



**Shamokin Secondary
Course Overview**



Course: Parenting

Teacher: Certified Family and Consumer Sciences Teacher

Course Introduction:

Parenting is a course designed to provide students with an awareness of the responsibility, expenses, and care needed to raise a child in a modern world.

This full-year course introduces students to the responsibilities, expenses, health issues, emotional, and physical development of a child. The students will care for a Reality Baby, discuss pregnancy, FAS, and the effects of drug use and smoking during pregnancy. Students wear the empathy belly and discuss the responsibility of parenting. In addition, the students will visit a local daycare center to observe a toddler's daily routine. Students will also study language development, reading, eating habits, discipline, child care and safety of toddlers.

Course Text or Student Materials:

- Reality Works RealCare Baby and Supplies
- Teacher-created Note Packets and Worksheets for each Unit of Study
- School-provided laptops for internet access
- DVDs; “Mom at Sixteen”, “Too Young to Be A Dad”, “Girl, Positive”, “The Curious Case of Benjamin Button”, “Juno”, “Yours, Mine, and Ours”, “Super Nanny”

Units of Study:

Fertilization

- Female Reproductive System
- Male Reproductive System
- Stages of Fertilization
- Fetus Development

Student Objectives:

The student will be able to:

- Understand the female reproductive system and its cycle in relationship to fertilization
- Understand the male reproductive system and its stages of production and storage
- Analyze health choices and how they affect the reproductive process

Standards/Anchors:

