

## Course Title: Parenting

### Unit: 1 Parenting Decisions

#### Content Standard(s) and Depth of Knowledge Level(s):

Students will:

1. Describe family structures and their impact on parenting, including stages of the family life cycle, functions of each family member, and ways to maintain a strong family.
2. Explain roles and responsibilities of parents across the child's life span.
  - Comparing myths and realities of parenting
3. Analyze factors that influence the decision to become a parent, including cost of having and rearing a child; environmental influences impacting the health of the child and mother; age, maturity and genetics of the parents; and the need to assess career goals.
4. Explain the impact of birth defects on the decision to become a parent, including types, causes, prevention, and treatment.

#### Learning Objective(s) and Depth of Knowledge Level(s):

Students will:

1. Explain various family structures and their impact on parenting.
2. Determine parenting skills required in each stage of the family life cycle.
3. Describe the functions of each family member.
4. Analyze characteristics of strong families and ways to maintain healthy relationships within the family.
5. Assess how parenting roles and responsibilities change as children grow older.
6. Explain myths of parenting and why they are myths.
7. Compare the right and wrong reasons for having a child.
8. Explain the importance of parenting readiness.
9. Determine traits of psychological maturity and evaluate these traits.
10. Explain how physical maturity and health are part of parenting readiness.
11. Evaluate how lifestyles and goals affect parenting readiness.
12. Determine how finances affect parenting readiness.
13. Use the steps of the decision-making process, to summarize the decision to become a parent.
14. Describe how traits are inherited.
15. Explain why considering genetics is useful in planning a family.
16. Compare types and causes of birth defects identifying their prevention and treatment.

#### Essential Question(s):

How does an individual determine if they are ready to be a parent?  
What type of parent do you want to be?  
What are the responsibilities of a parent?  
What parenting skills are required in each stage of the family life cycle?  
What are the functions of family members?  
What are the characteristics of strong families?  
What is meant by parenting readiness?

How are traits inherited?  
 What role does genetics play in family planning?  
 What causes birth defects?  
 How can birth defects be prevented and treated?  
 How do parenting roles and responsibilities change as children grow older?

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Parenting Decisions</p> <p>A. Impact of Family Structures</p> <ol style="list-style-type: none"> <li>1. Parenting</li> <li>2. Stages of the family life cycle</li> <li>3. Functions of each family member</li> <li>4. Ways to maintain a strong family</li> </ol>	<p><b>Buzz Session:</b>          Students share with each other about their family structure, roles of each family member, and how family relationships could be improved.</p> <p><b>Independent Work:</b>          Students complete the Parents are People Handout (gives students opportunity to think about the responsibilities of each parent).</p> <p><b>PowerPoint Presentation:</b>          Stages of the Family Life Cycle          Functions of Family Members</p> <p><b>Family Life Cycle Posters:</b>          Divide the class into six groups and have each diagram/illustrate a stage of the Family Life Cycle. They are to include a title of the stage, financial requirements of that stage, housing concerns, food needs/requirements, educational needs, and any pertinent qualifications of that stage of the family. After the group presents their stage, they post and display in circle order where their stage fits. This may remain posted in the classroom throughout the term.</p>	<p>Lead Questions</p> <p>Guidelines for Activity          Rubric          Computers          Internet          Web sites          Parents are People Handout</p> <p>PowerPoint Presentation          Computer          CTX          Lead Questions          Handouts</p> <p>Guidelines for Activity          Rubric          Computers          Internet          Web sites          Lead Questions          Poster Board          Art Supplies</p>

