

Parenting Decisions		Course Number 090117			
Course Description					
<p><i>Students will evaluate the effects of parenting roles and responsibilities on the well-being of individuals and families. In this course students will explain the following: influences on parenting, decisions to parent, family planning, conception, prenatal development, healthy pregnancy, birth, care of the newborn, support services for parents, supporting the physical, emotional, intellectual, and social development of the newborn, parenting theories, and family adjustment to parenthood.</i></p>					
Program of Study to which the course applies					
"Life Skills"					
	Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1	The student will analyze roles and responsibilities of parenting.				
Benchmark 1.1	Analyze parenting roles across the life span.	N/A	N/A	CR.5.A.1	
Sample Performance Indicator 1.1.1	Analyze the formation of personal beliefs about the roles and responsibilities of parenthood.				
Sample Performance Indicator 1.1.3	Identify the roles that adults assume when they become parents.				
Sample Performance Indicator 1.1.4	Explain cultural differences in roles and responsibilities of parenting.				
Benchmark 1.2	Analyze expectations and responsibilities of parenting.	N/A	N/A	CR.5.A.1	
Sample Performance Indicator 1.2.1	Examine the best practices ethically, economically, and socially for managing the roles and responsibilities of parenthood.				
Sample Performance Indicator 1.2.2	Compare and contrast the perceptions and realities of parenthood.				

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Sample Performance Indicator 1.2.3	Determine personal parental readiness through self-assessments and a parenting simulation.				
Sample Performance Indicator 1.2.4	Identify the legal rights and responsibilities of parents throughout the lifespan.				
Sample Performance Indicator 1.2.5	Examine the decisions for assuming a parent leadership role.				
Sample Performance Indicator 1.2.6	Create a project for the Families Today unit in the FCCLA Families First program.				
Sample Performance Indicator 1.2.7	Sponsor a panel of teen parents discussing the challenges of parenting and how their lives and their children's lives would be different if they had postponed parenthood.				
Benchmark 1.3	Analyze consequences of parenting practices to the individual, family, and society.	N/A	N/A	CR.5.A.1 CR.5.A.4	
Sample Performance Indicator 1.3.1	Examine historical parenting practices and their consequences for the individual, family and society.				
Sample Performance Indicator 1.3.2	Examine actions that society must take to solve the problems of inadequate parenting.				
Sample Performance Indicator 1.3.4	Evaluate the consequences of not taking a leadership role to solve the problems of inadequate parenting.				
Sample Performance Indicator 1.3.3	Identify the characteristics of strong families and their influence on individuals, families and society.				
Benchmark 1.4	Analyze societal conditions that influence parenting across the life span.	N/A	N/A	CR.5.A.1 CR.5.A.4	
Sample Performance Indicator 1.4.1	Identify how society communicates the roles and responsibilities of parenthood to families and communities.				
Sample Performance Indicator 1.4.2	Examine how one's actions as leaders affect families, communities, and society.				
Sample Performance Indicator 1.4.3	Analyze the values, goals, and beliefs family members have regarding the societal conditions that impact parenting.				

