

PARENTING AND CHILD DEVELOPMENT

Curriculum Standard One: The student will understand the relationship between values, attitudes, goals, and self-esteem in the parenting process.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine prevailing issues relating to values, goals, attitudes, and self-esteem as they relate to child development and parenting.</p> <p>2. The student will understand the research processes used to obtain reliable information about child development and parenting.</p>	<p>A. Can the student understand how child development is linked to issues of values, goals, attitudes, and self-esteem?</p> <p>A. Can the student identify methods of research that produces reliable results?</p>	<ul style="list-style-type: none"> • The student will describe the relationship of child growth and development to self-concept and self-esteem. • The student will describe family interactions that will promote self-worth. • The student will review and test theories of learning in relationship to development of self-esteem. • The student will identify the behavior pattern characteristics of children with poor self-images. • The student will debate guidance strategies that could be used to promote a child's feeling of self-worth. • The student will read and discuss articles about reliable methods of research. • The student will analyze research that is found to be reliable and unreliable. The student will compare the two.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>3. The student will examine his/her own personal values, attitudes, goals, and self-esteem and the reliability of the sources for that information.</p>	<p>B. Can the student recognize when information is found using unreliable methods of research?</p> <p>A. Can the student use self-reflection to examine values, attitudes, goals, and self-esteem?</p> <p>B. Can the student identify the reliability of their self-assessment?</p>	<ul style="list-style-type: none"> • The student will explore careers in the study of children and child development. • The student will conduct research about child development using appropriate methods. • The student will write an autobiography about life that includes information about personal values, attitudes, and goals. • The student will conduct a self-evaluation of self-worth and the resources for evaluation. • The student will select images of self that are reliable and unreliable.

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Curriculum Standard Two: The student will understand the rights and responsibilities of parents and children.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine the four critical areas of readiness for parenthood.</p> <p>2. The student will identify the responsibilities that parenthood requires.</p> <p>3. The student will identify the rights of children and parents.</p>	<p>A. Can the student identify the signs of readiness for parenthood?</p> <p>a. Can the student understand the responsibilities that parenthood entails?</p> <p>A. Can the student understand the rights children have in a family?</p>	<ul style="list-style-type: none"> • The student will list both sound and unsound reasons for becoming a parent. • The student will reflect on maturity level, desire for parenthood, health considerations, management skills, and financial considerations needed to become a parent. • The student will write a personal essay on the readiness of parenthood. • The student will list the responsibilities that parenthood brings. • The student will interview parents about the responsibilities they enjoy and do not enjoy about being a parent. • The student will complete a journal writing that examines the commitments people must make for parenting. • In groups, the student will create a “Children’s Bill of Rights”. • The student will examine laws that pertain to children’s and parent’s rights.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The student will explore the issues related to teen pregnancy and parenthood.</p>	<p>A. Can the student understand the special concerns of teen pregnancy and parenthood?</p> <p>B. Can the student identify resources for teen parents?</p>	<ul style="list-style-type: none"> • The student will debate issues that concern parent’s and children’s rights. • The student will research current events related to the rights of children and parents. • The student will respond to guest speakers who have careers in child development (such as, CPS, State agencies). • The student will describe the decisions that pregnant teens must make. • The student will do a parenting simulation that incorporates the responsibilities of teen parenting. • The student will list possible sources of help available to pregnant teens. • The student will analyze the consequences of teen parenthood. • The student will study the statistics regarding teen parenthood.