<p>B. Roles and Responsibilities</p> <ol style="list-style-type: none"> <li>1. Myths</li> <li>2. Realities</li> </ol>	<p><b>Family Roles - Role Play:</b>          In small groups, students create a script for a short dramatization of a family scene. Examples: eating a meal together, determining who gets the car for the evening, needing money for a new outfit, a need for being grounded; etc. Students role play the scenes. They discuss roles of each family member and ways to maintain a strong family.</p> <p><b>Writing Activity:</b>          Students complete the MVP (Most Valuable Parent) Handout (Write a paragraph that expresses your love for your parents. Include their positive characteristics, what you value most about them, and what they have done for you that you consider special. Parents also do many unique things for their children that no one else knows about. Be sure to include these in your paragraph.)</p> <p><b>Assumption Smashing:</b>          Students list assumptions, myths, and realities of parenting. As a means of adding knowledge, eliminate assumptions one by one. Report Out.</p>	<p>Guidelines for Activity          Rubric          Computers          Internet          Web sites          Lead Questions          Role Play Situations</p> <p>Guidelines for Activity          Rubric          Computers          Internet          Web sites          Lead Questions          Most Valuable Parent Handout</p> <p>Guidelines for Activity          Rubric          Computers          Internet          Web sites          Lead Questions</p>
<p>C. Factors that Influence the Decision to Become a Parent</p> <ol style="list-style-type: none"> <li>1. Cost of having a baby</li> <li>2. Cost of rearing a child</li> <li>3. Environmental influences impacting the health of child and mother</li> <li>4. Age</li> <li>5. Maturity</li> <li>6. Genetics</li> <li>7. Assessment of career goals</li> </ol>	<p><b>Journal Entry:</b>          What do you think you need to do to be prepared to be a parent?</p> <p><b>PowerPoint Presentation:</b>          Using the Parenting Readiness PowerPoint Presentation, discuss how individuals determine if they are ready to become parents.</p> <p><b>Show Time:</b>          Watch Father of the Bride Two Video (Sections 6:70-7:70 and 10:98-13:30.) Discuss how becoming a parent impacts individuals in the</p>	<p>Guidelines for Activity          Journals          Lead Questions</p> <p>Power Point Presentation Computer          CTX          Computer          Lead Questions</p> <p>VCR/Video          Monitor</p>

<p>D. Birth Defects</p> <ol style="list-style-type: none"> <li>1. Decision to become a parent</li> <li>2. Types</li> <li>3. Causes</li> <li>4. Prevention</li> <li>5. Treatment</li> </ol>	<p>movie.</p> <p><b>Observation:</b>  Invite a mother with a baby to come to the class.  Student completes the Handling a Baby Handout.</p> <p><b>Four Corners:</b>  Place around the room in four corners, statements that affect parenting decisions. Students discuss together their choice and present to the class their reasoning for their choice. Produce thoughts in Journal Entry.</p> <p><b>Graphic Organizer:</b>  Students develop a graphic organizer of a woman or man holding a purse or wallet. The body parts are divided as:</p> <ul style="list-style-type: none"> <li>• Wallet/purse = cost of having a baby</li> <li>• Hand = cost of rearing a child</li> <li>• Leg = influences impacting health of m/c</li> <li>• Leg = age</li> <li>• Head = maturing</li> <li>• Hand = genetics</li> <li>• Heart = career goals</li> </ul> <p>They describe information for each body part that influences the decision to become a parent.</p> <p><b>Five Whys:</b>  Discuss the following questions:  Why is the decision to become a parent so serious?  Why are the types of birth defects worth learning?  Why are the causes so evasive?  Why should one learn how to prevent birth defects?  Why is research about the treatment of birth defects important?</p>	<p>Make Arrangements for Mother and Baby  Handling a Baby Handout  Lead Questions</p> <p>Lead Questions  Directions for Activity  Poster Size Post-Its  Statements  Poster Board  Journals</p> <p>Guidelines for Activity  Graphic Organizer  Computers  Internet  Web sites  Lead Questions</p> <p>Guidelines for Activity  Graphic Organizer  Computers  Internet  Web sites  Lead Questions</p>
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	<p><b>PowerPoint Presentation:</b>          Birth Defects</p> <ul style="list-style-type: none"> <li>• Decision to become a parent</li> <li>• Types</li> <li>• Causes</li> <li>• Prevention</li> <li>• Treatment</li> </ul> <p><b>Birth Defect Pamphlet:</b>          Students select a birth defect and create a pamphlet describing the birth defect, causes, prevention, and treatment. Share Out.</p> <p><b>Mini Parenting Manuel:</b>          Students create a mini parenting manual for new parents that provides tips and advice on parenting. Share Out.</p>	<p>PowerPoint Presentation          Computer          CTX          Lead Questions</p> <p>Guidelines for Activity          Graphic Organizer          Computers          Internet          Web sites          Lead Questions          Art Supplies          Rubric</p> <p>Guidelines for Activity          Graphic Organizer          Computers          Internet          Web sites          Lead Questions          Rubric</p>
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<b>Unit Assessment:</b>	Independent Work, Journal Entry of Forced Choice, Family Life Cycle Poster, Family Roles- Role Play, Writing Activity, Participation, Five Whys, Graphic Organizer, Birth Defect Pamphlet, Mini Parenting Manuel, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	FCCLA members develop and implement an FCCLA Chapter Service Project that will encourage strong families in the community.
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<b>Unit/Course Culminating Product:</b>	Mini Parenting Manual Birth Defect Pamphlet
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<p><b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree  <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential          AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services</p>
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**Course Title: Parenting**

