

Family and Consumer Sciences
Grades 9-12

Parenting



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

Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Parenting curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings Parenting into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

Curriculum Writing Team 2009

Michelle Cotturone	Gates-Chili Central School District, Rochester
Debra Dutcher	Laurens Central School, Laurens
Sheryl Garofano	North Syracuse Central School District, Cicero
Anne Grab	South Colonie Central School District, Colonie
Deborah Hall	Cobleskill-Richmondville Central School District, Cobleskill
Sadye Halpin	Odessa-Montour Central School District, Odessa
Tracy Henry	North Colonie Central School District, Latham
Susan Herrington	Hoosick Falls Central School District, Hoosick Falls
Barbara Mikler-Crandon	Newark Central School District, Newark
Elizabeth Mosher	Little Falls Central School District, Little Falls
Mary Ann Pinney	Franklin Central School, Franklin
Heather Scherb	Addison Central School District, Addison
Ellen Shurgan	Lawrence High School, Cedarhurst
Mary Summers-Wende	Alden Central School District, Alden
Sally Taibe	Warrensburg Central School District, Warrensburg
Dawn B. Scagnelli	New York State Education Department, Albany

Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Parenting course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. Parenting is a cluster level course in the Human Services and Family Studies content area. All Family and Consumer Sciences courses allow students to apply the process skills of communication, leadership, management, and thinking in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Lifespan Studies
- Food and Nutrition
- Clothing and Textiles
- Housing and Environment

Human Services and Family Studies cluster courses:

- Adolescent Psychology
- Careers in Human Services
- Child Development and Psychology
- Early Childhood Education
- Gerontology
- Parenting
- Independent Living

The Parenting course may be used to meet the New York State parenting education mandate.

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies are based on the National Learning Standards in Family and Consumer Sciences.

Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As such, Commissioner's Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.

Message to the Teacher

The Parenting course will provide students with a broad foundation of the knowledge, skills, and attitudes necessary to promote quality growth and development of children and families in school, community, and workplace settings. Students will develop understanding of the diversity of families and how diversity impacts parenting choices and outcomes. Students will have the opportunity to examine the wide variety of career paths in community and family services, and to identify the knowledge and skills necessary for success within the field. This course invites all students to apply the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the Parenting course. The content topics in the Parenting course are aligned with the commencement level New York State Learning Standards for Family and Consumer Sciences and Career Development and Occupational Studies. In addition, they are aligned with the National Learning Standards for Family and Consumer Sciences.

This document serves as curricular guidance for Parenting courses delivered statewide. This course was designed as a 40-week course, though schools may wish to condense the time to 20 weeks. If Parenting is offered without initial completion of the Lifespan Studies Core course, the breadth of content topics included may be addressed best in a 40-week time frame. No matter how many courses a school offers in the Human Services and Family Studies cluster, it is strongly recommended that students have the opportunity to observe and interact with children and community agencies in formal and informal settings. Learning experiences must be hands-on, engaging, and involve application of information and skills to real-life situations.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. As Family and Consumer Sciences teachers our charge is to empower students by engaging them in experiential activities that will guide them into the future.

Curriculum Overview — Parenting

1. What is the prerequisite?

The Lifespan Studies Core course is a suggested prerequisite for all cluster-level courses in Human Services and Family Studies. Parenting was designed as a 40-week course, though schools may wish to condense the time to 20 weeks. If Parenting is offered without initial completion of the Lifespan Studies Core course, the breadth of content topics included may be addressed best in a 40-week time frame.

2. Who can teach the Parenting course?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. Certified Family and Consumer Sciences educators may also teach the Careers and Financial Management course required for Career and Technical Education majors.

3. How is the Parenting course organized?

The Parenting course is divided into 8 content topics:

- Understanding Parenting (UP)
- Family Structures and Options (FSO)
- Becoming a Parent (BP)
- Nurturing Children and Families (NCF)
- Guiding Children
- Managing Family Responsibilities (MFR)
- Parenting Challenges and Transitions (PCT)
- Community and Family Advocacy (CFA)

Each content topic is introduced with an Essential Question which will allow the students to focus on the process skills involved. This is followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.

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

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

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

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

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

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

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

6. What instructional strategies best support student learning in Parenting?

The purpose of instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences and Career Development and Occupational Studies. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard.

Parenting should be taught using an experiential approach. So that students may realize the benefits of this course, it is strongly recommended that they have regularly scheduled time to work directly with children and community agencies. Guidelines for laboratory facilities and equipment can be accessed in the Family and Consumer Sciences Facilities Guide at <http://www.p12.nysed.gov/cte/facse/guide.html>.

