PARENTING EDUCATION 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code 5817

Parenting Education 2 provides learning experiences for students to understand the roles, responsibilities, and rewards of parenthood. Students have an opportunity to develop positive assertion skills, identify support systems for adolescent parents and their children, investigate legal and ethical responsibilities of parenthood, conduct personal analysis to determine parenting readiness skills, and demonstrate professional ethics and employability skills. Integration of concepts from the Family and Consumer Sciences cocurricular student organization – Family, Career and Community Leaders of America (FCCLA) – greatly enhances the curriculum.

Credit:	**1 unit (120 hours)**
National Certification:	**Broad Field Family and Consumer Sciences Assessment/Credential**
Recommended grades:	**9-12**
Prerequisite:	**Parenting Education 1**
Textbook Information:	**mysctextbooks.com**

Employment Opportunities:

High School Education:	preschool aide, family child care provider, and recreation aide
Postsecondary Education:	child day care supervisor, special education aide, preschool teacher, and after-school program supervisor
Postgraduate Education:	family and consumer sciences teacher, preschool director, kindergarten, elementary, middle, or secondary teacher, children's center supervisor, child psychologist, adoption specialist, social worker, child care center inspectors

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PARENTING EDUCATION 2
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Academic Standards (to be implemented in course specific standards):

English Language Arts
A1. The student will read and comprehend a variety of literary **texts** in print and nonprint formats. (**E1-1)**
A2. The student will read and comprehend a variety of informational **texts** in print and nonprint formats. (**E1-2)**
A3. The student will use word analysis and vocabulary strategies to read fluently. (E1-3)
A4. The student will create written work that has a clear focus, sufficient detail, A5. coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**. **(E1-4)**
A5. The student will write for a variety of purposes and **audiences**. **(E1-5)**
A6. The student will access and use information from a variety of sources. **(E1-6)**

Technology
A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **(1)**
A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **(2)**
A9. Students apply digital tools to gather, evaluate, and use information. **(3)**
A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **(4)**
A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**(5)**
A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. **(6)**

Health and Safety Education
A13. The student will comprehend concepts related to health promotion to enhance health. **(1)**
A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(2)**
A15. The student will demonstrate the ability to access valid information and products and services to enhance health.**(3)**
A16. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(4)**
A17. The student will demonstrate the ability to use decision-making skills to enhance health. **(5)**
A18. The student will demonstrate the ability to use goal-setting skills to enhance health. **(6)**
A19. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(7)**
A20. The student will demonstrate the ability to advocate for personal, family, and consumer health. **(8)**

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Physical Science
A21. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(PS1)**
A22. The student will demonstrate an understanding of the structure and properties of atoms. **(PS2)**
A23. The student will demonstrate an understanding of various properties and classifications of matter. **(PS3)**
A24. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **(PS4)**
A25. The student will demonstrate an understanding of the nature of forces and motion. **(PS5)**
A26. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **(PS6)**

Biology
A27. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(B1)**
A28. The student will demonstrate an understanding of the structure and function of cells and their organelles**. (B2)**
A29. The student will demonstrate an understanding of the flow of energy within and between living systems. **(B3)**
A30. The student will demonstrate an understanding of the molecular basis of heredity**. (B4)**

Chemistry
A31. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions **(C1)**
A32. Students will demonstrate an understanding of atomic structure and nuclear processes. **(C2)**
A33. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(C4)**
A34. The student will demonstrate an understanding of the structure and behavior of the different phases of matter. **(C5)**

Physics
A35. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(P1)**
A36. The student will demonstrate an understanding of the principles of force and motion and relationships between them. **(P2)**
A37. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. **(P3)**

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Earth Science
A38. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(ES1)**
A39. The student will demonstrate an understanding of the dynamics of Earth's atmosphere. **(ES4)**
A40. The student will demonstrate an understanding of Earth's freshwater and ocean systems. **(ES5)**

Elementary Algebra
A41. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(EA1)**

Intermediate Algebra
A42. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(IA1)**

Geometry
A43. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(G1)**

Precalculus
A44. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(PC1)**

Data Analysis and Probability
A45. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(DA1)**
A46. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(DA2)**
A47. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(DA3)**
A48. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. **(DA5)**

United States History
A49. The student will demonstrate an understanding of the establishment of the United States as a new nation. **(USHC2)**

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A50. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. **(USHC5)**

Economics
A51. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. **(Econ1)**
A52. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation**. (Econ2)**
A53. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. **(Econ3)**
A54. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. **(Econ4)**
A55. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. **(Econ6)**

United States Government
A56. The student will demonstrate an understanding of the United States government—its origins and its functions. **(USG1)**
A57. The student will demonstrate an understanding of the foundations of the American republic—its basic democratic principles and its political systems. **(USG2)**
A58. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. **(USG3)**
A59. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. **(USG5)**

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PARENTING EDUCATION 2 ACADEMIC STANDARDS AND INDICATORS

B. INTERPERSONAL SKILLS

B1. Analyze interpersonal skills for successful parenting.

1. Demonstrate effective communication skills.
2. Analyze the role of communication in parenting.
3. Describe passive, aggressive, passive-aggressive, and assertive communication.
4. Explore verbal, nonverbal, written, and visual communication.
5. Discuss constructive strategies for resolving conflict.
6. Evaluate criteria for selecting child care services.
7. Evaluate criteria for selecting health care services.

C. SUPPORT SYSTEMS

C1. Identify support systems for adolescent parents and their children.