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Curriculum Standard Three: The student will explore different family functions, roles, compositions, and life styles.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify the functions the family fulfills for its members and for society.</p>	<p>A. Can the student understand the role of a family?</p> <p>B. Can the student list the functions of a family?</p>	<ul style="list-style-type: none"> • The student will write journals about the influence of a family on the student. • The student will create a poster that lists the functions of a family. • The student will interview others about the functions of the family.
<p>2. The student will explore definitions for the family and what those families might look like.</p>	<p>A. Can the student examine definitions of a family?</p> <p>B. Can the student accept that all families are different?</p>	<ul style="list-style-type: none"> • The student will produce a class list of collected views of what a family looks like. • The student will compare the class list of a family to individual student's lists. • The student will assess the traditional roles of males and females as they relate to child development. • The student will study the non-traditional roles of males and females as they relate to parenting and child development.
<p>3. The student will understand the relationship between family goals and values and its life style.</p>	<p>A. Can the student distinguish between the differences in family goals, values, and lifestyles?</p>	<ul style="list-style-type: none"> • The student will define values, goals, needs, and wants as they relate to child development and guidance.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The student will identify family roles, structures, and support systems.</p>	<p>A. Can the student list ways in which a family supports each other?</p> <p>B. Can the student identify the roles a family plays in a child's life?</p>	<ul style="list-style-type: none"> • The student will identify personal values as they apply to child development and guidance. • The student will list individual and family tasks related to child development and guidance. • The student will evaluate individual and family roles in establishing career goals. • The student will demonstrate the ability to maintain satisfactory personal relationships at home and on the job. • The student will write a journal reflection about how a family influences a child's life.
<p>5. The student will analyze the influence of culture on a child's behavior and learning.</p>	<p>A. Can the student recognize the role culture plays in their family?</p>	<ul style="list-style-type: none"> • The student will analyze how family culture has influenced each student's life. • The student will describe ways each family has their own culture. • The student will compare and contrast his/her family's traditions and customs with other cultures.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
	<p>B. Can the student identify ways in which a culture influences a child's behavior and learning?</p>	<ul style="list-style-type: none">• The student will interview family members on practices that are special to the family's culture.• The student will assess societal and legal changes regarding both women and minorities in the work place.

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Curriculum Standard Four: The student will understand the processes of conception, contraception and prenatal development.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine the processes relating to reproductive anatomy and physiology.</p> <p>2. The student will identify the steps leading to fertilization and conception.</p> <p>3. The student will examine various methods of contraception, their effectiveness, and potential side effects.</p>	<p>A. Can the student identify the male and female anatomy and how it relates to reproduction?</p> <p>A. Can the student describe the process of fertilization and conception?</p> <p>A. Can the student recognize methods of birth control and their possible side effects?</p> <p>B. Can the student rank the effectiveness of available birth control methods?</p>	<ul style="list-style-type: none"> • The student will identify the reproductive organs and their functions. • The student will define terms related to the cycle of development from conception through birth. • The student will identify the signs of pregnancy. • In groups, the student study a method of birth control and report its use, rate of effectiveness, and its side effects. • The student will create a chart of birth control methods that compare the effectiveness from the most effective to the least effective. • The student will discuss the difference between prescription and non-prescription birth control methods.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The student will examine issues relating to genetics, infertility, and multiple births.</p>	<p>C. Can the student identify local resources for contraceptives?</p> <p>A. Can the student understand the role genetics play in reproduction?</p> <p>B. Can the student identify problems and possible solutions concerning infertility?</p> <p>C. Can the student understand the causes of twinning and multiple births?</p>	<ul style="list-style-type: none"> • The student will compile a list of community resources available that provide information and assistance with prenatal care and family planning. • The student will examine photographs of his/her family members to see how genetics play a role in families. • The student will discuss the difference between recessive and dominant genes. • The student will examine the possible options for infertile couples. • The student will create a role play scenario in which couples have to make decisions in regards to infertility. • The student will examine the effects of having a multiple birth. • The student will produce a list of precautions parents should take with multiple births.
<p>5. The student will understand the growth processes for each stage of prenatal development.</p>	<p>A. Can the student identify the process of each stage of prenatal development?</p>	<ul style="list-style-type: none"> • The student will recognize the maternal and fetal changes that occur in each trimester of pregnancy. • In groups, the student will study a trimester of pregnancy, then report to the class.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
	<p>B. Can the student list ways to prevent some birth defects?</p>	<ul style="list-style-type: none">• The student will create a list of healthy choices a pregnant woman can make to help prevent birth defects.

