

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

Parenting Education 1 emphasizes the importance of planning and preparing for parenthood. Learning experiences will focus on parenting practices that maximize human growth and development, the significance of health and wellness in parenting practices, issues to consider when faced with adolescent parenthood, roles, responsibilities, and rewards of parenting, management of resources across the lifespan, methods of family planning, and personal interests and career opportunities related to parenting education. Integration of concepts from the Family and Consumer Sciences cocurricular student organization – Family, Career and Community Leaders of America (FCCLA) – greatly enhances the curriculum.

Credit: 1 unit

National Certification: Broad Field Family and Consumer Sciences Assessment/Credential

Recommended grades: 9-12

Prerequisite: none

Textbook Information: <http://www.mysctextbooks.com/>

Employment Opportunities:

High School Education: preschool aide, family child care provider, and recreation aide

Postsecondary Education: child care supervisor, special education aide, preschool teacher, and after-school program supervisor

Postgraduate Education: family and consumer sciences teacher, preschool director, kindergarten, elementary, middle, or secondary teacher, children’s center supervisor, child psychologist, adoption specialist, social worker, child care center inspectors

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ACADEMIC STANDARDS (to be integrated in course specific standards):

English Language Arts

- A1.** The student will read and comprehend a variety of literary **texts** in print and nonprint formats. **(E1)**
- A2.** The student will read and comprehend a variety of informational **texts** in print and nonprint formats. **(E2)**
- A3.** The student will use word analysis and vocabulary strategies to read fluently. **(E3)**
- A4.** The student will create written work that has a clear focus, sufficient detail, A5. coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**. **(E4)**
- A5.** The student will write for a variety of purposes and **audiences**. **(E5)**
- A6.** The student will access and use information from a variety of sources. **(E6)**

Technology International Society for Technology in Education (ISTE)

- A7.** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **(1)**
- A8.** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **(2)**
- A9.** Students apply digital tools to gather, evaluate, and use information. **(3)**
- A10.** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **(4)**
- A11.** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **(5)**
- A12.** Students demonstrate a sound understanding of technology concepts, systems, and operations. **(6)**

Health and Safety Education

- A13.** The student will comprehend concepts related to health promotion to enhance health. **(1)**
- A14.** The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(2)**
- A15.** The student will demonstrate the ability to access valid information and products and services to enhance health. **(3)**
- A16.** The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(4)**
- A17.** The student will demonstrate the ability to use decision-making skills to enhance health. **(5)**
- A18.** The student will demonstrate the ability to use goal-setting skills to enhance health. **(6)**
- A19.** The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(7)**
- A20.** The student will demonstrate the ability to advocate for personal, family, and consumer health. **(8)**

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Physical Science

A21. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(PS1)**

A22. The student will demonstrate an understanding of the structure and properties of atoms. **(PS2)**

A23. The student will demonstrate an understanding of various properties and classifications of matter. **(PS3)**

A24. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **(PS4)**

A25. The student will demonstrate an understanding of the nature of forces and motion. **(PS5)**

A26. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **(PS6)**

Biology

A27. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(B1)**

A28. The student will demonstrate an understanding of the structure and function of cells and their organelles. **(B2)**

A29. The student will demonstrate an understanding of the flow of energy within and between living systems. **(B3)**

A30. The student will demonstrate an understanding of the molecular basis of heredity. **(B4)**

Chemistry

A31. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions **(C1)**

A32. Students will demonstrate an understanding of atomic structure and nuclear processes. **(C2)**

A33. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(C4)**

A34. The student will demonstrate an understanding of the structure and behavior of the different phases of matter. **(C5)**

Physics

A35. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(P1)**

A36. The student will demonstrate an understanding of the principles of force and motion and relationships between them. **(P2)**

A37. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. **(P3)**

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Earth Science

A38. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(ES1)**

A39. The student will demonstrate an understanding of the dynamics of Earth's atmosphere. **(ES4)**

A40. The student will demonstrate an understanding of Earth's freshwater and ocean systems. **(ES5)**

Elementary Algebra

A41. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(EA1)**

Intermediate Algebra

A42. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(IA1)**

Geometry

A43. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(G1)**

Precalculus

A44. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(PC1)**

Data Analysis and Probability

A45. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(DA1)**

A46. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(DA2)**

A47. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(DA3)**

A48. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. **(DA5)**

United States History and the Constitution

A49. The student will demonstrate an understanding of the establishment of the United States as a new nation. **(USHC2)**

A50. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. **(USHC5)**

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Economics

A51. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. **(Econ1)**

A52. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. **(Econ2)**

A53. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. **(Econ3)**

A54. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. **(Econ4)**

A55. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. **(Econ6)**

United States Government

A56. The student will demonstrate an understanding of the United States government—its origins and its functions. **(USG1)**

A57. The student will demonstrate an understanding of the foundations of the American republic—its basic democratic principles and its political systems. **(USG2)**

A58. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. **(USG3)**

A59. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. **(USG5)**

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PARENTING EDUCATION ACADEMIC STANDARDS

B. Growth and Development

B1. Analyze parenting practices that maximize human growth and development.

1. Identify parenting and nurturing practices.
2. Describe the different communication styles.
3. Compare factors that influence human growth and development.
4. Assess community resources that support parenting and nurturing.
5. Contrast parenting styles.
6. Explain the identifying characteristics of child abuse and neglect.
7. Explore childhood disabilities.
8. Evaluate criteria for selecting child care services.
9. Evaluate criteria for selecting health care services.

C. Health and Wellness

C1. Evaluate the significance of health and wellness in parenting practices.

1. Analyze parental factors that influence health and wellness practices.
2. Explore components of health and wellness (emotional, environmental, financial, mental, physical, physiological, social, spiritual)
3. Analyze factors that influence food selection.
4. Generate data that show healthy nutritional practices.
5. Describe the impact of daily physical activities on health and wellness.
6. Explain how parenting practices impact health and wellness.
7. Identify current issues and trends in health and wellness.

C2. Analyze issues associated with adolescent parenthood.

1. Identify issues associated with adolescent pregnancy.
2. Explain the importance of prenatal care.
3. Discuss the birthing process.
4. Summarize social stigmas associated with adolescent pregnancy.
5. Describe the roles and responsibilities of teenage father, mother, and extended family.
6. Explore support networks.
7. Summarize the importance of a support network for adolescent parent(s).
8. Explore social programs that benefit adolescent parent(s) and their children.