1. Differentiate human, non-human, and community resources.
2. Assess community resources and services available to adolescent parents and children.
3. Critique child and family community services.
4. Analyze management techniques for adolescent parenting.

D. PARENTHOOD ROLES AND RESPONSIBILITIES

D1. Investigate legal and ethical responsibilities of parenthood.

1. Explain the laws regarding child abuse and neglect.
2. Describe ethical responsibilities of parents.
3. Identify early intervention resources regarding parenthood.
4. Select a childcare facility based on regulatory stipulations.
5. Analyze the importance of having a will.

D2. Analyze personal attributes and skills for effective parenting.

1. Examine readiness factors.
2. Evaluate personal traits.
3. Conduct a relationship skills self-evaluation.
4. Demonstrate life skills that lead to success.

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E. CAREERS

E1. Demonstrate professional ethics and employability skills.

1. Differentiate between the terms ethical, legal and employability.
2. Demonstrate ethical behaviors.
3. Conduct career searches.
4. Demonstrate employability skills.
5. Create a professional resume.
6. Display appropriate interview skills including ethical considerations.

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A. ACADEMIC STANDARDS AND INDICATORS

ENGLISH LANGUAGE ARTS
http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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SPEAKING AND LISTENING – PAGE 48

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**

- Use context clues to determine the meaning of technical terms and other unfamiliar words.

- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LANGUAGE – PAGE 51
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. **(SC E1-4.5)**

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in "on demand" situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. **(SC E1-4.6)**

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

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- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SPEAKING AND LISTENING – PAGE 48
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS.S):

http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2

Technology-International Society for Technology in Education (ISTE)

A7. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **(1)**

- apply existing knowledge to generate new ideas, products, or processes
- create original works as a means of personal or group expression
- use models and simulations to explore complex systems and issues
- identify trends and forecast possibilities

A8. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **(2)**

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments
- and media
- communicate information and ideas effectively to multiple audiences using a variety of media and formats
- develop cultural understanding and global awareness by engaging with learners of other cultures
- contribute to project teams to produce original works or solve problems

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A9. Students apply digital tools to gather, evaluate, and use information. **(3)**

- plan strategies to guide inquiry
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and
- media
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- process data and report results

A10. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **(4)**

- identify and define authentic problems and significant questions for investigation
- plan and manage activities to develop a solution or complete a project
- collect and analyze data to identify solutions and/or make informed decisions
- use multiple processes and diverse perspectives to explore alternative solutions

A11. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**(5)**

- advocate and practice safe, legal, and responsible use of information and technology
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- demonstrate personal responsibility for lifelong learning
- exhibit leadership for digital citizenship

A12. Students demonstrate a sound understanding of technology concepts, systems, and operations. **(6)**

- understand and use technology systems
- select and use applications effectively and productively
- troubleshoot systems and applications
- transfer current knowledge to learning of new technologies

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ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf

Health and Safety Education (HSE)

A13. The student will comprehend concepts related to health promotion to enhance health. **(1)**

- Discuss situations that may require professional mental, emotional, and social health services.
- Discuss the characteristics of healthy relationships.

- Identify causes of stress and other common mental health issues.
- Identify the characteristics of an abusive relationship.
- Describe laws and regulations related to safety and personal injury (including bullying, **dating violence**, participating in gang activity, driving a motorized vehicle.)
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.

A14. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(2)**

- Describe physical, social, and emotional changes that occur during adolescence.
- Examine health issues that are specifically related to the male and female reproductive systems (for example, self-examination).
- Describe the benefits of **abstinence**.
- Discuss responsible prenatal and **perinatal** care.
- Evaluate the impact of adolescent pregnancy on individuals, families,
- and communities.
- Explore the benefits of adoption.
- Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.
- Differentiate between risk-taking and health-promoting behaviors.
- Explain the connection between personal health and access to health care, including dental care.
- Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.
- Explain how the federal dietary guidelines are useful in planning healthy diets.
- Evaluate the benefits of daily moderate to vigorous physical activity.
- Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.

A15. The student will demonstrate the ability to access valid information and products and services to enhance health.**(3)**

- Access **valid** mental, emotional, and social health information and services for him- or herself and others.
- Access information and local services about safety and the prevention of violence.
- Access **valid** information and resources to assist him or her in dealing with **ATOD** issues.
- Access local resources for promoting reproductive health (for example, self-examination, ob-gyn, urologist, state or county health department).

- Access local resources to help a survivor recover from sexual violence or abuse.
- Analyze the cost and accessibility of local health care services, including dental care.
- Analyze local sources of **valid** information on nutrition and physical activity (for example, school policy, legislation, economics).
- Locate community programs and services that help others gain access to affordable healthy foods.

A16. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(4)**

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.
- Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations (for example, ATOD use, **sexual harassment**, gang activity).
- Demonstrate effective verbal and nonverbal communication skills in peer and dating relationships.
- Demonstrate refusal and **negotiation skills** to promote **abstinence** and to reduce health-risk behaviors.
- Evaluate ways to communicate with parents, family members, peers, and other trustworthy adults (for example, health care providers, law enforcement officers) about sexual health and responsibilities.
- Demonstrate ways to ask for assistance to enhance his or her own health (for example, ask for a diet plan) and ways to offer assistance to enhance the health of others (for example, exercise with a friend).

A17. The student will demonstrate the ability to use decision-making skills to enhance health. **(5)**

- Analyze ways that **ATOD** affects an individual's thinking and decision making and therefore increases the risk of violence and other illegal activities.
- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.
- Examine barriers to healthy decision making.
- Justify when individual or collaborative decision making is appropriate.*
- Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).
- Distinguish healthy from unhealthy foods on a variety of restaurant menus.

