

**Kansas Family and Consumer Sciences Education
Work and Family Studies Program**

Course: **Parenting**

CIP Code: 19.0000 Course # P

- Rating Scale: **3 Skilled- Works Independently**
2 Limited Skills- Requires Assistance
1 Skill Undeveloped
0 No exposure- No instruction or training

Student: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____		Completion Date: _____	
Enrolled Date: _____		Graduation Date: _____	
_____ Student Signature		_____ Teacher Signature	

Directions: The following competencies are required for full approval of a course in a Family and Consumer Sciences Program. Check the appropriate number to indicate the level of competency reached for student evaluation.

Academic Foundations

Benchmark: 0.1 Apply reading and writing, math, and science skills in personal, professional, and community situations. (CC K&S)		3	2	1	0
0.1.1	Writes effectively for a variety of audiences, purposes, and contexts. (narrative, expository, technical, persuasive) (W1.4 ^(I))				
0.1.2	Comprehends a variety of texts. (narrative, expository, technical, persuasive) (R1.4 ^(I))				
0.1.3	Determines the meaning of words or phrases using context clues from sentences or paragraphs. (R1.3.1 ^(I))				
0.1.4	Understands the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts. (R1.4.2 ^(I))				
0.1.5	Uses information from the text to make inferences and draw conclusions. (R1.4.5 ^(▲))				
0.1.6	Adjusts original rational number estimate of a real-world problem based on additional information. (a frame of reference) (M1.3.A1 ^(I)) (\$)				
0.1.7	Generates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts. (M1.4.A1a,b,d ^(▲)) (\$)				
0.1.8	Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data, to make accurate inferences and predictions, to analyze decisions, and to develop convincing arguments from data displays. (M4.2.A1 ^(I)) (\$)				
0.1.9	Research, apply, and evaluate information to accomplish tasks. (CC K&S) (SC CD 2.1)				

Communications

Benchmark: 0.2 Demonstrate appropriate communication skills that contribute to positive relationships. (*13.3) (21 st)		3	2	1	0
0.2.1	Use appropriate communication strategies for most effective outcome. (*13.3.1) (CC K&S) (21 st) (SC P/SD 1.2) (S1.1.5)				
0.2.2	Use listening and writing skills appropriately to communicate clearly. (*13.3.2) (*13.3.3) (CC K&S) (21 st)				
0.2.3	Apply and/or interpret nonverbal communication to fully understand meaning. (CC K&S)				
0.2.4	Communicate respectfully and effectively with people of different cultures and diverse perspectives. (*13.3.5) (CC K&S) (21 st) (SC P/SD1.2) (SC CD 1.2)				

Problem Solving and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to personal, professional and community issues. (21 st) (SC AD1.2)		3	2	1	0
0.3.1	Clarify personal and family issues.				
0.3.2	Identify adequate, reliable information, and resources for personal and family problem solving. (CC K&S)				
0.3.3	Critique alternative methods of solving problems and accomplishing tasks. (CC K&S)				
0.3.4	Evaluate potential consequences of alternative choices. (CC K&S)				
0.3.5	Use criteria and standards to make ethical decisions. (21 st)				
0.3.6	Implement an action plan.				
0.3.7	Evaluate outcomes to measure progress. (CC K&S)				

Cross-walking Key: (*) National and Kansas (2000) Family and Consumer Sciences Standards (\$) National Standards for Financial Literacy (I) Assessed Indicator for Kansas Assessment Tests
(CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (21st) 21st Century Learning Skills (www.21stcenturyskills.org) (R) Kansas Reading Curricular Standards
(M) Kansas Mathematics Curricular Standards (W) Kansas Writing Curricular Standards (SC) Kansas School Counseling Standards
(H-G) Kansas History & Government; Economics & Geography Curricular Standards (S) Kansas Science Curricular Standards

Information Technology Applications

Benchmark: 0.4 Use technology to access, manage, integrate, and create information. (CC K&S)		3	2	1	0
0.4.1	Use a variety of communication technologies to locate information and manage records for family, work, and community settings. (*13.3.6) (CC K&S) (21 st)				
0.4.2	Use technology to analyze, manipulate, and interpret information. (CC K&S) (21 st) (S5.1.1 <i>l</i>)				
0.4.3	Identify adequate, reliable information, and resources. (CC K&S)				

Safety, Health and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (CC K&S)		3	2	1	0
0.5.1	Manage the physical and social environment to reduce conflict and promote safety in family, workplace, and community. (CC K&S) (21 st) (SC P/SD 3.1)				
0.5.2	Practice safety techniques to create a safe environment. (CC K&S) (SC P/SD 3.1)				
0.5.3	Understand how to document and report emergency/crisis situations and outcomes to the appropriate authorities. (CC K&S)				
0.5.4	Follow regulations, organizational policies, and procedures to assure a safe and healthy environment. (CC K&S) (GovBi2 <i>l</i> A) (SC CD 3.2) (S6.1 <i>l</i>)				