<b>Unit: 2</b>	<b>Becoming a Parent</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: <ol style="list-style-type: none"><li>5. Explain the social, financial, emotional, and educational challenges of teen pregnancy and parenthood, including the risks to the mother and child.</li><li>6. Determine factors associated with pregnancy and childbirth, including the signs and physical changes associated with pregnancy, stages of prenatal development, pros and cons of prenatal testing, stages of the birth process, and postnatal care for the mother and infant.</li><li>7. Recognize the impact children have on individual family members.</li></ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: <ol style="list-style-type: none"><li>1. Determine the issues associated with teens having children.</li><li>2. Analyze the impact of teen pregnancy on teens, their children, families, and society. sources of support for teen parents.</li><li>4. Describe early signs of pregnancy.</li><li>5. Explain how to choose a health care provider and what to expect at visits during the pregnancy.</li><li>6. Describe the three stages of prenatal development.</li><li>7. Explain the characteristics of the three trimesters of pregnancy.</li><li>8. Determine warning signs and possible tests that may be done during pregnancy.</li><li>9. Describe the three stages of the birth process.</li><li>10. Explain the importance of postnatal care of the mother and infant.</li><li>11. Describe warning signs of post-partum depression.</li><li>12. Analyze the impact that children have on individual family members.</li></ol>
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<b>Essential Question(s):</b>	What are the social, financial, emotional, and education challenges of teen pregnancy and parenthood? What are the signs of pregnancy? Why should pregnant women receive prenatal and postnatal care? How do children change the family?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Becoming a Parent</p> <p>A. Challenges of Teen Pregnancy and Parenthood</p> <ol style="list-style-type: none"> <li>1. Social</li> <li>2. Financial</li> <li>3. Emotional</li> <li>4. Education</li> <li>5. Risks</li> </ol>	<p><b>Research:</b> Using the computer, students research statistics of teen parenting: how many finish high school, how many stay together, how long single teen mothers stay on government assistance, etc. (<a href="http://www.teenpregnancy.org">www.teenpregnancy.org</a>)</p> <p><b>Video and Discussion:</b> Students watch the video <i>I Want To Tell You What It's Like</i>. They discuss the video.</p> <p><b>PowerPoint Presentation:</b> Challenges of Teen Pregnancy and Parenthood</p> <p><b>10 + 2 Discussion:</b> Teacher instructs for 10 minutes about the challenges of teen pregnancy and parenthood. Students discuss for 2 minutes. Repeat cycle.</p> <p><b>Three Minute Pause:</b> Students discuss factors associated with pregnancy and childbirth. After or during the instruction, students pause and reflect on what was learned for three minutes. Students work in pairs or in small groups to build a summary about the signs and stages of pregnancy.</p>	<p>Guidelines of Activity Computers Internet Web sites References Lead Questions</p> <p>Alabama Public Television Video: I Want to Tell You What It's Like Permission Slips Lead Questions</p> <p>PowerPoint Presentation Computers Internet Web sites Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p>



