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FAMILY AND CONSUMER SCIENCES  
HUMAN SERVICES AND FAMILY STUDIES CLUSTER

COURSE: PARENTING

- MODULES:
- I. Responsible Parenting
  - II. Prenatal Development
  - III. Care and Development of Children
  - IV. Parenting Skills
  - V. Child in the Family
  - VI. Community Networking

MINIMUM TEACHING TIME: 54 hours

## COURSE: PARENTING

### OVERVIEW OF COURSE

#### **Goal**

The purpose of this course is to empower students to knowledgeably explore and define their personal values concerning parenting and to become knowledgeable of the responsibilities of becoming a parent.

#### **Description**

This course focuses on identifying those concepts of responsible childbearing that every young person should know. The potential parent will become aware of the need to begin caring for personal health, practicing informed decision making about personal lifestyle, forming positive ways to meet physical, psychological, and emotional needs and developing awareness of the kind of parent he or she wants to be.

The most common denominator among children and young adults in schools today is that they face the likelihood of one day choosing whether or not to become a parent, when, with whom, and under which economic, social, educational, and physical conditions. Most will one day become parents by choice or chance. The ability to make these decisions wisely is not easy or inborn.

The serious national concerns of the high incidence of birth defects, low birth weight, poor prenatal care and nutrition, and their relationship to the pregnancy rate in teenagers are addressed. The teacher must be aware of the sensitive and personal nature of these topics and present the content in an unbiased, nonjudgmental and factual manner so that benefits and dangers are evident. Decisions will be made by students according to the personal, cultural, ethical, religious, and family values of each.

#### **Skills, Knowledge, and Behaviors to be Developed**

The ability to:

1. Assess personal sexual behavior patterns for consistency with family values and goals.
2. Recognize the factors which influence the development of an unborn child.
3. Examine options in parenting and birthing.
4. Identify the variety, forms and responsibilities of new parents.
5. Describe how humans are developed and list possible prenatal planning decisions for optimal fetal development.
6. Recognize the impact and incidence of birth defects and possible prevention.
7. Assess the possibility of having a child with handicapping conditions and investigate how such families are coping.
8. Recognize that parenting is for life, and requires adjustments in lifestyles, careers, and relationships by new parents.
9. Examine choices available to new parents, who may need support.

10. Determine what to look for in order to create and promote quality child care situations.  
 COURSE: PARENTING

MINIMUM COURSE TIME ALLOCATIONS

MODULE	TIME	
	Weeks	Hours
I. Responsible Parenting	2 1/2	7 1/2
II. Prenatal Development	3	9
III. Care and Development of Children	8	24
IV. Parenting Skills	2	6
V. Child in the Family	1	3
VI. Community Networking	1 1/2	4 1/2
Minimum Teaching Time	18	54

## COURSE: PARENTING

### CONTENT OUTLINE

- I. Responsible Parenting
  - A. Decision Making
    - 1. Self-esteem
    - 2. For the future
    - 3. Personal values
  - B. Choosing Parenthood
  - C. Parenting as a Lifetime Commitment
- II. Prenatal Development
  - A. Prenatal Decisions and Care
    - 1. Influences
      - a. heredity
      - b. smoking
      - c. alcohol
      - d. drugs
      - e. age of mother
      - f. environment
    - 2. Care of the mother
      - a. nutrition
      - b. exercise
      - c. sleep/rest
      - d. previous illness
    - 3. Adjustments during pregnancy
      - a. physical
      - b. emotional
      - c. mental
      - d. financial
  - B. Prenatal Development
  - C. Delivery and Postnatal Care
    - 1. Labor
    - 2. Birth process
    - 3. Bonding attachment to neonate

CONTENT OUTLINE, continued

III. Care and Development of Children

- A. Infants
- B. Toddlers
- C. Preschoolers
- D. School age

IV. Parenting Skills

- A. Communication
- B. Discipline and Guidance

V. Child in the Family

- A. Family Defined
- B. Family Structures
- C. Family Functions

VI. Community Networking

- A. Community Resources
- B. Support systems for crisis management
- C. Careers
  - 1. transferable skills
  - 2. employment opportunities

COURSE: PARENTING  
MODULE: 1. RESPONSIBLE PARENTING

### OVERVIEW OF MODULE

#### **Goal**

The purpose of this module is to help the students become aware of the responsibilities involved with parenting. Students should be able to assess their desire to become parents and be aware that they have a choice.

