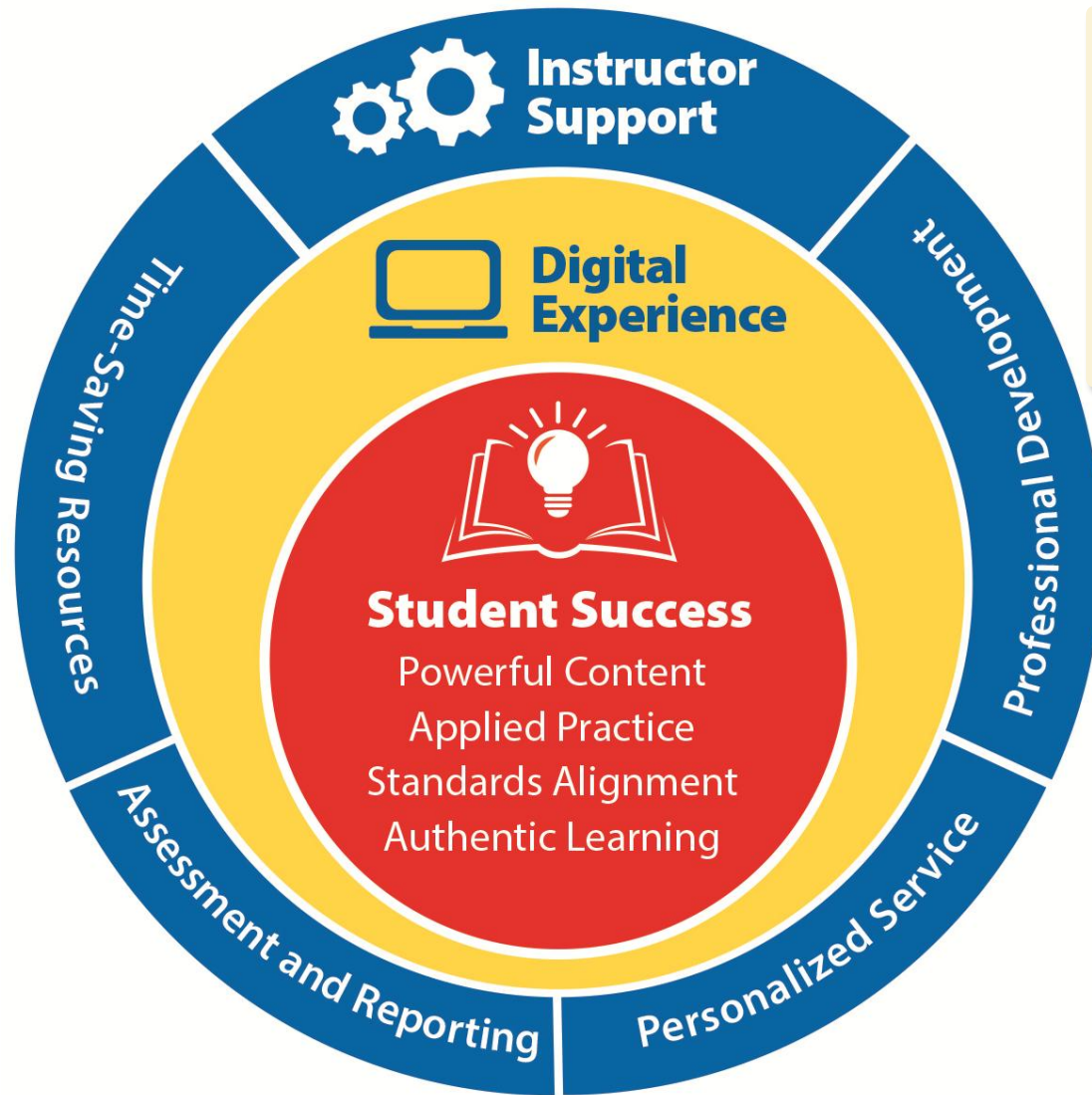


*Parents and Their Children*



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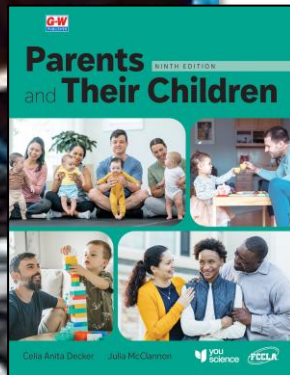