<p>B. Factors Associated with Pregnancy and Childbirth</p> <ol style="list-style-type: none"> <li>1. Signs and physical changes</li> <li>2. Stages of prenatal development</li> <li>3. Pros and cons of prenatal testing</li> <li>4. Stages of the birth process</li> <li>5. Postnatal care</li> </ol>	<p><b>PowerPoint Presentation:</b> Factors Associated with Pregnancy and Childbirth</p> <p><b>Challenge Cards:</b> Students are provided with Challenge Cards that contain a factor associated with pregnancy and childbirth. Students select a card and research the topic. Report Out</p> <p><b>Line-Up:</b> Student teams are given stages of the birth process (on note cards) and must put the stages in order.</p> <p><b>Brochure:</b> Students create a brochure on the importance of “prenatal” care and guidelines that should be followed to ensure good health of the mother during the pregnancy and the birth of a healthy baby. Share Out.</p> <p><b>Case Studies:</b> Using case studies on the home arrival of the “new baby,” students describe the postnatal care that is necessary for both mother and infant. Share Out.</p>	<p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Activity Computers Internet Web sites References Note Cards Lead Questions</p> <p>Lead Questions Note Cards</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric Art Supplies</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric Case Studies</p>
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<p>C. Impact Children Have on Family Members</p>	<p><b>Think-Pair-Share:</b> Students think and then share how having children affects each member of the family.</p> <p><b>Interview Survey:</b> Students research the impact of children on individual members of the family. They develop a survey to use to interview five families. They compile the data from their surveys and report to the class.</p> <p><b>Mini Parenting Manual:</b> Students create a Mini Parenting Manual to provide tips and advice to new parents. Share Out.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p>
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<p><b>Unit Assessment:</b></p>	<p>Journal Entry of Film Evaluation; Rubrics, Case Studies, Brochures, Interview Survey, Mini Parenting Manual, and Class Participation</p>
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<p><b>Unit/Course CTSO Activity:</b></p>	<p>Participate in the FCCLA STAR Events - Illustrated Talk.</p>
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<p><b>Unit/Course Culminating Product:</b></p>	<p>Students create a Mini Parenting Manual to provide tips and advice to new parents. Brochure</p>
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**Course Title: Parenting**

