

# PARENTING

MIS03 09130

*To explore the parenting roles that most adults will assume at some time during their lives. Content may include: assessing readiness for parenthood; role clarification (mothers, fathers, and others); the finances of parenting; providing an environment for optimum child growth and development; family communication; stress and crisis in the family; special parenting situations (finding and assessing child care, the handicapped child, foster parenting, blended families, single-parent families, parenting as grandparents); current issues impacting on parents, children, and society; sources of support and assistance for parents and families; related careers; leadership development.*

*It is recommended that enrollment of students below grade 10 be limited to those with immediate need, such as pregnant or parenting teens.*

**Credit** ¼, ½, or 1 credit  
Max credit = 1

**Level** Grades 9-12

<b>Standard 1</b>	<b><i>CAREER, COMMUNITY, and FAMILY CONNECTIONS</i></b> <b>Integrate multiple life roles and responsibilities in family, work, and community settings.</b>	
<b>Topic 1.1</b>	<b>Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).</b> <b>Student Competencies</b>	
	1.1.1	Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.
	1.1.2	Analyze the effects of social, economic, and technological changes on work and family dynamics.
	1.1.3	Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
	1.1.4	Analyze potential effects of career path decisions on balancing work and family.
<b>Topic 1.3</b>	<b>Evaluate the reciprocal effects of individual and family participation in community and civic activities.</b> <b>Student Competencies</b>	
	1.3.1	Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
	1.3.2	Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.

<b>Standard 4</b>	<b><i>EDUCATION and EARLY CHILDHOOD</i></b> Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
<b>Topic 4.1</b>	<b>Analyze career paths within early childhood, education, and related services.</b>	
	<b>Student Competencies</b>	
	4.1.1	Explain the roles and functions of individuals engaged in early childhood, education, and services.
<b>Topic 4.2</b>	<b>Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.</b>	
	<b>Student Competencies</b>	
	4.2.1	Analyze child development theories and their implications for educational and childcare practices.
	4.2.2	Explore assessment tools and methods to observe and interpret children’s growth and development and apply to assess growth and development across the lifespan.
	4.2.4	Address specific development needs of children, youth, and adults based on assessment of their abilities.
	4.2.5	Analyze strategies that promote growth and development of children, youth, and adults.
<b>Topic 4.4</b>	<b>Demonstrate a safe and healthy learning environment for children, youth, and adults.</b>	
	<b>Student Competencies</b>	
	4.4.1	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
	4.4.2	Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners’ safety.
	4.4.3	Implement strategies to teach health, safety, and sanitation habits.
	4.4.4	Plan safe and healthy meals and snacks that meet USDA standards.
	4.4.5	Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
	4.4.7	Demonstrate security and emergency procedures.
<b>Topic 4.5</b>	<b>Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.</b>	
	<b>Student Competencies</b>	
	4.5.1	Apply developmentally appropriate and culturally responsive guidelines for behavior.
	4.5.2	Demonstrate problem-solving and decision making skills when working with children, youth, and adults.
	4.5.3	Demonstrate interpersonal skills that promote positive and productive relationships with learners.
	4.5.4	Implement strategies for constructive and supportive interactions between children, youth, and adults and their families and communities.
	4.5.5	Analyze learners’ developmental progress and summarize developmental issues and concerns.

<b>Standard 6</b>	<b><i>FAMILY</i></b> Evaluate the significance of family and its effects on the well-being of individuals and society.	
<b>Topic 6.1</b>	<b>Analyze the effects of family as a system on individuals and society.</b>	
	<b>Student Competencies</b>	
	6.1.1	Analyze family as the basic unit of society.
	6.1.2	Analyze the role of family in transmitting societal expectations.
	6.1.3	Analyze global influences on today's families.
	6.1.4	Analyze the role of family in teaching culture and traditions across the life span.
	6.1.5	Analyze the role of family in developing independence, interdependence, and commitment of family members.
	6.1.6	Analyze the effects of change and transitions over the life course.
	6.1.7	Analyze the ways family and consumer sciences careers assist the work of the family.
<b>Topic 6.2</b>	<b>Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.</b>	
	<b>Student Competencies</b>	
	6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
	6.2.2	Analyze the effects of social and cultural diversity on individuals and families.
	6.2.3	Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
	6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
	6.2.5	Analyze the effects of globalization and increasing diversity on individuals, families, and society.
<b>Standard 7</b>	<b><i>FAMILY and HUMAN SERVICES</i></b> Synthesize knowledge, skills, and practices required for careers in family and human services.	
<b>Topic 7.2</b>	<b>Analyze factors in providing family and human services.</b>	
	<b>Student Competencies</b>	
	7.2.1	Describe local, state, and national agencies and informal support resources providing human services.
	7.2.2	Analyze professional, ethical, legal, and safety issues for human service employees.
	7.2.3	Summarize licensing laws and regulations that affect service providers and their participants.
	7.2.5	Summarize the rights and responsibilities of human service participants and their families.
	7.2.6	Analyze effective self-advocacy strategies for human services professionals.
	7.2.7	Investigate community-networking opportunities in family and human services.

