

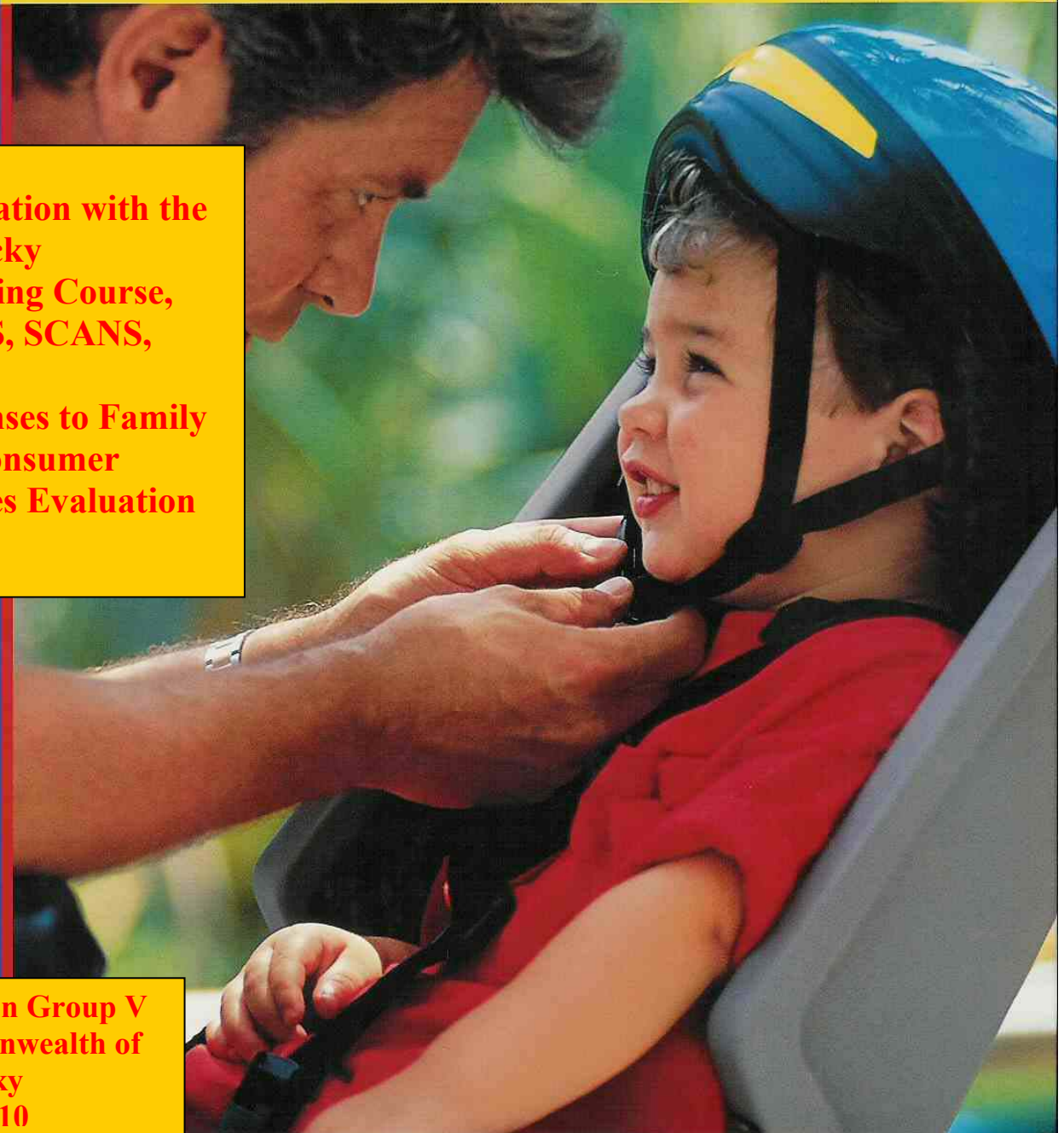
# Parenting

## Rewards & Responsibilities

Teacher Annotated Edition

**Correlation with the  
Kentucky  
Parenting Course,  
NSFCS, SCANS,  
and  
Responses to Family  
and Consumer  
Services Evaluation  
Tool**