7. How can special needs students succeed in Parenting?

Family and Consumer Sciences educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies. Information on adapting space and equipment for special needs students can be found in the Family and Consumer Sciences Facilities Guide at <http://www.p12.nysed.gov/cte/facse/guide.html>.

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

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

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

9. How does Parenting support positive youth development?

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

Course: Parenting

Content Topics

A. Understanding Parenting (UP)

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

B. Family Structures and Options (FSO)

- a. Family Structures and Functions
- b. Influence of Family Structure on Parenting
- c. Teen Pregnancy and Parenting
- d. Current Events, Trends, and Issues

C. Becoming a Parent (BP)

- a. Pre-pregnancy Considerations
- b. Pregnancy and Prenatal Development
- c. Prenatal Care
- d. Preparing for Birth
- e. The Birth Process
- f. Postnatal Care
- g. Current Events, Trends, and Issues

D. Nurturing Children and Families (NCF)

- a. Principles of Child Growth and Development
- b. Nurturing Physical Growth and Development
- c. Child Health and Safety
- d. Nurturing Emotional Growth and Development
- e. Nurturing Social Growth and Development
- f. Nurturing Intellectual Growth and Development
- g. Current Research, Issues, Events, and Trends

E. Guiding Children (GC)

- a. Promoting Positive Behavior
- b. Communication
- c. Personal Safety
- d. Current Research, Issues, Events, and Trends

F. Managing Family Responsibilities (MFR)

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

G. Parenting Challenges and Transitions (PCT)

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

H. Community and Family Advocacy (CFA)

- a. Parenting and Community Connections
- b. Government Services
- c. Legal Issues
- d. Current Research, Issues, Events, and Trends Understanding
- e. Careers Related to Parenting

Appendices

Appendix A - Best Practices Rubric and Template

Appendix B - Compilation of Performance Objectives and Supporting Competencies

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

Standards Connections

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

Rationale

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

Key Ideas

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

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

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a6 - Managing Information

Performance Objectives and Supporting Competencies for Understanding Parenting

Understanding Parenting Performance Objective 1

UP.1 Summarize the reasons for studying parenting

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

Understanding Parenting Performance Objective 2

UP.2 Investigate parenting and families in history

- UP.2.1. Identify important historical changes that have influenced the understanding of parenting and families
- UP.2.2. Compare and contrast historical perspectives and current parenting and family trends

Understanding Parenting Performance Objective 3

UP.3 Investigate how parents and families are influenced by cultural perspectives

- UP.3.1. Recognize the diversity of parents and families from different cultures
- UP.3.2. Explain the effects of ethnicity and culture on parenting and families
- UP.3.3. Assess the impact of the current culture on parenting and families

Understanding Parenting Performance Objective 4

UP.4 Analyze personal readiness for parenthood

- UP.4.1. Identify characteristics of a physical, social, emotional, and cognitively mature individual considering parenthood
- UP.4.2. Examine reasons for choosing parenthood
- UP.4.3. Assess how parenting contributes to personal lifespan goals
- UP.4.4. Assess the initial and ongoing financial needs of parenthood
- UP.4.5. Analyze the myths and realities of parenting

Understanding Parenting Performance Objective 5

UP.5 Summarize the responsibilities of parenting

- UP.5.1. Identify ways of meeting basic needs of children
- UP.5.2. Identify the complex needs of children such as but not limited to intellectual, social, emotional, and moral needs
- UP.5.3. Explore the importance of being an involved parent

Understanding Parenting Performance Objective 6

UP.6 Examine relationships in parenting, family, and marriage

- UP.6.1. Identify the characteristics of a healthy relationship
- UP.6.2. Identify the effect of living arrangements on the emotional and social well being of parents and their children
- UP.6.3. Demonstrate how communication can be use to resolve conflicts and reach compromises
- UP.6.4. Analyze how individuals and families make choices to satisfy needs and wants

Understanding Parenting Performance Objective 7

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

- UP.7.1. Examine the influence local, state, national, and global issues, standards, policies, regulations, and laws have on parenting
- UP.7.2. Recognize current technological procedures and practices that may impact parenting
- UP.7.3. Discuss the impact future research, issues, events, and technological advances have on parenting

B. Family Structures and Options (FSO) *What roles do family structure, options, and trends play in parenting?*

Standards Connections

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

Rationale

The purpose of this content topic is to understand the impact of family structure on parenting and the growth and development of the family. Students will be given the opportunity to develop broader understanding of the diversity of families and how this impacts parenting choices and outcomes. Students will examine the short and long term impact of teen pregnancy and explore how it affects the individual and other family members. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of family structures and options.