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Curriculum Standard Five: The student will understand the rights and options for expectant parents.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify the rights of expectant parents.</p>	<p>A. Can the student understand the rights of expectant parents?</p>	<ul style="list-style-type: none"> • The student will list the options for potential parents. • The student will debate the pros and cons of each possible option for expectant parents.
<p>2. The student will identify the options relating to childbirth and childbirth education.</p>	<p>B. Can the student understand the options for potential parents?</p> <p>A. Can the student recognize the possible methods of childbirth?</p> <p>B. Can the student list the education opportunities for expectant parents?</p>	<ul style="list-style-type: none"> • The student will examine the laws that pertain to expectant parents. • The student will view and write summaries of childbirth options videos. • The student will read and discuss articles about alternative birthing centers. • The student will interview an obstetrician or nurse practitioner with questions regarding childbirth options. • The student will create a pamphlet that describes the options of childbirth procedures.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>3. The student will understand the process of childbirth and its follow-up procedures.</p>	<p>A. Can the student understand the childbirth process?</p> <p>B. Can the student identify the procedures a new parent must follow after the birth of a child?</p>	<ul style="list-style-type: none"> • The student will view and write a summary of videos that include a natural childbirth, a childbirth with anesthesia, and a Cesarean childbirth. • The student will create questions for a panel of new parents that come to visit the class. • The student will compare the differences in birth experiences from panel parents. • The student will read and discuss a pamphlet about postpartum care for the mother and child. • The student will list the job/career opportunities for the field of child care and the medical field that relates to children.

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Curriculum Standard Six: The student will understand the developmental tasks appropriate for each stage of growth.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will identify the major developmental theorists and the significant tenets and stages of their theories.</p>	<p>A. Can the student recognize the different theories about the development of children?</p>	<ul style="list-style-type: none"> • The student will research and report on child development theories. • The student will discuss the similarities and differences between child development theories.
<p>2. The student will identify the appropriate physical, psycho-social and cognitive developmental tasks for each stage.</p>	<p>A. Can the student understand the expected norms of physical, psycho-social, and cognitive development for each stage of childhood?</p>	<ul style="list-style-type: none"> • The student will read and discuss the development of children of ages 0-18 in regards to physical, psycho-social, and cognitive development. • The student will describe characteristics for each developmental stage of a child. • The student will analyze the role of the parent in the development of the child.
<p>3. The student will understand the individual differences in development among children.</p>	<p>A. Can the student recognize uniqueness of each child's development?</p>	<ul style="list-style-type: none"> • The student will use graphs and charts to compare children of the same age with norms for that age. • The student will evaluate the practices designed to produce a "super" child and the implications for the child's development.