**Adoption Group V  
Commonwealth of  
Kentucky  
2004-2010**



<b>Parenting</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.29, 3.2, 4.1</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>examine factors to be considered in assessing readiness for parenthood.</li> </ul>	<p><b>SE:</b> 92-105 <i>Making Decisions:</i> 106-107</p> <p><b>TWE:</b> IL 94, 100, 101 TO 102 UV 104</p>
<b>3.2, 4.6, 5.1</b>	<ul style="list-style-type: none"> <li>identify causes of and solutions for infertility.</li> </ul>	<p><b>SE:</b> 135</p> <p><b>TWE:</b> SI 135</p>
<b>3.2, 5.4</b>	<ul style="list-style-type: none"> <li>recognize that many hereditary or chromosomal effects can be predicted and prevented by genetic counseling.</li> </ul>	<p><b>SE:</b> 135-142 <i>Becoming a Problem Solver:</i> 145</p> <p><b>TWE:</b> SI 139, 141 T 137</p>
<b>2.31</b>	<ul style="list-style-type: none"> <li>identify the parts and functions of the male and female reproductive system.</li> </ul>	<p><b>SE:</b> 130-132</p> <p><b>TWE:</b> T 131 MA 131, 132</p>
<b>2.31</b>	<ul style="list-style-type: none"> <li>describe methods of birth control.</li> </ul>	<p><b>SE:</b> 132-134</p> <p><b>TWE:</b> UV 134</p>
<b>2.29, 3.2, 3.7</b>	<ul style="list-style-type: none"> <li>identify the early signs of pregnancy and the tests for confirming pregnancy.</li> </ul>	<p><b>SE:</b> 152-153</p> <p><b>TWE:</b> MA 152 PT 152 UF 153</p>

<b>Parenting</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.29, 3.2, 4.4</b>	<ul style="list-style-type: none"> <li>identify the aspects of adequate prenatal care.</li> </ul>	<b>SE:</b> 116, 170-187  <b>TWE:</b> IL 179 MA 173 PT 172, 175 SI 181, 183 T 183
<b>2.29, 3.2, 4.1, 4.2</b>	<ul style="list-style-type: none"> <li>compare fetal development during each trimester of pregnancy.</li> </ul>	<b>SE:</b> 156-163 <i>Spotlight On:</i> 156, 162  <b>TWE:</b> MA 159, 160 PT 160, 162 SA 162 SI 157, 160, 161 UV 158
<b>3.2, 4.6, 5.3</b>	<ul style="list-style-type: none"> <li>analyze factors that contribute to reducing birth defects.</li> </ul>	<b>SE:</b> 138-142, 163-165  <b>TWE:</b> SA 139 SI 139, 141, 163 T 164, 165 UF 140, 165
<b>3.3, 4.6, 5.5</b>	<ul style="list-style-type: none"> <li>recognize the importance of advanced preparation for arrival of a baby.</li> </ul>	<b>SE:</b> 190-207  <b>TWE:</b> IL 194, 202 PT 190, 195, 199 SA 201, 204 SI 191, 193, 198 UF 192, 200, 203

<b>Parenting</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>3.2, 4.4, 4.6, 5.3</b>	<ul style="list-style-type: none"> <li>describe the birth process.</li> </ul>	<b>SE:</b> 208-225  <b>TWE:</b> IL 212, 223 MA 210, 211, 213 PT 211 SI 215, 220 T 219, 221 TO 214 UF 222 UV 216, 220
<b>2.29, 3.2, 3.7</b>	<ul style="list-style-type: none"> <li>describe the physical characteristics of the newborn.</li> </ul>	<b>SE:</b> 252-260  <b>TWE:</b> IL 257 MA 255, 257, 258 PT 255 T 260 UF 259
<b>2.29, 3.2, 3.4</b>	<ul style="list-style-type: none"> <li>recognize the various aspects of routine infant care including safety.</li> </ul>	<b>SE:</b> 272-293  <b>TWE:</b> IL 291 MA 274, 276, 278 PT 275, 278, 280 SI 276, 277 T 275, 281 TO 289 UF 282, 290