Key Ideas

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

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

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

Performance Objectives and Supporting Competencies for Family Structures and Options

Family Structures and Options Performance Objective 1

FSO.1 Identify various family structures

- FSO.1.1. Compare and contrast nuclear, blended, single, and extended family structures
- FSO.1.2. Identify non-traditional family structures
- FSO.1.3. Recognize factors that contribute to the need for intergenerational parenting
- FSO.1.4. Examine foster/custodial parenting
- FSO.1.5. Explore adoption as a means of becoming a parent

Family Structures and Options Performance Objective 2

FSO.2 Examine the influence of family structures on parenting decisions

- FSO.2.1. Compare and contrast how family structures impact parenting decisions
- FSO.2.2. Discuss how family structures continually change and consider their impact on parenting decisions
- FSO.2.3. Analyze the impact family structure has on the roles and responsibilities of each individual family member

Family Structures and Options Performance Objective 3

FSO.3 Explore the implications of teen pregnancy on teens, their children, families, and society

- FSO.3.1. Recognize and discuss pressures and circumstances that increase risk of teen pregnancy
- FSO.3.2. Identify resources for preventing teen pregnancy
- FSO.3.3. Evaluate options for teen parents and examine sources of support for them
- FSO.3.4. Discuss challenges associated with teens having children
- FSO.3.5. Examine possible short and long-term impact on teen parent, children, and extended family

Family Structures and Options Performance Objective 4

FSO.4 Analyze the impact current issues, events, and technological advances have on parenting

- FSO.4.1. Examine the influence local, state, national, and global issues and events have on today's parents and families
- FSO.4.2. Identify and project the impact of technological advances on parents and families
- FSO.4.3. Evaluate the influence media has on parents and families

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

Standards Connections

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

Rationale

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

Key Ideas

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

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

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

Performance Objectives and Supporting Competencies for Becoming a Parent

Becoming a Parent Objective 1

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

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

Becoming a Parent Performance Objective 2

BP.2 Describe pregnancy and prenatal growth and development

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

Becoming a Parent Performance Objective 3

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

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

Becoming a Parent Performance Objective 4

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

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

Becoming a Parent Performance Objective 5

BP.5 Describe the birth process

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

Becoming a Parent Performance Objective 6

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

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

Becoming a Parent Performance Objective 7

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

- BP.7.1. Examine the influence local, state, national, and global issues, standards, policies, regulations, and laws have on prenatal growth and development
- BP.7.2. Recognize and understand current technological procedures and practices that may impact the health and well-being of the mother and child (for example pre-natal surgical intervention, cord blood banking, etc.)
- BP.7.3. Determine legal and ethical implications of technological advances utilized during the prenatal period
- BP.7.4. Discuss the impact future technological advances utilized may have on prenatal growth and development

D. Nurturing Children and Families (NCF) *How will understanding the key factors that impact child growth and development help me promote optimal growth and development for children?*

Standards Connections

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

Rationale

The purpose of this content topic is to identify the developmental needs of children. Students will explore methods of meeting these developmental needs by utilizing strategies that promote optimal growth and development across childhood. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of nurturing children and families.

Key Ideas

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

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

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

Performance Objectives and Supporting Competencies for Nurturing Children and Families

Nurturing Children and Families Performance Objective 1

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

- NCF.1.1. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of infants
- NCF.1.2. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of toddlers
- NCF.1.3. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of pre-school children
- NCF.1.4. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of school-age children

Nurturing Children and Families Performance Objective 2

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

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

Nurturing Children and Families Performance Objective 3

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

- NCF.3.1. Explain the concept of wellness and how parents maintain wellness in children
- NCF.3.2. Describe symptoms and treatment of common childhood illness
- NCF.3.3. Analyze preventative measures to ensure the health and well being of children including but not limited to well child medical care, immunizations, Shaken Baby Syndrome, Sudden Infant Death Syndrome, traumatic brain injury
- NCF.3.4. Demonstrate steps to follow in general and specific emergency and first aid situations

Nurturing Children and Families Performance Objective 4

NCF.4 Describe ways to nurture optimum emotional growth and development of children

- NCF.4.1. Explain the basic human need for bonding and attachment between a parent and child and how this can best be met
- NCF.4.2. Compare and contrast emotional responses of children at different stages of development
- NCF.4.3. Demonstrate appropriate responses to a child's emotions that promote emotional growth
- NCF.4.4. Review the theories of development as they relate to emotional development of children
- NCF.4.5. Develop guidelines for teaching children to be independent