A18. The student will demonstrate the ability to use goal-setting skills to enhance health. **(6)**

- Develop and implement a personal stress management plan.
- Develop a plan to avoid unsafe situations and gang involvement.

Course Code 5817

- Predict ways that short- and long-term goals can be affected by **ATOD** use.
- Set a personal goal to maintain the health of his or her reproductive system.
- Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.
- Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).
- Set a goal to attain the federally recommended levels of physical activity and physical fitness for Americans.

A19. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(7)**

- Design and implement a plan to increase his or her **resiliency**.
- Develop strategies for maintaining a positive self-concept.
- Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of him- or herself and others.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.
- Discuss protective measures and warning signs of violence in dating and relationship situations.
- Develop and implement a wellness plan that meets the federal dietary guidelines and the federal physical activity guidelines for Americans.

A20. The student will demonstrate the ability to advocate for personal, family, and consumer health. **(8)**

- Advocate for disaster preparedness in the home, school, and community.
- Examine ways to encourage positive alternatives to **ATOD** use.
- Advocate for the promotion and protection of a healthy environment.
- Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf

Physical Science

A21. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(PS1)**

Course Code 5817

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Use appropriate safety procedures when conducting investigations.

A22. The student will demonstrate an understanding of the structure and properties of atoms. **(PS2)**

- Compare the subatomic particles (protons, neutrons, electrons) of an atom with regard to mass, location, and charge, and explain how these particles affect the properties of an atom (including identity, mass, volume, and reactivity).

A23. The student will demonstrate an understanding of various properties and classifications of matter. **(PS3)**

- Distinguish chemical properties of matter (including reactivity) from physical properties of matter (including boiling point, freezing/melting point, density [with density calculations], solubility, viscosity, and conductivity).

A24. The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **(PS4)**

- Distinguish between chemical changes (including the formation of gas or reactivity with acids) and physical changes (including changes in size, shape, color, and/or phase).
- Explain the effects of temperature, concentration, surface area, and the presence of a catalyst on reaction rates.

A25. The student will demonstrate an understanding of the nature of forces and motion. **(PS5)**

- Explain the relationship among distance, time, direction, and the velocity of an object.

Biology

A27. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(B1)**

- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

A28. The student will demonstrate an understanding of the structure and function of cells and their organelles**. (B2)**

- Recall the three major tenets of cell theory (all living things are composed of one or more cells; cells are the basic units of structure and function in living things; and all presently existing cells arose from previously existing cells).

A29. The student will demonstrate an understanding of the flow of energy within and between living systems. **(B3)**

PARENTING EDUCATION 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code 5817

- Summarize how the structures of organic molecules (including proteins, carbohydrates, and fats) are related to their relative caloric values.
- Summarize the functions of proteins, carbohydrates, and fats in the human body.

A30. The student will demonstrate an understanding of the molecular basis of heredity**. (B4)**

- Predict inherited traits by using the principles of Mendelian genetics (including segregation, independent assortment, and dominance).

Chemistry

A31. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions **(C1)**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

A32. Students will demonstrate an understanding of atomic structure and nuclear processes. **(C2)**

- Compare the nuclear reactions of fission and fusion to chemical reactions (including the parts of the atom involved and the relative amounts of energy released).
- Compare alpha, beta, and gamma radiation in terms of mass, charge, penetrating power, and the release of these particles from the nucleus.

A33. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(C4)**

- Identify the basic structure of common polymers (including proteins, nucleic acids, plastics, and starches).

A34. The student will demonstrate an understanding of the structure and behavior of the different phases of matter. **(C5)**

- Apply the gas laws to problems concerning changes in pressure, volume, or temperature (including Charles's law, Boyle's law, and the combined gas law).

Physics

A35. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(P1)**

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Evaluate conclusions based on qualitative and quantitative data (including the impact of parallax, instrument malfunction, or human error) on experimental results.

A36. The student will demonstrate an understanding of the principles of force and motion and relationships between them. **(P2)**

Course Code 5817

- Apply formulas for velocity or speed and acceleration to one and two-dimensional problems.

A37. The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. **(P3)**

- Apply the law of conservation of energy to the transfer of mechanical energy through work.

Earth Science

A38. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(ES1)**

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including calculations in scientific notation, formulas, and dimensional analysis), graphs, tables, models, diagrams, and/or technology.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).

A39. The student will demonstrate an understanding of the dynamics of Earth's atmosphere. **(ES4)**

- Attribute global climate patterns to geographic influences (including latitude, topography, elevation, and proximity to water).

A40. The student will demonstrate an understanding of Earth's freshwater and ocean systems. **(ES5)**

- Summarize the advantages and disadvantages of devices used to control and prevent coastal erosion and flooding.
- Analyze environments to determine possible sources of water pollution (including industrial waste, agriculture, domestic waste, and transportation devices).