#### **Description**

This module encourages students to analyze themselves and assess who they are and where their sexual values come from. Students are motivated to define personal goals and become aware of the effect of gender roles on sexual behavior. The process of decision making in relationships (parent-teen, male-female) is developed.

#### **Skills, Knowledge, and Behaviors to be Developed**

The ability to:

1. Define personal values.
2. Become aware of oneself as an individual.
3. Recognize and relate the messages received, about themselves.
4. Determine realistic expectations for own future.
5. Understand and apply the process of forming goals and making decisions.
6. Evaluate the "need" to have children and assess the desire to be a parent.
7. Appraise own capabilities and limitations as a parent.
8. Analyze the value and meaning of parenting to today's young adult.

COURSE: PARENTING

MODULE: 1. RESPONSIBLE PARENTING

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Given self-assessment tools, current data, review of case problems, and sharing of ideas among family, peers and professionals, the student will assess the impact of personal behavior on future live choices, and employ the decision making process in determining if and when to become a parent.

In order to do this the student must be able to:

- a. Set priorities for personal values about attitudes and behaviors.
- b. Identify own uniqueness and individuality.
- c. Talk with elder family members and relate how they remember their childhood.
- d. Demonstrate process of forming goals and making decisions for future planning.

COURSE: PARENTING  
MODULE: I. RESPONSIBLE PARENTING

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

2. Given class discussions, interview of parents, and self-assessment, the student will analyze parenting roles and responsibilities over time and determine personal suitability for these roles.

In order to do this, the students must be able to:

- a. Assess how realistic their future expectations may be.
- b. Evaluate why people have children and assess current desires to be a parent.
- c. Appraise own capabilities and limitations for parenting.
- d. Appreciate and respect the rights of others to make decisions which differ from the norm.
- e. Reflect and relate how parents treatment influence their feelings toward parenthood.
- f. Describe how partnership and cooperative parenting is needed between the mother and father.



COURSE: PARENTING  
MODULE: I. RESPONSIBLE PARENTING

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

3. Given class instruction, interview of parents, viewing of media and sharing of case problems, the students will list changes new parents must make in lifestyle, career, and relationships when the household includes a new baby.

In order to do this the student must be able to:

- a. Assess new parents expectations of their child and themselves.
- b. Interview and collect data from new parents on "how their lives have changed."
- c. Identify reasons why parents may need to have a life apart from parenthood.
- d. Consider the uniqueness of all newborns and the value of each person's temperament.
- e. Give two examples that prove parents and care givers are models.
- f. Identify additional decisions parents may need to make if their child is identified as having a handicapping condition.

COURSE: PARENTING  
MODULE: II. PRENATAL DEVELOPMENT

### OVERVIEW OF MODULE

#### **Goal**

All students will recognize and understand the functioning of the human reproduction system, and ways to safeguard health to support pregnancy and promote healthy development of the fetus.

#### **Description**

This module will review basic human reproductive anatomy, prenatal decisions, and the process of pregnancy and birth. It will deal with the predictable emotional and physical stages that a woman faces during pregnancy, as well as the personal, family, and emotional adjustments both expectant parents face.

Many important decisions need to be made by cooperating parents whose goal is the healthy development of their offspring. If young people are expected to make these responsible decisions they need current, accurate, and factual information. Decisions will be made by each individual according to personal, cultural, ethical, religious, and family values.

#### **Skills, Knowledge and Behaviors to be Developed**

The ability to:

1. Identify and explain functioning of basic anatomy relevant to the development of human beings.
2. Explain effective forms of birth control and their relative effectiveness.
3. List and explain the importance of prenatal decisions made by parents.
4. Describe the process of pregnancy and birth, and the need for quality prenatal health and care.
5. Recognize and discuss the emotional changes that occur when a new baby comes into a family.

