



National Standards for Family and Consumer Sciences Education

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Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS)

Area of Study 13.0

Interpersonal Relationships

Usage Guidelines

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
- As state or local curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed at the state or local level for student achievement in earlier courses.
- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 13 Interpersonal Relationships, as well as standards from other Areas of Study, might be incorporated into course sequences for course sequences for pathways in several of the Family and Consumer Sciences Areas of Study.

Comprehensive Standard

Demonstrate respectful and caring relationships in the family, workplace and community.

Content Standards

13.1 Analyze functions and expectations of various types of relationships.

Competencies

- 13.1.1 Analyze processes for building and maintaining interpersonal relationships.
- 13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.
- 13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.
- 13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.
- 13.1.5 Analyze processes for handling unhealthy relationships.
- 13.1.6 Demonstrate stress management strategies for family, work, and community settings.

13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.

- 13.2.1 Analyze the effects of personal characteristics on relationships.
- 13.2.2 Analyze the effect of personal need on relationships.
- 13.2.3 Analyze the effects of self-esteem and self-image on relationships.
- 13.2.4 Analyze the effects of life span events and conditions on relationships.
- 13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.

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| 13.3 Demonstrate communication skills that contribute to positive relationships. | 13.3.1 Analyze communication styles and their effects on relationships. |
| | 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. |
| | 13.3.3 Demonstrate effective listening and feedback techniques. |
| | 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings. |
| | 13.3.5 Apply ethical principles of communication in family, community and work settings. |
| | 13.3.6 Analyze the effects of technology on communications in family, work, and community settings. |
| | 13.3.7 Analyze the roles and functions of communications in family, work, and community settings. |
| 13.4 Evaluate effective conflict prevention and management techniques. | 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict. |
| | 13.4.2 Explain how similarities and differences among people affect conflict prevention and management. |
| | 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict. |
| | 13.4.4 Demonstrate nonviolent strategies that address conflict. |
| | 13.4.5 Demonstrate effective responses to harassment. |
| | 13.4.6 Assess community resources that support conflict prevention and management |
| 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, encourage, and build trust in group members. |
| | 13.5.3 Demonstrate strategies that utilize the strengths and minimize the 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. |

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| 13.6 Demonstrate standards that guide behavior in interpersonal relationships. | 13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships. |
| | 13.6.2 Apply ethical guidelines when assessing interpersonal issues and situations. |
| | 13.6.3 Apply critical thinking and ethical standards when making judgments and taking action. |
| | 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings. |
| | 13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues. |