<b>Parenting</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.29, 3.2</b>	<ul style="list-style-type: none"> <li>recognize stages of infant development.</li> </ul>	<b>SE:</b> 252-255, 258-271 <i>The First Year of Growth and Development:</i> 256-257  <b>TWE:</b> MA 255, 257, 258 PT 255 T 260 UF 259
<b>2.29, 3.2, 4.4</b>	<ul style="list-style-type: none"> <li>analyze responsibilities common to parenting and care giving roles.</li> </ul>	<b>SE:</b> 272-293  <b>TWE:</b> IL 291 PT 275, 278, 280 SI 276, 277 T 275, 281 TO 289 UF 282, 290
<b>2.31, 3.2, 4.4</b>	<ul style="list-style-type: none"> <li>recognize signs of illness in a child.</li> </ul>	<b>SE:</b> 326, 327  <b>TWE:</b> MA 327
<b>2.31, 3.2, 4.4</b>	<ul style="list-style-type: none"> <li>determine appropriate treatment of children’s accidents or injuries.</li> </ul>	<b>SE:</b> 338-343  <b>TWE:</b> PT 338, 341, 342 TO 339, 340, 343 T 342
<b>2.29, 3.2, 4.4</b>	<ul style="list-style-type: none"> <li>examine the support systems available for care of the elderly.</li> </ul>	Not covered in <i>Parenting: Rewards and Responsibilities.</i>

<b>Parenting</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.36, 3.4, 3.7, 4.6</b>	<ul style="list-style-type: none"> <li>investigate the specific jobs or careers in the fields of child care/elder care.</li> </ul>	<b>SE:</b> <i>Career Corner</i> : 88-89, 146-147, 226-227, 294-295, 454-455, 536-537, 632, 633  <b>TWE:</b> N/A
<b>2.36, 2.37</b>	<ul style="list-style-type: none"> <li>utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.</li> </ul>	Not covered in <i>Parenting: Rewards and Responsibilities</i> .
<b>2.1, 2.8, 4.1</b>	<ul style="list-style-type: none"> <li>apply math, science and communication skills within technical content.</li> </ul>	<b>SE:</b> 462-463, 611-612, 622, 623 <i>Cross-Curricular Connections</i> : 117  <b>TWE:</b> N/A
<b>2.37</b>	<ul style="list-style-type: none"> <li>demonstrate employability and social skills relevant to the career cluster.</li> </ul>	<b>SE:</b> <i>Career Corner</i> : 88-89, 146-147, 226-227, 294-295, 454-455, 536-537, 632, 633  <b>TWE:</b> N/A

## National Standards for Family and Consumer Sciences Education

### 15. PARENTING

STANDARDS	PAGE REFERENCES
<p><b>15.0</b>  <b>Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.</b></p> <p>15.1            Analyze roles and responsibilities of parenting.</p>	<p><b>SE:</b> 31-33, 72, 85, 418-420, 626-629</p> <p><b>TWE:</b> TO 72, 85</p>
<p>15.2            Evaluate parenting practices that maximize human growth and development.</p>	<p><b>SE:</b> 272-293, 298-321, 322-345, 346-369, 370-391, 392-413, 414-431, 432-453</p> <p><b>TWE:</b> IR 353            PT 343</p>
<p>15.3            Evaluate external support systems that provide services for parents.</p>	<p><b>SE:</b> 552-555</p> <p><b>TWE:</b> TO 553</p>
<p>15.4            Analyze physical and emotional factors related to beginning the parenting process.</p>	<p><b>SE:</b> 95-105  <i>Making Decisions:</i> 106-107</p> <p><b>TWE:</b> SI 98, 100</p>