<b>Topic 7.3</b>	<b>Demonstrate professional behaviors, skills, and knowledge in providing family and human services.</b>	
	<b>Student Competencies</b>	
	7.3.1	Evaluate rules, regulations, and legal and work site policies that affect employer, employee, personal, and family rights and responsibilities.
	7.3.2	Demonstrate professional and ethical behavior with peers in a variety of settings.
	7.3.3	Analyze procedures for maintaining accurate and confidential documentation submission practices.
	7.3.4	Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span.
	7.3.5	Demonstrate use of current and evolving technology in human services.
<b>Topic 7.4</b>	<b>Analyze the impact of conditions that could influence the well-being of individuals and families.</b>	
	<b>Student Competencies</b>	
	7.4.1	Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.
	7.4.2	Analyze management and living environment issues of individuals and family conditions that influence their well-being.
	7.4.3	Analyze personal, social, emotional, economic, vocational, educational, and recreational issues for individuals and family conditions that influence their well-being.
	7.4.4	Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.
	7.4.5	Analyze situations which require crisis intervention.
	7.4.6	Summarize the appropriate support needed to address selected human services issues.
<b>Topic 7.5</b>	<b>Evaluate services for individuals and families with a variety of conditions that could impact their well-being.</b>	
	<b>Student Competencies</b>	
	7.5.1	Describe needs and accommodations for people with a variety of conditions that could affect their well-being.
	7.5.2	Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan.
	7.5.3	Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
	7.5.4	Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.
	7.5.5	Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.
	7.5.6	Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
	7.5.7	Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.

<b>Standard 8</b>	<b><i>FOOD PRODUCTION and SERVICES</i></b> Integrate knowledge, skills, and practices required for careers in food production and services.	
<b>Topic 8.2</b>	<b>Demonstrate food safety and sanitation procedures.</b>	
	<b>Student Competencies</b>	
	8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
<b>Standard 12</b>	<b><i>HUMAN DEVELOPMENT</i></b> Analyze factors that influence human growth and development.	
<b>Topic 12.1</b>	<b>Analyze principles of human growth and development across the life span.</b>	
	<b>Student Competencies</b>	
	12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
	12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
	12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
<b>Topic 12.2</b>	<b>Analyze conditions that influence human growth and development.</b>	
	<b>Student Competencies</b>	
	12.2.1	Analyze the influences of heredity and environment on human growth and development.
	12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
	12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
	12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development.
	12.2.5	Analyze geographic, political, and global influences on human growth and development.
<b>Topic 12.3</b>	<b>Analyze strategies that promote growth and development across the life span.</b>	
	<b>Student Competencies</b>	
	12.3.1	Analyze the role of nurturance on human growth and development.
	12.3.2	Analyze the role of communication on human growth and development.
	12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.