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Standard 2	The student will evaluate parenting practices that maximize human growth and development.				
Benchmark 2.1	Choose nurturing practices that support human growth and development.	N/A	N/A	CR.4.B.3	
Sample Performance Indicator 2.1.1	Create a healthy nutrition plan for children of various ages.				
Sample Performance Indicator 2.1.2	Examine practices which provide intellectual stimulation for children such as toy selection, reading, or puppets.				
Sample Performance Indicator 2.1.3	Identify parenting practices which promote socialization of children.				
Sample Performance Indicator 2.1.4	Create a project for the Parent Practice unit with the FCCLA Families First program.				
Sample Performance Indicator 2.1.5	Develop a program that encourages parents to read with children. Provide learning activities the parents can use, and teach related lessons to elementary students.				
Sample Performance Indicator 2.1.6	Sponsor a family fun night and health fair for parents and young children. (STAR, Focus on Children)				
Benchmark 2.2	Apply communication strategies that promote positive self-esteem in family members.	ELA.SL.11-12.6	LA.12.3.3.b	CR.2.A.3	
Sample Performance Indicator 2.2.1	Identify behaviors that support positive self-esteem/self-concept.				
Sample Performance Indicator 2.2.2	Analyze the best actions to take regarding communication which would foster development throughout the life span.				
Sample Performance Indicator 2.2.3	Explore ways emotions are conveyed and reinforced through communication strategies.				
Benchmark 2.3	Assess common practices and emerging research about discipline on human growth and development.	ELA.WHST.11–12.7-9	LA.12.4.1.a–c LA.12.1.6.j	CR.5.A.1 CR.5.B.1 CR.9.A.2	The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
Sample Performance Indicator 2.3.1	Identify styles of parenting and methods of discipline common to each style.				

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Sample Performance Indicator 2.3.2	Compare and contrast various forms of learning and discipline, such as positive and negative reinforcement, behavior modification, or logical consequences.				
Benchmark 2.4	Assess the effects of abuse and neglect on children and families and determine methods for prevention.	N/A	N/A	CR.5.A.1 CR.5.B.1	
Sample Performance Indicator 2.4.1	Examine the responsibilities of individuals, families and communities for prevention of abuse and neglect of children.				
Sample Performance Indicator 2.4.2	Describe the signs of child abuse and neglect and the process for reporting suspected incidents.				
Sample Performance Indicator 2.4.3	Evaluate the long term effects child abuse/neglect has on the child physically, emotionally, intellectually, and socially.				
Sample Performance Indicator 2.4.4	Research child abuse in the community. Produce and distribute "instant reminder cards" with helpful tip for how parents and other adults can keep from hurting children. List places parents can call if they need help.				
Benchmark 2.5	Apply criteria for selecting care and services for children	N/A	N/A	CR.1.A.4	
Sample Performance Indicator 2.5.1	Develop a criteria for selecting care and services for children.				
Sample Performance Indicator 2.5.2	Conduct an evaluation of a child care service, using the developed criteria.				
Standard 3	The student will evaluate external support systems that provide services for parents.				
Benchmark 3.1	Assess community resources and services available to families.	N/A	N/A	CR.5.A.1	
Sample Performance Indicator 3.1.1	Analyze the physical resources and services available to families, for example doctors, dentists, child nutrition services, extension service, or community recreation.				

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Sample Performance Indicator 3.1.2	Analyze the financial resources and services available to families, such as Supplemental Nutrition Assistance Program (SN/AP), Aid to Dependent Children (ADC), Low Income Energy Assistance Program (LIHEAP), Medicaid/Kids Connect, Women, Infants, Children (WIC), TITLE 20: (teen parents child care support)				
Sample Performance Indicator 3.1.3	Analyze the emotional and social resources and services available to families, for example, child psychologists, religious organizations, or Mothers of Pre-schoolers (MOPS).				
Benchmark 3.2	Summarize current laws and policies related to parenting.	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12.1.6.d LA.12.2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 CR.3.C.3	When students <i>summarize</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written and oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.1.6.d, LA.12.2.1.b, LA.12.3.1.a).
Sample Performance Indicator 3.2.1	Identify laws related to parenting, child welfare, and families.				
Sample Performance Indicator 3.2.2	Evaluate case studies related to the law and parental responsibility.				
Standard 4	The student will analyze physical and emotional factors related to beginning the parenting process.				
Benchmark 4.1	Analyze biological processes related to prenatal development, birth, and health of child and mother.	N/A	SC.12.3.2.a SC.12.3.2.c	CR.5.A.1 CR.5.B.1	Alignment presumes that students will identify that genetic information can be passed from parents to offspring and recognize how mutations caused by the environment can affect prenatal development (NE: SC.12.3.2.a; SC.12.3.2.c).
Sample Performance Indicator 4.1.1	Describe the anatomy of the male and female reproductive systems.				
Sample Performance Indicator 4.1.2	Describe the process of fertilization, genetics, and multiple births.				