**Aligned to Standards: Student Success Is at the Heart of What We Do**



- ✓ Prepare for class
- ✓ Reinforce new concepts
- ✓ Assess learning

**Ready-to-Implement  
Online Instructor Resources**



### 3 Families and Parents

#### 3 Resources

- 📄 [Textbook Answer Key](#)
- 📄 [Workbook Answer Key](#)
- 📄 [Lesson Plan](#)
- 📄 [Handout A](#)
- 📄 [Handout B](#)

#### 3 Presentations

- 🗉 [Instructor's Presentation](#)
- 🗉 [Instructor's Presentation for PowerPoint](#)

#### 3 G-W Assessment

- 📄 [Exam](#)
- 📄 [Pretest](#)
- 📄 [Posttest](#)

#### 3 Workbook

- 📄 [Activity A: Families: Past, Present and Future](#)
- 📄 [Activity B: How Families are Formed](#)
- 📄 [Activity C: Family Structure Opinions](#)
- 📄 [Activity D: Family Structure Panel](#)
- 📄 [Activity E: Family Structures](#)
- 📄 [Activity F: Your Family Roles and Functions](#)
- 📄 [Activity G: Your Family Life Cycle](#)
- 📄 [Activity H: Family System in Crisis](#)

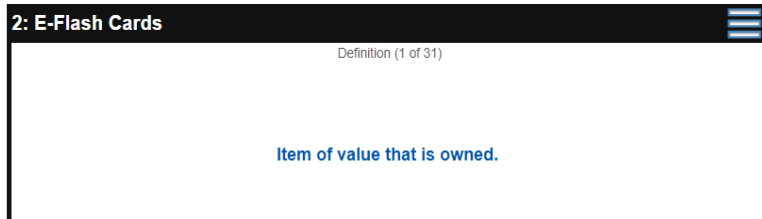
**Lesson Plans, Assessments,  
and Answer Keys**



# Print • Digital • Bundle Options Available



# LMS and CMS Integration Easy Navigation



## E-Flash Cards & Vocabulary Practice

### 2: Vocabulary Game

Select a point value. Choose the term that matches the definition.

Score: 800

<input checked="" type="radio"/> 100	100	100	100
200	200	200	200
300	<input checked="" type="radio"/> 300	300	300
400	400	400	<input checked="" type="radio"/> 400

**Definition:** Act of giving money, goods, or services to meet the needs of others and support causes that are important to an individual.

- pay yourself first
- variable expense
- recordkeeping
- philanthropy

[Check Answer](#)

## Interactive Activities

Name:

Date:

Period:

### Chapter 2: Service: The Heart of Hospitality

*Instructions: Answer the following questions using what you learned in this chapter.*

#### 2.1 Customers Checkpoint

1. The \_\_\_\_ is the main reason for the hospitality industry.

Answer:

2. The ability to understand how another person feels is \_\_\_\_.

Answer:

#### 2.2 Providing Quality Service Checkpoint

1. When you provide the same good service and products to customers each time they come to your business, you are providing \_\_\_\_ quality service.

Answer:

2. *True or False?* Interactions between a customer and a staff member, like a phone conversation to make a hotel reservation, are called *word-of-mouth*.

Answer:

#### 2.3 Hospitality Employees Checkpoint

1. *True or False?* In a hotel, the back-of-the-house employees include the valets bell attendants, and security officers.