MATHEMATICS ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf

Elementary Algebra

A41. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(EA1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

• Interpret the structure of expressions

• Write expressions in equivalent forms to solve problems

PARENTING EDUCATION 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code 5817

Arithmetic with Polynomials and Rational Expressions

• Perform arithmetic operations on polynomials
• Understand the relationship between zeros and factors of polynomials
• Use polynomial identities to solve problems
• Rewrite rational expressions

Creating Equations

• Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

• Understand solving equations as a process of reasoning and explain the reasoning
• Solve equations and inequalities in one variable
• Solve systems of equations
• Represent and solve equations and inequalities graphically

Intermediate Algebra

A42. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(IA1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63

Seeing Structure in Expressions

• Interpret the structure of expressions
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Creating Equations

• Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

• Understand solving equations as a process of reasoning and explain the reasoning
• Solve equations and inequalities in one variable
• Solve systems of equations
• Represent and solve equations and inequalities graphically

Geometry

A43. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(G1)**

- Formulate and test conjectures by using a variety of tools such as concrete models, graphing calculators, spreadsheets, and dynamic geometry software.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

Congruence

PARENTING EDUCATION 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code 5817

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

Precalculus

A44. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(PC1)**

- Apply algebraic methods to solve problems in real-world contexts.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

PARENTING EDUCATION 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code 5817

Data Analysis and Probability

A45. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(DA1)**

- Execute procedures to conduct simple probability experiments and collect data by using manipulatives (including spinners, dice, cards, and coins).
- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Design and conduct a statistical research project and produce a report that summarizes the findings.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Compare data sets by using graphs and summary statistics.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75
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• Make geometric constructions
Similarity, Right Triangles, and Trigonometry
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• Prove theorems involving similarity
• Define trigonometric ratios and solve problems involving right triangles
• Apply trigonometry to general triangles
Circles
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• Find arc lengths and areas of sectors of circles
Expressing Geometric Properties with Equations
• Translate between the geometric description and the equation for a conic section
• Use coordinates to prove simple geometric theorems algebraically
Geometric Measurement and Dimension
• Explain volume formulas and use them to solve problems
• Visualize relationships between two dimensional and three-dimensional objects
Modeling with Geometry
• Apply geometric concepts in modeling situations

A46. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(DA2)**

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

PARENTING EDUCATION 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code 5817

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Interpreting Categorical and Quantitative Data

• Summarize, represent, and interpret data on a single count or measurement variable
• Summarize, represent, and interpret data on two categorical and quantitative variables
• Interpret linear models

Making Inferences and Justifying Conclusions

• Understand and evaluate random processes underlying statistical experiments
• Make inferences and justify conclusions from sample surveys, experiments and observational studies

A47. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(DA3)**

- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.
- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Conditional Probability and the Rules of Probability

• Understand independence and conditional probability and use them to interpret data
• Use the rules of probability to compute probabilities of compound events in a uniform probability model

Using Probability to Make Decisions

• Calculate expected values and use them to solve problems
• Use probability to evaluate outcomes of decisions

A48. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. **(DA5)**

- Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

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PARENTING EDUCATION 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code 5817

SOCIAL STUDIES ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf

United States History and the Constitution

A49. The student will demonstrate an understanding of the establishment of the United States as a new nation. **(USHC2)**

- Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters. (P, H)

A50. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. **(USHC5)**

- Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization. (E, G, H, P)

Economics

A51. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (Econ1)

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants. (E, G)

A52. The student will demonstrate an understanding of markets and the role of supply and demand in determining price and resource allocation. (Econ2)

- Explain the law of supply and demand, including the relationships of critical determinants (e.g., consumer income, tastes, and preferences; technology; the price of inputs) and the effects of change on equilibrium, price, and quantity.
- Explain economic incentives that lead to the efficient use of resources, including monetary and nonmonetary incentives, the ways in which people change their behavior in response to incentives, the relationship of incentives to the laws of supply and demand, and the role of private property as an incentive in conserving and improving scarce resources.

A53. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. (Econ3)

- Compare personal income distribution and functional income distribution, including how distribution of income affects public policy.

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A54. The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income. (Econ4)

- Summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short- and long-term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options.
- Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings.

A55. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. (Econ6)

- Compare the significant characteristics of a market economy with those of traditional and command economies, including differences in the roles of the government, individual firms, and households in decision making; types of economic institutions; the extent of consumer sovereignty/choice; and the role of private property rights, competition, and the profit motive.

United States Government

A56. The student will demonstrate an understanding of the United States government—its origins and its functions. (USG1)

- Summarize arguments for the necessity and purpose of government and politics, including the idea that politics enables a group of people with diverse opinions and interests to reach collective decisions, the idea that government gives people the security they need in order to reach their full potential, and the idea that the purposes of government include enhancing economic prosperity and providing for national security.

A57. The student will demonstrate an understanding of the foundations of the American republic—its basic democratic principles and its political systems.(USG2)

- Compare fundamental values, principles, and rights that are in conflict with one another in the American political system and the ways in which such conflicts are typically resolved, including conflicts that arise from diversity, conflicts between individual rights and social stability, and conflicts between liberty and equality.

A58. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. (USG3)

- Summarize the function of law in the American constitutional system, including the significance of the concept of the due process of law and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good. (

A59. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. (USG5)

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- Classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited.

PARENTING EDUCATION 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code 5817

B. INTERPERSONAL SKILLS

SC Standard: Analyze interpersonal skills for successful parenting.

FACS Nat'l Standard: 15.2 Evaluate parenting practices that maximize human growth and development.

Broad Field FCS Assessment: 1A. Analyze functions and expectations of various types of relationships. 1B. Analyze personal needs and characteristics and their effects on interpersonal relationships. 1C. Demonstrate communication skills that contribute to positive relationships. 1D. Demonstrate standards that guide behavior in interpersonal relationships.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20

Essential Question(s): What interpersonal skills are necessary for successful parenting?