<b>SCANS</b>	
<b>A Three-Part Foundation</b>	
<b>Basic Skills</b>	<b>PAGE REFERENCES</b>
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> <li>• A. <u>Reading</u>—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules</li> </ul>	<p><b>SE:</b> 622, 624</p>
<ul style="list-style-type: none"> <li>• B. <u>Writing</u>—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts</li> </ul>	<p><b>SE:</b> <i>In Your Journal:</i> 36, 52, 68, 86, 90, 108, 126, 144, 148, 168, 186, 206, 224, 228, 248, 270, 292, 296, 320, 344, 368, 390, 412, 430, 452, 474, 494, 514, 538, 556, 576, 598, 614, 630</p>
<ul style="list-style-type: none"> <li>• C. <u>Arithmetic/Mathematics</u>—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques</li> </ul>	<p><b>SE:</b> <i>Cross-Curricular Connections:</i> 117</p>
<ul style="list-style-type: none"> <li>• D. <u>Listening</u>—receives, attends to, interprets, and responds to verbal messages and other cues</li> </ul>	<p><b>SE:</b> 466, 547, 627</p>
<ul style="list-style-type: none"> <li>• E. <u>Speaking</u>—organizes ideas and communicates orally</li> </ul>	<p><b>SE:</b> 75-76, 462-467, 470-473, 547, 548, 622, 624 <i>Choosing the Best Words:</i> 468-469</p>

<b>SCANS</b>	
<b>A Three-Part Foundation</b>	
<b>Thinking Skills</b>	<b>PAGE REFERENCES</b>
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> <li>• A. <u>Creative Thinking</u>—generates new ideas</li> </ul>	<p><b>SE:</b> <i>Thinking Critically</i>: 37, 53, 69, 87, 91, 109, 127, 145, 149, 169, 187, 207, 225, 229, 249, 271, 293, 297, 321, 343, 369, 391, 413, 431, 453, 475, 495, 515, 539, 557, 577, 599, 615, 631</p>
<ul style="list-style-type: none"> <li>• B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative</li> </ul>	<p><b>SE:</b> 76, 105, 133 <i>Making Decisions</i>: 106-107</p>
<ul style="list-style-type: none"> <li>• C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action</li> </ul>	<p><b>SE:</b> 549, 656-666 <i>Becoming a Problem Solver</i>: 37, 53, 69, 87, 91, 109, 127, 145, 149, 169, 187, 207, 225, 229, 249, 271, 293, 297, 321, 343, 369, 391, 413, 431, 453, 475, 495, 515, 539, 557, 577, 599, 615, 631 <i>The Problem-Solving Process</i>: 550-551</p>
<ul style="list-style-type: none"> <li>• D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information</li> </ul>	<p><b>SE:</b> <i>Thinking Critically</i>: 37, 53, 69, 87, 91, 109, 127, 145, 149, 169, 187, 207, 225, 229, 249, 271, 293, 297, 321, 343, 369, 391, 413, 431, 453, 475, 495, 515, 539, 557, 577, 599, 615, 631</p>
<ul style="list-style-type: none"> <li>• E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills</li> </ul>	<p><b>SE:</b> <i>Ideas for Thought &amp; Action</i>: 37, 53, 69, 87, 91, 109, 127, 145, 149, 169, 187, 207, 225, 229, 249, 271, 293, 297, 321, 343, 369, 391, 413, 431, 453, 475, 495, 515, 539, 557, 577, 599, 615, 631</p>

<b>SCANS</b>	
<b>A Three-Part Foundation</b>	
<b>Thinking Skills</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem</li> </ul>	<b>SE:</b> <i>Thinking Critically:</i> 37, 53, 69, 87, 91, 109, 127, 145, 149, 169, 187, 207, 225, 229, 249, 271, 293, 297, 321, 343, 369, 391, 413, 431, 453, 475, 495, 515, 539, 557, 577, 599, 615, 631

<b>SCANS</b>	
<b>A Three-Part Foundation</b>	
<b>Personal Qualities</b>	<b>PAGE REFERENCES</b>
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> <li>• A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment</li> </ul>	<p><b>SE:</b> 625 <i>Raising an Ethical Child:</i> 486-487</p>
<ul style="list-style-type: none"> <li>• B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self</li> </ul>	<p><b>SE:</b> 268, 358-362, 488, 499-500</p>
<ul style="list-style-type: none"> <li>• C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings</li> </ul>	<p><b>SE:</b> 268-269, 622 <i>Raising an Ethical Child:</i> 486-487</p>
<ul style="list-style-type: none"> <li>• D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control</li> </ul>	<p><b>SE:</b> 484-485, 625</p>
<ul style="list-style-type: none"> <li>• E. <u>Integrity/Honesty</u>—chooses ethical courses of action</li> </ul>	<p><b>SE:</b> 269, 480-482, 484, 526 <i>Raising an Ethical Child:</i> 486-487 <i>Raising Children With Character:</i> 47, 57, 77, 115, 472, 483, 507, 545, 604</p> <p><b>TWE:</b> SI 269 TO 526</p>