**Unit: 3 Parenting Practices Based on Research**

<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"><li>8. Compare child development theories.<ul style="list-style-type: none"><li>• Identifying child development stages</li></ul></li><li>9. Describe parenting practices for children who are gifted, mentally ill, or intellectually or physically disabled.</li><li>10. Determine ways parents meet children’s physical, intellectual, emotional, and social needs, including promoting independence, enhancing a child’s self-concept, teaching self-discipline, teaching consequences of behavior, building children’s character, and selecting age-appropriate toys for infants, toddlers, and preschoolers.</li><li>11. Evaluate methods used by parents to help children cope with stress and family crisis.</li><li>12. Describe skills for promoting communication between parent and child.</li><li>13. Describe ways a parent can foster early brain development and lifelong learning. Examples: language, play, reading, music, art, dramatic play</li><li>14. Identify appropriate child care providers, agencies, services, resources, and other support systems available to meet the needs of parents and children.<ul style="list-style-type: none"><li>• Explaining ways to balance work and family</li></ul></li><li>15. Explain how parents protect children from harm, disease, and illness, including identifying preventive healthcare practices.<ul style="list-style-type: none"><li>• Comparing childhood diseases, symptoms, and treatments</li></ul></li><li>16. Summarize childhood emergency situations and appropriate responses.</li><li>17. Compare types, causes, and prevention of child abuse and neglect.</li><li>18. Prepare nutritious snacks and meals for children.</li></ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"><li>1. Compare theories about child development and how they affect child learning.</li><li>2. Determine how children progress through their developmental stages.</li><li>3. Analyze parenting practices for all children.</li><li>4. Describe various health and learning conditions and a parent’s role in addressing them.</li><li>5. Evaluate sources of help and information for parents of special needs children.</li><li>6. Recommend resources and options for educating a special needs child.</li><li>7. Describe physical, intellectual, emotional, and social needs of infants, toddlers, and pre-school age children.</li><li>8. Describe ways to teach children basic skills and concepts in everyday activities.</li><li>9. Analyze techniques that parents use to foster early brain development and build intellectual skills in children.</li><li>10. Assess the value of play to all areas of child development.</li><li>11. Evaluate the safety and appropriateness of toys and play equipment for a specific child.</li><li>12. Analyze methods that parents use to help children cope with stress and family crisis.</li><li>13. Determine specific skills that parents can use to promote communications between parent and child.</li></ol>
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	<p>14. Explain common concepts that parents need to communicate to children regarding health and safety.</p> <p>15. Determine the process of selecting a quality child care program.</p> <p>16. Explain the concept of wellness and how parents maintain wellness in children.</p> <p>17. Describe symptoms and treatment of common childhood illnesses.</p> <p>18. Determine steps to follow in general and specific emergency situations.</p> <p>19. Analyze precautions to help ensure a child’s safety throughout the home, outside and in various situations.</p> <p>20. Demonstrate ways of promoting good nutrition.</p> <p>21. Describe types, causes, and ways to prevent child abuse and neglect.</p>
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<b>Essential Question(s):</b>	<p>How do parents use child development theories to guide their parenting practices?</p> <p>How does knowledge of child developmental stages impact parenting practices?</p> <p>How do parents meet the needs of their children?</p> <p>How can parents of special needs children best meet their children’s needs?</p> <p>How can parents foster early brain development in their children?</p> <p>How do parents determine the appropriate child care providers, agencies, services, resources, and other support systems available to meet the needs of their children?</p> <p>How do parents protect their children from harm disease, and illness?</p> <p>How do parents appropriately respond to childhood emergency situations?</p> <p>How can child abuse and neglect be prevented?</p> <p>Why should children play be age appropriate toys?</p> <p>How do you plan and prepare nutritious snacks and meals for children?</p> <p>How can parents help children cope with stress?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>III. Parenting Practices Based on Research</p> <p>A. Child Development Theories</p> <p>B. Child Development Stages</p> <p>C. Parenting Practices Addressing Needs of Special Children</p> <ol style="list-style-type: none"> <li>1. Gifted</li> <li>2. Mentally ill</li> <li>3. Intellectually disabled</li> <li>4. Physical disabled</li> </ol> <p>D. Meeting the Needs of Children</p> <ol style="list-style-type: none"> <li>1. Physical</li> <li>2. Intellectual</li> <li>3. Emotional</li> <li>4. Social</li> <li>5. Promoting independence</li> </ol>	<p><b>PowerPoint Presentations:</b></p> <p>Parenting Practices</p> <ul style="list-style-type: none"> <li>• Developmental Theories</li> <li>• Child Development Stages</li> <li>• Parenting Practices Addressing Needs of Special Children</li> <li>• Meeting the Needs of Children</li> <li>• Promoting Independence</li> <li>• Enhancing a Child’s Self-Concept</li> <li>• Teaching Self-Discipline</li> <li>• Methods used by Parents to Help Children Cope with Stress and Family Crisis</li> <li>• Promoting Communication Between</li> </ul>	<p>PowerPoint Presentations</p> <p>Computer</p> <p>CTX</p> <p>Lead Questions</p>