Indicators:

What Students Should Know:

1. Communication skills
2. Communication styles
3. Communication types
4. Conflict resolution

What Students Should Be Able to Do:

1. Demonstrate interpersonal communication skills.
2. Analyze the role of communication in parenting.
3. Describe passive, aggressive, passive-aggressive, and assertive communication.
4. Explore verbal, nonverbal, written, and visual communication.
5. Discuss constructive strategies for resolving conflict.

Learning Strategies:

- Create a visual which will analyze characteristics of meaningful relationships and how to maintain them.
- Examine techniques that will promote effective personal communication by role playing characters.
- Analyze how personal values, attitudes, skills, and behavior affect interpersonal communication in small groups and discuss points of view.

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

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- Identify a conflict from personal experience and create a plan of action on how to manage the conflict.
- Research and compare different types of electronic communications, including social networks.
- Make a list of personal communication styles and types used during one day; compare list with classmates.
- Analyze comic strips and explain types of conflict resolutions being used to communicate to readers.

Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work.

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life - manage interconnected roles in careers, families, and communities

Dynamic Leadership: help young people build leadership skills by mastering the six essentials of leadership – model good character, solve problems, foster positive relationships, manage conflict, build teams, educate peers

Families First: You-Me-Us – strengthen family relationships; Meet the Challenge - overcome obstacles together; Balancing Family and Career - manage multiple responsibilities

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills and resources in order to recognize, report, and reduce youth violence

Resources:

www.nccic.org (National Child Care Information Center) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories

www.whitehouse.gov/kids/index.html (White House for Kids) resources for children from White House

www.cfw.tufts.edu/ (Child and Family-Tufts University) child and family resources

www.cfc-efc.ca/menu/parenting_en.htm (Child & Family Canada) parenting resources

www.outreach.missouri.edu/parentlink (Outreach-University of Missouri) support for parenting education

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ACADEMIC STANDARDS AND CURRICULUM RESOURCE

Course Code 5817

www.extension.umn.edu/projects/positiveparenting/index.html (University of Minnesota Extension) Positive Parenting

www.uwex.edu/ces/flp/parenting (University of Wisconsin Extension) resources for parenting from the Family Living Program

www.nncc.org/Families/families.page.html (National Network for Child Care) Resources for parenting education

www.drtoy.org (Dr. Toy) guide to childrenâs products

www.fathers.com (Fathers.com) resources for teaching fathering

www.nnfr.org/parented/ (National Child, Youth & Families at Risk) Curriculum with resources

www.positiveparenting.com (Positive Parenting) resources and links for parenting

www.babynamescrib.com (Baby Names Crib) features over 24,000 names in over 100 origins

www.familyeducation.com/home/ (Family Education from the Learning Network) parenting ideas for families from various commercial sponsors

www.familyfirst.net/frccharacter.html (Family First) purchasing site for Character Building resources

www.focusas.com (Focus Adolescent Services) Internet clearinghouse for adolescent resources

www.ghbooks.com (Gryphon House Books) publishing house with free activities for parents and teachers to use with infants and children

www.injoyvideos.com (Injoy Video) birth and parenting education videos

www.kierraharrison.com (Kierra Harrison Foundation) information on childhood injuries and death resulting from Shaken Baby Syndrome and other childhood dangers

www.nineblue.com (NineBlue.com) provides parents with free kid-friendly destination information such as what to do, where to stay, family theatre/dining, a downloadable kids' travel kit with over 30 pages of fun--tons to do with kids while traveling

www.parentcenter.com (Parenting Center) resources for parents of infants and young children

http://robynsnest.com (Robyn's Nest) parenting tips

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C. SUPPORT SYSTEMS

SC Standard: C1. Analyze support systems for adolescent parents and their children.

FACS Nat'l Standard: 15.3. Evaluate external support systems that provide services for parents.

BroadField FCS Assessment: 5A. Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money. 5D. Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions. 5E. Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; PS A21, A22, A23, A24, A25, A26; C A31, A32, A33, A34; ES A38, A39, A40; EA A41; IA A42; G A43; PC A44; Econ A51, A52, A53, A54, A55; USG A56, A57, A58, A59

Essential Question(s):

1. Why are systems that support adolescent parents important?
2. What systems are available in the surrounding areas that support adolescent parents and their children?

Indicators:

What Students Should Know:

1. Resources
2. Community resources and services
3. Criteria for selecting care and services for children
4. Management techniques

What Students Should Be Able to Do:

5. Differentiate human, non-human, and community resources.
6. Assess community resources and services available to adolescent parents and children.
7. Critique child and family community services.
8. Analyze management techniques for adolescent parenting.

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Learning Strategies:

- Generate a visual that exhibits family resources.
- Reflect on ways to improve use of family resources and devise a plan after discussing it with parent(s) for the implementation of one improvement.
- Identify community resources and the services they provide for adolescent parents and their children. Develop a community resources directory.
- Research current events and social issues in the community that affect adolescent parents a Design a community resource center. Describe the facility, the type of services, the personnel, salaries, etc. Build a small model of the center and label each area.
- Develop a "Going Green" campaign in small groups. Each group will plan and conduct projects to save the environment. Take photos and document step-by-step projects to show the project from the planning stage to completion. Display your photos creatively.
- nd their children; use peer conferencing for discussion.
- Invite extension agents, professors, professionals, or other community agents to speak. Develop a resource book.
- Groups will create a management plan on individual and family resources (food, clothing, shelter, health care, recreation, transportation, time, human capital [attitudes, skills, effort, etc.], and money).
- Conduct simple snack preparation experiments to determine healthy alternatives for children snacks. Develop a presentation showing how unhealthy snacks can become healthy snacks. Prepare
  Snack samples to share with the audience.
- Develop a budget for a given family and income (teacher assigns family income, needs, and family size).
- Demonstrate management of financial resources to meet the goals of adolescent parents and their children.
- List technological support systems and how they impact parenting.
- Compare the past and present technological support systems.