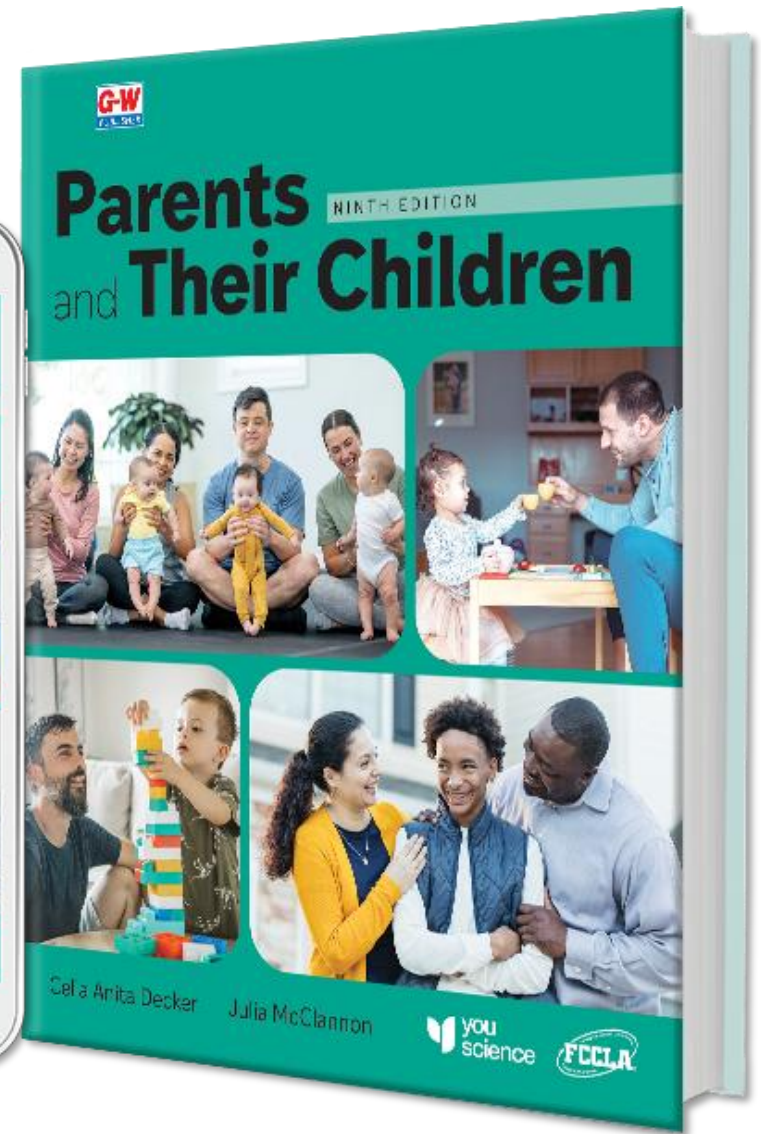
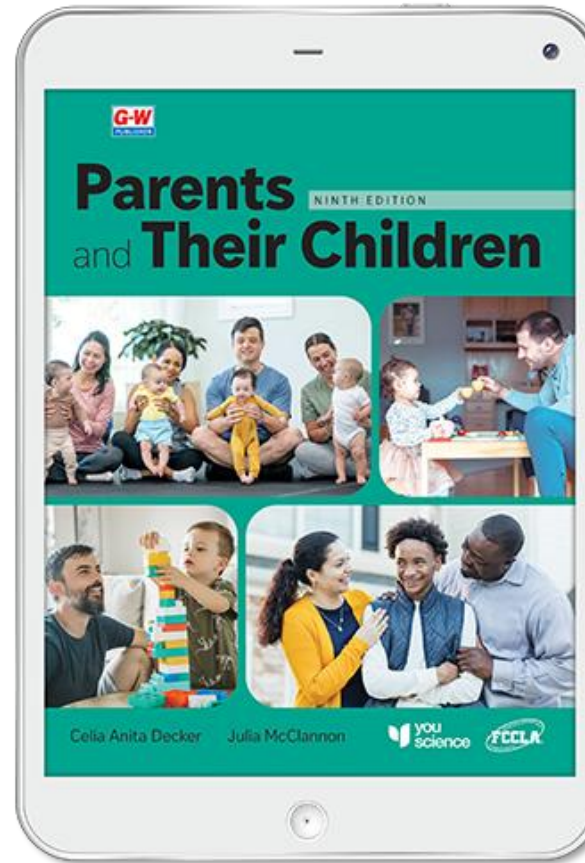
Answer:

2. A customer-focused employee is able to \_\_\_\_ customer needs.

Answer:

## Workbook Activities

# Integrate G-W Digital Resources



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by Celia Anita Decker and Julia McClannon



### Part 1 Decisions About Parenting

- 1 The Roles, Responsibilities, and Rewards of Parenting
- 2 The Decision to Parent
- 3 Families and Parents
- 4 Decisions About Child Care

### Part 2 The Challenges of Parenting

- 5 Family Concerns
- 6 Family Crises
- 7 Children's Health, Safety, and Special Needs

### Part 3 Planning and Starting a Family

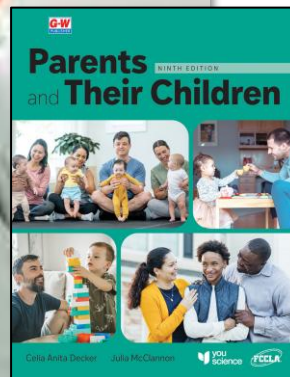
- 8 Planning a Family
- 9 Pregnancy
- 10 Prenatal Care
- 11 Decisions Facing Parents-to-Be
- 12 Childbirth and the Postpartum Period

### Part 4 Positive Parenting

- 13 Becoming a Competent Parent
- 14 Developing an Effective Parenting Style
- 15 Nurturing Moral Development and Character in Children

