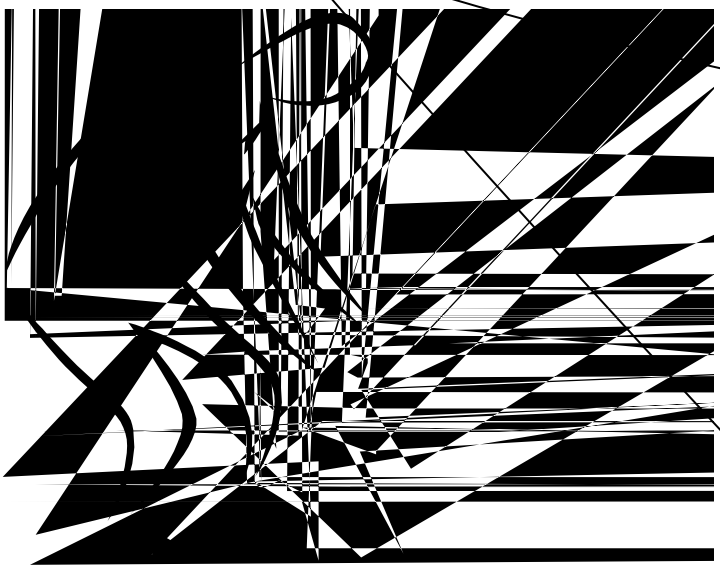
Family and Consumer Sciences

Grades 9-12

Parenting



The University of the State of New York
The State Education Department
Office of Curriculum and Instructional Support
Albany, New York 12234
2011

4. How does the Parenting curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, Universal Foundation Skills, Career Majors- Human and Public Services).

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Parenting course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

The Parenting course may also be used to fulfill the New York State parenting mandate. Parenting content topics align with the National Standards for Family and Consumer Sciences.

5. Why is it important for students to enroll in Parenting?

All students are members of current and future families. Understanding the dynamics of relationships is a key to a successful future in home, school, community, and workplace settings. Employers stress the importance of employees demonstrating personal and interpersonal skills in the workplace.

The Human Services and Family Studies field is an important component of the economy of New York State and provides many opportunities for employment. This course will help students explore careers related to parenting and help them develop skills needed for employment.

8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through the Parenting course be assessed?

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

Authentic assessments
Laboratories
Tests and quizzes
Projects
Observations
Public speaking
Written reflections
Portfolios
Nationally-recognized technical assessments

9. How does Parenting support positive youth development?

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities, and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

Course: Parenting

Content Topics

A. Understanding Parenting (UP)

a. Why Study Parenting
b. History of Parenting
c. Cultural Perspectives
d. Readiness for Parenting
e. Parenting Responsibilities
f. Parenting/Family/Marital Relationship
g. Current Events, Trends, and Issues

B.B.

F. Managing Family Responsibilities (MFR)

a. Childcare Options
b. Schooling Options
c. Family Roles
d. Balancing Personal and Family Life
e. Current Events, Research, Issues, and Trends

G. Parenting Challenges and Transitions (PCT)

a. Challenges Impacting Children and Families
b. Child Abuse and Maltreatment
c. Family Transitions
d. Current Events, Research, Issues, and Trends

H. Community and Family Advocacy (CFA

A. <u>Understanding Parenting (UP)</u> *What do I need to know to make an educated decision about parenting based on my understanding of parenting and my personal readiness?*

Standards Connections

Understanding Parenting supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 2 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to introduce students to the broad understanding of parenting and the considerations needed to make an informed decision to become a responsible parent. The students will also explore the influence cultural, historical, and theoretical perspectives have on parenting. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to understanding parenting.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a6 - Managing Information

Performance Objectives and Supporting Competencies for Understanding Parenting

Understanding Parenting Performance Objective 1

UP.1 Summarize the reasons for studying parenting

UP.1.1. List reasons for studying parenting such as but not limited to gaining information, becoming a better parent, learning parenting skills, increasing understanding and appreciation of one's own parents

Understanding Parenting Performance Objective 2

UP.2 Investigate parenting and families in history

UP.2.1. Identify important historical changes that have influenced the understanding of parenting and families

UP.2.2. Compare and contrast historical perspectives and current parenting and family trends

C. Becoming a Parent (BP) *What are the key factors that impact prenatal growth and development to help ensure a healthy pregnancy and childbirth?*

Standards Connections

Becoming a Parent supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management

Rationale

The purpose of this content topic is to understand developmental milestones and biological and environmental factors that impact pregnancy, prenatal growth and development, and the birth process. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of becoming a parent.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, to make effective decisions in order to balance their obligations to work, family, and self. They will know and access community resources.