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Curriculum Standard Seven: The student will explore the parenting issues relating to decision making, discipline, and guidance.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine different decision-making and discipline styles.</p>	<p>A. Can the student recognize the need for discipline and decision making in parenting situations?</p>	<ul style="list-style-type: none"> • The student will read and discuss different decision making and parenting styles used by parents. • The student will use a decision making process on hypothetical parenting situations. • The student will interview parents and community members on decision making and discipline styles.
<p>2. The student will identify potential consequences of the three major discipline styles.</p>	<p>A. Can the student predict the possible outcomes of permissive, authoritarian, and authoritative parenting techniques?</p>	<ul style="list-style-type: none"> • The student will identify the difference between the three parenting styles: permissive, authoritarian, and authoritative. • The student will list the possible outcomes of children with parents of different discipline styles. • The student will compare and contrast the different parenting styles.
<p>3. The student will identify the pros and cons of the use of specific discipline or punishment techniques or philosophies.</p>	<p>A. Can the student weigh the effects of different discipline and punishment techniques on children?</p>	<ul style="list-style-type: none"> • The student will discuss the different discipline and punishment techniques used by parents.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The student will understand long-term effects of parenting decisions and approaches.</p> <p>5. The student will examine parenting responsibilities for special-needs children.</p>	<p>B. Can the student differentiate between punishment and abuse?</p> <p>A. Can the student examine the potential effects of parenting choices?</p> <p>A. Can the student understand the responsibilities of parenting a child with special needs?</p>	<ul style="list-style-type: none"> • The students will interview parents who use different discipline techniques and discuss differences. • The student will determine the type of parenting technique that is most effective. • The student will research and discuss the definition of child abuse and its possible consequences. • The student will examine the possible long term consequences of parenting decisions. • The student will view videos that examine long term effects on parenting decisions and write a response to the outcomes. • The student will compare the characteristics of various types of exceptional children with expected norms. • The student will develop strategies for working effectively with children with special needs.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>6. The student will explore issues relating to causes, identification, and prevention of child abuse and neglect.</p>	<p>A. Can the student identify child abuse and neglect?</p> <p>B. Can the student compile techniques for the prevention of child abuse and neglect?</p>	<ul style="list-style-type: none"> • The student will recognize the rights and responsibilities of parents as they relate to the provision of services and programs for children with special needs. • The student will interview a special education teacher and describe the special needs of some children. • The student will interview a professional that works with abused and neglected children. • The student will create a list of local resources for children from abused homes. • The student will design a plan for parents that contains techniques for preventing abuse and neglect in the home. • The student will identify an action plan for dealing with parents who abuse and neglect their children. • The student will describe how disciplinary actions could lead to abuse.

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Curriculum Standard Eight: The student will understand the effects of challenges and crises on the family.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will identify potential challenges that have an impact on the family.	A. Can the student recognize potential challenges a family may incur?	<ul style="list-style-type: none"> • The student will describe challenges a family could deal with. • The student will organize role play situations that identify family challenges. • The student will write journal entries that deal with family challenges and possible solutions.
2. The student will explore parental options in assisting the children and the family through a crisis situation.	<p>A. Can the student identify crisis situations that effect families?</p> <p>B. Can the student propose ways to deal with family crisis?</p>	<ul style="list-style-type: none"> • The student will work in pairs to act out how they would explain death or divorce to a child. • The student will write questions a child might ask about death. • The student will prepare an advice column that gives suggestions for dealing with family crisis.
3. The student will understand a variety of methods used to help resolve conflicts.	A. Can the student select appropriate ways for resolving family conflicts?	<ul style="list-style-type: none"> • The student will read a parenting book that presents guidelines for discipline and present an oral report on conflict resolution.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
		<ul style="list-style-type: none">• The student will develop role play situations that demonstrate appropriate methods for resolving conflict.• The student will debate strategies that deal with resolving conflict.

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Curriculum Standard Nine: The student will evaluate a variety of child care options.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will compare and contrast community and workplace child care options.</p>	<p>A. Can the student make comparisons between community and on-the-job child care?</p>	<ul style="list-style-type: none"> • The student will plan a field trip to visit a community child care center and a work place child care center. • The student will write a summary of each child care situation. • The student will compare and contrast the two child care centers.
<p>2. The student will explore the means to evaluate specific child care programs.</p>	<p>A. Can the student identify and analyze a child care program that is beneficial for a child?</p> <p>B. Can the student identify characteristics that are undesirable for a child care program?</p>	<ul style="list-style-type: none"> • The student will create a check list that identifies child care programs that foster intellectual social, physical, and emotional development. • The student will observe and evaluate a child care program in the community. • The student will design a list that included qualities of both a quality and a non-quality child care program.
<p>3. The student will explore career options in child care.</p>	<p>A. Can the student identify and evaluate the career options in child care?</p>	<ul style="list-style-type: none"> • The student will list career clusters related to child development and guidance.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
		<ul style="list-style-type: none">• The student will identify job descriptions and tasks concerning occupations related to career clusters in child development and guidance.• The student will evaluate the labor market demand for careers related to child development.