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Sample Performance Indicator 4.1.3	Describe the stages of prenatal development.				
Sample Performance Indicator 4.1.4	Identify the practices that support a healthy pregnancy and the physical changes that occur to the mother.				
Sample Performance Indicator 4.1.5	Explore causes of various birth defects, miscarriages, and stillbirths.				
Sample Performance Indicator 4.1.6	Describe the stages of birth and birthing options.				
Benchmark 4.2	Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.	N/A	N/A	CR.5.A.1 CR.5.B.1	
Sample Performance Indicator 4.2.1	Describe the effects of emotions on prenatal development such as stress hormones during pregnancy.				
Benchmark 4.3	Analyze implications of alternatives to biological parenthood.	N/A	N/A	CR.5.A.1	
Sample Performance Indicator 4.3.1	Compare and contrast the alternatives to biological parenting such as adoption, foster parenting, or step-parenting.				
Benchmark 4.4	Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.	N/A	SC.12.1.2.b	CR.5.A.1 CR.5.B.1	
Sample Performance Indicator 4.4.1	Compare and contrast alternatives for infertility.				
Sample Performance Indicator 4.4.2	Compare and contrast the various methods of family planning.				
Standard 5	Analyze strategies for caring for an infant and nurturing children.				
Benchmark 5.1	Examine the parental adjustments required after the baby's arrival.	N/A	N/A	N/A	
Sample Performance Indicator 5.1.1	Compare and contrast a parents sleep, diet, and health issues pre and post pregnancy.				
Sample Performance Indicator 5.1.2	Describe the emotional and social adjustment during the first year of parenting.				

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Benchmark 5.2	Describe the characteristics of the newborn.	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sample Performance Indicator 5.2.1	Describe the physical, mental, social/emotional development of the infant from 0-3 months.				
Sample Performance Indicator 5.2.2	Debate the pros and cons of breast-feeding a child.				
Sample Performance Indicator 5.2.3	Demonstrate techniques necessary in the physical care of the infant.				
Benchmark 5.3	Investigate the changing roles related to parenting, career and social life.	ELA.WHST.11–12.7-9	LA.12.4.1.a–c LA.12.1.6.j	CR.5.A.1 CR.5.B.1 CR.9.A.2	The depth of students' investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).
Sample Performance Indicator 5.3.1	Compare and contrast the role of the parent today with that of the past.				
Sample Performance Indicator 5.3.2	Describe the impact of the role of the parent upon one's career and social life.				
Sample Performance Indicator 5.3.3	Describe the actions that can be taken to manage the contradictions between society's demands on new and prospective parents and the physical and emotional requirements to assure healthy beginnings (family leave, workplace demands, adequate health care)?				
Sample Performance Indicator 5.3.4	Create a project for the Balancing Family and Career unit in the FCCLA Families First program.				
Sample Performance Indicator 5.3.5	Set up a panel of parents with children of various ages to talk about how they integrate work and life.				

Reference Sheet

Key Code	Source
NASAFACS	National Association of State Administrators of Family and Consumer Sciences: National Standards for Family & Consumer Sciences, http://nasafacs.org/national-standards--competencies.html
FCCLA	The Handbook to Ultimate Leadership. p. 54
FCCLA FF	The Handbook to Ultimate Leadership. p. 40

Additional Resources for Educators

Suggestions for innovative teaching and learning strategies

FCCLA National Programs and STAR (Students Taking Action with Recognition) Events

Related Assessments

Extended Learning Opportunities

Professional Development Opportunities

Community Links/Resources available

Baby Center.com Resources for pregnancy, parenting, cost of raising a child, videos, etc. www.babycenter.com
Street Law "Parents and the Law"
COPE 24 Curriculum (video clips of parenting scenarios with <http://www.cope24.com/>)

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