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D. Parenthood Roles, Responsibilities, and Rewards

D1. Analyze the roles, responsibilities, and rewards of parenting.

1. Justify the need for respect.
2. Discuss parenting roles.
3. Analyze parental responsibilities.
4. Examine methods of guidance and discipline.
5. Examine societal conditions that influence parenting.
6. Compare cultural parenting roles and responsibilities.
7. Critique rewards and challenges of parenting

D2. Examine the management of resources across the lifespan.

1. Define resource, management, fraud and lifespan.
2. Differentiate between human resources, non-human resources and community resources.
3. Analyze rights and responsibilities of managing resources, including legal considerations.
4. Identify changing roles and responsibilities over lifespan.
5. Develop appropriate methods for managing crisis situations by accessing available resources.

E. Planning for Parenthood

E1. Evaluate methods of family planning.

1. Differentiate between the terms traditional pregnancy, medically-assisted pregnancy, adoption, black market adoption, foster care, polygamy and blended family.
2. Classify the different legally accepted methods of becoming a parent.
3. Identify the advantages and disadvantages of marriage, including legal and ethical considerations.
4. Research risks associated with family planning.

F. Careers

F1. Examine interests and career opportunities related to parenthood education.

1. Differentiate between the terms work, job, career, and volunteer.
2. Develop strategies for career planning.
3. Identify personal qualities to know their strengths.
4. Research career opportunities related to parenting.
5. Demonstrate 21st Century Skills.

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A. ACADEMIC STANDARDS AND INDICATORS

English Language Arts

<http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf>

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. (SC E1-4.1)

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

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4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. (SC E1-4.3)

- Use context clues to determine the meaning of technical terms and other unfamiliar words.

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- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. (SC E1-4.5)

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

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Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. (SC E1-4.6)

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

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- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

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Text Types and Purposes*

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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS.S):

<http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>

Technology-International Society for Technology in Education (ISTE)

A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **(1)**

- apply existing knowledge to generate new ideas, products, or processes
- create original works as a means of personal or group expression
- use models and simulations to explore complex systems and issues
- identify trends and forecast possibilities

A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **(2)**

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments
- and media
- communicate information and ideas effectively to multiple audiences using a variety of media and formats
- develop cultural understanding and global awareness by engaging with learners of other cultures
- contribute to project teams to produce original works or solve problems

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

A9. Students apply digital tools to gather, evaluate, and use information. (3)

- plan strategies to guide inquiry
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and
- media
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- process data and report results

A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (4)

- identify and define authentic problems and significant questions for investigation
- plan and manage activities to develop a solution or complete a project
- collect and analyze data to identify solutions and/or make informed decisions
- use multiple processes and diverse perspectives to explore alternative solutions

A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.(5)

- advocate and practice safe, legal, and responsible use of information and technology
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- demonstrate personal responsibility for lifelong learning
- exhibit leadership for digital citizenship

A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. (6)

- understand and use technology systems
- select and use applications effectively and productively
- troubleshoot systems and applications
- transfer current knowledge to learning of new technologies

NETS for Students:

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ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

Health and Safety Education (HSE)

A13. The student will comprehend concepts related to health promotion to enhance health. (1)

- Discuss situations that may require professional mental, emotional, and social health services.
- Discuss the characteristics of healthy relationships.

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

- Identify causes of stress and other common mental health issues.
- Identify the characteristics of an abusive relationship.
- Describe laws and regulations related to safety and personal injury (including bullying, **dating violence**, participating in gang activity, driving a motorized vehicle.)
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.

A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(2)**

- Describe physical, social, and emotional changes that occur during adolescence.
- Examine health issues that are specifically related to the male and female reproductive systems (for example, self-examination).
- Describe the benefits of **abstinence**.
- Discuss responsible prenatal and **perinatal** care.
- Evaluate the impact of adolescent pregnancy on individuals, families, and communities.
- Explore the benefits of adoption.
- Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.
- Differentiate between risk-taking and health-promoting behaviors.
- Explain the connection between personal health and access to health care, including dental care.
- Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.
- Explain how the federal dietary guidelines are useful in planning healthy diets.
- Evaluate the benefits of daily moderate to vigorous physical activity.
- Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.

A15. The student will demonstrate the ability to access valid information and products and services to enhance health.**(3)**

- Access **valid** mental, emotional, and social health information and services for him- or herself and others.
- Access information and local services about safety and the prevention of violence.
- Access **valid** information and resources to assist him or her in dealing with **ATOD** issues.
- Access local resources for promoting reproductive health (for example, self-examination, ob-gyn, urologist, state or county health department).

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

- Access local resources to help a survivor recover from sexual violence or abuse.
- Analyze the cost and accessibility of local health care services, including dental care.
- Analyze local sources of **valid** information on nutrition and physical activity (for example, school policy, legislation, economics).
- Locate community programs and services that help others gain access to affordable healthy foods.

A16. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(4)**

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.
- Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations (for example, ATOD use, **sexual harassment**, gang activity).
- Demonstrate effective verbal and nonverbal communication skills in peer and dating relationships.
- Demonstrate refusal and **negotiation skills** to promote **abstinence** and to reduce health-risk behaviors.
- Evaluate ways to communicate with parents, family members, peers, and other trustworthy adults (for example, health care providers, law enforcement officers) about sexual health and responsibilities.
- Demonstrate ways to ask for assistance to enhance his or her own health (for example, ask for a diet plan) and ways to offer assistance to enhance the health of others (for example, exercise with a friend).

A17. The student will demonstrate the ability to use decision-making skills to enhance health. **(5)**

- Analyze ways that **ATOD** affects an individual's thinking and decision making and therefore increases the risk of violence and other illegal activities.
- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.
- Examine barriers to healthy decision making.
- Justify when individual or collaborative decision making is appropriate.*
- Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).
- Distinguish healthy from unhealthy foods on a variety of restaurant menus.

A18. The student will demonstrate the ability to use goal-setting skills to enhance health. **(6)**

- Develop and implement a personal stress management plan.
- Develop a plan to avoid unsafe situations and gang involvement.

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

- Predict ways that short- and long-term goals can be affected by **ATOD** use.
- Set a personal goal to maintain the health of his or her reproductive system.
- Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.
- Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).
- Set a goal to attain the federally recommended levels of physical activity and physical fitness for Americans.

