

# **Graduation, Reality And Dual-role Skills (GRADS)**

## **Content Standards Document**

**2010**

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### Graduation, Reality And Dual-role Skills Standards

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## **FOREWORD**

The Graduation, Reality And Dual-role Skills (GRADS) Content Standards are the curricular framework for programs serving pregnant and parenting students. This document reflects the knowledge and skills recommended by health, business and educational professionals as essential to successful college and career preparation, healthy pregnancy and appropriate parenting.

This document represents a collaborative effort of the following professional partners: the Ohio Department of Education's Office of Career-Technical Education, the Northwest Ohio College Tech Prep Consortium at the University of Toledo and health, business and educational professionals across Ohio. Secondary and postsecondary educators also participated in the development of the curricular content standards.

The document delineates competencies that outline the knowledge and skills needed for family, education and career success in a complex and ever-changing society. It includes a) competencies that are essential to healthy career, family and personal relationships; b) career and education preparation competencies essential to life-long learning; c) financial literacy competencies essential to efficient fiscal management and consumerism; and, d) prenatal, neonatal and parenting competencies essential to a healthy pregnancy and the nurturing of a child.

The utilization of this document forms the basis for the development of an integrated delivery system that provides opportunities for pregnant and parenting students to successfully complete secondary education and pursue a career or postsecondary education. It is hoped that the document will enhance and expand the lives of young families in a complex global society.

The document is available through the Ohio Department of Education's Office of Career-Technical Education, Web at: [www.education.ohio.gov](http://www.education.ohio.gov).

## ACKNOWLEDGEMENTS

A number of individuals contributed their time and expertise to this development. Special thanks go to all the business representatives and educators named in this document.

Further acknowledgement is due to:

- Kathy Shibley, Director, Office of Career-Technical Education, Ohio Department of Education;
- Rick Mangini, Associate Director, Office of Career-Technical Education, Ohio Department of Education;
- Leslie Brady, Assistant Director, Office of Career-Technical Education, Ohio Department of Education;

Those listed above provided vision and implementation support for the Graduation, Reality And Dual-role Skills Content Standards and Ohio's educational programs.

Also, special thanks are due to the following professional partners of this project:

- James Piper, Consultant, Greater Northwest Ohio College Tech Prep, University of Toledo;
- Mary Jo Kohl, Consultant, Office of Career-Technical Education, Ohio Department of Education;
- Cindy McKay, Executive Director, United Services for Effective Parenting – Ohio; and
- Mary Kurt, Consultant, Greater Northwest Ohio College Tech Prep, University of Toledo;

The people listed above contributed significant research, subject matter, writing and facilitation expertise to the development of the Graduation, Reality And Dual-role Skills Content Standards document.

# **DEVELOPMENT OF GRADUATION, REALITY AND DUAL-ROLE SKILLS CONTENT STANDARDS**

The process for the development of the Graduation, Reality And Dual-role Skills Content Standards began in November 2009 with an extensive research review and investigation of contributing organizations and agencies, and culminated in 2010 with the work of business representatives and educational professionals focusing on academic correlation. Over the course of development, numerous business representatives as well as secondary and postsecondary educators from across the state of Ohio took part in the formal development process. The following summarizes the various stages of the development process.

## **Futuring Panel**

**February 26, 2010**

The Graduation, Reality And Dual-role Skills Futuring Panel brought together key professional representatives from across the state to advise the Ohio Department of Education on future trends impacting pregnant and parenting students and to suggest ways in which those trends could be incorporated into a Graduation, Reality And Dual-role Skills Content Standards document. Drawn from various sectors and regions of the state, the panel members possessed multiple experiences and expertise working with, supporting and serving the needs of pregnant and parenting students. Drawing from those experiences and expertise the Futuring Panel identified what pregnant and parenting students should know and be able to do to enhance their lives and the lives of their children.

## **Business Review Panel**

**March 4, 2010**

This panel was composed of Ohio business, education and training representatives from across Ohio. Similar to the previous panel these individuals also were drawn from various sectors and regions of the state and possessed multiple experiences and expertise working with, supporting and serving the needs of pregnant and parenting students. The panel reviewed the work outlined by the Futuring Panel and formulated suggestions for additions, deletions and editorial changes to the draft document. The inclusion of these individuals formed a collaborative support base that brought together organizations, agencies and educational institutions that share common goals.

## **Educator Review Panel**

**March 17, 2010**

The educator panel was comprised of GRADS teachers, coordinator and supervisors representing various districts and regions of the state. Utilizing an elluminate session the panel, after previously reviewing the document, discussed and edited the work provided by the Business Panel. Given no major conflicts or confusion with the work of the Futuring or Business Panels this became the final stage to determining what pregnant and parenting students should know and be able to do to enhance their lives and the lives of their children.