Assessments: Projects, student conferencing, parent conferencing, learning logs, rubrics, student self evaluation, open-response questions

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life - manage interconnected roles in careers, families, and communities
Community Service: guide students to develop, plan, carry out, and evaluate projects that improve the quality of life in the community.
Families First: Families Today – understand and celebrate families; Meet the Challenge – overcome obstacles together
STAR Events: Applied Technology, Chapter Service Project, Illustrated Talk

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Resources:
http://www.uen.org/ (Utah Education Network) lesson plans
http://www.courts.wa.gov/education/lessons/index.cfm?fa=education_lessons.lphigh#A4 (Washington Courts) Consumer lesson plans
http://www.scconsumer.gov/about_dca.htm (SC Department of Consumer Affairs) Consumer Education handouts
www.census.gov (Census Bureau) includes teaching tools
www.cdc.gov/ncidod/hip/abc/abc.htm (The Center for Disease Control) An online handbook for child care providers, includes a link to fact sheets for specific childhood diseases and conditions
www.ci.phoenix.az.us/POLICE/babysi1.html (City of Phoenix, Arizona) A Babysitting Resource guide
www.cpsc.gov/ (**Consumer Product Safety Commission)** resources include ã4kidsä and access to other information about unsafe products
www.cpsc.gov/cpscpub/pubs/chldcare.html (Consumer Product Safety Commission-Child Care) Child Care Safety Checklist for Child Care Settings
http://www.helpchildren.info/teen_parenting.html find and share parenting tips and advice
www.cpsc.gov/cpscpub/pubs/chldcare.html (Consumer Product Safety Commission-Child Care) Child Care Safety Checklist for Child Care Settings
www.consumer.gov/children.htm (Consumer Information for Children) resources for children from federal government
www.nccic.org (National Child Care Information Center) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories
www.whitehouse.gov/kids/index.html (White House for Kids) resources for children from White House
www.cyfc.umn.edu/parenting (University of Minnesotaâs Children, Youth and Family Consortium)
www.extension.umn.edu/projects/positiveparenting/index.html (University of Minnesota Extension) Positive Parenting
University of Wisconsin Extension) resources for parenting from the Family Living Program
www.aap.org (American Academy of Pediatrics) articles and publications
www.abcparenting.com (ABC's of Parenting) resources for parenting
www.cfoc.org (Campaign for our Children) resources for prevention and abstinence of teen pregnancy
www.familyeducation.com/home/ (Family Education from the Learning Network) parenting ideas for families from various commercial sponsors
www.ghbooks.com (Gryphon House Books) publishing house with free activities for parents and teachers to use with infants and children
www.injoyvideos.com (Injoy Video) birth and parenting education videos
www.kierraharrison.com (Kierra Harrison Foundation) information on childhood injuries and death resulting from Shaken Baby Syndrome and other childhood dangers tips

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D. PARENTHOOD ROLES AND RESPONSIBILITIES

SC Standard: D1. Investigate legal and ethical responsibilities of parenthood.

FACS Nat'l Standard: 15.3 Evaluate external support systems that provide services for parents.
Broad Field FCS Assessment: 3C Analyze and promote roles and responsibilities of parenting. 3E Evaluate and promote support systems that provide services for parents/families. 5C Analyze policies that affect consumer rights and responsibilities.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; USHC A49, A50; USG A56, A57, A58, A59

Essential Question(s):

1. How can laws and ethical considerations impact parenting?
2.

Indicators:

What Students Should Know:

1. Laws regarding abuse and neglect
2. Ethical responsibilities
3. Early intervention resources
4. Childcare licensing regulations
5. Importance of having a will

What Students Should Be Able to Do:

1. Explain the laws regarding child abuse and neglect.
2. Describe ethical responsibilities of parents.
3. Identify early intervention resources regarding parenthood.
4. Select a childcare facility based on regulatory stipulations.
5. Analyze the importance of having a will.

Learning Strategies:

- Create a lesson on the laws of abuse and neglect and prevention methods. Present this lesson to the local parenting group, Ex PTA, parenting education center. Evaluate the lesson. Compare the results with peers for constructive feedback.
- Debate current events regarding the harmful effects of child abuse/neglect and how to minimize future occurrences.
- Develop classroom families and rotate the role of parents to each member. Create family situation role plays. Each family will present their play to other family groups. The other family groups will identify and discuss the unethical practices observed and conduct a peer evaluation of the presentation.
- Observe media. Compare ethical and unethical practices and graph the number of ethical practices in comparison to the number of unethical practices.

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- Invite a speaker to discuss laws and ethical responsibilities that support parents and children. Write a synopsis of the information following specific guidelines.
- Research the local and state early intervention resources that support parents and children. Present the findings to class. Create a handout to share with the student body and parents.
- Investigate the current laws, regulations and policies that protect children.
- Interpret the state laws that regulate the child development centers.
- Create scenarios showing different situations where parents have a will, have a poorly written will, or do not have a will. Share scenarios in groups and discuss the importance of having a will. Develop brochures or informative presentations to disseminate in the community and provide resources to develop personal wills.
- Analyze the components of different types of wills. Create mock wills and discuss with peers. Evaluate content with a student developed rubric.
- Develop a checklist and evaluate several different examples of simulated wills.
- Compare the advantages and disadvantages of having or not having a will.