Nurturing Children and Families Performance Objective 5

NCF.5 Describe ways to nurture optimum social growth and development of children

- NCF.5.1. Compare and contrast a child's social skills at different ages
- NCF.5.2. Explain how to teach children skills for getting along with other children and for solving conflicts
- NCF.5.3. Understand the importance of teaching children good manners and respect for others in a diverse society
- NCF.5.4. Identify the importance of play, the types of play, and developmentally appropriate activities and practices for each stage of childhood
- NCF.5.5. Recommend ways to respond to sibling rivalry within the family
- NCF.5.6. Review the theories of development as they relate to social development of children

Nurturing Children and Families Performance Objective 6

NCF.6 Describe ways to nurture optimum intellectual growth and development of children

- NCF.6.1. Relate new research findings on brain development to parenting young children
- NCF.6.2. Review the theories of development as they relate to intellectual development of children
- NCF.6.3. Describe ways to teach children basic concepts using everyday activities
- NCF.6.4. Explain techniques for helping children build intellectual skills including but not limited to memory, curiosity, imagination, creativity, and reasoning
- NCF.6.5 Identify language skills that children need and ways to promote them

Nurturing Children and Families Performance Objective 7

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

- NCF.7.1. Explain the influence of local, state, national, and global issues, standards, policies, regulations, and laws have on child growth and development
- NCF.7.2. Discuss the impact future technological advances may have on child growth and development

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

Standards Connections

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

Rationale

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

Key Ideas

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

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

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

Performance Objectives and Supporting Competencies for Guiding Children

Guiding Children Performance Objective 1

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

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

Guiding Children Performance Objective 2

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

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

Guiding Children Performance Objective 3

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

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

Guiding Children Performance Objective 4

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

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

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

Standards Connections

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

Rationale

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

Key Ideas

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

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

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

Performance Objectives and Supporting Competencies for Managing Family Responsibilities

Managing Family Responsibilities Performance Objective 1

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

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

Managing Family Responsibilities Performance Objective 2

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

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

Managing Family Responsibilities Performance Objective 3

MFR.3 Explore the various roles within the family

- MFR.3.1. Compare parental leadership roles and parenting styles within different types of families
- MFR.3.2. Examine the impact of birth order, family size, gender, culture, and other influences on children
- MFR.3.3. Determine the impact parenting style has on the various roles within the family

Managing Family Responsibilities Performance Objective 4

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

- MFR.4.1. Develop a plan to help parents balance the responsibilities of parenting while meeting personal needs
- MFR.4.2. Discuss the various ways to relieve stress and maintain a healthy family and personal environment

Managing Family Responsibilities Performance Objective 5

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

- MFR.5.1. Explain the influence of local, state, national, and global issues, standards, policies, regulations, and laws have on managing family responsibilities
- MFR.5.2. Discuss the impact future technological advances may have on managing family responsibilities

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

Standards Connections

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

Rationale

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

Key Ideas

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

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

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

Performance Objectives and Supporting Competencies for Parenting Challenges and Transitions

Parenting Challenges and Transitions Performance Objective 1

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

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

Parenting Challenges and Transitions Performance Objective 2

PCT.2 Describe the problem of child abuse and maltreatment and how it can be prevented

- PCT.2.1. Define child abuse and describe the types of maltreatment
- PCT.2.2. Describe the signs of abuse and maltreatment in children and adolescents
- PCT.2.3. Analyze the reasons for abuse and maltreatment
- PCT.2.4. Explain what can be done to prevent child abuse
- PCT.2.5. Identify local and state professionals or agencies that provide assistance for abused children and their families

Parenting Challenges and Transitions Performance Objective 3

PCT.3 Identify transitions that families may face that would impact the lives of children

- PCT.3.1. Identify life transitions that families may face that pose challenges for children and their families including but not limited to blended families, launching/returning of adult children, caring for adult children with special needs, changing careers, aging family members, etc.
- PCT.3.2. Recognize the impact that those transitions can have on the growth and development of children and their families
- PCT.3.3. Determine possible actions and effective advocacy strategies for managing these transitions that families may face

Parenting Challenges and Transitions Performance Objective 4

PCT.4 Analyze the impact of current research, issues, events, and technological advances in parenting challenges and transitions

- PCT.4.1. Examine the influence of local, state, national, and global issues, standards, policies, regulations, and laws on children and their families in crisis or transition
- PCT.4.2. Discuss the impact future technological advances utilized may have on children and their families in crisis or transition

H. Community and Family Advocacy (CFA) *What resources are available to me and my family to make informed decisions regarding community and family advocacy?*

Standards Connections

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

Rationale

The purpose of this content topic is to introduce students to public and private organizations and agencies that provide services to parents and families. The students will also explore the legal system that has been put in place for parents, children, and families. In addition, students will have the opportunity to examine the wide variety of career paths in community and family services, and to identify the knowledge skills necessary for success within the field. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of community and family advocacy.