Performance Objectives and Supporting Competencies for Becoming a Parent

Becoming a Parent Objective 1

BP.1 Examine the factors that may impact conception and prenatal development

- BP.1.1. Identify the importance of good health prior to conception
- BP.1.2. Identify risky lifestyle choices and behaviors that may affect a health pregnancy
- BP.1.3. Analyze the effect of heredity and environment on human growth and development
- BP.1.4. Explain the processes of human reproduction
- BP.1.5. Explain how to choose a health care provider and what to expect at visits

Becoming a Parent Performance Objective 2

BP.2 Describe pregnancy and prenatal growth and development

- BP.2.1. Identify possible and probable early signs of pregnancy
- BP.2.2. Describe the three trimesters of pregnancy
- BP.2.3. Identify and describe the three stages of prenatal development
- BP.2.4. Discuss warning signs and problems that may occur during pregnancy
- BP.2.5. Describe possible tests that may be done during pregnancy

Becoming a Parent Performance Objective 3

BP.3 Describe the impact of good prenatal care on prenatal growth and development

- BP.3.1. Plan safe and nutritious foods for meals and snacks for a pregnant woman
- BP.3.2. Discuss appropriate weight gain and clothing considerations
- BP.3.3. Recognize sports and activities that are safe and unsafe during pregnancy
- BP.3.4. Explain how stress might affect a pregnant woman and describe ways to reduce stress
- BP.3.5. Identify specific substances, diseases, and environmental hazards that can harm the fetus

Becoming a Parent Performance Objective 4

BP.4 Describe the decisions to be considered in preparing for childbirth

- BP.4.1. Describe the advantages of prepared childbirth
- BP.4.2. Compare and contrast different birth locations and health care providers to create a birth plan
- BP.4.3. Compare the advantages of breast feeding and bottle feeding
- BP.4.4. Identify clothing, equipment, and supplies needed for a newborn
- BP.4.5. Explain parental leave arrangements for working parents
- BP.4.6. Describe ways to help a child adjust to a new sibling

Becoming a Parent Performance Objective 5

BP.5 Describe the birth process

- BP.5.1. Summarize what happens during the three stages of childbirth
- BP.5.2. Research strategies a woman and her coach can use to ease labor and delivery
- BP.5.3. Describe complications that can affect the mother or newborn during labor and delivery
- BP.5.4. Describe the tests, procedures, and care given to a mother and newborn during labor and delivery

Becoming a Parent Performance Objective 6

BP.6 Describe the needs and care of the newborn and family members during the post-natal period

- BP.6.1. Describe the tests, procedures, and care given to a mother and newborn after delivery
- BP.6.2. Describe ways for parents and family members to adjust to the baby's arrival and cope with the changes in family life
- BP.6.3. Develop a plan to cope with and adjust to the responsibilities of parenting

Becoming a Parent Performance Objective 7

BP.7 Analyze the impact current research, issues, events, and technological advances in prenatal growth and development

BP.7.1. Examine the influence local, state, national, and global issues, standards, policies, regulations, and laws have on prenatal growth and development

BP.7.2. Recognize and understand current technological procedures and practices that may impact the health and well-

Nurturing Children and Families Performance Objective 2

NCF.2 Describe ways to nurture optimum physical growth and development of children

- NCF.2.1. Compare and contrast growth patterns at the different stages of childhood
- NCF.2.2. Demonstrate ways of promoting good nutrition with children of various ages
- NCF.2.3. Recommend activities for helping children develop gross and fine motor skills
- NCF.2.4. Examine techniques for teaching children personal hygiene skills