COURSE: PARENTING  
MODULE II. PRENATAL DEVELOPMENT

PERFORMANDE OJECTIVE/SUPPORTING COMPETENCIES

1. Given class instruction, a visit to a birthing center, films, and speakers, the student will describe how humans are conceived and how they develop, and discuss prenatal care and the effects of optimum preplanning on a baby's health.

In order to do this, the student must be able to:

- a. List methods of birth control and their relative effectiveness, including "Saying NO."
- b. Identify and diagram male and female reproductive anatomy and how humans are conceived.
- c. Describe the stages and characteristics of fetal development.
- d. Recognize and become familiar with prenatal advances which provide information to prospective parents regarding the presence or absence of birth defects or at risk babies.
- e. Identify medical decisions that parents of a child with a handicapping condition may need to make.
- f. Explain pregnancy -- signs, process, stages, danger signals.
- g. Describe the normal birth and delivering processes.

COURSE: PARENTING  
MODULE II. PRENATAL DEVELOPMENT

PERFORMANCE OBJECTIVE/SUPPPORTING COMPETENCIES

2. Given class discussion, viewing of films and videotapes, and addresses by medical and health professionals, students will analyze the relationship between parenting and hazards to fetal development.

In order to do this the student must be able to:

- a. Describe influences of genetics on child-bearing.
- b. Determine the impact of the mother's lifestyle on the quality of human development.
- c. Evaluate the importance of prenatal environment and maternal care on an unborn child.
- d. Identify social hazards that affect fetal development.
- e. Evaluate present habits of child-bearing age women.
- f. Use the decision making process to effect changes in habits and attitudes proven unhealthy and unwise to fetal health.
- g. List possible prenatal decisions to be made by a couple expecting a child.
- h. Anticipate adjustments for pregnancy.

COURSE: PARENTING

MODULE: III. CARE AND DEVELOPMENT OF CHILDREN

### OVERVIEW OF MODULE

#### **Goal**

Students will become aware of stages of child development, and the specific needs of quality environment and care.

#### **Description**

This module will describe the changes in, and challenges to, children as they develop. The first year of an infants life is of vital importance to the shaping of that child's future. Parents have the pleasure and responsibility of providing an atmosphere that encourages optimal continued growth from infancy through adolescence.

#### **Skills, Knowledge and Behaviors to be Developed**

The ability to:

1. Understand the uniqueness of newborns.
2. List nurturing traits desired in a care giver
3. Understand and apply knowledge of typical child development from birth through adolescence.
4. Develop a daily care plan for a healthy person.
5. Identify healthy child environments at home or away.
6. Identify behaviors that foster self esteem.

COURSE: PARENTING

MODULE: III. CARE AND DEVELOPMENT OF CHILDREN

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Given class instruction, demonstrations, observations, and filmstrips, the student will describe how parents can effectively foster the development of infants.

In order to do this, the student must be able to:

- a. Describe typical infant development in the areas of physical, emotional, social, and intellectual growth.
- b. Develop a daily care plan for infants.
- c. Create activities that stimulate infant development.
- d. Identify healthy environments for infants.
- e. Evaluate care givers in terms of nurturing traits.
- f. List warning signals of when to call a doctor.
- g. Plan and select appropriate infant clothing for various seasons and activities.

COURSE: PARENTING

MODULE: III. CARE AND DEVELOPMENT OF CHILDREN

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

2. Given observations, interactions, and discussion, the student will learn about significant changes in toddler development and how the parents or caregivers can assist the child in his/her progress towards independence.

In order to do this, the student must be able to:

- a. Describe changes in the toddler's physical development.
- b. Explain how play contributes to toddler development.
- c. Identify large and small motor skills.
- d. Select safe toys that promote toddler development.
- e. List the steps involved in toilet training.
- f. Plan a schedule for toddler immunization.
- g. Plan nutritious, attractive meals for toddlers.
- h. Sequence the steps in language development.
- i. Describe the typical toddler's moods and fears.
- j. Describe how parents or caregivers of a child with a handicapping condition may modify the environment to assist in the child's development.