Key Ideas

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

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

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Community and Family Advocacy

Community and Family Advocacy Performance Objective 1

CFA.1 Research local, state, national, and global services and agencies (that may be for-profit, not-for-profit, or governmental) that assist families and children

- CFA.1.1. Identify local, state, national, and global services and agencies including but not limited to community charities, food pantries, and community action programs, that assist families and children
- CFA.1.2. Examine the objectives and mission statement of these local, state, national, and global services and agencies that assist families and children
- CFA.1.3. Describe ways a family might utilize local, state, national, and global services and agencies to assist the parent and family through challenge and daily life

- CFA.1.4. Develop leadership skills to support and advocate for local, state, national, and global services and agencies that assist families and children
- CFA.1.5. Identify local, state, national, and global governmental agencies such as but not limited to Women Infant and Children, Head Start, and the Department of Social Services and the divisions within, that assist families and children
- CFA.1.6. Examine the objectives and mission statement of this local, state, national, and global governmental agencies that assist families and children
- CFA.1.7. Describe ways a family might utilize local, state, national, and global governmental agencies to assist the parent and family through challenges and daily life

Community and Family Advocacy Performance Objective 2

CFA.2 Analyze the legal issues that effect parents, families, and children

- CFA.2.1. Identify the rights and responsibilities of parents, families, and children in daily life and life events such as but not limited to separation, divorce, adoption, death, guardianship, and foster care
- CFA.2.2. Identify parental rights and responsibilities associated with child custody, visitation, and child support
- CFA.2.3. Identify resources to aid parents, families, and children through life events such as but not limited to separation, divorce, adoption, death, guardianship, and foster care
- CFA.2.4. Examine the effects of legal actions on parents, families, and children through life events such as but not limited to separation, divorce, adoption, death, guardianship, and foster care
- CFA.2.5. Research the child support regulations in New York State
- CFA.2.6. Compare and contrast the child support regulations across the nation

Community and Family Advocacy Performance Objective 3

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

- CFA.3.1. Examine the influence local, state, national, and global issues, standards, policies, regulations, and laws have on the community and family
- CFA.3.2. Recognize current technological procedures and practices that may impact the community and family
- CFA.3.3. Discuss the impact research, issues, events, and technological advances have on community and family

Community and Family Advocacy Performance Objective 4

CFA.5 Investigate careers related to community and family advocacy

- CFA.4.1. Analyze career paths within the field of community and family services
- CFA.4.2. Assess personal qualities related to career suitability in the field of community and family services
- CFA.4.3. Determine education and training requirements for careers in the field of community and family services
- CFA.4.4. Identify professional standards and practices related to careers in the field of community and family services

- CFA.4.5. Identify opportunities for employment and entrepreneurial endeavors
- CFA.4.6. Examine the impact of community and family advocacy related careers on local, state, national, and global economies

Appendix A
FAMILY AND CONSUMER SCIENCES –PARENTING COURSE
BEST PRACTICES RUBRIC

Indicators	1 Falls Below Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
NYS FACS Learning Standards	Does not connect to NYS FACS Learning Standards.	Has limited evidence of connection to 1 NYS FACS Learning Standard.	Adequate evidence of connection to 1 or more NYS FACS Learning Standards.	Evidence of strong connections to 2 or more NYS FACS Learning Standards
NYS CDOS Learning Standards	Does not connect to NYS CDOS Learning Standards.	Has limited evidence of connection to 1 NYS CDOS Learning Standard.	Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.	Evidence of strong connections to 2 or more NYS CDOS Learning Standards including Standard 3b.
NYS Academic Learning Standards	Does not connect to NYS academic Learning Standards.	Has limited evidence of connection to 1 NYS academic Learning Standard.	Adequate evidence of connection to 1 or more NYS academic Learning Standard.	Evidence of strong connections to 2 or more NYS academic Learning Standards.
Course Content Topics	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
Process Skills	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
Strategy	Instruction is dependent primarily on textbooks, lecture, paper, and pencil. Teacher driven.	Hands-on experiential learning is limited. Minimal student involvement.	Includes 75 percent hands-on experiential learning. Adequate student involvement.	Includes more than 75 percent hands-on experiential learning. Active student engagement. Teacher as facilitator.
Implementation	Does not flow in a logical sequence. Necessary resources would make implementation difficult.	Follows a logical sequence. Most necessary resources may make implementation difficult.	Follows a logical sequence. Some necessary resources may make implementation difficult.	Follows a logical sequence. All necessary resources make implementation easy.
Assessment	Cannot be assessed. Or Assessment not included.	Assessment is vaguely related to objectives and competencies.	Assessment relates to objectives and competencies.	Assessment is directly related to objectives and competencies.