Nurturing Children and Families Performance Objective 3

NCF.3 Describe ways to promote optimal health and safety for children

- NCF.3.1. Explain the concept of wellness and how parents maintain wellness in children
- NCF.3.2. Describe symptoms and treatment of common childhood illness
- NCF.3.3. Analyze preventative measures to ensure the health and well being of children including but not limited to well child medical care, immunizations, Shaken Baby

E. Guiding Children (GC) *What approaches can a parent or guardian use to effectively guide children at various stages of development?*

Standards Connections

Nurturing Children and Families supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 2 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to introduce students to the importance of and techniques for guiding children. The content will promote positive behavior, individual responsibility, personal safety, and healthy development through the use of positive communication and establishment of necessary boundaries. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of guiding children.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a7 - Managing Resources

Performance Objectives and Supporting Competencies for Guiding Children

Guiding Children Performance Objective 1

GC.1 Explain appropriate guidance techniques to use with children at various developmental stages

- GC.1.1. Identify techniques that will help develop age appropriate and socially acceptable behaviors
- GC.1.2. Develop strategies to foster positive social, emotional, physical, intellectual, and moral growth
- GC.1.3. Acknowledge the importance of the parent role in promoting personal responsibility and developing positive character traits in children
- GC.1.4. Recognize inappropriate guidance techniques and assess their ineffectiveness

Guiding Children Performance Objective 2

GC.2 Analyze various ways to communicate within the family and develop techniques for positive interaction

GC.2.1. Recognize the various forms and techniques of verbal and non-verbal communication, including but not limited to “I” messages, active listening, body language, tone of voice

GC.2

F. Managing Family Responsibilities (MFR) *What characteristics enable adults to manage the issues, choices, roles, responsibilities, and challenges they encounter while parenting?*

Standards Connections

Managing Family Responsibilities supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to prepare youth to become competent parents responsible for the care and education of their children. Students will explore the various roles, responsibilities, and dynamics faced within the family. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of managing family responsibilities.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, to make effective decisions in order to balance their obligations to work, family, and self. They will know and access community resources.

Managing Family Responsibilities Performance Objective 2

MFR.2 Examine educational options available which meet the individual needs of school-age children

MFR.2.1. Compare and contrast schooling options that meet the necessary educational requirements

MFR.2.2. Understand the role of the parent as a partner in the education of children

MFR.2.3. Suggest ways that parents can enhance learning experiences

MFR.2.4. Recognize the important role parents have as advocates for their child

MFR.2.5. Identify the social influences children encounter within the school environment

MFR.2.6. Establish techniques to assist children as they develop positive coping strategies

G. Parenting Challenges and Transitions (PCT) *What are the challenges and transitions that families may face and what solutions could be implemented to address them?*

Standards Connections

Managing Family Responsibilities supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to identify issues, events, situational stressors, and life transitions that pose challenges to children and their families. Students will identify challenges and transitions that impact growth and development of children. Students will also determine methods of prevention, intervention, and advocacy for children and their families. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of parenting challenges and transitions.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, to make effective decisions in order to balance their obligations to work, family, and self. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Parenting Challenges and Transitions

Parenting Challenges and Transitions Performance Objective 1

PCT.1 Identify challenges that families may face that would impact the lives of children

- PCT.1.1. Identify family life issues, events, and situational stressors that create crisis conditions and pose challenges for children including but not limited to financial problems, divorce, family violence, substance abuse, moving, illness, death
- PCT.1.2. Identify outside influences that affect children and their families including but not limited to peer influence, media, role models
- PCT.1.3. Identify the challenges that are faced by families with exceptional children who may have needs that vary from those of typical children
- PCT.1.4. Recognize the impact that challenges can have on the growth and development of children
- PCT.1.5. Determine possible actions and effective advocacy strategies for managing these challenges that families may face

CFA.1.4. Develop leadership skills to support and advocate for local, state, national, and global services and agencies that assist families and children

