

GLENCOE

Correlation

Parenting: Rewards & Responsibilities

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Florida
Parenting Skills
Grades 9 - 12

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

SUBJECT: Family and Consumer Sciences
COURSE NAME: Parenting Skills
SUBMISSION TITLE: Parenting: Rewards & Responsibilities © 2007
PUBLISHER: Glencoe/McGraw-Hill
GRADE(S): 9-12

COURSE CODE NUMBER: 8500300

| OUTCOME NUMBER | BENCHMARK NUMBER | INTENDED OUTCOME/BENCHMARK DESCRIPTION | PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL | I/M* |
|----------------|------------------|---|--|------|
| 1 | | ANALYZE AND EVALUATE PARENTING ROLES AND RESPONSIBILITIES | | |
| 1.01 | | Define parenting and related terminology. | SE: 26 | |
| 1.02 | | Describe the myths and realities of parenthood. | SE: 46-47 | |
| 1.03 | | Analyze the positive and negative reasons for having children. | SE: 68-70 | |
| 1.04 | | Evaluate the financial impact of rearing children. | SE: 71-73 TAE: 71-73 | |
| 1.05 | | Describe characteristics of nurturing parents and family members. | SE: 51, 59, 115-118 | |
| 1.06 | | Assess the roles, responsibilities and rewards involved in being an effective parent. | SE: 48-52, 58, 249-256, 344, 387, 471, 540-554 | |
| 1.07 | | Compare and contrast parenting styles such as democratic, permissive and authoritarian. | SE: 118-119 TAE: 118-119 | |
| 1.08 | | Determine the attitudes and characteristics that would indicate personal readiness for parenthood. | SE: 64-68, 146 | |
| 2 | | DEFINE SELF-ESTEEM AND RELATE IT TO SELF-IMAGE AND BEHAVIORS IN BOTH PARENTS AND CHILDREN | | |
| 2.01 | | Define self-esteem. | SE: 384 | |
| 2.02 | | Analyze the characteristics of people with both high and low self-esteem. | SE: 383-385 | |
| 2.03 | | Discuss how positive self-esteem affects children throughout the developmental stages. | SE: 384 | |
| 2.04 | | Develop strategies to encourage high self-esteem in children throughout developmental stages. | SE: 385-386, 444, 456, 480-481, 488, 490, 533, 566 TAE: 566 | |
| 2.05 | | Analyze factors that have a negative impact on a child's self-esteem. | SE: 381, 383, 392, 394-395, 409-412, 414-415, 446 TAE: 384, 385 | |
| 2.06 | | List and discuss activities, clubs, sports, etc. and their impact on children's and parent's self-esteem. | SE: 412, 414-415, 424-426 TAE: 426 | |

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| 3 | | DEFINE AND EXPLAIN A NURTURING AND PROTECTIVE ENVIRONMENT FOR CHILDREN | | |
| 3.01 | | Define and explain the meaning of a nurturing and protective environment. | SE: 51, 335-341 | |
| 3.02 | | Identify the developmental stages of children (physical, social, emotional and intellectual.) | SE: 82-83, 91-99, 264-276, 359-362 | |
| 3.03 | | Demonstrate an awareness of appropriate physical care of children including bathing, feeding, dressing and health routines. | SE: 282-300, 306-324, 330-350 | |
| 3.04 | | Identify and discuss factors that would enhance or impede positive parenting and family relationships (to include divorce, death, HIV/AIDS, latchkey children, drugs and suicide). | SE: 203, 444-456, 507-508, 560-579, 596-597 | |
| 3.05 | | Define child abuse and neglect and differentiate between the types of child abuse and neglect. | SE: 55-56, 573-575 | |
| 3.06 | | Describe the influence of personal and environmental factors that can result in child abuse. | SE: 57, 573 | |
| 3.07 | | Define Shaken Baby Syndrome. | SE: 56, 61 | |
| 3.08 | | Assess the skills needed for parenting children with special needs or who are at risk. | SE: 370, 521, 525-535, 562-579 | |
| 3.09 | | Explain ways to assist children in managing stress. | SE: 392-396 | |
| 3.10 | | Devise strategies that will assist parents in becoming involved in their children's education at home and at school. | SE: 363-374, 528-531, 602-603 TAE: 534 | |
| 3.11 | | Evaluate factors to consider when selecting child care. | SE: 584-598 | |
| 4 | | DESCRIBE POSITIVE PARENTING SKILLS IN GUIDING CHILDREN'S BEHAVIOR AT DIFFERENT STATES (Including the special needs child) | | |
| 4.01 | | Identify and discuss positive parenting skills. | SE: 104-118 | |
| 4.02 | | Distinguish between responsible and irresponsible behavior in children at different developmental stages. | SE: 462-474, 482-483, 500-501, 509-511 | |
| 4.03 | | Define and explain: discipline, punishment, and guidance. | SE: 480-481 | |
| 4.04 | | Outline acceptable methods of guidance used to modify behavior in a child. | SE: 95, 427, 466-471, 481, 483-492, 502-512, 527 | |