COURSE: PARENTING

MODULE: III. CARE AND DEVELOPMENT OF CHILDREN

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

3. Given observation and interactions with preschoolers, and interviews with parents, the student will learn about environments that stimulate the development of preschoolers.

In order to do this, the student must be able to:

- a. Describe the physical development of the preschooler.
- b. List hygiene habits for which the preschooler can assume responsibility.
- c. Identify ways to help preschoolers learn to count, classify objects, and sequence events.
- d. List social behaviors of preschoolers.
- e. Identify techniques parents can use to promote the preschooler's interest in school.
- f. Identify techniques that enhance the development of a preschooler with a handicapping condition..



COURSE: PARENTING

MODULE: III. CARE AND DEVELOPMENT OF CHILDREN

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

4. Given observations and interactions with school age children, and interviews with their parents, the student will identify how the child is influenced by his peers and his new environment, the school.

In order to do this, the student must be able to:

- a. Identify growth rates for school age children.
- b. List causes of poor nutrition.
- c. Select safety precautions appropriate for school age children.
- d. Describe the general language and reading development of the school age child.
- e. Explain the influence of peers on school age children.
- f. Describe ways to improve the school age child's self image.
- g. Indicate chores school age children can perform for the family.
- h. Describe ways allowances can be used to encourage development.
- i. Describe the effects of the media on the school age child.
- j. Identify how schools accommodate the needs of students with handicapping conditions.

COURSE: PARENTING  
MODULE: IV. PARENTING SKILLS

### OVERVIEW OF MODULE

#### **Goal**

The goal of the module is to encourage the development of the student's effective parenting skills.

#### **Description**

The quality of the relationship between parent and child is influenced by communication. Children are not always able to express themselves through words. Parents must be alert to facial expressions and body language, while at the same time encouraging the development of language skills. Parenting includes guiding and disciplining children. Effective parents have developed a parenting style that is a balance between being permissive and exerting authority.

#### **Skills, Knowledge, and Behaviors to be Developed**

The ability to:

1. Recognize and interpret nonverbal communication.
2. Use techniques to encourage the development of language skills.
3. Determine parenting style that encourages the positive development of the child.
4. Assess "poor parenting" behavior and its effects on children.
5. Describe the differences between discipline and punishment.
6. Identify challenges unique to parents of a child with a handicapping condition.

COURSE: PARENTING  
MODULE: IV. PARENTING SKILLS

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. The student will be able to discern positive parenting skills, and relate how they can be fostered.

In order to do this, the student must be able to:

- a. Explain the meaning of the term "parenting".
- b. List behaviors of a successful parent.
- c. Identify characteristics of effective parenting.
- d. Identify how parenting skills are affected when dealing with a child with a handicapping condition.
- e. Describe the emotional factors and stages that parents of a child with a handicapping condition go through.

COURSE: PARENTING  
MODULE: IV. PARENTING SKILLS

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

2. Given role play of communication between parent and child, the student will recognize that children cannot always express their feelings in words, and that effective parents encourage children to develop language skills.

In order to do this, the student must be able to:

- a. Recognize and interpret facial expressions and body language.
- b. Develop listening skills.
- c. Identify the stages of language development.
- d. Design activities that promote language development at each stage.

COURSE: PARENTING  
MODULE: IV. PARENTING SKILLS

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

3. Using the techniques of role play, discussions, parent interviews, and observations, the student will develop positive discipline techniques that will encourage the relationship between parent and child, and lead to self discipline.

In order to do this, the student must be able to:

- a. Distinguish between punishment and abuse.
- b. Describe the differences between punishment and discipline.
- c. Set limits that are consistent with a child's age and development.
- d. Establish a parenting style that balances permissiveness with exercise of authority.
- e. Develop techniques that promote self esteem in children.