<b>SCANS</b>	
<b>Five Workplace Competencies</b>	
<b>Resources</b>	<b>PAGE REFERENCES</b>
Identifies, organizes, plans, and allocates resources  <ul style="list-style-type: none"> <li>• <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules</li> </ul>	<b>SE:</b> 560, 563-565, 573-575, 628  <b>TWE:</b> MA 563
<ul style="list-style-type: none"> <li>• <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives</li> </ul>	<b>SE:</b> 543, 564-565 <i>Spotlight on Managing Money Responsibl:</i> 485  <b>TWE:</b> MA 564
<ul style="list-style-type: none"> <li>• <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently</li> </ul>	<b>SE:</b> 552-554 <i>The Career Corner:</i> 146  <b>TWE:</b> IL 554
<ul style="list-style-type: none"> <li>• <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback</li> </ul>	<b>SE:</b> 567, 568

<b>SCANS</b>	
<b>A Three-Part Foundation</b>	
<b>Interpersonal</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• <i>A. Participates as Member of a Team</i>—contributes to group effort</li> </ul>	<b>SE:</b> 47-48, 519-527 <i>The Career Corner:</i> 536
<ul style="list-style-type: none"> <li>• <i>B. Teaches Others New Skills</i></li> </ul>	<b>SE:</b> <i>The Career Corner:</i> 146, 536, 537
<ul style="list-style-type: none"> <li>• <i>C. Serves Clients/Customers</i>—works to satisfy customers' expectations</li> </ul>	<b>SE:</b> <i>The Career Corner:</i> 146
<ul style="list-style-type: none"> <li>• <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies</li> </ul>	<b>SE:</b> <i>The Career Corner:</i> 454
<ul style="list-style-type: none"> <li>• <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests</li> </ul>	<b>SE:</b> 548
<ul style="list-style-type: none"> <li>• <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds</li> </ul>	<b>SE:</b> 633

SCANS	
A Three-Part Foundation	
Information	PAGE REFERENCES
Acquires and uses information <ul style="list-style-type: none"> <li>• <i>A. Acquires and Evaluates Information</i></li> </ul>	<b>SE:</b> 48-51 <i>The Career Corner:</i> 88, 632
<ul style="list-style-type: none"> <li>• <i>B. Organizes and Maintains Information</i></li> </ul>	<b>SE:</b> 25-26
<ul style="list-style-type: none"> <li>• <i>C. Interprets and Communicates Information</i></li> </ul>	<b>SE:</b> <i>The Career Corner:</i> 88, 632
<ul style="list-style-type: none"> <li>• <i>D. Uses Computers to Process Information</i></li> </ul>	<b>SE:</b> 26

<b>SCANS</b>	
<b>A Three-Part Foundation</b>	
<b>Systems</b>	<b>PAGE REFERENCES</b>
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> <li>• <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them</li> </ul>	<b>SE: 70-87</b>
<ul style="list-style-type: none"> <li>• <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions</li> </ul>	<b>SE: 578-599</b>
<ul style="list-style-type: none"> <li>• <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance</li> </ul>	<b>SE: 65-67</b>

<b>SCANS</b>	
<b>A Three-Part Foundation</b>	
<b>Technology</b>	<b>PAGE REFERENCES</b>
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> <li>• <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies</li> </ul>	<p><b>SE:</b> 26, 569-570 <i>Technology affects Families:</i> 82-83</p> <p><b>TWE:</b> T 569</p>
<ul style="list-style-type: none"> <li>• <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment</li> </ul>	<p><b>SE:</b> 569-570</p> <p><b>TWE:</b> T 569</p>
<ul style="list-style-type: none"> <li>• <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies</li> </ul>	<p><b>SE:</b> 570</p>

## **TWE Codes**

IL	In Real Life
MA	More About
PT	Parenting Tips
SA	See Also
SI	Sharing Ideas
T	Technology
TO	Try It Out
UF	Using the Feature
UV	Using Visuals