A19. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(7)**

- Design and implement a plan to increase his or her **resiliency**.
- Develop strategies for maintaining a positive self-concept.
- Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of him- or herself and others.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.
- Discuss protective measures and warning signs of violence in dating and relationship situations.
- Develop and implement a wellness plan that meets the federal dietary guidelines and the federal physical activity guidelines for Americans.

A20. The student will demonstrate the ability to advocate for personal, family, and consumer health. **(8)**

- Advocate for disaster preparedness in the home, school, and community.
- Examine ways to encourage positive alternatives to **ATOD** use.
- Advocate for the promotion and protection of a healthy environment.
- Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf

Physical Science

A21. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(PS1)**

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Use appropriate safety procedures when conducting investigations.

A22. The student will demonstrate an understanding of the structure and properties of atoms. **(PS2)**

- Compare the subatomic particles (protons, neutrons, electrons) of an atom with regard to mass, location, and charge, and explain how these particles affect the properties of an atom (including identity, mass, volume, and reactivity).

A23. The student will demonstrate an understanding of various properties and classifications of matter. **(PS3)**

- Distinguish chemical properties of matter (including reactivity) from physical properties of matter (including boiling point, freezing/melting point, density [with density calculations], solubility, viscosity, and conductivity).

A24. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **(PS4)**

- Distinguish between chemical changes (including the formation of gas or reactivity with acids) and physical changes (including changes in size, shape, color, and/or phase).
- Explain the effects of temperature, concentration, surface area, and the presence of a catalyst on reaction rates.

A25. The student will demonstrate an understanding of the nature of forces and motion. **(PS5)**

- Explain the relationship among distance, time, direction, and the velocity of an object.

A26. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **(PS6)**

- Explain how the law of conservation of energy applies to the transformation of various forms of energy (including mechanical energy, electrical energy, chemical energy, light energy, sound energy, and thermal energy).

Biology

A27. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(B1)**

- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

A28. The student will demonstrate an understanding of the structure and function of cells and their organelles. **(B2)**

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

- Recall the three major tenets of cell theory (all living things are composed of one or more cells; cells are the basic units of structure and function in living things; and all presently existing cells arose from previously existing cells).

A29. The student will demonstrate an understanding of the flow of energy within and between living systems. **(B3)**

- Summarize how the structures of organic molecules (including proteins, carbohydrates, and fats) are related to their relative caloric values.
- Summarize the functions of proteins, carbohydrates, and fats in the human body.

A30. The student will demonstrate an understanding of the molecular basis of heredity. **(B4)**

- Predict inherited traits by using the principles of Mendelian genetics (including segregation, independent assortment, and dominance).

Chemistry

A31. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions **(C1)**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

A32. Students will demonstrate an understanding of atomic structure and nuclear processes. **(C2)**

- Compare the nuclear reactions of fission and fusion to chemical reactions (including the parts of the atom involved and the relative amounts of energy released).
- Compare alpha, beta, and gamma radiation in terms of mass, charge, penetrating power, and the release of these particles from the nucleus.

A33. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(C4)**

- Identify the basic structure of common polymers (including proteins, nucleic acids, plastics, and starches).

A34. The student will demonstrate an understanding of the structure and behavior of the different phases of matter. **(C5)**

- Apply the gas laws to problems concerning changes in pressure, volume, or temperature (including Charles's law, Boyle's law, and the combined gas law).

Physics

A35. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(P1)**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

- Evaluate conclusions based on qualitative and quantitative data (including the impact of parallax, instrument malfunction, or human error) on experimental results.

A36. The student will demonstrate an understanding of the principles of force and motion and relationships between them. **(P2)**

- Apply formulas for velocity or speed and acceleration to one and two-dimensional problems.

A37. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. **(P3)**

- Apply the law of conservation of energy to the transfer of mechanical energy through work.

Earth Science

A38. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(ES1)**

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

A39. The student will demonstrate an understanding of the dynamics of Earth's atmosphere. **(ES4)**

- Attribute global climate patterns to geographic influences (including latitude, topography, elevation, and proximity to water).

A40. The student will demonstrate an understanding of Earth's freshwater and ocean systems. **(ES5)**

- Summarize the advantages and disadvantages of devices used to control and prevent coastal erosion and flooding.
- Analyze environments to determine possible sources of water pollution (including industrial waste, agriculture, domestic waste, and transportation devices).

MATHEMATICS ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf>

Elementary Algebra

A41. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(EA1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Intermediate Algebra

A42. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(IA1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

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- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Geometry

A43. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(G1)**

- Formulate and test conjectures by using a variety of tools such as concrete models, graphing calculators, spreadsheets, and dynamic geometry software.

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

Precalculus

A44. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(PC1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

Data Analysis and Probability

A45. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(DA1)**

- Execute procedures to conduct simple probability experiments and collect data by using manipulatives (including spinners, dice, cards, and coins).
- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Design and conduct a statistical research project and produce a report that summarizes the findings.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Compare data sets by using graphs and summary statistics.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

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- Prove geometric theorems
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Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
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- Apply trigonometry to general triangles

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- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

A46. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(DA2)**

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

A47. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(DA3)**

- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.
- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

A48. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. **(DA5)**

- Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

SOCIAL STUDIES ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

United States History and the Constitution

A49. The student will demonstrate an understanding of the establishment of the United States as a new nation. (USHC2)

- Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters. (P, H)

A50. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. (USHC5)

- Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization. (E, G, H, P)

Economics

A51. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (Econ1)

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants. (E, G)

A52. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (Econ2)

- Explain the law of supply and demand, including the relationships of critical determinants (e.g., consumer income, tastes, and preferences; technology; the price of inputs) and the effects of change on equilibrium, price, and quantity.
- Explain economic incentives that lead to the efficient use of resources, including monetary and nonmonetary incentives, the ways in which people change their behavior in response to incentives, the relationship of incentives to the laws of supply and demand, and the role of private property as an incentive in conserving and improving scarce resources.

A53. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. (Econ3)

- Compare personal income distribution and functional income distribution, including how distribution of income affects public policy.