Leadership and Teamwork and Ethics and Legal Responsibilities

Benchmark: 0.6 Demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and community. (*13.5) (21 st)		3	2	1	0
0.6.1	Examine the FCCLA organization and its relationship to the family and consumer sciences curriculum.				
0.6.2	Recognize and model positive leadership and teamwork behaviors to inspire others. (CC K&S) (21 st) (H-G)				
0.6.3	Identify ways to be a responsible citizen in families, career, and communities. (GovBi.2 <i>l</i> K) (SC AD 3.1)				
0.6.4	Recognize diverse abilities of team members. (21 st) (SC AD 1.2)				
0.6.5	Apply leadership, citizenship, and teamwork skills in authentic experiences. (21 st) (H-G) (SC CD 3.2)				
0.6.6	Demonstrate ethical behavior in personal, workplace, and community context. (21 st) (SC P/SD 1.1) (SC CD 3.2)				

Career Development and Systems

Benchmark: 0.7 Analyze strategies to manage the multiple individual, family, career, and/or community roles and responsibilities. (*1.1) (CC K&S) (21 st)		3	2	1	0
0.7.1	Analyze ways that individual career goals can impact the family's capacity to meet goals for all family members. (*1.1.3) (CC K&S) (\$) (SC AD3.1) (SC CD 1.1)				
0.7.2	Analyze the potential impact of career path decisions on balancing work and family. (*1.1.4) (\$) (SC AD 3.1)				
0.7.3	Develop a life plan for achieving individual, family and/or career goals. (*1.1.6) (CC K&S) (21 st) (SC P/SD 2.1)				
0.7.4	Determine skills and knowledge needed for a life plan. (21 st) (SC AD 1.2)				
0.7.5	Demonstrate processes for cooperating, compromising and collaborating to achieve goals. (*13.5.7) (21 st) (SC P/SD 2.1) (SC AD 1.2)				

Technical Skills

COMPREHENSIVE STANDARD: 5.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. (*15.0)

Benchmark: 5.1 Analyze roles and responsibilities of parenting. (*15.1)		3	2	1	0
5.1.1	Examine parenting roles across the life span. (*15.1.1)				
5.1.2	Determine societal conditions that impact parenting across the life span.				
5.1.3	Determine consequences of parenting practices to the individual, family, and society. (*15.1.3)				
5.1.4	Explain cultural differences in roles and responsibilities of parenting. (*15.1.5)				
5.1.5	Examine the financial responsibilities of parenting. (*15.1.6)				

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 (H-G) Kansas History & Government; Economics & Geography Curricular Standards (S) Kansas Science Curricular Standards

Benchmark: 5.2 Evaluate parenting practices that maximize human growth and development. (*15.2)		3	2	1	0
5.2.1	Choose nurturing practices that support human growth and development. (*15.2.1)				
5.2.2	Practice communication strategies that promote positive self-esteem in family members. (*15.2.2)				
5.2.3	Determine how common practices and emerging research about discipline influences human growth and development. (*15.2.3)				
5.2.4	Determine methods for preventing abuse and neglect in families and children. (*15.2.4)				
5.2.5	Determine criteria for selecting care and service for children. (*15.2.5)				
Benchmark: 5.3 Evaluate external support systems that provide service for parents. (*15.3)		3	2	1	0
5.3.1	Identify community resources and services available to families. (*15.3.1)				
5.3.2	Evaluate community resources that provide opportunities related to parenting. (*15.3.2)				
5.3.3	Analyze current laws and policies related to parenting. (*15.3.3)				
Benchmark: 5.4 Analyze physical and emotional factors related to beginning the parenting process. (*15.4)		3	2	1	0
5.4.1	Examine biological processes related to prenatal development, birth, and health of child and mother. (*15.4.1) (S3.7.1(i)) (S3.2.3(i))				
5.4.2	Consider the impact of pregnancy and birth on the emotional health of the parents and child. (*15.4.2)				
5.4.3	Examine alternative choices related to parenthood. (*15.4.3)				
5.4.4	Determine legal and ethical influences of technology. (*15.4.4) (S5.1.1(i))				
Benchmark: 5.5 Meet developmental needs of children and adolescents.		3	2	1	0
5.5.1	Identify physical, emotional, social, intellectual, and ethical growth patterns and needs. (*12.1.1) (6.1)				
5.5.2	Examine interrelationships of physical, emotional, social, intellectual, and ethical development. (*12.1.2)				
5.5.3	Determine significance of meeting developmental needs.				
5.5.4	Plan strategies to meet multiple challenges of raising children.				
5.5.5	Analyze strategies for caring for children with special needs.				
5.5.6	Create strategies to enhance development of children through play and activities.				
5.5.7	Plan strategies to meet nutritional needs.				
5.5.8	Plan strategies to provide for health and safety needs from conception through adolescence. (S6.1)				
5.5.9	Plan strategies to provide essential preventive health care services for children and adolescents.				
Benchmark: 5.6 Analyze conditions that influence human growth and development. (*12.2)		3	2	1	0
5.6.1	Investigate the impact of heredity and environment on human growth and development. (*12.2.1) (S3.2.3(i))				
5.6.2	Determine the impact of social, economic, and technological forces on individual growth and development. (*12.2.2) (S5.1.1(i))				
5.6.3	Examine the effects of gender, ethnicity, and culture on individual development. (*12.2.3)				
5.6.4	Examine the effects of life events on individuals' physical and emotional development. (*12.2.4)				