<b>Standard 13</b>	<b><i>INTERPERSONAL RELATIONSHIPS</i></b> Demonstrate respectful and caring relationships in the family, workplace, and community.	
<b>Topic 13.1</b>	<b>Analyze functions and expectations of various types of relationships.</b>	
<b>Student Competencies</b>		
	13.1.6	Demonstrate stress management strategies for family, work, and community settings.
<b>Topic 13.2</b>	<b>Analyze personal needs and characteristics and their effects on interpersonal relationships.</b>	
<b>Student Competencies</b>		
	13.2.1	Analyze the effects of personal characteristics on relationships.
	13.2.2	Analyze the effect of personal need on relationships.
	13.2.3	Analyze the effects of self-esteem and self-image on relationships.
	13.2.4	Analyze the effects of life span events and conditions on relationships.
	13.2.5	Explain the effects of personal standards and behaviors on interpersonal relationships.
<b>Topic 13.3</b>	<b>Demonstrate communication skills that contribute to positive relationships.</b>	
<b>Student Competencies</b>		
	13.3.1	Analyze communication styles and their effects on relationships.
	13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
	13.3.3	Demonstrate effective listening and feedback techniques.
	13.3.4	Analyze strategies to overcome communication barriers in family, community, and work settings.
	13.3.5	Apply ethical principles of communication in family, community, and work settings.
	13.3.6	Analyze the effects of communication technology in family, work, and community settings.
	13.3.7	Analyze the roles and functions of communication in family, work, and community settings.
<b>Topic 13.4</b>	<b>Evaluate effective conflict prevention and management techniques.</b>	
<b>Student Competencies</b>		
	13.4.1	Analyze the origin and development of attitudes and behaviors regarding conflict.
	13.4.2	Explain how similarities and differences among people affect conflict prevention and management.
	13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
	13.4.4	Demonstrate nonviolent strategies that address conflict.
	13.4.5	Demonstrate effective responses to harassment.
	13.4.6	Assess community resources that support conflict prevention and management.
<b>Topic 13.5</b>	<b>Demonstrate teamwork and leadership skills in the family, workplace, and community.</b>	
<b>Student Competencies</b>		
	13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

	13.5.2	Demonstrate strategies to motivate, encourage, and build trust in group members.
	13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
	13.5.4	Demonstrate techniques that develop team and community spirit.
	13.5.5	Demonstrate ways to organize and delegate responsibilities.
	13.5.6	Create strategies to integrate new members into the team.
	13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
<b>Topic 13.6</b>	<b>Demonstrate standards that guide behavior in interpersonal relationships.</b>	
<b>Student Competencies</b>		
	13.6.1	Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
	13.6.2	Apply ethical guidelines when assessing interpersonal issues and situations.
	13.6.3	Apply critical thinking and ethical standards when making judgments and taking action.
	13.6.4	Demonstrate ethical behavior in family, workplace, and community settings.
	13.6.5	Compare the relative merits of opposing points of view regarding current ethical issues.
<b>Standard 14</b>	<b><i>NUTRITION and WELLNESS</i></b> <b>Demonstrate nutrition and wellness practices that enhance individual and family well-being.</b>	
<b>Topic 14.1</b>	<b>Analyze factors that influence nutrition and wellness practices across the life span.</b>	
<b>Student Competencies</b>		
	14.1.1	Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.
	14.1.2	Investigate the effects of psychological, cultural, and social influences on food choices and other nutritional practices.
<b>Topic 14.2</b>	<b>Examine the nutritional needs of individuals and families in relation to health and wellness across the life span.</b>	
<b>Student Competencies</b>		
	14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
	14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.
<b>Topic 14.3</b>	<b>Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</b>	
<b>Student Competencies</b>		
	14.3.2	Design strategies that address the health and nutrition recommendations for individuals and families, including those with needs.

<b>Standard 15</b>	<b><i>PARENTING</i></b> Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society.	
<b>Topic 15.1</b>	<b>Analyze roles and responsibilities of parenting.</b>	
	<b>Student Competencies</b>	
	15.1.1	Analyze parenting roles across the life span.
	15.1.2	Analyze expectations and responsibilities of parenting.
	15.1.3	Analyze influences of parenting practices to the individuals, families, and society.
	15.1.4	Analyze societal conditions that influence parenting across the life span.
	15.1.5	Explain cultural differences and similarities in roles and responsibilities of parenting.
<b>Topic 15.2</b>	<b>Evaluate parenting practices that maximize human growth and development.</b>	
	<b>Student Competencies</b>	
	15.2.1	Analyze nurturing practices that support human growth and development.
	15.2.2	Apply communication strategies that promote emotional well-being in family members.
	15.2.3	Assess common practices and emerging research about influences of discipline on human growth and development.
	15.2.4	Analyze the effects of abuse and neglect on children and families and determine methods for prevention.
	15.2.5	Apply criteria for selecting care and services for children and youth.
<b>Topic 15.3</b>	<b>Evaluate external support systems that provide services for parents.</b>	
	<b>Student Competencies</b>	
	15.3.1	Analyze community resources and services available to families.
	15.3.2	Analyze community resources that provide opportunities related to parenting.
	15.3.3	Analyze current laws and policies related to parenting.
	15.3.4	Analyze impacts of advocacy on laws and policies related to parenting.
<b>Topic 15.4</b>	<b>Analyze physical and emotional factors related to beginning the parenting process.</b>	
	<b>Student Competencies</b>	
	15.4.1	Analyze biological processes related to prenatal development, birth, and health of child and mother.
	15.4.2	Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.
	15.4.3	Analyze alternatives to biological parenthood.
	15.4.4	Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.