A54. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (Econ4)

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

- Summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short- and long-term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.
- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

A55. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (Econ6)

- Compare the significant characteristics of a market economy with those of traditional and command economies, including differences in the roles of the government, individual firms, and households in decision making; types of economic institutions; the extent of consumer sovereignty/choice; and the role of private property rights, competition, and the profit motive.

United States Government

A56. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG1)

- Summarize arguments for the necessity and purpose of government and politics, including the idea that politics enables a group of people with diverse opinions and interests to reach collective decisions, the idea that government gives people the security they need in order to reach their full potential, and the idea that the purposes of government include enhancing economic prosperity and providing for national security.

A57. The student will demonstrate an understanding of the foundations of the American republic—its basic democratic principles and its political systems.(USG2)

- Compare fundamental values, principles, and rights that are in conflict with one another in the American political system and the ways in which such conflicts are typically resolved, including conflicts that arise from diversity, conflicts between individual rights and social stability, and conflicts between liberty and equality.

A58. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG3)

- Summarize the function of law in the American constitutional system, including the significance of the concept of the due process of law and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good. (

A59. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (USG5)

- Classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited.

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

B. GROWTH AND DEVELOPMENT

SC Standard: B1. Analyze parenting practices that maximize human growth and development.

FACS Nat'l Standard: 15.2 Evaluate parenting practices that maximize human growth and development.

Broad Field FCS Assessment: 2A Analyze principles of human growth and development across the life span. 2B. Analyze conditions that influence human growth and development. 2C. Analyze strategies that promote growth and development across the life span.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A19, A20;

Essential Question(s):

How do parenting practices support human growth and development?

Indicators:

What Students Should Know:

1. The meaning of parenting and nurturing
2. Communication styles
3. Factors affecting human growth and development
4. Community resources
5. Parenting styles
6. Characteristics of abuse and neglect
7. Childhood disabilities
8. Child care services
9. Health care services

What Students Should Be Able to Do:

1. Identify parenting and nurturing practices.
2. Describe the different communication styles.
3. Compare factors that influence human growth and development.
4. Assess community resources that support parenting and nurturing.
5. Contrast parenting styles.
6. Explain the identifying characteristics of child abuse and neglect.
7. Explore childhood disabilities.
8. Evaluate criteria for selecting child care services.
9. Evaluate criteria for selecting health care services.

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

Learning Strategies:

- Create a chart listing nurturing practices.
- Role-play passive, aggressive, and assertive communication styles.
- Brainstorm communication statements. Categorize the statements as healthy or unhealthy.
- Debate pros and cons of factors that affect human growth and development.
- Create a mural representing characteristics of individual group members (i.e. gender, culture, ethnicity, and life events) (post in classroom)
- Invite a senior adult of the community to share life events with the class. Write a reflections paper and share with peers.
- Create a flyer listing and describing community resources, services and opportunities that support parenting and nurturing.
- Role-play scenarios demonstrating varying parenting styles.
- Create a lesson on the identifying characteristics (physical, medical and emotional neglect, sexual, et al) of abuse and neglect and prevention methods and present this lesson to the local parenting group. Ex. PTA, parenting education center
- Debate current events that depict harmful effects of child abuse as it relates to growth and development.
- Invite a local speaker to present characteristics of children with disabilities or specific disabling conditions.
- Take a virtual tour of a child care facility. Design a child care facility.
- Interview a director of a child development center and present findings.
- Investigate the current laws, regulations and policies relative to a childcare facility and develop a list of criteria.
- Compare the local resources that provide health care for children.
- Create and present a power point on “preventive health care.”
-

Assessments: Performance to demonstrate learning, open-response questions, group participation, projects, student records/reflections on their work, rubrics, murals, power points, presentations

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life - manage interconnected roles in careers, families, and communities

Dynamic Leadership: help young people build leadership skills by mastering the six essentials of leadership – model good character, solve problems, foster positive relationships, manage conflict, build teams, educate peers

Families First: You-Me-Us – strengthen family relationships; *Meet the Challenge* - overcome obstacles together; *Balancing Family and Career* - manage multiple responsibilities

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills and resources in order to recognize, report, and reduce youth violence

Resources:

Parentfurther.com A search institute resource for families.

www.focusas.com (Focus Adolescent Services) Internet clearinghouse for adolescent resources

www.ghbooks.com (Gryphon House Books) publishing house with free activities for parents and teachers to use with infants and children

www.injoyvideos.com (Injoy Video) birth and parenting education videos

www.kierraharrison.com (Kierra Harrison Foundation) information on childhood injuries and death resulting from Shaken Baby Syndrome and other childhood dangers

www.nineblue.com (NineBlue.com) provides parents with free kid-friendly destination information such as what to do, where to stay, family theatre/dining, a downloadable kids' travel kit with over 30 pages of fun--tons to do with kids while traveling

www.parentcenter.com (Parenting Center) resources for parents of infants and young children

<http://robynsnest.com> (Robyn's Nest) parenting tips

<http://www.kidsgrowth.com/stages/guide/index.cfm> parenting, child development and growth milestones resources

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

B. HEALTH AND WELLNESS

SC Standard: C1. Evaluate the significance of health and wellness in parenting practices.

FACS Nat'l Standard: 14.1 Analyze factors that influence nutrition and wellness practices across the life span.; 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

Broad Field FCS Assessment: 6A Analyze factors that influence nutrition and wellness across the life span, and be able to educate others to implement this information. 6B Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, and be able to educate others to implement this information. 6C Evaluate factors that affect food safety from selection through consumption. 6D Evaluate the influence of science and technology on food composition, safety, and other issues.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; PS A21, A25; B A27, A29, A30; C A31, A32, A33, A34; P A35, A36, A37; EA A41, A42, A43, A44, A45, A46, A47, A48

Essential Question(s):

1. Why is it important to be in good health to carry out parenting practices?
2. How do parenting practices influence health and wellness?

Indicators:

What Students Should Know:

1. Health and wellness practices
2. Components of health and wellness
3. Food selection
4. Physical activities
5. Parenting practices
6. Health and wellness trends

What Students Should Be Able to Do:

1. Analyze parental factors that influence health and wellness practices.
2. Explore components of health and wellness (emotional, environmental, financial, mental, physical, physiological, social, spiritual)
3. Analyze factors that influence food selection.
4. Generate data that show healthy nutritional practices.
5. Describe the impact of daily physical activities on health and wellness.
6. Explain how parenting practices impact health and wellness.
7. Identify current issues and trends in health and wellness.