### Part 5 Understanding Children's Growth and Development


- 16 Adjusting to Parent and Newborn Life
- 17 Parents and Their Infants
- 18 Parents and Their Toddlers
- 19 Parents and Their Preschoolers
- 20 Parents and Their School-Age Children
- 21 Parents and Their Teens
- 22 Careers Related to Children, Parenting, and Families



# Student Textbook

### Part 3 Chapters

- 8 Planning a Family
- 9 Pregnancy
- 10 Prenatal Care
- 11 Decisions Facing Parents-to-Be
- 12 Childbirth and the Postpartum Period



### Competitive Events

Through participation in Competitive Events, FCCLA members acquire industry insights and employable skills required to thrive in the 21st century. Members can select from over 50 Competitive Events that employ skills and knowledge learned through FCS education. Competitive Events enable members to explore Career Pathways and address significant personal, work, and societal issues.

Competitive Events align with FCCLA's mission to concentrate on multiple roles, including family member, wage earner, and community leader. Each event is curated to help members develop specific lifelong skills in character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

#### Knowledge Bowl

The FCCLA/LifeSmarts Knowledge Bowl is a dynamic, team-based competition that tests students' knowledge and problem-solving skills in various content areas.

Each team is composed of five FCCLA members who compete throughout multiple rounds of competition during the year. Participants engage in thought-provoking quizzes and challenges designed to promote collaboration, critical thinking, and application of knowledge in core areas.

#### FCCLA Challenge Tests

FCCLA Challenge Tests, presented by G-W Publisher, provide an opportunity for FCCLA members to demonstrate college- and career-ready skills and related occupations by taking one of the many challenge tests aligned with state and national FCS standards.



## Portfolio Development

### Transcripts and Certificates

A *transcript* is an official school record of the courses a student has completed, grades received, when the courses were taken, and a cumulative grade point average (GPA). Transcripts may also include standardized test scores, behavioral records, and academic awards received.

Including a transcript as part of your portfolio provides evidence of your scholastic achievements. Transcripts reflect academic successes and confirm the candidate's statements that courses of study have indeed been completed as indicated on a résumé.

A *certificate* is a document that serves as evidence of completion of an activity, training, or other accomplishment. Certificates are sometimes awarded to an individual as proof of receipt of scholarships, grants, or other recognition. Those who served in the military will probably have certificates that reflect awards, ranks, or other honors that were earned.

*Certification* is a professional status earned by an individual after passing an exam focused on a specific body of knowledge. Some jobs require certification. For example, information technology specialist positions may require industry-specific hardware or software certifications. Already having and displaying a certification makes it more likely that you will be seriously considered for the position.

1. Contact and obtain transcripts from your school. This may require a wait time, so plan accordingly.
2. Collect certificates of accomplishment that you have earned that are not associated with a degree or certification. You can arrange them in order of importance or dates earned.
3. Collect diplomas, proof of certification, and other examples that relate to educational accomplishments. These should also be arranged in a logical order.

# What's New to the Edition



## Chapter 5 Family Concerns

### Chapter 5 Learning Outcomes

After studying this chapter, you will be able to

- 5.1 summarize issues related to balancing work and family roles.
- 5.2 identify ways that divorce impacts children and parents, and actions parents can take to help their children cope with divorce.
- 5.3 describe the challenges that single-parent families face and list helpful supportive strategies.
- 5.4 explain the difficulties associated with stepfamily formation and strategies parents can use to overcome these challenges.
- 5.5 summarize the challenges associated with parenting in unique family compositions.
- 5.6 describe the challenges families face when a family member has a serious health concern or disability.
- 5.7 list strategies parents can use to help support children who are grieving.
- 5.8 identify ways parents can make a move easier for their children.

### Chapter 5 Key Terms

- child support payments
- custody
- euphemism
- joint custody
- permanency planning
- resilient
- sole custody
- visitation rights

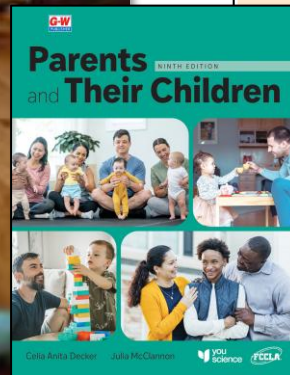


### Journaling

Before you read this chapter, skim the topics to make a list of concerns that families face. If you are comfortable, write about a concern that your family has faced or that a family you know has faced. How did they overcome this concern?

### Chapter 5 Essential Question

.....  
*What are the challenges and concerns of families?  
What can parents do to cope with challenges and  
reassure their children?*



# Chapter-Opening Materials



### Guiding Questions

How can parents balance the responsibilities of family and work?