# **Family and Consumer Services Evaluation Tool**

<b>Content–Family &amp; Consumer Science</b>	<b>Comments</b>
Family	References to families can be found in the Student Edition in Chapters 4, 7, 26, and 28.
Childcare/Parenting	References to childcare can be found in the Student Edition in Chapter 29. References to parenting can be found in the Student Edition in Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 20, 21, 24, 25, and 30.
Child/Adolescent/Human Development	References to human development can be found in the Student Edition in Chapters 13, 15, 17, and 23.
Interpersonal Relationships	References to interpersonal relationships can be found throughout the Student Edition. For examples, see Chapter 18.
Goal Setting/Decision Making	References to goal setting and decision making can be found throughout the Student Edition. For examples, see Student Edition pages 76, 105, 106-107, and 133.
Consumerism	This content is not covered in <i>Parenting: Rewards and Responsibilities</i> .
Foods/Nutrition	References to foods and nutrition making can be found throughout the Student Edition. For examples, see Student Edition pages 277-278, 305, 306, and 307.

Content-Family & Consumer Science (continued)	Comments
Apparel/Textiles	References to clothing can be found in the Student Edition on pages 178, 198-199, 317-319, and 444.
Housing Interiors	References to childproofing rooms can be found in the Student Edition on pages 329-331.
Hospitality Careers	This content is not covered in <i>Parenting: Rewards and Responsibilities</i> .
FCCLA; Family, Careers, Community Leaders of America	This content is not covered in <i>Parenting: Rewards and Responsibilities</i> .

Instruction and Assessment	Comments
Identifies a Sense of Purpose	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. The life scenarios presented in each <i>Chapter Opener</i> set the stage for the chapter and offer an opportunity for discussion. The <i>Chapter Opener</i> also contains a list of Chapter Objectives and a list of Parenting Terms.

Instruction and Assessment (continued)	Comments
Builds on Student Ideals	The <i>In Real Life</i> feature found throughout the Teacher Annotated Edition presents real-life situations for student reaction.
Engages Students	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. The life scenarios presented in each <i>Chapter Opener</i> set the stage for the chapter and offer an opportunity for discussion. The <i>Chapter Opener</i> also contains a list of Chapter Objectives and a list of Parenting Terms.
Develops Family & Consumer Science Ideas	With this seventh edition of <i>Parenting Rewards &amp; Responsibilities</i> , you'll find an updated text that emphasizes parenting skills. As society points to an ever-growing need for parenting education, this text is better aimed at that need than ever before. Students will learn to take the responsibilities of parenthood seriously and to make parenting decisions. They will also learn the skills needed to nurture and guide children.

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	The <i>Thinking Critically</i> questions found in each <i>Chapter Review</i> call for students to use their higher-level thinking skills.
Assesses Student Progress	A <i>Chapter Review</i> can be found at the end of each chapter. The features in each Chapter Review are <i>Looking Back, In Your Journal, Check Your Understanding, Thinking Critically, Ideas for Thought &amp; Action, and Becoming A Problem Solver.</i>

<b>Instruction and Assessment (continued)</b>	<b>Comments</b>
Enhances The Learning Environment	Graphic presentations of important topics, such as problem solving, childproofing the home, and raising an ethical child, are included in Student Edition.
Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.	<i>Parenting Rewards &amp; Responsibility</i> offers engaging, relevant, and appropriate content written at the correct reading level for your high school program.

Instruction and Assessment (continued)	Comments
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	You can use the <i>ExamVIEW® Test Generator</i> found on the <i>Effective Instruction CD-ROM</i> to create customized tests. You can add and delete items from the lesson plans and the test banks to fit your local needs.
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	Chapter tests can be found in the <i>Teacher Resource Guide</i> . Suggestions for <i>Performance Assessment</i> can be found in the Teacher Annotated Edition on page TM-8. <i>Portfolio Development</i> is discussed on page TM-9. You can use the <i>ExamVIEW® Test Generator</i> found on the <i>Effective Instruction CD-ROM</i> to create customized tests. You can add and delete items from the lesson plans and the test banks to fit your local needs.