<p>6. Enhancing a child's self-concept</p> <p>7. Teaching self-discipline</p> <p>8. Teaching consequences of behavior</p> <p>9. Building children's character</p> <p>10. Selecting age-appropriate toys</p> <p>E. Methods used by Parents to Help Children Cope with Stress and Family Crisis</p> <ol style="list-style-type: none"> <li>1. Coping with stress</li> <li>2. Family crisis</li> </ol> <p>F. Promoting Communication Between Parent and Child</p> <p>G. Ways Parents Foster Brain Development and Lifelong Learning</p> <ol style="list-style-type: none"> <li>1. Language</li> <li>2. Play</li> <li>3. Reading</li> <li>4. Music</li> <li>5. Art</li> <li>6. Dramatic play</li> </ol> <p>H. Appropriate Child Care Support Systems</p> <ol style="list-style-type: none"> <li>1. Providers</li> <li>2. Agencies</li> <li>3. Resources</li> </ol> <p>I. Ways to Balance Work and Family</p> <p>J. How Parents Protect Children</p> <ol style="list-style-type: none"> <li>1. Harm</li> <li>2. Disease</li> <li>3. Illness</li> <li>4. Preventive Healthcare Measures</li> <li>5. Comparing Childhood Diseases, Symptom, and Treatments</li> </ol> <p>K. Childhood Emergencies</p> <ol style="list-style-type: none"> <li>1. Situations</li> <li>2. Appropriate responses</li> </ol>	<p>Parent and Child</p> <ul style="list-style-type: none"> <li>• Ways Parents Foster Brain Development and Lifelong Learning</li> <li>• Appropriate Child Care Support Systems</li> <li>• Ways to Balance Work and Family</li> <li>• How Parents Protect Children</li> <li>• Childhood Emergencies</li> <li>• Child Abuse and Neglect</li> <li>• Prepare Nutritious Snacks and Meals for Children</li> </ul> <p><b>Hands-On:</b> Students will prepare a Mini Parenting Manual. As concepts are presented to students, they pair together to create the appropriate knowledge necessary to be included in manual. These divisions could be determined by the number of students in the class and the desired set of responsibilities dependent on the maturity of each Parenting class. The following are the suggested responsibilities of the class and titles of the Manual divisions: (A criteria must be established for each division.)</p> <ol style="list-style-type: none"> <li>1. Child development theories and stages</li> <li>2. Special needs</li> <li>3. Meeting the needs of children physically (teaching hygiene, select clothing, etc.), intellectually, emotionally (responding to emotions, influencing personality, promoting self-esteem, etc.), socially (relating to family members, other children, dealing with diversity, etc.), and promoting an independence concept.</li> <li>4. Teaching a child integrity</li> <li>5. Using discipline and teaching self-discipline</li> <li>6. Learning through play selecting age-appropriate toys, fostering</li> </ol>	<p>Guidelines for Manual</p> <p>Computers</p> <p>Internet</p> <p>Web Sites</p> <p>References</p> <p>Color Printer</p> <p>Binding Machine</p> <p>Rubric</p> <p>Art Supplies</p>
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<p>L. Child Abuse and Neglect</p> <ol style="list-style-type: none"> <li>1. Types</li> <li>2. Causes</li> <li>3. Prevention</li> </ol> <p>M. Prepare Nutritious Snacks and Meals for Children</p> <ol style="list-style-type: none"> <li>1. Sanitation procedures in the kitchen</li> <li>2. Safe and correct use of kitchen equipment</li> </ol>	<p>brain development, and lifelong learning</p> <ol style="list-style-type: none"> <li>7. Helping children cope with stress and family crisis</li> <li>8. Promoting effective communication between parent and child</li> <li>9. Appropriate child care support systems</li> <li>10. Balancing work and family</li> <li>11. Protecting children</li> <li>12. Childhood emergencies</li> <li>13. Child abuse and neglect and methods of response and assistance</li> <li>14. Preparing nutritious snacks and meals for children: Cooking with Kids Examples include: Preparing to cook – hand washing, setting the table, basic/age appropriate cooking tools and techniques Cooking – simple, age appropriate recipes Cleaning – storing food, washing dishes, etc.</li> </ol> <p>One additional category to consider for the Mini Parenting Manual is the affect technology has on the family which includes; fun and convenience, television, communicating, medical progress, computers, food preparation, etc. See Unit IV for details/criteria to be included.</p> <p>As a class, students determine format of manual, organization of responsibilities, and checklist for completing assignments.</p> <p><b>Pair and Share:</b> Students pair with another student. They share their Mini Parenting Manual with each other.</p>	<p>Lead Questions</p> <p>Guidelines for Sharing Lead Questions</p>
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<b>Unit Assessment:</b>	Mini Parenting Manual, Class Participation, and Rubric
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<b>Unit/Course CTSO Activity:</b>	Develop an FCCLA Children's First project Participate in the FCCLA Focus on Children STAR Event
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<b>Unit/Course Culminating Product:</b>	Students produce a Mini Parenting Manual to be bound and given and/or assessable to all teen parents in the high school.
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services
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**Course Title: Parenting**

