrounds of potential audiences. Describes how a <i>particular</i> audience may interpret a text. Anticipates and addresses readers' questions or arguments. 	2.2	Writes for different purposes.
2.2.1	Demonstrates understanding of different purposes for writing. Writes to explain, to persuade, and to inform a specified audience. <ul style="list-style-type: none"> Writes for more than one purpose (using a planning process form). 		
Social Studies		Social Studies	
4	The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.	4.1	Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level.
4.1.3a	Analyze how individual rights can be balanced with the common good.		
Communication		Communication	
2	The student uses communication skills and strategies to interact/work effectively with others.	2.1	Uses language to interact effectively and responsibly in a multicultural context.
2.1.1	Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.	2.2	Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
2.2.1	Uses communication skills that demonstrate respect. <ul style="list-style-type: none"> Monitors and adjusts one's own participation according to the situation and the needs of others. Responds to the clarification needs of others as necessary. Refutes others in nonhurtful ways by disagreeing with ideas according to established classroom norms. 	2.2.2	Applies skills and strategies to contribute responsibly in a group setting. <ul style="list-style-type: none"> Contributes relevant ideas with support/evidence by clarifying, illustrating, or expanding. Critiques group members' and own interactions/work and adjusts to ensure group success.
3	The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.	3.1	Uses knowledge of topic/theme, audience, and purpose to plan presentations.
3.1.1	Applies skills to plan and organize effective oral communication and presentation. <ul style="list-style-type: none"> Determines the topic and the audience and selects a purpose-Matches verbal and nonverbal messages. Uses techniques to enhance the message. Uses logical, ethical, and emotional appeals to support the purpose. 	3.3	Uses effective delivery.

3.3.1	<p>Applies skills and strategies for the delivery of effective oral communication and presentations.</p> <ul style="list-style-type: none"> Makes necessary adjustment in delivery and language during presentations based on interpretation of verbal and nonverbal cues to reflect ongoing responsiveness to audience. 	4	The student analyzes and evaluates the effectiveness of communication.
4.1	Assesses effectiveness of one's own and others' communication.	4.1.1	<p>Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.</p> <ul style="list-style-type: none"> Articulates the qualities that make communication effective. Seeks, considers, and uses feedback from a variety of sources to improve communication. Critiques style and content of own communication in public, group work. Justifies language and techniques used when deviating from established criteria. Weights effect of presentation on audience.
4.1.2	<p>Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.</p> <ul style="list-style-type: none"> Examines accuracy of content and terminology for specific content areas in others' communication. Critiques others' communication and/or delivery independently and in groups according to detailed culturally sensitive scoring criteria. Offers feedback to peers in support of improving both formal and informal communication. 		

SKILLS

Leadership:

- 3.2: The student will demonstrate social responsibility in family, community, and business and industry.
- FCCLA Families First – Team Family.
- Power of One – Take the Lead
- 2.6: The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
- FCCLA Community Service and Dynamic Leadership
- 3.3: The student will understand their role, participate in and evaluate community service and service learning activities.
- 3.4: The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.
- 2.6: The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
- Families First – Meet the Challenge FCCLA Community Service
- Families First – Balancing Family and Career
- FCCLA STAR Event – Interpersonal Communication
- FCCLA Community Service

Employability:

Resources

- A. Time

B. Money

Interpersonal

- A. Participates as a member of a team.
- B. Teaches others new skills.
- D. Exercises leadership.
- E. Negotiates.
- F. Works with diversity.

Information

- C. Interprets and communicates information.

Analytical, Logical & Creative Thinking:

Critical Thinking

- Analysis
- Cause and Effect
- Fact/Opinion

Relevance to Work:

- Learning to accurately analyze effects of the environment on a team, at home, in the workplace and in the community help individuals to resolve problems in an objective fashion.