Assessments: Performance to demonstrate learning, open-response questions, projects, student records/reflections on their work peer evaluation

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life - manage interconnected roles in careers, families, and communities
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Families First: Families Today – understand and celebrate families; Meet the Challenge – overcome obstacles together
STAR Events: Applied Technology, Chapter Service Project, Illustrated Talk

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Resources:

www.cdc.gov/ncidod/hip/abc/abc.htm (The Center for Disease Control) An online handbook for child care providers, includes a link to fact sheets for specific childhood diseases and conditions
www.ci.phoenix.az.us/POLICE/babysi1.html (City of Phoenix, Arizona) A Babysitting Resource guide
www.cpsc.gov/ (**Consumer Product Safety Commission)**
resources include ã4kidsä and access to other information
about unsafe products
www.cpsc.gov/cpscpub/pubs/chldcare.html (Consumer Product Safety Commission-Child Care) Child Care Safety Checklist for Child Care Settings
www.consumer.gov/children.htm (Consumer Information for Children) resources for children from federal government
www.nccic.org (National Child Care Information Center) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories
www.nncc.org/Families/families.page.html (National Network for Child Care) Resources for parenting education
www.drtoy.org (Dr. Toy) guide to childrenâs products
www.fathers.com (Fathers.com) resources for teaching fathering
www.nnfr.org/parented/ (National Child, Youth & Families at Risk) Curriculum with resources
www.positiveparenting.com (Positive Parenting) resources and links for parenting

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D. PARENTHOOD ROLES AND RESPONSIBILITIES

SC Standard: D2. Analyze personal attributes and skills for effective parenting.

FACS Nat'l Standard: 15.1 Analyze roles and responsibilities of parenting.

Financial Literacy Assessment: 3A. Analyze the effects of family as a system on individuals and society. 3B. Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. 3C. Analyze and promote roles and responsibilities of parenting. 3D. Evaluate and promote parenting practices that maximize human growth and development. 3E. Evaluate and promote support systems that provide services for parents/families.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; B A27, A28, A29, A30; EA A41; IA A42; G A43; PC A44; DA A45, A46, A47, A48

Essential Question(s)
How can personal knowledge, attributes, and skills lead to effective parenting?

Indicators:

What Students Should Know:

1. Readiness skills
2. Personal traits
3. Relationship skills
4. Life skills

What Students Should Be Able to Do:

1. Examine readiness factors.
2. Evaluate personal traits.
3. Conduct a relationship skills self-evaluation.
4. Demonstrate life skills that lead to success.

. **Learning Strategies:**

- Research the following readiness skills: physical, emotional, social, intellectual and financial readiness to parenthood. Integrate the readiness skills in a "Who I Am" presentation based on factual information with examples. Establish short and long-term readiness goals. Present the information to different audiences. Explain how the short- and long-term readiness skills goals are the initial steps in preparation for parenthood

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- Diagram the physical body showing a comparison between a mature body and an immature body. Compare the effects of pregnancy on an immature and mature body.
- Conduct a survey to determine the level of awareness regarding the physical and emotional affect pregnancies can have. Graph the results and post in conspicuous locations, i.e. hallways, websites, classrooms, newsletters, etc.
- Create scenarios showing different types of situations that bring about the need for personal and family adjustments. Divide into small groups and develop resolutions as a parent. Conduct peer evaluations of the resolutions based on student created rubrics.
- Develop a visual addressing the topic "What do I know about me". Collect and display artifacts representative of good character, realism, confidence, sensitivity to others, empathy, caring, resourcefulness, patience, flexibility, generosity, and a sense of humor. Relate the artifacts to parenting skills and how the characteristics can contribute to a wholesome environment.
- Critique relationships presented in different types of media. Discuss the positive and negative attributes of the relationships. Write a research paper about the ability to build and maintain positive and productive relationships, as well as the ability to communicate and resolve conflicts.
- Role-play various relationship scenarios. Provide peer feedback addressing communication and conflict resolution skills.
- Maintain a daily log for a period of time to address personal relationship skills. Conduct a self-evaluation and set goals for improvement. Describe relationships needed to create a wholesome environment for children.
- Research good planning attributes. After researching, develop a rubric to show attributes of a good planner. Refer to the rubric and respond to the question, "Are you a good planner?" Conduct peer evaluations during class time periodically and provide specific examples for each rubric item. Explain the benefits of being a good planner as a parent.
- Apply the steps in decision making in home, career, and community related situations to solve various problems.
- Examine time, household and financial management skills.
- Present a final product demonstrating/addressing all of the parenting standards in this course. Create handouts/displays. Handouts may include CDs, flyers, brochures, etc.

Assessments: Peer evaluations, self-evaluation, rubrics, projects, observations, open-response questions

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FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life – manage interconnected roles in careers, families, and communities
Community Service: guide students to develop, plan, carry out, and evaluate projects that improve the quality of life in the community.
Families First: Families Today – understand and celebrate families; Parent Practice – learn to nurture children; Meet the Challenge – overcome obstacles together; Balancing Family and Career – manage multiple responsibilities

Financial Fitness: Financing Your Future – apply financial skills to real life;
Power of One: Family Ties – get along better with family members
STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Illustrated Talk, Interpersonal Communication
STOP the Violence: empower youth with attitudes, skills and resources in order to recognize, report, and reduce youth violence