PARENTING BEST PRACTICES TEMPLATE

NYS LEARNING STANDARDS:

Family & Consumer Sci 1_____

2_____

3_____

CDOS 1_____

3a_____

PARENTING

CONTENT TOPICS:

Understanding Parenting

Family Structures

Becoming a Parent

Nurturing Children

Guiding Children

Managing Family

Parenting Challenges

Community Advocacy _____

APPLIED PROCESS SKILLS:

Communication _____

Leadership _____

Management _____

Thinking _____

APPLIED ACADEMICS:

Circle Standard Number(s)

ELA	1	2	3	4
-----	---	---	---	---

MST	1	2	3	4	5	6
-----	---	---	---	---	---	---

Soc St 1 2 3 4 5

The Arts 1 2 3 4

LOTE 1 2

TITLE: _____

CONTENT TOPICS: (Complete only those that apply)

Understanding Parenting (UP)

- Performance Objective – UP
 - Supporting Competency – UP

Family Structures and Options (FSO)

- Performance Objective – FSO
 - Supporting Competency – FSO

Becoming a Parent (BP)

- Performance Objective – BP
 - Supporting Competency – BP

Nurturing Children and Families (NCF)

- Performance Objective – NCF
 - Supporting Competency – NCF

Guiding Children (GC)

- Performance Objective –GC
 - Supporting Competency –GC

Managing Family Responsibilities (MFR)

- Performance Objective – MFR
 - Supporting Competency – MFR

Parenting Challenges and Transitions (PCT)

- Performance Objective – PCT
 - Supporting Competency – PCT

Community and Family Advocacy (CFA)

- Performance Objective –CFA
 - Supporting Competency –CFA

TITLE:

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

Appendix B

PARENTING PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

A. Understanding Parenting

UP.1 Summarize the reasons for studying parenting

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

UP.2 Investigate parenting and families in history

- UP.2.1. Identify important historical changes that have influenced the understanding of parenting and families
- UP.2.2. Compare and contrast historical perspectives and current parenting and family trends

UP.3 Investigate how parents and families are influenced by cultural perspectives

- UP.3.1. Recognize the diversity of parents and families from different cultures
- UP.3.2. Explain the effects of ethnicity and culture on parenting and families
- UP.3.3. Assess the impact of the current culture on parenting and families

UP.4 Analyze personal readiness for parenthood

- UP.4.1. Identify characteristics of a physical, social, emotional, and cognitively mature individual considering parenthood
- UP.4.2. Examine reasons for choosing parenthood
- UP.4.3. Assess how parenting contributes to personal lifespan goals
- UP.4.4. Assess the initial and ongoing financial needs of parenthood
- UP.4.5. Analyze the myths and realities of parenting

UP.5 Summarize the responsibilities of parenting

- UP.5.1. Identify ways of meeting basic needs of children such as but not limited to food, water, shelter, and clothing
- UP.5.2. Identify the complex needs of children such as but not limited to intellectual, social, emotional, and moral needs
- UP.5.3. Explore the importance of being an involved parent

UP.6 Examine relationships in parenting, family, and marriage

- UP.6.1. Identify the characteristics of a healthy relationship
- UP.6.2. Identify the effect of living arrangements on the emotional and social well being of parents and their children
- UP.6.3. Demonstrate how communication can be use to resolve conflicts and reach compromises
- UP.6.4. Analyze how individuals and families make choices to satisfy needs and wants

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

- UP.7.1. Examine the influence local, state, national, and global issues, standards, policies, regulations, and laws have on parenting
- UP.7.2. Recognize current technological procedures and practices that may impact parenting
- UP.7.3. Discuss the impact future research, issues, events, and technological advances have on parenting

B. Family Structures and Options

FSO.1 Identify various family structures

- FSO.1.1. Compare and contrast nuclear, blended, single, and extended family structures
- FSO.1.2. Identify non-traditional family structures
- FSO.1.3. Recognize factors that contribute to the need for intergenerational parenting
- FSO.1.4. Examine foster/custodial parenting
- FSO.1.5. Explore adoption as a means of becoming a parent