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Learning Strategies:

- Create a food chart to illustrate healthy food choices for each stage of the lifespan. (prenatal, infancy, toddler, childhood, adolescent, adult, and late adult.)
- Role play the components of health and wellness for each stage of life and present it to the class. (Grouping suggested: 3's and 4's)
- Design a collage that will reflect the student's personal outlook on their health and wellness.
- Create a class cookbook consisting of favorite meals with nutritional values listed.
- Develop a dial-a-meal for family consisting of breakfast, lunch, dinner, and 3 snacks. Students will discuss the importance of a grocery list for each meal with classmates.
- Design a plated meal by arranging food replicas to demonstrate the dietary guidelines. Refer to the USDA guidelines.
- Investigate challenges of parents implementing nutritional modifications for special diets. (Diabetes, Vegetarians, Weight Management, and Food Allergies) Write scenarios to illustrate the challenges. Exchange scenarios with peers. Conduct peer evaluations based on preestablished criteria.
- Develop a physical fitness plan to demonstrate the effectiveness of physical wellness.
- Create a PowerPoint that represents the social trends influences on health and wellness.
- Investigate societal issues affecting parents and children well-being in health and wellness in small groups. Groups will present findings to the class.
- Interview parent and grandparent (younger and older relative can be a substitute) and compare and contrast the different foods and exercises they did as a child and adolescent.
- Plan and implement a health and wellness day. Invite parents/guardians, community, and business representatives.

Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Power of One: Family Ties – get along better with family members

STAR Events: Applied Technology; Chapter Service Display or Manual, Culinary Arts, Food Innovations; Illustrated Talk, Interpersonal Skills,

Student Body: Eat Right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more; Be Fit – Take action related to lifelong exercise habits, obesity, sports training, and other topics; Make Healthy Choices – choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress; self-esteem; and practicing good character

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Resources:

www.childstats.gov (Child and Family Statistics from Federal Interagency Forum) statistics on children and families

www.cdc.gov/safeusa/move/childpassenger.htm (Consumer Product Safety Commission) Child Passenger Safety Information

www.nichd.nih.gov (National Institute of Child Health and Human Development/National Institutes of Health, US Department of Health and Human Services) publications such as "Adventures in Parenting" can be downloaded

www.census.gov (Census Bureau) includes teaching tools

www.choosemyplate.gov USDA dietary guideline resources

www.aap.org Dedicated to the health and well-being of infants, children and adolescents.

www.eatright.org American Dietetics Association

<http://kidshealth.org/> includes articles, animations, games, and health resources for parents, teens, and children.

<http://www.dhhs.gov/children/index.shtml> The Department of Health and Human Services is the principal agency for protecting the health of all Americans.

<http://publichealth.lacounty.gov/ha/reports/habriefs/LADHSParentingFinal.pdf> parenting practices that shape the lives of young children

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

C. HEALTH AND WELLNESS

SC Standard: C2 Analyze issues associated with adolescent parenthood.

FACS Nat'l Standard: 15.4 Analyze physical and emotional factors related to beginning the parenting process.

Broad Field FCS Assessment: 2B. Analyze conditions that influence human growth and development. 3A. Analyze the effects of family as a system on individuals and society. 3C. Analyze and promote roles and responsibilities of parenting. 3D. Evaluate and promote parenting practices that maximize human growth and development. 3E. Evaluate and promote support systems that provide services for parents/families.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; PS A21, A22, A23, A24; B27, B28, B29, B30; EA A41; IA A42; G A43; PC A44; DA A45, A46, A47, A48

Essential Question(s): 1. What challenges do adolescent parents deal with?

Indicators:

What Students Should Know:

1. Adolescent Pregnancy
2. Adolescent Parenthood
3. Support Network
4. Social Programs

What Students Should Be Able to Do:

1. Identify issues associated with adolescent pregnancy.
2. Explain the importance of prenatal care.
3. Discuss the birthing process.
4. Summarize social stigmas associated with adolescent pregnancy.
5. Describe the roles and responsibilities of teenage father, mother, and extended family.
6. Explore support networks.
7. Summarize the importance of a support network for adolescent parent(s).
8. Explore social programs that benefit adolescent parent(s) and their children.

Learning Strategies:

- Formulate a set of questions to interview an adolescent (former or current) parent. Chart responses to questions to illustrate advantages and disadvantages of being an adolescent parent. Post the graph in a conspicuous place to educate other teens.
- Develop strategies to address the level of self-esteem as an adolescent parent(s) along with improving communication skills to become better citizens.

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- Record in journals, as an ongoing writing activity, the difficulties, experiences, and thoughts about being an adolescent parent to a baby simulation project (This is an ongoing project which students are responsible for a simulated baby for an allotted amount of time.)
- Invite a social worker to class to address the issues of building self-esteem with the students.
- Complete a personality inventory. Discuss results with peers.
- List qualities of ideal adolescent parent(s) with the class as a whole. Next, group students in sets of four's and have students to organize the list from the most important quality to the least important quality. Graph results.
- Interview parent(s) to learn what their feelings are about a support network within a family, community and other sources. Present reports to class.
- Research and evaluate the social program resources available to adolescent parent(s) and their children; as such Supplemental Nutrition Assistance Program (S.N.A.P.), healthcare programs, housing assistance, and other resources.
- Compare current and past parenting roles.
- Write an essay titled: "When I'm a Parent..." Develop a rubric and conduct peer evaluations.

Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work, rubric, peer evaluations

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA)
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APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life - manage interconnected roles in careers, families, and communities

Community Service: guide students to develop, plan, carry out, and evaluate projects that improve the quality of life in the community.