CFA.4.5. Identify opportunities for employment and entrepreneurial endeavors

CFA.4.6. Examine the impact of community and family advocacy related careers on local, state, national, and global economies

TITLE:

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

UP.7 Analyze the impact of current research, issues, events, and technological advances in understanding parenting

UP.7.1. Examine the influence local, state, national, and global issues, standards, policies, regulations, and laws have on parenting

UP.7.2. Recognize current technological procedures and practices that may impact parenting

UP.7.3. Discuss the impact future research, issues, events, and technological advances have on parenting

B. Family Structures and Options

FSO.1 Identify various family structures

FSO.1.1. Compare and contrast nuclear, blended, single, and extended family structures

FSO.1.2. Identify non-traditional family structures

FSO.1.3. Recognize factors that contribute to the need for intergenerational parenting

FSO.1.4. Examine foster/custodial parenting

FSO.1.5. Explore adoption as a means of beco

BP.1.4. Explain the processes of human reproduction
BP.1.5. Explain how to choose a health care provider and what to expect at visits

BP.2 Describe pregnancy and prenatal growth and development

BP.2.1. Identify possible and probable early signs of pregnancy
BP.2.2. Describe the three trimesters of pregnancy
BP.2.3. Identify and describe the three stages of prenatal development
BP.2.4. Discuss warning signs and problems that may occur during pregnancy
BP.2.5. Describe possible tests that may be done during pregnancy

BP.3 Describe the impact of good prenatal care on prenatal growth and development

BP.3.1. Plan safe and nutritious foods for meals and snacks for a pregnant woman
BP.3.2. Discuss appropriate weight gain and clothing considerations
BP.3.3. Recognize sports and activities that are safe and unsafe during pregnancy
BP.3.4. Explain how stress might affect a pregnant woman and describe ways to reduce stress
BP.3.5. Identify specific substances, diseases, and environmental hazards that can harm the fetus

BP.4 Describe the decisionsBTnsBTnsBTnetu35nTJETQ0.012 0 612 792 reW*nBTF1 12 Tf1 0 0 1 143.66 598.

P.3.5 womana

BP.7 Analyze the impact current research, issues, events, and technological advances in prenatal growth and development

BP.7.1. Examine the influence local, state, national, and global issues, standards, policies, regulations, and laws have on prenatal growth and development

BP.7.2. Recognize and understand current technological procedures and practices that may impact the health and well-being of the mother and child (for example pre-natal surgical intervention, cord blood banking, etc.)

BP.7.3. Determine legal and ethical implications of technological advances utilized during the prenatal period

BP.7.4. Discuss the impact future technological advances utilized may have on prenatal growth and development

D. Nurturing Children and Families

NCF.1 Examine the principles of growth and development of childhood

NCF.1.1. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of infants

NCF.1.2. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of toddlers

NCF.1.3. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of pre-school children

NCF.1.4. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of school-age children

NCF.2 Describe ways to nurture optimum physical growth and development of children

NCF.2.1. Compare and contrast growth patterns at the different stages of childhood

NCF.2.2. Demonstrate ways of promoting good nutrition with children of various ages

NCF.2.3. Recommend activities for helping children develop gross and fine motor skills

NCF.2.4. Examine techniques for teaching children personal hygiene skillsNCF

NCF.3 Describe ways to promote optimal health and safety for children

NCF.3.1. Explain the concept of wellness and how parents maintain wellness in children

NCF.3.2. Describe symptoms and treatment of common childhood illness

NCF.3.3. Analyze preventative measures to ensure the health and well being of children including but not limited to well child medical care, immunizations, Shaken Baby Syndrome, Sudden Infant Death Syndrome, traumatic brain injurytoms and treatmto prom

GC.2 Analyze various ways to communicate within the family and develop techniques for positive interaction

- GC.2.1. Recognize the various forms and techniques of verbal and non-verbal communication, including but not limited to "I" messages, active listening, body language, tone of voice
- GC.2.2. Explain the impact communication has on the overall development of the individual
- GC.2.3. Explore ways in which communication impacts how a family functions

GC.3 Identify unsafe solutions and investigate ways to insure the safety of family members