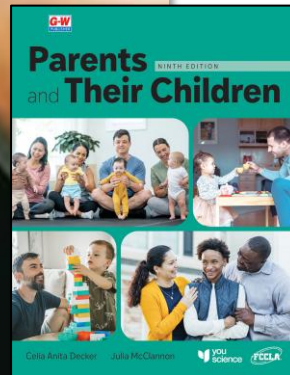
In today's society, most parents combine working outside the home with parenting (Figure 5-1). When a single parent or both parents in a family work, parents must find ways to balance family and work roles. This requires awareness, dedication, and flexibility.



AnchylE+ via Getty Images

### Checkpoint

1. List two reasons parents work.
2. Discuss factors that parents must consider when deciding to become a dual-career family or to have one parent stay home with the children.
3. What are two benefits of dual-career families for children?



# Special Features



## Special Topics

### Screen Time and Toddlers

Should my toddler be getting screen time? How much screen time should I limit them to each day? Am I making a mistake by letting them watch a show on my phone while we shop for groceries? Many parents ask themselves these questions. The debate about screen time for children is ongoing; it is a global concern that researchers continue to study.

Because crucial brain development occurs in the first years of life, infants and toddlers need back-and-forth social interactions and free play to explore their senses and the world around them. The American Academy of Pediatrics (AAP) recommends against screen time until the age of 18 months old, with the exception being video chats with loved ones. When toddlers are between 18 and 24 months old, parents and caregivers can allow educational programming or programming with

stories, music, and movement. Parents should watch with their toddlers to encourage social interaction. For children up to 5 years old, screen time should be limited to high-quality programming. Toddlers can learn from educational programming, but parents and caregivers must monitor use that can occur.

Having anywhere between one to four hours of screen time per 1 year old has been linked to higher risks for motor, communication, problem-solving, and attention. By age 2, risks remain in the communication and attention areas. Screen time reduces the chances for practicing talking with others. It can lead to sedentary behavior and not practicing fine-motor skills. Screen time guidelines need to be in place for appropriate use.

Parents must decide on a media plan for their child's acceptable use of devices and screen time. By setting boundaries, parents and caregivers can make informed decisions about the potential consequences.

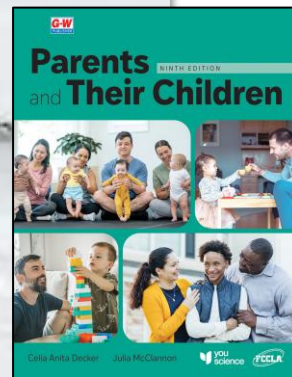


## Special Topics

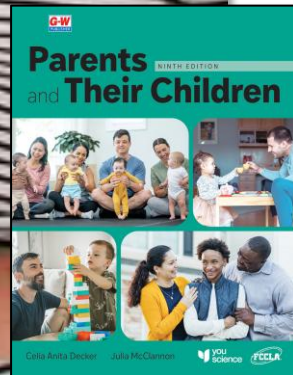
### Screen Time and Toddlers (continued)

#### Recommendations for Responsible Screen Time Use

- Parents and caregivers should co-watch programs to ask questions and foster social interactions with their toddler
- Encourage educational content and video chats with loved ones
- Watch longer videos to help with attention span
- Turn off devices when not in use to discourage aimless viewing; do not leave the TV on in the background
- Turn off devices during meals and one hour before bed; do not keep devices in children's bedrooms
- Be mindful of screen time and focus on quality vs. quantity
- Encourage interactive and engaging games or apps
- Preview all content before allowing your child to access it, and use parental controls to block or filter inappropriate content and supervise your child's media use
- Schedule play time, interactions with others, hands-on learning, and physical activity every day
- Do not use screen time as a babysitter or to stop a tantrum
- Set rules and make a family plan about screen time and media use
- Set a good example with screen time use as an adult



# Special Features



## Case Study

### Navigating Parenthood in a Stepfamily

Hunter and Reagan recently got married, and they each brought children from previous relationships into their new family. Hunter had a 10-year-old son, Jonah, and Reagan had an 8-year-old daughter, Ava. They knew that blending their families would take time, patience, and commitment, but they were excited to start their life together.

Quickly, though, Hunter and Reagan have realized the difficult task ahead of them. Jonah and Ava have had different upbringings, rules, and expectations, which sometimes leads to conflicts. Navigating co-parenting with their former partners has also been difficult. Hunter and Reagan have also been discussing whether they want to try to have a baby together, which would bring additional challenges to their new family structure.