<b>Unit: 4</b>	<b>Technology and Careers</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>19. Determine the impact of technology on parenting and parenting practices.</li> <li>20. Explain career options related to parenting, parent-child relationships, and services provided to parents.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain the various ways technology affects parenting and parenting practices and contributes to an improved quality of life.</li> <li>2. Determine places to work and positions available in the field of early childhood care and education.</li> <li>3. Describe characteristics of a successful early childhood professional.</li> <li>4. Analyze major legal responsibilities of early childhood professionals.</li> </ol>
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<b>Essential Question(s):</b>	<p>How has technology affected the quality of life of parents raising children in the 21<sup>st</sup> century?          Why do individuals persuade a career in working with children?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>IV. Technology and Careers</p> <p style="padding-left: 20px;">A. Impact of Technology</p> <ol style="list-style-type: none"> <li>1. Parenting</li> <li>2. Parenting practices</li> </ol>	<p><b>Hands-on:</b></p> <p>As the final entry in the Mini Parenting Manual, students incorporate a fundamental yet comprehensive study into the ways technology affects parenting and how these technology capabilities aid the quality of family life.</p> <p>Suggested topics include:</p> <ul style="list-style-type: none"> <li>• Fun and convenience – automated banking, meals in minutes, speedy travel, music on DVD, etc.</li> <li>• Television – used as teacher, informer; bringing world events into the home, pros and cons, the process of selection, etc.</li> <li>• Communicating – e-mail, cellular phones,</li> </ul>	<p>Guidelines for Manual</p> <p>Computers</p> <p>Internet</p> <p>Web Sites</p> <p>References</p> <p>Color Printer</p> <p>Binding Machine</p> <p>Rubric</p>



B. Career Options

1. Parenting
2. Parent-child relationships
3. Services provided to parents

paggers, discussion boards, etc.

- Medical progress – medical care at home, devices to help people with disabilities, discovery and research of treatments for disease, etc.
- Use of computers – for entertainment, record keeping, setting a budget, research a topic, maintain a career, etc.
- Meal preparation – microwaves, convention cooking, organizing recipes, buying online, etc.

**Word Search:**

Using a comprehensive list of job/career options working with children, each student selects a career to develop into a word search activity. Students need to develop a facts sheet incorporating the essential details regarding their chosen career. This includes details such as title, education, physical qualifications, responsibilities, qualifications, salary, and any other pertinent information of interest to that career.

Example of how to develop the Word Search:

Title: *Nanny*

This career requires a high school diploma.  
The nanny must be eighteen years of age.  
The nanny must be in excellent health.

**Responsibilities** with this child care career include:

- Bathing the children
- Aiding in dressing the children
- Taking children to classes/playgroups
- Changing diapers
- Cleaning the children's rooms
- Children's laundry
- Organizing the toys
- Driving children to activities
- Entertaining children
- Help with grocery shopping
- Light housekeeping

Guidelines for Activity

- Computers
- Internet
- Web Sites
- Rubric
- References
- Graph Paper
- Rewards/Incentives
- Lead Questions

	<p><b>Qualifications</b> of the Nanny include:</p> <ul style="list-style-type: none"> <li>• A personal interview</li> <li>• A written agreement detailing conditions of employment</li> <li>• Respecting the family’s right to privacy</li> <li>• Supporting the rearing philosophy of the employer</li> <li>• Developing a positive relationship with the family</li> </ul> <p><b>Salary</b> ranges between \$12 – 20/hour depending on:</p> <ul style="list-style-type: none"> <li>• Hours required to work</li> <li>• Experience in the field with references</li> <li>• Number of children under nanny’s care</li> <li>• Other benefits and duties required of the nanny</li> </ul> <p>Students submit their Word Search puzzles for grading. Teacher copies the Word Searches. They are passed around to students. Students learn about various careers working with children.</p> <p>A reward/incentive can be determined based on the creativity, originality, and completeness of the Word Search developed by a student.</p> <p><b>Essay:</b> Students write an essay on career options related to parenting, parent-child relationships, or services provided to parents. They describe a career that they may be interested in pursuing.</p>	<p>Word Search Puzzles Lead Questions</p> <p>Reward</p> <p>Guidelines for Activity Computers Internet Web Sites Rubric References</p>
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<b>Unit Assessment:</b>	Word Search, Mini Parenting Manual, Essay, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Develop an FCCLA Families First Project Participate in the FCCLA Career Investigation STAR Event
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<b>Unit/Course Culminating Product:</b>	Mini Parenting Manual to be reproduced, bound and given to all teen parents in the high school.
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<b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services
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