COURSE: PARENTING  
MODULE: V. CHILD IN THE FAMILY

### OVERVIEW OF MODULE

#### **Goal**

The purpose of the module is to help the student develop a strong sense of self by exploring outside influences upon the family structure and the child's position within the family.

#### **Description**

The child's family structure is influenced by health and safety, emotional relationships, economics, longevity, and culture. As the family structure evolves, the child's contributions to the family change. By exploring changes in the family structure, the student will clarify the child's function within the family. The effect that a child with a handicapping condition has on the family will also be included in this module.

#### **Skills, Knowledge, and Behaviors to be Developed**

The ability to:

1. Define family.
2. Identify influences upon the family structure.
3. Analyze each family structure for role responsibilities of the children.
4. Determine the relationship of the child to each member of the family.
5. Describe the effect that a child with a handicapping condition has on the entire family nucleus.
6. Describe media portrayal of family life and its influence on real family life.
7. List functions of the family.

COURSE: PARENTING  
MODULE: V. CHILD IN THE FAMILY

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Given class instruction, discussion, and interviews of parents in various family structures, the student will determine the function of the family and the child's position within the structure.

In order to do this, the student must be able to:

- a. Identify the family structure in provided case studies.
- b. Anticipate changes in the family structure based on outside influences.
- c. List functions of the family.
- d. List contributions, responsibilities, and roles of children within each family structure.
- e. Identify how the familial structure is affected by a child with a handicapping condition.

COURSE: PARENTING  
MODULE: VI. COMMUNITY NETWORKING

### OVERVIEW OF MODULE

#### **Goal**

The purpose of this module is to develop student awareness of the need for, and the availability of, prevention strategies for family problems. Students will learn that help can be found by developing coping management skills. Students will identify transferable skills that can be applied to employment.

#### **Description**

This module will identify the pressures and crises that new families are facing today. Prevention and coping strategies are suggested which will build on family strengths, and encourage individual growth and development, especially during parenthood and times of changing family structures. Also covered will be concerns unique to parents of children with handicapping conditions.

#### **Skills, Knowledge, and Behaviors to be Developed**

The ability to:

1. Identify severe and common stresses facing new families.
2. Develop a plan to aid new families cope with crises.
3. List sources of aid in local community for assisting new families.
4. Devise a model for developing a family and friends based support network.
5. Use communication skills to seek out and work with senior members and others who have valuable knowledge.
6. Identify coping management skills that can be applied to the workplace.
7. List careers that rely on coping skills.



COURSE: PARENTING  
MODULE: VI. COMMUNITY NETWORKING

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Given instruction and class speakers, the students will identify concerns and stresses of new families, and will develop a variety of techniques and resources for managing them.

In order to do this the student must be able to:

- a. Make a chart listing coping strategies for new families.
- b. Solicit the aid and experience of senior family members in developing coping strategies and family support systems.
- c. Discuss and explain how chemical substance abuse can affect the new family.
- d. Explain why some parents abuse and neglect their children and each other.
- e. List sources of help and suggestions for parents to help handle separation, death, illness, desertion, loss of home, poverty, and family violence.
- f. Identify feelings and concerns parents may have when facing crises, such as, the birth of a child with a handicapping condition.
- g. Recognize financial concerns which could affect decisions that parents of a child with a handicapping condition may need to make.
- h. Discuss coping skills parents of children with handicapping conditions can use.
- i. Identify agencies and programs for new families both crises and social agencies.
- j. Explain how a support system can be developed.

COURSE: PARENTING

MODULE: VI. COMMUNITY NETWORKING

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

2. Given class discussion and interviews of guest speakers, the student will identify and explain how coping management skills used in family situations can be transferred and used in the workplace. The student will build upon that recognition and expand it to include career opportunities that require a strong background in coping management skills.

In order to do this, the student must be able to:

- a. List crisis situations in the work place.
- b. List coping strategies for employees and employers.
- c. Identify similarities between coping strategies in the family and the workplace.
- d. Identify careers that place a strong emphasis on coping skills.