Despite these challenges, Hunter and Reagan also know there are rewards of parenting in a stepfamily. Hunter and Reagan want to establish a family environment that respects all family members and creates a sense of unity.

### Questions to Consider

1. What should Hunter and Reagan know about forming a stepfamily?
2. What stage of the family life cycle would Hunter and Reagan's family be in? What if they added another child to their family?
3. When thinking of family systems, what are some ways that the children in this stepfamily could impact the parents?

## Special Features



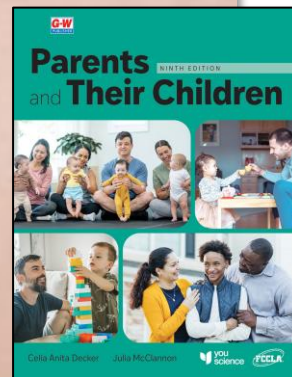
## Exploring Careers

### Pediatrician

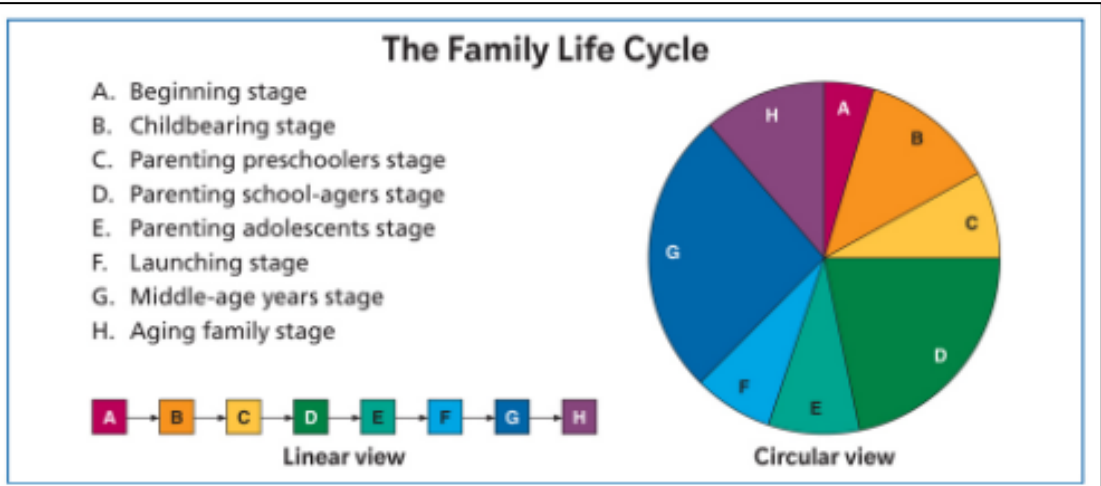
Pediatricians provide care for children from birth until young adulthood. Their specialty is diagnosing and treating the problems of younger people. Most pediatricians administer medications and treat common illnesses, minor injuries, and infectious diseases. Some pediatricians specialize in serious medical conditions.

- **Education requirements:** This career requires a bachelor's degree and a Medical Doctor (MD) or Doctor of Osteopathic Medicine (DO) degree. Pediatricians must also have a state-issued license.
- **Important qualities:** Some important qualities for becoming a pediatrician include compassion, dexterity, leadership skills, organizational skills, communication skills, physical stamina, problem-solving skills, patience, and attention to detail.
- **Job outlook:** Opportunities for becoming a pediatrician are expected to grow by four percent until 2033 (average growth).

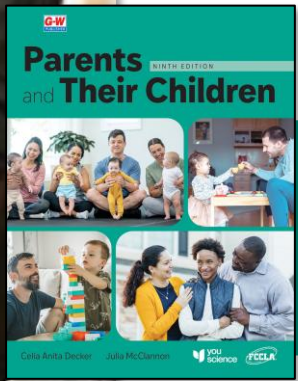
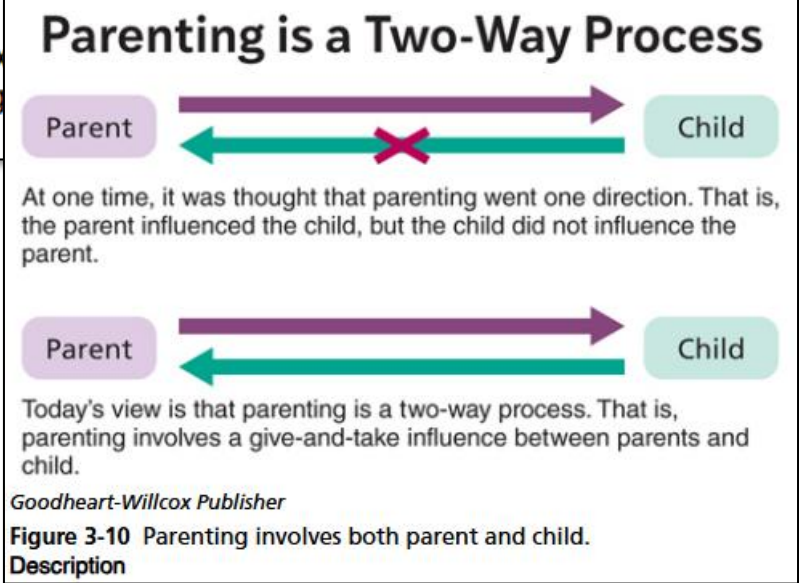
Visit the US Department of Labor's *Occupational Outlook Handbook* website to learn more about becoming a pediatrician. You can also compare information for this career to similar occupations on the website.