FSO.2 Examine the influence of family structures on parenting decisions

- FSO.2.1. Compare and contrast how family structures impact parenting decisions
- FSO.2.2. Discuss how family structures continually change and consider their impact on parenting decisions
- FSO.2.3. Analyze the impact family structure has on the roles and responsibilities of each individual family member

FSO.3 Explore the implications of teen pregnancy on teens, their children, families, and society

- FSO.3.1. Recognize and discuss pressures and circumstances that increase risk of teen pregnancy
- FSO.3.2. Identify resources for preventing teen pregnancy
- FSO.3.3. Evaluate options for teen parents and examine sources of support for them
- FSO.3.4. Discuss challenges associated with teens having children
- FSO.3.5. Examine possible short and long-term impact on teen parent, children, and extended family

FSO.4 Analyze the impact current issues, events, and technological advances have on parenting

- FSO.4.1. Examine the influence local, state, national, and global issues and events have on today's parents and families
- FSO.4.2. Identify and project the impact of technological advances on parents and families
- FSO.4.3. Evaluate the influence media has on parents and families

C. Becoming a Parent

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

- BP.1.1. Identify the importance of good health prior to conception
- BP.1.2. Identify risky lifestyle choices and behaviors that may affect a health pregnancy
- BP.1.3. Analyze the effect of heredity and environment on human growth and development

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

BP.2 Describe pregnancy and prenatal growth and development

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

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

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

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

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

BP.5 Describe the birth process

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

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

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

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

- BP.7.1. Examine the influence local, state, national, and global issues, standards, policies, regulations, and laws have on prenatal growth and development
- BP.7.2. Recognize and understand current technological procedures and practices that may impact the health and well-being of the mother and child (for example pre-natal surgical intervention, cord blood banking, etc.)
- BP.7.3. Determine legal and ethical implications of technological advances utilized during the prenatal period
- BP.7.4. Discuss the impact future technological advances utilized may have on prenatal growth and development

D. Nurturing Children and Families

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

- NCF.1.1. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of infants
- NCF.1.2. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of toddlers
- NCF.1.3. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of pre-school children
- NCF.1.4. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of school-age children

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

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

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

- NCF.3.1. Explain the concept of wellness and how parents maintain wellness in children
- NCF.3.2. Describe symptoms and treatment of common childhood illness
- NCF.3.3. Analyze preventative measures to ensure the health and well being of children including but not limited to well child medical care, immunizations, Shaken Baby Syndrome, Sudden Infant Death Syndrome, traumatic brain injury
- NCF.3.4. Demonstrate steps to follow in general and specific emergency and first aid situations

NCF.4 Describe ways to nurture optimum emotional growth and development of children

- NCF.4.1. Explain the basic human need for bonding and attachment between a parent and child and how this can best be met
- NCF.4.2. Compare and contrast emotional responses of children at different stages of development
- NCF.4.3. Demonstrate appropriate responses to a child's emotions that promote emotional growth

- NCF.4.4. Review the theories of development as they relate to emotional development of children
- NCF.4.5. Develop guidelines for teaching children to be independent

NCF.5 Describe ways to nurture optimum social growth and development of children

- NCF.5.1. Compare and contrast a child's social skills at different ages
- NCF.5.2. Explain how to teach children skills for getting along with other children and for solving conflicts
- NCF.5.3. Understand the importance of teaching children good manners and respect for others in a diverse society
- NCF.5.4. Identify the importance of play, the types of play, and developmentally appropriate activities and practices for each stage of childhood
- NCF.5.5. Recommend ways to respond to sibling rivalry within the family
- NCF.5.6. Review the theories of development as they relate to social development of children

NCF.6 Describe ways to nurture optimum intellectual growth and development of children

- NCF.6.1. Relate new research findings on brain development to parenting young children
- NCF.6.2. Review the theories of development as they relate to intellectual development of children
- NCF.6.3. Describe ways to teach children basic concepts using everyday activities
- NCF.6.4. Explain techniques for helping children build intellectual skills including but not limited to memory, curiosity, imagination, creativity, and reasoning
- NCF.6.5. Identify language skills that children need and ways to promote them

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

- NCF.7.1. Explain the influence of local, state, national, and global issues, standards, policies, regulations, and laws have on child growth and development
- NCF.7.2. Discuss the impact future technological advances may have on child growth and development

