

**Wallenpaupack Area School District**

**Wallenpaupack Area High School**

**Course Title:** Parenting and Family Life Studies

**Length of Course:** Semester – 1 credit

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**District Policies:**

***Academic Integrity:***

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

***Assessment:***

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

***Attendance:***

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

***Special Education:***

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

**Course Description:**

Parenting/Family Life Studies is designed to prepare the student for successful family living. The course will help the student acquire the skills and knowledge needed to prevent and solve common problems faced by individuals and families in the context of their emerging lives. The student will study parenting skills, the role of a parent, readiness for parenthood, prenatal development and care, caring for children, play and children and safety of children. The hands-on "World of Small Wonders" program is a part of this course. The course is recommended to all students who will be dealing with children in any capacity throughout their lives.

**Pennsylvania State Standards:**

**Balancing Family, Work and Community Responsibility**

- 11.2.12. A:** Justify solutions developed by using practical reasoning skills.
- 11.2.12. B:** Evaluate the effectiveness of action plans that integrate personal, work, family and community Responsibilities.
- 11.2.12. C:** Analyze teamwork and leadership skills and their application in various family and work situations.
- 11.2.12. D:** Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.
- 11.2.12. E:** Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.
- 11.2.12. F:** Assess the relationship of family functions to human developmental stages.
- 11.2.12. G:** Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).
- 11.2.12. H:** Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

## **Child Development**

- 11.4.12 A:** Analyze current research on existing theories in child development and its impact on parenting. (Piaget, E Erikson and, Gardner: prior findings versus new brain development research).
- 11.4.12. B:** Analyze current issues in health and safety affecting children at each stage of child development.
- 11.4.12. C:** Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).
- 11.4.12 D:** Analyze plans and methods to blend work and family responsibilities to meet the needs of children.
- 11.4.12 E:** Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.

### **Course Objectives:**

**Students will demonstrate the ability to:** Students will design and implement environments and materials which are developmentally appropriate for the Child Development Lab.

Students will recognize the importance of learning centers

Students will recognize rules for behavior and self-control

**Student will demonstrate the ability to:** Students will understand how to balance family and work demands.

Students will understand the pros and cons of single parenting.

Students will complete a budget for estimated infant expenses.

Students will complete BTIO and understand the demands of newborns.

Students will understand the demands of teenagers as parents.

**Students will demonstrate the ability to:** Students will be able to identify the difference between neglect and abuse and identify community resources for help.

Students will be able to compare and contrast positive and negative family characteristics and influences

Students will compare and contrast the roles of parents and their influence on children(s) and development Students will be able to compare and contrast positive and negative family characteristics and influences

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**Students will demonstrate the ability to:** Students will identify reasons for choosing or not choosing parenthood.

Students will identify reasons for family planning.

Students will identify hazards affecting prenatal development.

Students will identify birth defects and how they are caused and/or avoided.

Students will identify changes in family structure when children are born.

Students will demonstrate the ability to: Students will identify signs of pregnancy

Students will identify stages of pregnancy and fetal development

Students will identify healthy and unhealthy practices during pregnancy.

Students will identify stages of childbirth.

Students will identify medical and non-medical professionals assisting with development and birth.

Students will identify developmental characteristics of newborns in the first year of life.

**Students will learn Prenatal Development and the Newborn to demonstrate the ability to:**

Students will identify signs of pregnancy

Students will identify stages of pregnancy and fetal development

Students will identify healthy and unhealthy practices during pregnancy.

Students will identify states of childbirth

Students will identify medical and non-medical professionals assisting with development and birth

Students will identify developmental milestones in the first year of life.

Students will identify physical, intellectual, emotional, and social (PIES) developmental needs in the newborn.

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**Students will master the skills of:**

### **Major Activities to Support Course Objectives:**

*Child Development Lab (World of Small Wonders Program)* students will design and implement 'preschool'

Activities/lessons based on a theme. This includes: Theme based open/closing activities, center based activities.

Students will provide a child-oriented and child-directed environment.

Word Processing: Develop brochures, newsletter, and power point presentations.

Presentations: Research-based project based on teacher-directed topic, such as: Baby Think It Over financial management, teenage pregnancy, birth defects, changing family roles.

Cumulative Portfolio: Final project integrating all class projects into a professional representation of skills acquired.

**Student Responsibilities:**

*Attendance expectations:* Attendance is essential to your success in this class. Due to the nature of the child development lab and hands-on projects, course work is completed during the class period. Any absence will result in the student missing work which must be completed. Absences during the child development lab can not be made up.

*Homework expectations:*

Homework is not assigned in this class. All work is completed in class. However, if more time is needed to complete assignments, students will be required to complete the work at home or during study hall.

**Make-Up Work:** Students will be given one day for each day you are excused from the class to turn in make-up work. All assignments and information can be found online or by asking the instructor.

**Late Work:** Any work that is turned in late will lose two (2) points for each day late. If the work is late more than five (5) days, the student will receive a grade of 0%.

**Assessment:**

Grading Components:

- Class handouts are used to organize lecture notes and to supplement information in the textbook.
- Quizzes – Students should expect a quiz without advanced notice. Quizzes allow teachers to assess whether students learned the required/necessary material.
- Exams – Students should expect an exam with the completion of each chapter during the semester. Exams will consist of matching, true/false, and fill in the blanks.
- Projects – students will be assigned projects bases on the content learned. These projects will allow students exhibit proficiency in skills obtained and learned information with the contact area.
- Final Portfolio- this is a cumulative project for the entire semester. Projects and lessons worked on throughout the semester will be compiled into organized professional portfolios. It is used in lieu of a final exam.

**Content Pacing Guide:**

Topic	Major Assignments	Estimated Time
Introduction to Child Development Lab	Understand DAP, create themes, lesson plans and activities	10 blocks
Concerns of Children and Families	Study sheets: Sibling relationships, parental employment, coping with changes.	5 blocks
Families Today	Projects on changes affecting families today.	5 blocks
Teenage Pregnancy & Baby Think It Over	Understanding healthy relationships, peer pressure Study guides on finances, child abuse/neglect. BTIO project.	8 blocks
Preparing for Parenting	Projects in family roles, family life cycle, parenting styles, healthy families, cultural influences on families.	8 blocks
Birth Defects	Power point on research to a teacher-directed topic	4 blocks
Pregnancy	Study guide, power point on fetal development, health, etc	8 blocks
Prenatal Care and Childbirth	Brochure on prenatal care.	8 blocks
The Newborn	Study guides and research on newborn	6 blocks
Resources for Children in Crisis	Brochure on community resources	3 blocks
Child Development Lab –WOSW	Work with children two (2) mornings a week for the semester. Approximately 37 hours.	Ongoing.
Portfolio Work-These are integrated into the above lessons.	Autobiographical sketch pop-up book, family project, prenatal pamphlets, birth defects essay; professional terminology, professional review, child assessment, behavior checklists, changes in my child, learning prescription, reflection paper, preschool daily journal.	Ongoing.