## Special Features



*Goodheart-Willcox Publisher*  
**Figure 3-8** The family life cycle helps explain how time. Some families go through all stages.  
**Description**



# Illustrations and Photos

Summary

2.1 Explain the importance of planned pregnancies and the risks of unplanned pregnancies.

- Couples have many important choices regarding parenting.
- Most pregnancies are planned and wanted, but many are not. Unintended pregnancies can pose risks, especially to the child.
- About 41 percent of pregnancies are unintended among married couples, couples who live together, or single females.

2.2 Describe factors that influence parenting decisions.

- Several factors may influence a couple's parenting decisions. These include the desire to express romantic love, the desire to be parents, expectations about parenthood, expectations about children, pressures from families and friends, and the desire to influence a partner.
- Romance and curiosity are not reasons enough to want to have children.
- Couples should not decide to have a child simply because it is what is expected of them or because they want to influence the other partner. It should be a careful decision that both partners agree with.

2.3 Identify parenting factors to consider before marriage and parenting.

- Parenting factors to consider before making a decision about parenting include individual and couple goals, careers, and finances.
- Discussing both short- and long-term goals is important for couples before they decide to get married or have children.
- If both partners plan to have careers, the couple must discuss how they will balance work and home life together.

2.4 Analyze a couple's readiness for marriage.

- Parenting readiness factors to consider include the relationship, how responsible they are, how willing to make sacrifices and accept a new lifestyle, how mature they are, what they know about parenting, and how their health will affect parenting.
- Most experts agree that a nuclear family structure is best for parenting.

Apply Your Skills

1. **Writing.** Design a personal timeline that shows the goals you have for your life and when you hope to achieve them. To make a timeline, draw a horizontal line that stretches across a piece of paper. You could also create a timeline on the computer. Divide the line into five-year segments from ages 15 to 85. Write two goals you have achieved or hope to achieve by each five-year milestone. Save your timeline to review at regular intervals. Revise your goals as needed. (2.3)
2. **Writing.** Examine the pros and cons of having a dual-career family. On a separate sheet of paper, suggest ways parents in dual-career families can share childcare responsibilities and balance their work/home lives effectively. Use reliable resources for background information as needed. Write a summary of your findings. (2.4)
3. **Math.** Research online about using disposable versus cloth diapers for an infant during the first year. What is the cost of using each type of diaper per month and per year? If a couple's net income is \$72,000 per year, what percentage of their income will be spent on diapers? Discuss what type of diaper you would use as a parent based on your findings. (2.3, 2.4)
4. **Listening.** Interview the parents of an infant or toddler about the financial impact their child has had on their lives. How do they expect their child's expenses to change in the coming years? Prepare a short list of questions prior to the interview. Share your findings with the class. (2.4)
5. **Reading.** Find and read an article or short story about a teen parent. In a brief written summary, describe the challenges the teen parent faced. How did the teen overcome these challenges? (2.5)
6. **Speaking.** In partner groups, discuss how couples can use the decision-making process to make parenting decisions. Then, create a sample decision-making process and fill it out as an imaginary couple deciding whether or not to have children. (2.6)

Critical Thinking

1. Analyze the following statement: "If you say *yes* to parenting, you are saying *no* to other things." Give examples of what people might say *no* to if they choose parenting. Write your responses on a separate sheet of paper. Discuss the pros and cons of these choices in a small group. Does the group agree or disagree? Add to your list as other groups share. (2.2, 2.3, 2.4)
2. Create a two-column T-chart on a separate sheet of paper. Write these two headings (one at the top of each column): *What I Like About Children* and *What I Don't Like About Children*. Then, explain at least three of your items from each side of the chart and how they would affect parenting decisions. (2.2)
3. Select one of the factors mentioned in the chapter that people should consider when making parenting decisions. Analyze how you think this factor might affect your future parenting decisions. Then write a paragraph summarizing your views in a journal for future reference. (2.2)