E. Guiding Children

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

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

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

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

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

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

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

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

F. Managing Family Responsibilities

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

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

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

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

MFR.3 Explore the various roles within the family

- MFR.3.1. Compare parental leadership roles and parenting styles within different types of families
- MFR.3.2. Examine the impact of birth order, family size, gender, culture, and other influences on children
- MFR.3.3. Determine the impact parenting style has on the various roles within the family

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

- MFR.4.1. Develop a plan to help parents balance the responsibilities of parenting while meeting personal needs
- MFR.4.2. Discuss the various ways to relieve stress and maintain a healthy family and personal environment

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

- MFR.5.1. Explain the influence of local, state, national, and global issues, standards, policies, regulations, and laws have on managing family responsibilities
- MFR.5.2. Discuss the impact future technological advances may have on managing family responsibilities

G. Parenting Challenges and Transitions**PCT.1 Identify challenges that families may face that would impact the lives of children**

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

PCT.2 Describe the problem of child abuse and maltreatment and how it can be prevented

- PCT.2.1. Define child abuse and describe the types of maltreatment
- PCT.2.2. Describe the signs of abuse and maltreatment in children and adolescents
- PCT.2.3. Analyze the reasons for abuse and maltreatment
- PCT.2.4. Explain what can be done to prevent child abuse
- PCT.2.5. Identify local and state professionals or agencies that provide assistance for abused children and their families

PCT.3 Identify transitions that families may face that would impact the lives of children

- PCT.3.1. Identify life transitions that families may face that pose challenges for children and their families including but not limited to blended families, launching/returning of adult children, caring for adult children with special needs, changing careers, aging family members, etc.
- PCT.3.2. Recognize the impact that those transitions can have on the growth and development of children and their families
- PCT.3.3. Determine possible actions and effective advocacy strategies for managing these transitions that families may face

PCT.4 Analyze the impact of current research, issues, events, and technological advances in parenting challenges and transitions

- PCT.4.1. Examine the influence of local, state, national, and global issues, standards, policies, regulations, and laws on children and their families in crisis or transition
- PCT.4.2. Discuss the impact future technological advances utilized may have on children and their families in crisis or transition

H. Community and Family Advocacy

CFA.1 Research local, state, national, and global services and agencies (that may be for-profit, not-for-profit, or governmental) that assist families and children

- CFA.1.1. Identify local, state, national, and global services and agencies including but not limited to community charities, food pantries, and community action programs, that assist families and children
- CFA.1.2. Examine the objectives and mission statement of these local, state, national, and global services and agencies that assist families and children
- CFA.1.3. Describe ways a family might utilize local, state, national, and global services and agencies to assist the parent and family through challenge and daily life
- CFA.1.4. Develop leadership skills to support and advocate for local, state, national, and global services and agencies that assist families and children
- CFA.1.5. Identify local, state, national, and global governmental agencies such as but not limited to Women Infant and Children, Head Start, and the Department of Social Services and the divisions within, that assist families and children
- CFA.1.6. Examine the objectives and mission statement of this local, state, national, and global governmental agencies that assist families and children
- CFA.1.7. Describe ways a family might utilize local, state, national, and global governmental agencies to assist the parent and family through challenges and daily life

CFA.2 Analyze the legal issues that effect parents, families, and children

- CFA.2.1. Identify the rights and responsibilities of parents, families, and children in daily life and life events such as but not limited to separation, divorce, adoption, death, guardianship, and foster care
- CFA.2.2. Identify parental rights and responsibilities associated with child custody, visitation, and child support

- CFA.2.3. Identify resources to aid parents, families, and children through life events such as but not limited to separation, divorce, adoption, death, guardianship, and foster care
- CFA.2.4. Examine the effects of legal actions on parents, families, and children through life events such as but not limited to separation, divorce, adoption, death, guardianship, and foster care
- CFA.2.5. Research the child support regulations in New York State
- CFA.2.6. Compare and contrast the child support regulations across the nation

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

- CFA.3.1. Examine the influence local, state, national, and global issues, standards, policies, regulations, and laws have on the community and family
- CFA.3.2. Recognize current technological procedures and practices that may impact the community and family
- CFA.3.3. Discuss the impact research, issues, events, and technological advances have on community and family

CFA.5 Investigate careers related to community and family advocacy

- CFA.4.1. Analyze career paths within the field of community and family services
- CFA.4.2. Assess personal qualities related to career suitability in the field of community and family services
- CFA.4.3. Determine education and training requirements for careers in the field of community and family services
- CFA.4.4. Identify professional standards and practices related to careers in the field of community and family services
- CFA.4.5. Identify opportunities for employment and entrepreneurial endeavors
- CFA.4.6. Examine the impact of community and family advocacy related careers on local, state, national, and global economies