## Parenting Course Topics and Related Standards Overview

PARENTING	FACS I	Middle School FACS
MIS03 # 09130	MIS03 # 09022	MIS03 # 09006
<b><i>Family</i></b>	<b><i>Family</i></b>	<b><i>Family</i></b>
Roles (6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7)	Roles (6.1.1, 6.1.4)	Roles (6.1.1)
Culture (6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5)	Culture (6.2.1, 6.2.4)	Culture (6.2.1, 6.2.4)
<b><i>Relationships</i></b>	<b><i>Relationships</i></b>	<b><i>Relationships</i></b>
Characteristics (13.2.1, 13.2.2, 13.2.3, 13.2.4, 13.2.5)	Characteristics (13.2.1, 13.2.2, 13.2.3, 13.2.4, 13.2.5)	Characteristics (13.2.1, 13.2.2, 13.2.3, 13.2.4, 13.2.5)
Stress Management (13.1.6)	Stress Management (13.1.6)	Stress Management (13.1.6)
Communication (13.3.1, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.6, 13.3.7)	Communication (13.3.2, 13.3.3, 13.3.5, 13.3.6)	Communication (13.3.2, 13.3.3, 13.3.5, 13.3.6)
Conflict Management (13.4.1, 13.4.2, 13.4.3, 13.4.4, 13.4.5, 13.4.6)	Conflict Management (13.4.3, 13.4.5)	Conflict Management (13.4.3, 13.4.5)
Teamwork (13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5, 13.5.6, 13.5.7)	Teamwork (13.5.1, 13.5.2, 13.5.4, 13.5.5, 13.5.7)	Teamwork (13.5.1, 13.5.2, 13.5.4, 13.5.5, 13.5.7)
Behavior (13.6.1, 13.6.2, 13.6.3, 13.6.4, 13.6.5)	Behavior (13.6.1, 13.6.3, 13.6.4)	Behavior (13.6.4)
<b><i>Skills</i></b>	<b><i>Skills</i></b>	<b><i>Skills</i></b>
Responsibilities (15.1.1, 15.1.2, 15.1.3, 15.1.4, 15.1.5)	Responsibilities (15.1.2)	
Practices (15.2.1, 15.2.2, 15.2.3, 15.2.4, 15.2.5)		
Support (15.3.1, 15.3.2, 15.3.3)		
<b><i>Development</i></b>	<b><i>Development</i></b>	<b><i>Development</i></b>
Pre-Natal (15.4.1, 15.4.2, 15.4.3, 15.4.4)		
Life Span (12.1.1, 12.1.2, 12.1.3, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.3.1, 12.3.2, 12.3.3)	Life Span (12.1.1, 12.2.1)	Life Span (12.1.1)
<b><i>Early Childhood</i></b>	<b><i>Early Childhood</i></b>	<b><i>Early Childhood</i></b>
Practice (4.2.1, 4.2.2, 4.2.4, 4.2.5)	Practice (4.2.1, 4.2.5)	
Environment (4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.7)	Environment (4.4.4, 4.4.7)	Environment (4.4.4, 4.4.7)
Techniques (4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5)	Techniques (4.5.1, 4.5.2, 4.5.3)	Techniques (4.5.1, 4.5.2)
<b><i>Wellness</i></b>	<b><i>Wellness</i></b>	<b><i>Wellness</i></b>
Food Safety (8.2.2)	Food Safety (8.2.2)	Food Safety (8.2.2)
Nutrition (14.1.1, 14.1.2, 14.2.3, 14.2.4, 14.3.2)		
<b><i>Community Services</i></b>	<b><i>Community Services</i></b>	<b><i>Community Services</i></b>
Agencies (7.2.1, 7.2.2, 7.2.3, 7.2.5, 7.2.6, 7.2.7)		
Disadvantaging Conditions (7.4.1-7.4.6, 7.5.1-7.5.7)		
<b><i>Related Careers</i></b> (1.1.1-1.1.4, 1.3.1, 1.3.2, 4.1.1)	<b><i>Related Careers</i></b> (4.1.1)	<b><i>Related Careers</i></b>