Instruction and Assessment (continued)	Comments
Includes activities and opportunities for integration of technology.	The <i>Effective Instruction CD-ROM</i> provides Lesson Plans in Microsoft® Word, PowerPoint® Slides of 44 color transparencies, and an <i>ExamVIEW® Test Generator</i> to create customized tests.
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Parenting Rewards &amp; Responsibilities</i> .
Differentiation techniques and activities suggested.	<i>Parenting Rewards &amp; Responsibilities</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of suggestions that develop the knowledge, parenting skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Parenting Rewards &amp; Responsibilities</i> is composed of 30 chapters organized into 7 units. Each chapter follows a straight forward format, beginning with Chapter Objectives, Parenting Terms, and a life scenario. Each chapter closes with a Chapter Review which includes <i>Looking Back, In Your Journal, Check Your Understanding, Thinking Critically, Ideas for Thought &amp; Action, and Becoming a Problem Solver.</i></p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each chapter begins with a list of the <i>Parenting Terms</i> presented in the chapter. These parenting terms are found in bold-face type where they are defined in the chapter.</p>

<b>Organization and Structure (continued)</b>	<b>Comments</b>
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related	Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the section.
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	A variety of situations that reflect diversity are presented throughout the text.
Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.	<i>Parenting Rewards &amp; Responsibilities</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality parenting course for your students.
Student materials seem durable and conducive to daily use.	The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.
Includes sufficient glossary, index and appendices.	The <i>Glossary</i> can be found on pages 634-642. The <i>Index</i> can be found on pages 644-656.

Organization and Structure (continued)	Comments
Employs accurate grammar and spelling.	<i>Glencoe Child &amp; Adult Care Professionals</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	The correlation between <i>Parenting Rewards &amp; Responsibilities</i> and the Kentucky Parenting course is strong.

Resource Materials	Comments
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).	The <i>Teacher Resource Guide</i> presents tips for teaching parenting, chapter lesson plans, chapter tests, and eight sample transparencies. The <i>Effective Instruction CD-ROM</i> provides Lesson Plans in Microsoft® Word, PowerPoint® Slides of 44 color transparencies, and an <i>ExamVIEW® Test Generator</i> to create customized tests.

<p style="text-align: center;"><b>Resource Materials (continued)</b></p>	<p style="text-align: center;"><b>Comments</b></p>
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p><i>Parenting Rewards &amp; Responsibilities</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of suggestions that develop the knowledge, parenting skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p><i>Parenting Rewards &amp; Responsibilities</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of suggestions that develop the knowledge, parenting skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Resource Materials (continued)	Comments
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).	Each chapter in the Student Edition begins with a list of <i>Chapter Objectives</i> and a life scenario that sets the stage for the chapter and offers an opportunity for discussion. Common student errors, hints, and advice for lesson implementation can be found throughout the Teacher Resource Guide. Connections with career and/or technology can be found throughout the Student Edition and the Teacher Resource Guide. A multitude of references are available.
Suggestions are made for integration of themes and/or interdisciplinary instruction.	Suggestions for integration of themes and/or interdisciplinary instruction can be found throughout the Student Edition and the Teacher Resource Guide
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition and the Teacher Resource Guide.
Teacher resources are available online.	The <i>Effective Instruction CD-ROM</i> provides Lesson Plans in Microsoft® Word, PowerPoint® Slides of 44 color transparencies, and an <i>ExamVIEW® Test Generator</i> to create customized tests.
Online resources available – Repeat of information in text.	The <i>Effective Instruction CD-ROM</i> provides Lesson Plans in Microsoft® Word, PowerPoint® Slides of 44 color transparencies, and an <i>ExamVIEW® Test Generator</i> to create customized tests.

Resource Materials (continued)	Comments
Online resources available – Practice skills only.	The <i>Effective Instruction CD-ROM</i> provides Lesson Plans in Microsoft® Word, PowerPoint® Slides of 44 color transparencies, and an <i>ExamVIEW® Test Generator</i> to create customized tests.
Online resources available – New application materials.	The <i>Effective Instruction CD-ROM</i> provides Lesson Plans in Microsoft® Word, PowerPoint® Slides of 44 color transparencies, and an <i>ExamVIEW® Test Generator</i> to create customized tests.



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