Dynamic Leadership: help young people build leadership skills by mastering the six essentials of leadership – model good character, solve problems, foster positive relationships, manage conflict, build teams, educate peers

Families First: Balancing Family and Career – manage multiple responsibilities; Parent Practice – learn to nurture children

Financial Fitness: Financing Your Future – apply financial skills to real life

STAR Events: Applied Technology, Illustrated Talk, Interpersonal Communication

STOP the Violence: empower youth with attitudes, skills and resources in order to recognize, report, and reduce youth violence

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA)
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APPLICATION/ASSESSMENT THROUGH FCCLA

Student Body: Eat Right- explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more; Be Fit – Take action related to lifelong exercise habits, obesity, sports training, and other topics; Make Healthy Choices – choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress, building self-esteem, and practicing good character

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Resources:

http://www.helpguide.org/mental/blended_families_stepfamilies.htm resources to help resolve health challenges, including guide to step-parenting/blended families

http://www.helpchildren.info/teen_parenting.html find and share parenting tips and advice

www.fns.usda.gov/snap/ USDA Food and Nutrition Service

www.cdc.gov/ncidod/hip/abc/abc.htm (**The Center for Disease Control**) An online handbook for child care providers, includes a link to fact sheets for specific childhood diseases and conditions

www.ci.phoenix.az.us/POLICE/babysi1.html (**City of Phoenix, Arizona**) A Babysitting Resource guide

www.cpsc.gov/cpsc/pub/pubs/chldcare.html (**Consumer Product Safety Commission-Child Care**) Child Care Safety Checklist for Child Care Settings

www.consumer.gov/children.htm (**Consumer Information for Children**) resources for children from federal government

www.nccic.org (**National Child Care Information Center**) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories

www.whitehouse.gov/kids/index.html (**White House for Kids**) resources for children from White House

www.cfw.tufts.edu/ (**Child and Family-Tufts University**) child and family resources

www.cfc-efc.ca/menu/parenting_en.htm (**Child & Family Canada**) parenting resources

www.extension.umn.edu/projects/positiveparenting/index.html (**University of Minnesota Extension**) Positive Parenting

www.uwex.edu/ces/flp/parenting (**University of Wisconsin Extension**) resources for parenting from the Family Living Program

www.babycenter.com (**Baby Center**) retail site for expectant and new parents

www.nineblue.com (**NineBlue.com**) provides parents with free kid-friendly destination information such as what to do, where to stay, family theatre/dining, a downloadable kids' travel kit with over 30 pages of fun--tons to do with kids while traveling

www.parentcenter.com (**Parenting Center**) resources for parents of infants and young children

<http://robynsnest.com> (**Robyn's Nest**) parenting tips

www.familyeducation.com/home/ (**Family Education from the Learning Network**) parenting ideas for families from various commercial sponsors

www.focusas.com (**Focus Adolescent Services**) Internet clearinghouse for adolescent resources

www.ghbooks.com (**Gryphon House Books**) publishing house with free activities for parents and teachers to use with infants and children

www.injoyvideos.com (**Injoy Video**) birth and parenting education videos

www.kierraharrison.com (**Kierra Harrison Foundation**) information on childhood injuries and death resulting from Shaken Baby Syndrome and other childhood dangers

<http://family.go.com/index.html> (**Family Fun by Disney**) information for parents

www.iamyourchild.com (**I Am Your Child**) child development and parenting questions

www.leadingfamilies.com/parenting/index.htm (**Leading Families**) resource on parenting, charges a fee for access to information

www.pampers.com (**Pampers**) resources for parenting infants and toddlers

www.parenting.com (**Parenting.com**) resources for parenting

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South Carolina Family and Consumer Sciences

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Resources:

www.parentingpress.com (Parenting Press) books to order for teaching parenting
www.parentingteens.com (Parenting Teens) resources for parenting teens
www.parentingtoolbox.com (Parenting Toolbox) resource articles for parenting
www.tnpc.com (Today's National Parenting Center) resources for parents

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

D. PARENTHOOD ROLES AND RESPONSIBILITIES

SC Standard: D1. Analyze the roles, responsibilities, and rewards of parenting.

FACS Nat'l Standard: 15.1. Analyze roles and responsibilities of parenting. 15.2. Evaluate parenting practices that maximize human growth and development

Broad Field FCS Assessment: 1A. Analyze functions and expectations of various types of relationships. 1B. Analyze personal needs and characteristics and their effects on interpersonal relationships. 1C. Demonstrate communication skills that contribute to positive relationships. 1D. Demonstrate standards that guide behavior in interpersonal relationships. 3A. Analyze the effects of family as a system on individuals and society. 3B. Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. 3C. Analyze and promote roles and responsibilities of parenting.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; DA A45, A46, A47, A48; Econ A51, A52, A53, A54, A55; USG A56, A57, A58, A59

Essential Question(s):

1. Why are the roles, responsibilities, and rewards of parenting important?

Indicators:

What Students Should Know:

1. Respect
2. Parenting roles
3. Responsibilities of parenting
4. Guidance and discipline
5. Societal conditions that influence parenting
6. Cultural differences in roles and responsibilities
7. Rewards and challenges of parenting

What Students Should Be Able to Do:

1. Justify the need for respect.
2. Discuss parenting roles.
3. Analyze parental responsibilities.
4. Examine methods of guidance and discipline.
5. Examine societal conditions that influence parenting.
6. Compare cultural parenting roles and responsibilities.
7. Critique rewards and challenges of parenting.

Learning Strategies:

- Critique video clips that show respect for parenting.
- Research and share ways children of different cultures show respect for parents.
- Role play various scenarios demonstrating the transitions to roles of first-time parents, adoptive parents, single parents, blended parents, grandparents, or others rearing their children.

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- Create a visual depicting multiple parental roles (i.e. caregiver, nurturer, guide, educator, stimulator of creativity, etc.).
- Create a table comparing ways of balancing parent-child needs through life stages.
- Investigate and present choices of accepting responsibility, developing trust, promoting early interactions, and incorporating bonding techniques.
- Make a collage illustrating trust, parental attachment, and autonomy traits promoting parent-child relationships.
- Work in simulated family groups and research: modeling appropriate behavior, implementing observational skills, adjusting interactions, working with temperaments, establishing structure, and managing family activities and routines. Develop and evaluate presentations depicting each parenting skill.
- Produce a visual (i.e., pamphlet, chart, PowerPoint, video clip, etc.) illustrating age-appropriate safety skills for childhood and adolescence stages.
- Discuss social and community issues that affect parenting.
- Debate the impact of early media exposure on brain development.
- Create a media campaign illustrating the influence of media content on children's education, nutrition, self-concept, morals and values, respect, discipline, etc.
- Make a pie graph determining the ratio of cultures within your community (i.e. goggle earth and South Carolina Information Highway (sciway))
- Develop a calendar illustrating monthly cultural celebrations. Interview parents from various cultures and discuss ways children are taught cultural traditions.
- Role-play effective disciplines (i.e., structured, consistent, predictable, and fair)
- Interview parents. In small groups, develop and share the top three rewards and challenges of parenting.