Additional comments: _____

Course Name: Parenting

Teacher: Mrs. Emily

Credit: .5 Credit (For completion of one Semester)

Grade Level: 10th-12th

Teaching Resources: Parenting- Rewards and Responsibilities

Areas of Instruction

Quarter 3

Why Study Parenting

The Reasons for Parenting Education

Time for Education

Developing Parenting Skills

Exploring Parenting Skills

Ways to Learn Skills

A Candidate for Parenting

Approaches to Parenting

What Influences Parenting

Developing a Parenting Style

Forming a Parenting Philosophy

Parenting in the Family

A Parent's Role

Leading a Family

Managing Family Life

Providing for a Family

Rights and Responsibilities

Personal Readiness

Choosing to be a Parent

Readiness Matters

Examining Readiness

The Decision Making Process

Teens and Parenting

Parents Too Soon

Roots of Teen Pregnancy

Effects of Teen Pregnancy

Options for Teen Parents

Looking for Solutions

Planning a Family

Understanding Human Reproduction

Planning Pregnancy

Understanding Heredity, Genetics and Environment

Pregnancy

- Early Signs of Pregnancy
- Selecting Medical Care
- Prenatal Development
- Warning Signs
- Prenatal Tests
- When a Pregnancy Ends
- Pregnancy is a Natural Process

Prenatal Care

- Eating Right
- Adequate Activity and Rest
- Clothing Choices
- Understanding Emotions
- Dangers to the Fetus
- Delivery Countdown

Preparing for Birth

- Preparation Pays off
- Selecting a Birth location
- Finding a Pediatrician
- Choosing a Feeding Method
- Supplying Infant Necessities
- Making Work Arrangements

The Birth Process

- The End of the Beginning
- Stages of Childbirth
- Caring for the Mother after Delivery
- Caring for the Newborn

Adjusting to Parenthood

- What's Ahead
- Physical Adjustments
- Emotional Adjustments
- Managing New Roles
- Managing Stress

Understanding Infants

- What is Typical
- Physical Development
- Intellectual Development
- Social and Emotional Development

Areas of Instruction

Quarter 4

Parenting Infants

- What Infants Need

- Meeting Physical Needs
- Promoting Motor Development
- Promoting Emotional and Social Development
- The Right Start

- Meeting Physical Needs
 - Beyond Infancy
 - The Growing Child
 - Promoting Good Nutrition
 - Promoting Motor Skills
 - Promoting and Teaching Hygiene Skills
 - Selecting Clothing

- Health and Safety
 - Protecting Health
 - Practicing Wellness
 - Treating Common Childhood Illnesses
 - Taking Safety Precautions
 - Motor Vehicle Safety
 - Handling Emergencies

- Meeting Emotional Needs
 - Trained for Life
 - Emotional Development
 - Responding to Emotions
 - Influencing Personality
 - Promoting Self-Esteem
 - Aiming for Independence
 - Helping Children with Stress

- Helping Children Relate to Others
 - Problem Prevention
 - The Socialization Process
 - Relating to Family Members
 - Relating to other Children
 - Dealing with Diversity
 - Learning other Social Skills

- Helping Children Learn
 - Making a Difference
 - Developing the Child's Brain
 - Piaget's Theory
 - Helping Children Learn Concepts
 - Promoting Thinking Skills
 - Encouraging Language Skills

- The Value of Play
 - What is Play

- Benefits of Play
- The Parents Role in Play
- Choosing Toys
- Guiding Play Activity
- Making Play a Priority

- Communicating with Children
 - Communication Counts
 - Verbal and Nonverbal Messages
 - Strategies for Communicating
 - Providing Encouragement
 - The Most Important Message

- Character Development
 - What is Character
 - Kohlberg's Theory of Moral Development
 - Developing conscience
 - Teaching Values
 - Encouraging Responsible Behavior
 - Dealing with Outside Influences

- Promoting Positive Behavior
 - What is Positive Guidance
 - Starting Young
 - The Confident Parent
 - Relating Development to Behavior
 - Guidance Techniques
 - Guidance Versus Abuse or Neglect

- Managing Life as a Parent
 - The time Crunch
 - Work, Family, and Personal Life
 - Managing Work Life
 - Managing Family Life
 - Managing Personal Life