**GRADS**  
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## PHILOSOPHY AND PRINCIPLES FOR IMPLEMENTATION

The overarching framework for Ohio career-technical education is outlined in the Ohio Revised Code and subsequent administrative rules, which specify Family and Consumer Sciences Programs serve students in grades seven through twelve and focus on individuals, families, work and their interrelationships. Encompassed within Family and Consumer Sciences, Graduation, Reality And Dual-role Skills Programs serve pregnant and parenting students in grades seven through twelve, providing educational programming with academic intervention and community outreach. To view the [full text](#) of Administrative Rule 3301-61-04 (Criteria for Family and Consumer Science Programs), go to [www.education.ohio.gov](http://www.education.ohio.gov) and keyword search: *CTE Administrative Rules Update*.

### **Mission and Goals**

The Graduation, Reality And Dual-role Skills program mission is to promote personal growth, educational competence and economic self-sufficiency as socially responsible members of society.

The program goals are to:

- Prepare participants for postsecondary education and/or the world of work;
- Encourage participants to set goals toward work and family;
- Increase the likelihood that participants will remain in school during pregnancy and after the birth of their child, and stay to the point of graduation;
- Help participants carry out positive health care practices for themselves and their children in both prenatal and postnatal stages;
- Provide participants with knowledge and skills related to child development and positive parenting practices; and,
- Delay subsequent pregnancies.

### **History**

In the late 1970s educational leadership placed an added focus on high school dropouts. It was determined that pregnant and parenting students made up a large percentage of the student population at risk of dropping out of school before completing Grade 12. Title IX (education amendments of 1972) prohibited schools from expelling teens who were pregnant and/or had children. Hence, Graduation, Reality And Dual-role Skills (GRADS) began in 1980 with three pilot programs in Ohio. As the program grew and reported success in Ohio, other states adopted the model.

## STRUCTURE AND FORMAT

The Graduation, Reality And Dual-role Skills Professional Content Standards document is composed of a series of units, competencies and descriptors:

- *units* are a grouping of competencies sharing a common subject or theme;
- *competencies* are specific knowledge and skill statements that outline the knowledge and skills needed for success; and
- *descriptors* follow each competency and serve to define what is meant by the related competency.

The GRADS competencies focus on:

- Relationships;
- College and Career Ready Knowledge and Skills;
- Economic Independence;
- Healthy Prenatal and Neonatal Care; and,
- Nurturing Healthy Children and Establishing Healthy Families;

In the Graduation, Reality And Dual-role Skills Content Standards, education/business representatives have designated competencies as *essential* or *recommended*. The expectation is for *essential* competencies to be a mandatory part of the GRADS curriculum, while the *recommended* competencies, although important, are left to the instructors discretion in terms of time and immediate needs. Definitions used to make these designations appear on the following page, followed by a sample competency illustrating the layout of an actual competency.

In addition to the content standards, resource sections have been added to support and enhance the delivery of the content standards. An annotated bibliography of books, articles and online resources on GRADS related subjects; agencies and government offices that provide information and services to pregnant and parenting students; GRADS resources listed by the corresponding content standard unit; and a listing of web quests GRADS teachers can use to augment pregnant and parenting student's education can be found following the units, competencies and descriptors.

# DEFINITIONS AND CODES

## Determined by Education and Business (EDU/BUS) Panels

### **Essential:**

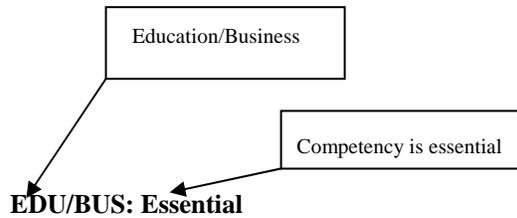
Competency is needed to ensure minimal level of understanding and ability. Pregnant and/or parenting students should be able to perform this competency.

### **Recommended:**

Competency should be included but is not essential for minimal level of understanding and ability.

## Sample Competency

### Unit 2: College and Career Ready



**Competency 2.1: Explore time management strategies related to education, work and family goals.**

Unit number

#### **Descriptors:**

- 2.1.1 Identify time management techniques that help meet family dynamics and goals (e.g., setting priorities, using schedules and planners, avoiding procrastination, multi-tasking).
- 2.1.2 Describe barriers and choices that prevent or interfere with time management (e.g., procrastination).
- 2.1.3 Discuss self-regulation/management as essential to time management.
- 2.1.4 Differentiate discretionary and non-discretionary time use.
- 2.1.5 Utilize time management strategies to meet education, work and family goals.