Assessments: Student self-evaluation, learning logs, questionnaires, performances, projects, peer conferencing

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life - manage interconnected roles in careers, families, and communities

Dynamic Leadership: help young people build leadership skills by mastering the six essentials of leadership – model good character, solve problems, foster positive relationships, manage conflict, build teams, educate peers

Families First: You-Me-Us – strengthen family relationships; Meet the Challenge - overcome obstacles together; Balancing Family and Career - manage multiple responsibilities

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills and resources in order to recognize, report, and reduce youth violence

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Resources:

<http://www.cehd.umn.edu/CI/Programs/FYC/docs/newDocs/Parent%20Curriculum%20Core.pdf>

<http://www.preparetomorrowparents.org/topics.html>

www.realityworksinc.com (Realityworks) manufacturer of Baby Think it Over, infant simulator

<http://family.go.com/index.html> (Family Fun by Disney) information for parents

www.iamyourchild.com (I Am Your Child) child development and parenting questions

www.leadingfamilies.com/parenting/index.htm (Leading Families) resource on parenting, charges a fee for access to information

www.pampers.com (Pampers) resources for parenting infants and toddlers

www.parenting.com (Parenting.com) resources for parenting

www.parentingpress.com (Parenting Press) books to order for teaching parenting

www.parentingresources.ncjrs.org (Parenting Resources) delinquency prevention resources from Coordinating Council on Juvenile Justice

www.parentsoup.com (Parent Soup) with I village, parenting resources

www.parentingteens.com (Parenting Teens) resources for parenting teens

www.parentingtoolbox.com (Parenting Toolbox) resource articles for parenting

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D. Parenthood Roles and Responsibilities

SC Standard: D2. Examine the management of resources across the lifespan.

FACS Nat'l Standard: 15.3 Evaluate external support systems that provide services for parents

BroadField FCS Assessment: 5A. Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money. 5B. Analyze the relationship of the environment to family and consumer resources. 5C. Analyze policies that affect consumer rights and responsibilities. 5D. Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions. 5E. Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; PS A26; ES A38, A39, A40; EA A41; IA A42; G A43; PC A44; DA A45, A46, A47, A48; USHC A49, A50; Econ A51, A52, A53, A54, A55; USG A56, A57, A58, A59

Essential Question(s):

Why is it necessary to appropriately manage resources to ensure the well-being of a parent and child?

Indicators:

What Students Should Know:

1. Terminology
2. Resources
3. Rights and Responsibilities
4. Roles and Responsibilities
5. Management

What Students Should Be Able to Do:

1. Define resource, management, fraud and lifespan.
2. Differentiate between human resources, non-human resources and community resources.
3. Analyze rights and responsibilities of managing resources, including legal considerations.
4. Identify changing roles and responsibilities over lifespan.
5. Develop appropriate methods for managing crisis situations by accessing available resources.

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Learning Strategies:

- Develop a word wall for learning terminology.
- Develop word match game for learning terminology.
- Create a chart identifying the various resources showing availability, methods of contact, needs covered, legal requirements, and parental responsibility for use.
- Create a mock trial indicting a parent for misuse/abuse of resources, such as Supplemental Nutrition Assistance Program (SNAP).
- Create case study/role play to show changing responsibilities of parent and child over lifespan, such as Role 1: Parent 35 years old with a child who is 5 years old; Role 2: Parent 80 years old with a child who is 50 years old.
- Generate a management plan to address a crisis situation.
- Part I: Create a web-based system to interface public resources for assisting families. Part II: Collaborate with US History/Government to create bill to present through Youth-In-Government to State Legislators.
- Create monthly budget to include family size, use of at least one internal support system and two or more external support systems.
- Critique support systems and make recommendations for improvement.

Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work Rubric(s), Teacher Observations, Teacher-Student Conference(s), Student Evaluations of Students

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life - manage interconnected roles in careers, families, and communities

Community Service: guide students to develop, plan, carry out, and evaluate projects that improve the quality of life in the community.

Families First: Families Today – understand and celebrate families; Meet the Challenge – overcome obstacles together

STAR Events: Applied Technology, Chapter Service Project, Illustrated Talk

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Resources:

www.census.gov (Census Bureau) includes teaching tools

www.cdc.gov/ncidod/hip/abc/abc.htm (The Center for Disease Control) An online handbook for child care providers, includes a link to fact sheets for specific childhood diseases and conditions

www.ci.phoenix.az.us/POLICE/babysi1.html (City of Phoenix, Arizona) A Babysitting Resource guide

www.cpsc.gov/ (Consumer Product Safety Commission) resources include 4kids and access to other information about unsafe products

www.cpsc.gov/cpsc/pub/pubs/chldcare.html (Consumer Product Safety Commission-Child Care) Child Care Safety Checklist for Child Care Settings

www.consumer.gov/children.htm (Consumer Information for Children) resources for children from federal government

www.nccic.org (National Child Care Information Center) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories

www.whitehouse.gov/kids/index.html (White House for Kids) resources for children from White House

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

E. PLANNING FOR PARENTHOOD

SC Standard: Evaluate methods of family planning.

FACS Nat'l Standard: 15.4 Analyze physical and emotional factors related to beginning the parenting process.

BroadField FCS Assessment: 3B. Evaluate the effects of diverse perspectives, needs, and characteristics of individual and family. 3D. Evaluate and promote parenting practices that maximize human growth and development. 3E. Evaluate and promote support systems that provide services for parent/families. 5D. Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; PS A21, A26; B A27, A30; ES A38, A39, A40; EA A41; IA A42; G A43; PC A44; DA A45, A46, A47, A48; USHC A49, A50; Econ A51, A52, A53, A54, A55; USG A56, A57, A58, A59

Essential Question(s):

Why is family planning important?

How do various health risks impact family planning?

Indicators:

What Students Should Know:

1. Terminology
2. Alternative ways to become a parent
3. Marriage
4. Risks

What Students Should Be Able to Do:

1. Differentiate between the terms traditional pregnancy, medically-assisted pregnancy, adoption, black market adoption, foster care, polygamy and blended family.
2. Classify the different legally accepted methods of becoming a parent.
3. Identify the advantages and disadvantages of marriage, including legal and ethical considerations.
4. Research risks associated with family planning.