- GC.3.1. Demonstrate steps to follow in general and specific emergency situations
- GC.3.2. Identify techniques for minimizing potential risks children may face including but not limited to cell phone, internet, media, public/home safety
- GC.3.3. Examine various techniques for promoting personal safety through the use of appropriate personal boundaries and refusal skills
- GC.3.4. Recognize practices that encourage children be aware of their environment and develop rules for personal safety

GC.4 Analyze the impact current issues, events, and technological advances have on the guidance of children

- GC.4.1. Explain the influence of local, state, national, and global issues, standards, policies, regulations, and laws have on the guidance approaches used with children
- GC.4.2. Discuss the impact future technological advances may have on the guidance approaches used with children

F. Managing Family Responsibilities

MFR.1 Evaluate child care options to meet the needs of the family

- MFR.1.1. Develop criteria for selecting a child care program
- MFR.1.2. Examine the qualities that contribute to an effective child care program
- MFR.1.3. Evaluate the suitability of various child care options in order to meet the needs of the family

MFR.2 Examine educational options available which meet the individual needs of school-age children

- MFR.2.1. Compare and contrast schooling options that meet the necessary educational requirements
- MFR.2.2. Understand the role of the parent as a partner in the education of children
- MFR.2.3. Suggest ways that parents can enhance learning experiences
- MFR.2.4. Recognize the important role parents have as advocates for their child
- MFR.2.5. Identify the social influences children encounter within the school environment
- MFR.2.6. Establish techniques to assist children as they develop positive coping strategies outside of the home

MFR.3 Explore the various roles within the family

MFR.3.1. Compare parental leadership roles and parenting styles within different types of families

MFR.3.2. Examine the impact of birth order, family size, gender, culture, and other influences on children

MFR.3.3. Determine the impact parenting style has on the various roles within the family

MFR.4 Identify how parents adjust to changing roles throughout parenthood

MFR.4.1. Develop a plan to help parents balance the responsibilities of parenting while meeting personal needs

MFR.4.2. Discuss the various ways to relieve stress and maintain a healthy family and personal environment

MFR.5 Analyze the impact current issues, events, and technological events have on managing family responsibilities

MFR.5.1. Explain the influence of local, state, national, and global issues, standards, policies, regulations, and laws have on managing family responsibilities

MFR.5.2. Discuss the impact future technological advances may have on managing family responsibilities

G. Parenting Challenges and Transitions

PCT.1 Identify challenges that families may face that would impact the lives of children

PCT.1.1. Identify family life issues, events, and situational stressors that create crisis conditions and pose challenges for children including but not limited to financial problems, divorce, family violence, substance abuse, moving, illness, death

PCT.1.2. Identify outside influences that affect children and their families including but not limited to peer influence, media, role models

CFA.2.3. Identify resources to aid parents, families, and children through life events such as but not limited to separation, divorce, adoption, death, guardianship, and foster care

CFA.2.4. Examine the effects of legal actions on parents, families, and children through life events such as but not limited to separation, divorce, adoption, death, guardianship, and foster care

CFA.2.5. Research the child support regulations in New York State

CFA.2.6. Compare and contrast the child support regulations across the nation

CFA.4 Analyze the impact of current research, issues, events, and technological advances in understanding community and family advocacy

CFA.3.1. Examine the influence local, state, national, and global issues, standards, policies, regulations, and laws have on the community and family

CFA.3.2. Recognize current technological procedures and practices that may impact the community and family

CFA.3.3. Discuss the impact research, issues, events, and technological advances have on community and family

CFA.5 Investigate careers related to community and family advocacy

CFA.4.1. Analyze career paths within the field of community and family services

CFA.4.2. Assess personal qualities related to career suitability in the field of community and family services

CFA.4.3. Determine education and training requirements for careers in the field of community and family services

CFA.4.4. Identify professional standards and practices related to careers in the field of community and family services

CFA.4.5. Identify opportunities for employment and entrepreneurial endeavors

CFA.4.6. Examine the impact of community and family advocacy related careers on local, state, national, and global economies