

## **Adult Roles and Responsibilities**

### **Course Description**

The high school Family and Consumer Sciences (FACS) course *Adult Roles and Responsibilities* builds on the fundamentals of the middle school *Foundations of Work and Family* to help students become independent, productive and responsible family members, workers, citizens, and leaders.

The New Hampshire State Board of Education Administrative Rule Ed 306.38(b)(5)(a) identifies four specific areas of skill and knowledge development necessary for students to be successful at work and in their personal lives.

- (1) Personal financial literacy;
- (2) Interpersonal relationships;
- (3) Communications and conflict resolution; and
- (4) Positive adult roles

### **Rationale**

The high school Family and Consumer Sciences Education (FACS) program in New Hampshire is designed to be compatible with local school-wide approaches. The FACS program provides learning experiences in life and careers, financial literacy and resources, nutrition and wellness, human development, and relationships, as well as the management of clothing and personal environments. The core *Adult Roles and Responsibilities* concepts essential for all high school students are organized around four areas: 1) adult roles (parenting and mentoring), 2) communication and conflict resolution, 3) consumer and financial management, and 4) interpersonal relationships.

The Family and Consumer Sciences *Adult Roles and Responsibilities* course helps students acquire personal skills and plan ways to transfer those skills to the workplace, investigate and assume appropriate individual and family roles, understand and apply concepts of balancing work and family, and acquire skills and attitudes that lead them to contribute to the good of the community and society. FACS curriculum includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied community, work, and family contexts. It is the aim of FACS courses that all students increase their ability to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives. Family and Consumer Sciences Education provides the bridges needed by all students to deal with major societal issues such as work and family, child and elder care, family and community violence and crime, and use of technology. A variety of themes or focus areas can be used to develop the FACS programs that are based on curriculum and instruction standards that:

- emphasize hands-on involvement;
- focus on practical problem solving skills in developmentally appropriate real-life applications;

- include activities that carry into family, work, and community settings;
- include activities that aid students in planning for school-to-work transitions;
- increase efforts to maximize involvement in school programs and in development of the school's basic educational goals for all learners; and
- create learning environments, including project-based learning, designed to meet developmental needs of students.

### **Length of course**

The New Hampshire State Board of Education Administrative Rule Ed 306.38(b)(5)(a) has identified that at least ½ unit of the Family and Consumer Sciences offerings in the high school should be devoted to *Adult Roles and Responsibilities*.

### **FCCLA**

Family, Careers and Community Leaders of America (FCCLA) is the recognized Career and Technical Student Organization (CTSO) for Family and Consumer Sciences programs. It is an integral part of FACS education and an essential element in a complete FACS classroom. This means chapter projects and activities stem from and enhance Family and Consumer Sciences programs. FCCLA gives FACS students leadership experiences in planning and directing their own activities. These expanded opportunities for leadership training, community involvement, and personal growth provide FACS students with a more meaningful education.

Identified in each standard of this document are suggested National Programs and STAR Events that could be effectively used within the classroom to provide authentic learning activities and assessment of FACS concepts. Initiating FCCLA activities during class time and using FCCLA resources can enrich student learning, involve all FACS students, revitalize teaching and learning, and reduce scheduling and time conflicts for FCCLA members and advisers. The FCCLA planning process guides students to identify their concerns, set a goal, form a plan and follow up. When this planning occurs within the classroom the students are given ample opportunity to analyze problems, make decisions, implement a course of action and evaluate the effectiveness of their actions. With these experiences, students are better prepared to manage their lives, take responsibility for their actions, gain employment and become life-long learners.