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Learning Strategies:

- Research the various methods of becoming a parent.
- Create a chart identifying the various methods of becoming a parent showing risk factors, costs, ethical considerations, and percentages of success.
- Hold a town hall meeting regarding the complications of family planning on topics such as adoptions (open and close), black market adoptions, surrogacy, and blended families.
- Identify universal values and ethics as it relates to medically-assisted pregnancies, black market adoptions, polygamy and blended family.
- Develop scenarios depicting the benefits of family planning within a marriage.
- Develop scenarios depicting the challenges of family planning outside of marriage.
- Develop a case study, entitled “Who’s Your Baby Daddy?”, identifying issues resulting from a lack of family planning.
- Develop a game, such as “Family Planning Jeopardy”, to test knowledge and understanding of family planning.
- Critique support systems to assist with family planning.

Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work Rubric(s), Teacher Observations, Teacher-Student Conference(s), Student Evaluations of Students

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life - manage interconnected roles in careers, families, and communities

Community Service: guide students to develop, plan, carry out, and evaluate projects that improve the quality of life in the community.

Dynamic Leadership: help young people build leadership skills by mastering the six essentials of leadership – model good character, solve problems, foster positive relationships, manage conflict, build teams, educate peers

PARENTING EDUCATION 1

ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code: 5816

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Financial Fitness: Financing Your Future – apply financial skills to real life

STAR Events: Applied Technology, Illustrated Talk, Interpersonal Communication

STOP the Violence: empower youth with attitudes, skills and resources in order to recognize, report, and reduce youth violence

Student Body: Eat Right- explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more; Be Fit – Take action related to lifelong exercise habits, obesity, sports training, and other topics; Make Healthy Choices – choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress, building self-esteem, and practicing good character

Resources:

South Carolina ETV's K-12 web portal <http://knowitall.org/>

National Parenting Education Network <http://www.npen.org/about/faq.html>

National Family Planning & Reproductive Health Association

http://www.nfprha.org/main/about_us.cfm?Category=Main&Section=Main

Discus South Carolina's Virtual Library <http://scdiscus.org/>

Education Resources Information Center (ERIC) <http://www.eric.ed.gov/>

Journal of Marriage and Family <http://www.ncfr.org/jmf>

Parenting <http://www.parenting.com>

Parent Dish <http://www.parentdish.com>

Jeopardy <http://Jeopardy.com>

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F. CAREERS

SC Standard: Examine interests and career opportunities related to parenting education.

FACS Nat'l Standard:

- 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

Broad Field FCS Assessment: 4A. Analyze strategies to manage multiple roles and responsibilities. 4B. Demonstrate transferable and employability skills in school, community and workplace settings. 4C. Evaluate the reciprocal effects of individual and family participation in community activities.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; EA A41; IA A42; G A43; PC A44; DA A45; A46; A47, A48; USHC A49, A50; Econ A51, A52, A53, A54, A55; USG A56, A57, A58, A59

Essential Question(s):

What are the advantages of examining personal interests to determine potential careers?

Indicators:

What Students Should Know:

1. Terminology
2. Career planning strategies
3. Personal qualities
4. Research information
5. 21st Century Skills

What Students Should Be Able to Do:

1. Differentiate between the terms work, job, career, and volunteer.
2. Develop strategies for career planning.
3. Identify personal qualities to know their strengths.
4. Research career opportunities related to parenting.
5. Demonstrate 21st Century Skills.

Learning Strategies:

- Create a personal time management chart to plan adequate time for school, family, social, and work (if applicable).
- Identify personal qualities including abilities, talents, and interests that influence career choices.

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- Examine various career interests and determine how a particular type of career will fit your personal qualities.
- Analyze the results of career interest inventories and discuss how the information can be applied to personal goals.
- Research labor market information to determine the availability of desired careers.
- List career that have global connections.
- Discuss what global community and global workplace mean to you, your family, and community
- Apply employability skills such as communication, teamwork and leadership in community and workplace settings.
- Develop a portfolio using technology.
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Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work

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APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: PROGRAM Career Steps; INTEGRATE Work and Life; PLUG IN to Careers; SIGN ON to the Career Connection; ACCESS SKILLS for Career Success

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APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: civic/character education; community involvement; projects that address the needs of individuals and families

Dynamic Leadership: balancing home, school, work and family involvements; Character for Leaders; Problem Solving for Leaders; Team Building for Leaders

Families First: Balancing Family and Career; Meet the Challenge

FCCLA FACTS: community traffic safety advocacy

Financial Fitness: Making Money; Financing Your Future

Leaders at Work: on-the-job management projects

Power of One: A Better You; Family Ties; Working on Working; Take the Lead; Speak Out for FCCLA

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, Early Childhood, Focus on Children, Job Interview, National Programs in Action, Parliamentary Procedures, Promote and Publicize FCCLA!, Recycle and Redesign, Teach and Train

Student Body: projects that address health and fitness trends

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Resources:

<http://knowitall.org/> South Carolina ETV'S K-12 web portal
www.bls.gov/oco/home.htm (Bureau of Labor Statistics Occupational Handbook) resources for career information
National Parenting Education Network <http://www.npen.org/about/faq.html>
South Carolina Official Career Resources Network (SCOIS) <http://www.scois.net>
www.alljobsearch.com (All Job Search) A search engine in newspapers for jobs

Resources:

www.careercc.com (Career Consulting Corner) career assessments, jobs interviewing tips, career products
www.careerplanning.about.com/ (Career Planning) career planning and career products for sale
www.educationindex.com/careers/ (Education Index) career resource links
www.hardatwork.com/ (Hard at Work) Texas-based site with career resources, games and information
www.kaplan.com (Kaplan) mock interviews and other job seeking resources
www.keirsey.com (Dr. David Keirsey) Temperament and Character questionnaires
www.careers-cafZ.com/index.htm (International Careers Journal) articles and resources to download for the classroom
www.jobbankusa.com (Job Bank USA) information about job search
www.job-interview.net (Job Interview.net) possible interview questions and suggested answers and other resources for job interviews
www.knowyourtype.com (Meyers-Briggs) information to take the Meyers Briggs test online
www.youngbiz.com (Young Biz) resources for business, career, investing and entrepreneurship for teens