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Curriculum Standard Ten: The student will examine issues relating to child health and safety.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will understand the importance of proper nutrition for all age levels of children.</p>	<p>A. Can the student plan appropriate meals for children of all age levels?</p> <p>B. Can the student identify necessary nutrients for children?</p>	<ul style="list-style-type: none"> • The student will describe the influence of positive role models in relation to health and well being. • The student will create a menu for children of different age groups. • The student will prepare and evaluate nutritious food for infants, toddlers, and children.
<p>2. The student will identify common household hazards to children and the means to childproof them.</p>	<p>A. Can the student make a home childproof?</p> <p>B. Can the student identify household items that could be harmful for children?</p>	<ul style="list-style-type: none"> • The student will discuss practices and precautions that can be taken to prevent childhood accidents. • The student will design a safety check list for a home that contains children. • The student will identify unsafe home environment situations and how to alter the environment to make it safe. • The student will evaluate a home with children for safety. • The student will create a list of dangerous products that should be kept away from children.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>3. The student will identify firstaid techniques appropriate for childhood injuries/accidents.</p>	<p>A. Can the student demonstrate proper first aid procedures for children?</p> <p>B. Can the student perform CPR on an infant and child?</p> <p>C. Can the student identify the local emergency telephone numbers for injuries and accidents?</p>	<ul style="list-style-type: none"> • The student will evaluate safety and health standards in a child care facility. • The student will identify and demonstrate first aid techniques for infants and children. • The student will design safety brochures for parents. • The student will use mannequins to perform infant and child CPR techniques. • The student will design a telephone guide with local emergency telephone numbers.
<p>4. The student will identify common childhood diseases and their prevention or treatment.</p>	<p>A. Can the student recognize diseases that affect children?</p> <p>B. Can the student identify methods of preventing and treating childhood diseases?</p>	<ul style="list-style-type: none"> • The student will read and discuss information about childhood diseases, immunizations, symptoms, and home care. • The student will develop a list of interview questions for a pediatrician or pediatric nurse about prevention or medical care for childhood diseases. • The student will make a public service announcement about the importance of immunization.

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Curriculum Standard Eleven: The student will develop skills for teaching and caring for young children.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will practice the development of appropriate lesson plans for young children.</p>	<p>A. Can the student create a lesson plan that includes suitable activities for young children?</p>	<ul style="list-style-type: none"> • The student will choose play materials and activities that are appropriate to the development levels of children. • The student will create a toy, story, or game that is appropriate for a specific developmental task. • The student will select stories appropriate for different age levels and demonstrate knowledge of techniques for reading to children.
<p>2. The student will observe and evaluate a variety of learning activities involving young children.</p>	<p>A. Can the student identify age appropriate lessons for children?</p>	<ul style="list-style-type: none"> • The student will observe and evaluate preschool and elementary school teachers lessons for age appropriateness. • The student will teach and evaluate classmates who develop and teach lessons to small groups of children. • The student will select activities and equipment that stimulate large and small muscle development.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>3. The student will plan, practice, and execute a lesson in art, science, language skills, creativity development, or physical skill development for a group of preschool children.</p>	<p>A. Can the student create appropriate lessons for preschool children?</p>	<ul style="list-style-type: none">• The student will set up the classroom as a preschool that includes activities in: art, science, language skills, creativity development, or physical skill development, and invite preschool aged children to visit. The student will work in different areas and execute the lessons with preschoolers.

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Curriculum Standard Twelve: The student will explore career opportunities relating to parenting and child development.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will increase awareness of the variety of career opportunities relating to child development.</p> <p>2. The student will explore the educational requirements for careers in child development.</p>	<p>A. Can the student identify careers related to child development?</p> <p>A. Can the student list the requirements for each career in child development?</p>	<ul style="list-style-type: none"> • The student will create a catalog that describes career opportunities in child development. • The student will create a radio or television commercial that identifies job descriptions and tasks concerning careers in the child development field. • The student will highlight career opportunities in the child development industry in the “help wanted” ads in the local newspaper. • The student will create a catalog that includes the education and training need for careers in child development.