

**Consumer & Life Studies**  
**Parenting 1: Child Development**  
**Unit I: Exploring Childhood**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Parents face many issues.</li> <li>▪ Childhood influences adult life.</li> <li>▪ Childhood today is different from previous generations.</li> <li>▪ The dignity of children is important.</li> <li>▪ Healthy families have common characteristics.</li> <li>▪ Resources are available to assist parents.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are some issues parents face?</li> <li>▪ How does childhood influence adult life?</li> <li>▪ How is childhood today different from previous generations?</li> <li>▪ How can parents and other caregivers support and protect the dignity of children?</li> <li>▪ What are characteristics of healthy families?</li> <li>▪ What resources are available to parents?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Childhood events can have life-long influences.</li> <li>▪ Childhood for previous generations was very different from childhood today, particularly in the areas of discipline, chores, school, and safety.</li> <li>▪ The dignity of children can be supported or damaged.</li> <li>▪ Healthy families share common qualities and practices.</li> <li>▪ Local, state, and national resources are available to parents.</li> <li>▪ There are recommended methods for disciplining children.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ childhood, dignity, protection, enrichment, healthy families, dysfunctional families, abuse, enrichment, problem solving methods, balance of communication, shared leisure time, discipline, punishment, bribes, positive reinforcement, sequential, natural consequences, consistency, positive role model</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Compare and contrast views about parenting issues.</li> <li>▪ Distinguish between treatment that supports and treatment that damages childhood dignity.</li> <li>▪ Describe healthy family practices.</li> <li>▪ Identify available parenting resources.</li> <li>▪ Compare and contrast discipline methods.</li> </ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>Career and Education Development</u></p> <p>A. Learning About Self and Interpersonal Relationships</p> <p>A3. Interpersonal Skills</p> <p>Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings.</p> <ul style="list-style-type: none"><li>a. Getting along with others</li><li>b. Respecting diversity</li><li>c. Working as a member of a team</li><li>d. Managing conflict</li><li>e. Accepting/giving/using constructive feedback</li><li>f. Accepting responsibility for personal behavior</li><li>g. Demonstrating ethical behavior</li><li>h. Following established rules/etiquette for observing/listening</li><li>i. Demonstrating safe behavior</li><li>j. Dealing with peer pressure</li></ul> <p>A4. Career and Life Roles</p> <p>Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.</p> <ul style="list-style-type: none"><li>a. Time management</li><li>b. Goal-setting</li><li>c. Resource management</li></ul> <p>B. Learning about and Exploring Education and Career and Life Roles</p> <p>B2. Skills and Individual/Personal Success in the 21<sup>st</sup> Century</p> <p>Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.</p> <ul style="list-style-type: none"><li>c. Critical thinking skills</li><li>e. Interpersonal skills</li></ul> <p><u>Health</u></p> <p>A. Health Concepts</p> <p>A1. Healthy Behaviors and Personal Health</p> <p>Students predict how behaviors can impact health status.</p> <ul style="list-style-type: none"><li>a. Analyze individual responsibility for enhancing health.</li><li>b. Predict how healthy behaviors can positively impact health status.</li></ul>
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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Interview a person over 50 about his/her childhood. Identify similarities and differences between childhood then and now.</li> <li>▪ Parenting pretest</li> <li>▪ “The Kingdom of Childhood”</li> <li>▪ Commonality activity</li> <li>▪ “Those Were the Good Old Days” – interview questionnaire and report</li> <li>▪ <u>The Dignity of Children</u> – video worksheet</li> <li>▪ Healthy families survey and analysis</li> <li>▪ Identification of discipline techniques with cartoons and anecdotes</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Interview</li> <li>▪ Oral report</li> <li>▪ Quiz</li> <li>▪ Video worksheet</li> <li>▪ Poster for public bulletin board</li> <li>▪ Workbook notes</li> <li>▪ Test</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>The Developing Child: Understanding Children and Parenting</u> – Glencoe</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>The Dignity of Children: About Us</u> – Documentary, Harpo Productions</li> </ul> </li> </ul>