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| 5 | | EMPHASIZE THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN PARENT/CHILD RELATIONSHIPS | | |
| 5.01 | | Define effective communication and relate it to a child's social, emotional, and intellectual development. | SE: 444 | |
| 5.02 | | Discuss the importance of openness and truthfulness in parent/child communication. | SE: 451-453 | |
| 5.03 | | Differentiate between positive and negative communication between parent and child. | SE: 446-447 | |
| 5.04 | | Compile a list of effective methods used to encourage parent/child communication. | SE: 444-456, 563 | |
| 6 | | IDENTIFY AND SUMMARIZE FAMILY AND COMMUNITY SUPPORT SYSTEMS | | |
| 6.01 | | Prepare a list of community resources available to families and summarize their services. | SE: 41, 137-139, 165, 181, 243, 259, 353, 396, 459, 515, 528-532, 535, 537, 554, 564, 575, 581, 588, 589-602, 605 | |
| 6.02 | | Research and report on state and federal resources that provide support for families. | SE: 43, 61, 123, 141, 225 | |
| 7 | | DESCRIBE PARENTING ISSUES AND CONCERNS | | |
| 7.01 | | Analyze the influences of television and other media on the family. | SE: 32, 364, 473-474 | |
| 7.02 | | Develop and analyze a list of social problems that affect parenting. | SE: 31-32, 133-134, 409-412, 417-418, 575-577 | |
| 7.03 | | Identify responsibilities and concerns relative to teen parenting. | SE: 67, 126-139, 197 | |
| 8 | | DEMONSTRATE AN AWARENESS OF THE DIVERSITY OF TODAY'S FAMILY UNIT | | |
| 8.01 | | Describe factors that cause diversity in families. | SE: 34-37, 568-570 | |
| 8.02 | | Compare the differences between lifestyles of today and the past. | SE: 31-32, 43 | |
| 8.03 | | Analyze ways of strengthening families that are diverse. | SE: 38-41, 417-418 | |
| 9 | | DEMONSTRATE AN UNDERSTANDING OF FAMILY, MULTICULTURAL AND ETHNIC DIVERSITY AND ITS IMPACT ON PARENTS AND CHILDREN | | |
| 9.01 | | Define family, multicultural and ethnic diversity. | SE: 34-35, 417 | |
| 9.02 | | Define cultural bias, stereotypes and prejudices and determine how each limits and/or interferes with effective parenting. | SE: 417-418 | |
| 9.03 | | Analyze and determine similarities and differences among multicultural families. | SE: 417, 455, 495 TAE: 417 | |

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| 9.04 | | Develop strategies to help families assimilate into a new and different cultural environment. | SE: 565-566 | |
| 9.05 | | Determine ways parents can assist their children in distinguishing between truths and myths regarding other cultures. | SE: 402-403, 417-418, 421 TAE: 418 | |
| 10 | | RELATE CURRENT TRENDS AND TECHNOLOGICAL ADVANCES TO THE PARENTING PROCESS | | |
| 10.01 | | Compile a list of current trends and new technology and discuss their relationship to the parenting process. | SE: 31-32, 42, 121, 180, 540-545 TAE: 474 | |
| 10.02 | | Devise methods of keeping abreast of current trends and new technology that impact parenting. | SE: 119-121 TAE: 121 | |
| 10.03 | | Research and report on adaptive tools and equipment used by children with special needs. | SE: 377, 520, 523, 537 | |
| 10.04 | | Demonstrate an awareness of how new technology and adaptive tools and equipment can be used to enhance parenting. | SE: 552, 553, 557 TAE: 552 | |
| 11 | | DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS | | |
| 11.01 | | Identify vocational youth organizations related to family life. | SE: 611-612 TAE: 75 | |
| 11.02 | | Determine purposes and functions of vocational youth organizations. | SE: 611-612 TAE: 41, 157, 199, 298, 340, 343, 625 | |
| 11.03 | | Explain roles and responsibilities of members and work cooperatively as a group member to achieve organizational goals. | SE: 104-115, 546-549, 624-625 | |
| 11.04 | | Demonstrate confidence in leadership roles and organizational responsibilities. | SE: 112, 115-116, 625 TAE: 52, 64, 104, 106, 112, 115, 625 | |
| 11.05 | | Demonstrate commitment to achieve organizational goals. | SE: 66, 621-622 TAE: 66, 621 | |
| 11.06 | | Develop a personal growth project. | SE: 64-66, 79, 557, 605 TAE: 622 | |
| 11.07 | | Weigh competitive events for vocational youth organizations. | SE: 612 TAE: 298, 410, 434, 576 | |
| 12 | | ANALYZE RECENT TRENDS/DEVELOPMENTS IN BRAIN RESEARCH | | |
| 12.01 | | Conduct a study of brain research as it relates to the development of the brain from 0-6 years, using various forms of media, including magazines, books, and the internet. Summarize findings. | SE: 168, 267, 269, 279, 288, 316, 358, 371, 373, 386, 402, 448, 483, 525 TAE: 83, 525 | |
| 12.02 | | Explain why the first three years of life are critical to a child's development. | SE: 83, 92, 101, 358, 369, 473 | |

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| 12.03 | | Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development. | SE: 273-276, 380-396, 402-418 | I |
| 12.04 | | Using the library, prepare a list of books on brain research. | TAE: 58, 525 | M |
| 12.05 | | Give examples of activities that are age appropriate for ages 0-6. | SE: 424-436 | I |

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