11.4.9 A: Analyze physical, intellectual, and social/emotional development in relation to theories of child development

15.4.1: Analyze biological processes related to prenatal

15.4.2: Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child

<p>Units of Study:</p> <p>Contraceptives</p> <ul style="list-style-type: none"> ● Choices and Types Of ● Advantages and Disadvantages of each ● Sexually Transmitted Diseases ● HIV/AIDS 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify the various types of contraceptives available ● Understand how types of contraceptives work ● Analyze the pros and cons of using each type of contraceptives ● Recognize the cost and long term effects of contraceptives ● Recognize sexually transmitted diseases and identify what contraceptives help reduce risks ● Discuss the relationship of making healthy choices with delaying sexual activity 	<p>Standards/Anchors:</p> <p>10.1.9 A: Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> ● STD and HIV prevention <p>SH.8.CC.1: Define STDs, including HIV, and how they are and are not transmitted</p> <p>SH.8.CC.3: Describe the signs, symptoms and potential impacts of STDs, including HIV</p> <p>PR.12.CC.1: Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms</p>
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<p>Units of Study:</p> <p>Fertility Options</p> <ul style="list-style-type: none"> ● Choices and Types Of ● Advantages and Disadvantages of each ● Ethical Decisions and Issues ● Costs 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify the various types of fertility options available ● Understand how types of fertility options work ● Analyze the pros and cons of each type of fertility option ● Analyze types of ethical decisions and issues associated with fertility ● Research laws and costs associated with fertility treatments 	<p>Standards/Anchors:</p> <p>15.3.3: Analyze alternatives to biological parenthood</p> <p>15.4.4: Analyze legal and ethical impacts of current and emerging technology on fertility and family planning</p>
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<p>Units of Study:</p> <p>Pregnancy</p> <ul style="list-style-type: none"> ● Signs ● Choices and Options ● Body Changes ● Genetics & Heredity 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify the signs of pregnancy ● Recognize the medical options for a pregnant couple ● Identify physical body changes of a pregnant mother ● Analyze the stages of fetal development ● Understand the role of genetics and heredity in development 	<p>Standards/Anchors:</p> <p>15.4.1: Analyze biological processes related to prenatal development, birth, and health of child and mother</p> <p>PR.12.CC.4: Describe the signs of pregnancy</p> <p>PR.12.INF.2: Analyze internal and external influences on decisions about pregnancy options</p> <p>12.2.1: Analyze the influences of heredity and environment on human growth and development</p>
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<p>Units of Study:</p> <p>Teratogens</p> <ul style="list-style-type: none"> ● Smoking ● Drug Use ● Alcohol Use 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Describe the agents and their effects on the fetus ● Describe the physical, emotional, and social effects of using the teratogens during pre and post pregnancy ● Identify resources available to an expectant family for dealing with teratogens 	<p>Standards/Anchors:</p> <p>11.4.9.B : Evaluate health and safety hazards relating to children at each stage of child development</p> <p>PR.12.CC.5: Describe prenatal practices that can contribute to or threaten a healthy pregnancy</p>
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<p>Units of Study:</p> <p>Labor & Delivery</p> <ul style="list-style-type: none"> ● Methods of Delivery ● Signs Of Labor ● Hormonal Changes ● Stages of Delivery 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Describe the different methods of delivery ● Identify early signs of labor 	<p>Standards/Anchors:</p> <p>15.4.1: Analyze biological processes related to prenatal development, birth, and health of child and mother</p>
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<ul style="list-style-type: none"> ● Postpartum Depression, Baby Blues, Postpartum Psychosis 	<ul style="list-style-type: none"> ● Analyze the hormonal changes that occur in the body during labor & delivery ● Describe the different stages of delivery ● Discuss Postpartum Depression, Baby Blues, and Postpartum Psychosis and signs/symptoms of each 	<p>15.4.2: Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child</p>
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<p>Units of Study:</p> <p>Abuse/Complications</p> <ul style="list-style-type: none"> ● Shaken Baby Syndrome ● Sudden Infant Death Syndrome ● Stillbirth ● Miscarriage 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Discuss the signs of each abuse/complication ● List risk factors associated with each ● Explain the emotional and social factors that may be associated with each ● Identify resources and prevention education for each 	<p>Standards/Anchors:</p> <p>PR.12.CC.5: Describe prenatal practices that can contribute to or threaten a healthy pregnancy</p> <p>PR.12.AI.4: Access medically-accurate information about prenatal care services</p> <p>12.3.3: Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs</p>
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<p>Units of Study:</p> <p>Newborn Care</p> <ul style="list-style-type: none"> ● Sleep Positions/Patterns ● Safety Issues ● Soothing - 5 S's ● Bonding 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Understand the typical infant sleep schedule ● List and describe ways to create a safe environment for newborns ● Identify the 5 's for soothing a fussy baby ● Describe ways to bond with a newborn 	<p>Standards/Anchors:</p> <p>11.4.9. B: Evaluate health and safety hazards relating to children at each stage of child development</p> <p>11.4.12.C: Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children)</p> <p>15.1.2: Analyze expectations and responsibilities of parenting</p>
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<p>Units of Study:</p> <p>Feeding Options</p> <ul style="list-style-type: none"> ● Breastfeeding ● Bottlefeeding ● Combination ● Benefits & Drawbacks of Each 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast the benefits and drawbacks of each feeding option ● Analyze the cost associated with each type of feeding ● List the health, social, and emotional benefits of each type ● Describe signs of allergies and complications of each type of feeding 	<p>Standards/Anchors:</p> <p>15.2.1: Analyze nurturing practices that support human growth and development</p> <p>11.4.12.C: Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children)</p>
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<p>Units of Study:</p> <p>Diapering Options</p> <ul style="list-style-type: none"> ● Cloth Diapers ● Disposable Diapers ● Benefits & Drawbacks of Each ● Rashes/Infections 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast the benefits and drawbacks of each diapering option ● Practice the proper steps to changing a diaper ● Analyze the cost of cloth vs. disposable diapers ● List care and safety issues to consider when diapering ● Identify common rashes/infections and the care for each type of diapering 	<p>Standards/Anchors:</p> <p>15.2.1: Analyze nurturing practices that support human growth and development</p> <p>11.4.12.C: Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children)</p>
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<p>Units of Study:</p> <p>Toddlers - Brain Development</p> <ul style="list-style-type: none"> ● Psychologists and Theories ● Parts & Functions of the Brain ● Early Thinking/Learning ● “Window of Opportunity” 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Recognize child psychologists and their theories ● Identify the parts of the brain and the function of each ● Describe the difference between the left and the right side of the brain ● Identify the early brain development of an infant/toddler ● Identify the best time for learning different strategies and skills 	<p>Standards/Anchors:</p> <p>11.4.12.A: Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson and prior findings versus new brain development research)</p> <p>12.1.1: Analyze physical, emotional, social, and cognitive development</p> <p>12.1.3: Analyze current and emerging research about human growth and development, including but not limited to brain development research</p>
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<p>Units of Study:</p> <p>Toddlers - Play</p> <ul style="list-style-type: none"> ● Types of Play ● Gross vs. Fine Motor Movements ● Sensory Motor ● Dramatic Play 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Analyze the different types of play and the important of each in physical, social, and emotional development ● Identify examples of each type of play ● Participate in activities associated with each type of play 	<p>Standards/Anchors:</p> <p>12.1.1: Analyze physical, emotional, social, and cognitive development</p> <p>11.4.12.C: Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children)</p> <p>12.3.2: Analyze the role of communication on human growth and development</p>
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<p>Units of Study:</p> <p>Toddlers - Language / Reading</p> <ul style="list-style-type: none"> ● Language Abilities ● Spoken Language ● Articulation ● Reading Importance & Tips 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Understand the abilities that children develop early on ● Recognize how children learn spoken language 	<p>Standards/Anchors:</p> <p>11.4.9 E : Explain how storytelling, story reading and writing enhance literacy development in children</p>
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	<ul style="list-style-type: none"> ● Identify complications in speaking and reading ● Describe the best ways to speak and read to children ● Discuss the benefits of books in language development ● Identify characteristics of children's books 	<p>11.4.12 E: Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature</p>
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<p>Units of Study:</p> <p>Toddlers - Childcare Centers</p> <ul style="list-style-type: none"> ● Family Homes ● Group Homes ● Daycare Centers ● Safety Guidelines 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Describe the difference between the 3 types of childcare centers ● Analyze pros and cons of each type of childcare ● Understand the laws and inspections necessary for each type of childcare ● Identify safety procedures for homes/centers with children ● Identify resources to find childcare centers in his/her community 	<p>Standards/Anchors:</p> <p>11.4.12.C: Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children)</p> <p>12.3.3: Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs</p> <p>15.2.5: Apply criteria for selecting care and services for children and youth</p>
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<p>Units of Study:</p> <p>Toddlers - Discipline</p> <ul style="list-style-type: none"> ● Types of Discipline ● Techniques & Tips 	<p>Student Objectives:</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Describe the different types of discipline ● Analyze children's expectations and limitations for discipline ● Describe the best ways to talk with children while disciplining ● Recognize constructive techniques to use while disciplining a child 	<p>Standards/Anchors:</p> <p>15.2.3: Assess common practices and emerging research about influences on discipline on human growth and development</p> <p>4.5.4: Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities</p>
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Instructional Plan:

A typical class will begin with the completion of the Bell Ringer, and then a review of the classwork that was covered in previous class periods. The majority of each class period will be devoted to either lecture, group or independent work, and/or laboratory and computer activities. The instructor will be utilizing a variety of instructional resources to reinforce and differentiate the instruction for the varying levels of students in the class.

Students will be guided through problem-solving strategies for each unit and will then spend the majority of the unit working either independently or in small groups on various lab activities, computer simulations, and reinforcement exercises.

Students will be assessed regularly through quizzes and exams, in addition to regular, in-formal observation by the classroom teacher. A comprehensive final exam and/or project will be administered upon completion of the course.

Student Assistance:

Teacher will be available for additional tutoring or instruction before/and or after school, as well as during class time and study hall. Students may utilize teacher websites as well as Google Classroom for accessing resources. In addition, supplemental reinforcement exercises may be assigned at the discretion of the instructor.

Assessments and Evaluation:

Formal and Informal Assessments:

- Quizzes
- Unit Tests
- Unit Notes
- Class Discussions
- Unit Projects
- Laboratory/computer activities
- Checking for understanding

Grading:

Numerical percentages will be calculated by using a point system.

Progress reports will be issued twice each marking period.

Report cards will be issued quarterly.

Homework/Procedures:

Homework will be assigned on an as needed basis.

Students will be able to seek help either before or after school if necessary to complete the homework.

Student and Parent Communication:

A course syllabus will be reviewed at the beginning of the course. Teachers will make a minimum of three parent communications each week. Grades will be issued every three weeks via progress reports, and quarterly via report cards.

Student Expectations and Classroom Rules of Conduct

Students will appropriately participate and follow all policies as outlined in the Shamokin Student Handbook, which contains procedures regarding absences, classroom behavior, make-up of work, academic integrity and all other student conduct guidelines.