Resources:

www.childstats.gov (Child and Family Statistics from Federal Interagency Forum) statistics on children and families
www.nichd.nih.gov (National Institute of Child Health and Human Development/National Institutes of Health, US Department of Health and Human Services) publications such as ãAdventures in Parentingä can be downloaded
www.cfw.tufts.edu/ (Child and Family-Tufts University) child and family resources
www.cyfernet.mes.umn.edu (Children, Youth and Families Education and Research Network) national network of Land Grant university faculty and county Extension educators
www.outreach.missouri.edu/parentlink (Outreach-University of Missouri) support for parenting education
www.nncc.org/Families/families.page.html (National Network for Child Care) Resources for parenting education
www.fathers.com (Fathers.com) resources for teaching fathering
www.nnfr.org/parented/ (National Child, Youth & Families at Risk) Curriculum with resources
www.positiveparenting.com (Positive Parenting) resources and links for parenting

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E. CAREERS

SC Standard: E1. Demonstrate professional ethics and employability skills.

FACS Nat'l Standard: 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

Broad Field FCS Assessment: 4A. Analyze strategies to manage multiple roles and responsibilities. 4B. Demonstrate transferable and employability skills in school, community and workplace settings. 4C. Evaluate the reciprocal effects of individual and family participation in community activities.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ISTE A7, A8, A9, A10, A11, A12; HSE A13, A14, A15, A16, A17, A18, A19, A20; EA A41; IA A42; G A43; PC A44; DA A45, A46, A47, A48

Essential Question(s):
What are the advantages of demonstrating professional ethics and employability skills?

Indicators:

What Students Should Know:

1. Terminology
2. Professional ethics
3. Career search skills
4. Employability skills
5. Resume development skills
6. Interview skills

What Students Should Be Able to Do:

1. Differentiate between the terms ethical, legal and employability.
2. Demonstrate ethical behaviors.
3. Conduct career searches.
4. Demonstrate employability skills.
5. Create a professional resume.
6. Display appropriate interview skills including ethical considerations.

Learning Strategies:

- Discuss what ethical, legal and employability mean to you, your family, your community and the global community.
- Identify universal values and ethics such as honesty, truthfulness and dependability. Develop a public service announcement.
-

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- Locate and review ethical expectations of careers relating to parenting from a variety of resources.
- Discuss global consequences if there were no ethical obligations in employment.
- ist examples of employee actions that are dishonest and unethical, but which are legal.
- Conduct career searches to determine availability, necessary characteristics, education level, salary, and projected growth rate of potential careers. Write a report following MLA guidelines. Present information to the classConduct an informal poll to show personal parenting education career choices of students in the school. Create a pie graph to show the most desired to the least desired parenting education careers.
- Relate current global parenting issues to employment opportunities and conditions.
- Compare personal skills with those identified as employability skills.
- Create a professional resume. Conduct peer evaluations using student developed rubrics.
- Discuss how to prepare for an interview and participate in a mock interview.

Assessments: Performance to demonstrate learning, open-response questions, student conferencing, parent conferencing, projects, student records/reflections on their work rubric(s), teacher observations, teacher-student conference(s), student evaluations of students, employer's skills evaluation checklist

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: leadership and planning in career-related projects; PLUG IN to Careers; SIGN ON to the Career Connection; INTEGRATE Work and Life; LINK UP to Jobs; ACCESS SKILLS for Career Success
Community Service: leadership and planning in service projects
Dynamic Leadership: Character for Leaders; Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders
Financial Fitness: leadership and planning in money management projects; Consumer Clout; Making Money
Fundraising: demonstration of work ethics and professionalism
Leaders at Work: planning and self-direction of on-the-job leadership projects
Power of One: Take the Lead; Working on Working
STAR Events: Applied Technology; Career Investigation, Chapter Service Project, Early Childhood, Focus on Children, Hospitality, Job Interview, National Programs in Action, Parliamentary Procedures, Promote and Publicize FCCLA!, Recycle and Redesign, Teach and Train
STOP the Violence: projects to promote youth violence prevention in work and community environments
Student Body: leadership and planning in nutrition, fitness and self-esteem projects

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Resources:

21st Century Learning Skills
http://www.p21.org/index.php?options=com_content&task=view&id=254&Itemid=120
Occupational Outlook Handbook http://www.bls.gov/oco/
http://knowitall.org/ South Carolina ETV's K-12 web portal
National Parenting Education Network http://www.npen.org/about/faq.html
South Carolina Official Career Resources Network (SCOIS) http://www.scois.net
http://knowitall.org/ South Carolina ETV'S K-12 web portal
www.bls.gov/oco/home.htm (Bureau of Labor Statistics Occupational Handbook) resources for career information
www.alljobsearch.com (All Job Search) A search engine in newspapers for jobs
www.careercc.com (Career Consulting Corner) career assessments, jobs interviewing tips, career products
www.careerplanning.about.com/ (Career Planning) career planning and career products for sale
www.educationindex.com/careers/ (Education Index) career resource links
www.hardatwork.com/ (Hard at Work) Texas-based site with career resources, games and information
www.kaplan.com (Kaplan) mock interviews and other job seeking resources
www.keirsey.com (Dr. David Keirsey) Temperament and Character questionnaires
www.careers-cafŽ.com/index.htm (International Careers Journal) articles and resources to download for the classroom
www.jobbankusa.com (Job Bank USA) information about job search
www.job-interview.net (Job Interview.net) possible interview questions and suggested answers and other resources for job interviews
www.knowyourtype.com (Meyers-Briggs) information to take the Meyers Briggs test online
www.youngbiz.com (Young Biz) resources for business, career, investing and entrepreneurship for teens