End-of-Chapter Content

## Chapter 3: Families and Parents

### Activity I: A Unique Family

Describe a family by the characteristics that make it unique. Then describe the family in terms of the factors that follow. (Note: The family you choose may be your own family or any other family. Avoid using specific names.) Compare your responses with those of your classmates. Then answer the question at the end of this activity.

1. Unique family characteristics:

Answer:

2. Cultural background of the family:

Answer:

3. Socioeconomic status of the family:

Answer:

4. Lifestyle of the family:

Answer:

5. Early relationships of parents:

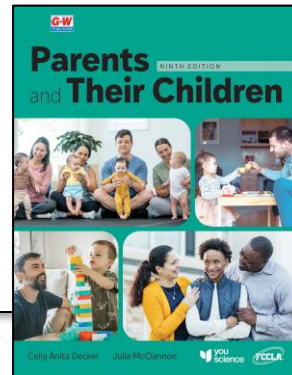
Answer:

6. Community in which the family lives:

Answer:

7. Media influences on the family:

Answer:



## Chapter 3: Families and Parents

### Activity D: Family Structure Panel

Invite adults who head different structures of families to participate in a panel discussion about parenting. On a separate sheet of paper, prepare a list of questions to ask the panel. Then in the space provided, list what you believe are the pros and cons of each family structure.

1. **Nuclear Families**—(biological, adoptive, or foster families)

- A. Pros (advantages, rewards):

Answer:

- B. Cons (disadvantages, challenges):

Answer:

2. **Single-Parent Families**—(biological, adoptive, or foster families)

- A. Pros (advantages, rewards):

Answer:

- B. Cons (disadvantages, challenges):

Answer:

3. **Stepfamilies**

- A. Pros (advantages, rewards):

Answer:



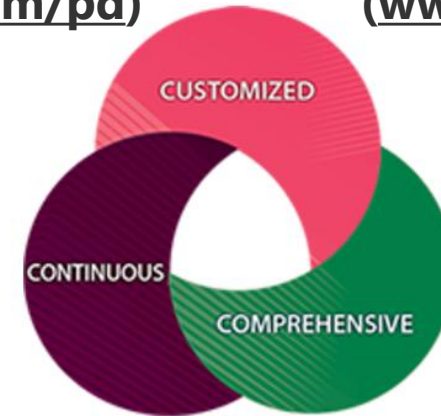
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**Grade:** 13-14  
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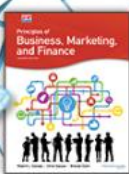
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**Subject:** Animal Science

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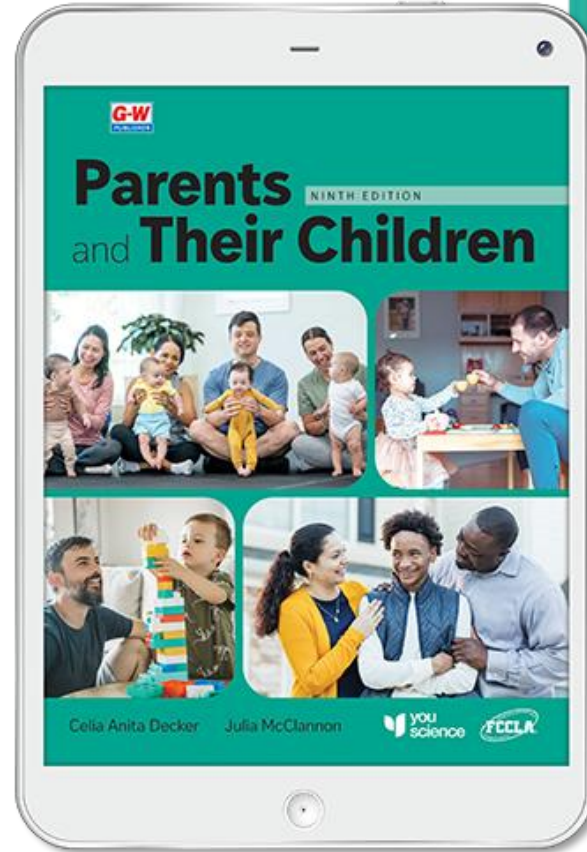


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