Competency number

Descriptor number

## Graduation, Reality And Dual-role Skills UNITS

<b>Page</b>	<b>Unit #</b>	<b>Unit</b>
1	1	Relationships
4	2	College and Career Ready
7	3	Economic Independence
11	4	Healthy Prenatal and Neonatal Care
15	5	Nurturing Healthy Children and Establishing Healthy Families

# Graduation, Reality And Dual-role Skills Competency Chart

Business and education panels (EDU/BUS) validated each competency: EDU/BUS: E = Essential; R = Recommended

Competency		EDU/ BUS
<b>Unit 1: Relationships</b>		
1.1	Identify and develop personal assets that demonstrate healthy, caring and responsible citizenship.	E
1.2	Develop coping and personal resilience skills for the lack of or loss of relationships.	E
1.3	Assess qualities and skills needed to establish and maintain positive relationships, friendships and healthy support systems.	E
1.4	Develop conflict resolution skills (e.g., communication, problem solving) that lead to building healthy relationships.	E
1.5	Appraise methods that build and maintain healthy interpersonal relationships.	E
1.6	Evaluate the signs, symptoms and impact of domestic violence.	E
1.7	Apply skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.	E
1.8	Examine the impact of healthy partner/friend/marriage relationships.	E
1.9	Analyze legal issues related to paternity and healthy families.	E
1.10	Analyze sexual decisions during and following pregnancy.	E
<b>Unit 2: College and Career Ready</b>		
2.1	Explore time management strategies related to educational, work and family goals	E
2.2	Develop an individual academic career plan based on self-knowledge and interests.	E
2.3	Implement job search skills.	E
2.4	Develop effective workplace communication skills to promote self.	E
2.5	Develop and utilize interpersonal/conflict resolution skills essential in the workplace.	E
2.6	Develop skills that employers demand.	E
2.7	Describe career development and workplace issues across the lifespan.	E
2.8	Formulate skills and knowledge necessary for successful transition to postsecondary education.	E
2.9	Select educational opportunities consistent with career goals (e.g., training, certification, college).	E
<b>Unit 3: Economic Independence</b>		
3.1	Establish individual and family financial goals.	E
3.2	Evaluate the various financial institutions and services.	E
3.3	Choose resources to meet individual and family financial goals.	E
3.4	Evaluate the financial impact of advertising on individual and family consumer purchases.	E
3.5	Assess the use of credit and debt to meet personal and family financial goals.	E
3.6	Utilize skills to manage conflict and/or stress related to financial issues.	E
3.7	Manage family and financial demands through strong relationship and conflict resolution skills.	E
3.8	Formulate techniques to prevent loss of assets.	E
3.9	Predict changes in financial priorities needed to protect financial health through the family life cycle.	E

<b>Competency</b>		<b>EDU/ BUS</b>
3.10	Utilize decision-making and accounting processes to protect financial health.	E
3.11	Evaluate financial institutions and services to meet education and investment ends	E
3.12	Determine impact of public policies on financial planning for self and family.	R
3.13	Advocate public policy that impacts financial well-being.	R
<b>Unit 4: Healthy Prenatal and Neonatal Care</b>		
4.1	Develop a plan to meet the nutritional needs of pregnant women.	E
4.2	Create a positive and safe prenatal environment.	E
4.3	Analyze pregnancy health care.	E
4.4	Examine the labor and delivery process.	E
4.5	Evaluate infant feeding options.	E
4.6	Assess the postpartum care period.	E
4.7	Compile a health and medical care record for the infant.	E
4.8	Assess strategies to recognize and act on possible illnesses.	E
4.9	Demonstrate nurturing care of newborns.	E
4.10	Examine the role and responsibility of fathers in newborn care.	E
4.11	Maintain a safe and healthy environment.	E
4.12	Compare childcare venues related to child nurturing and care.	E
<b>Unit 5: Nurture Healthy Children and Establish Healthy Families</b>		
5.1	Examine parental roles in overall child development.	E
5.2	Identify typical developmental milestones and developmental strategies (e.g., physical, intellectual, social, moral, ethical, emotional).	E
5.3	Assess attributes and skills needed to assume the parenting role.	E
5.4	Evaluate skills for building healthy families where children thrive.	E
5.5	Demonstrate healthy nutrition, weight, fitness and coping strategies.	E
5.6	Contrast the effectiveness of guidance and discipline techniques used by parents, guardians and caregivers.	E

# Graduation, Reality And Dual-role Skills Content Standards

## Unit 1.0: Relationships

**EDU/BUS: Essential**

**Competency 1.1: Identify and develop personal assets that demonstrate healthy, caring and responsible citizenship.**

**Descriptors:**

- 1.1.1 Identify external assets (e.g., support, empowerment, boundaries, expectations, constructive use of time, service learning) that provide for growing up healthy, caring and responsible.
- 1.1.2 Identify internal assets (e.g., commitment to learning, positive values, social competencies, positive identity) that provide for growing up healthy, caring and responsible.
- 1.1.3 Apply strategies to develop external and internal assets.

**EDU/BUS: Essential**

**Competency 1.2: Develop coping and personal resilience skills for the lack of or loss of relationships.**

**Descriptors:**

- 1.2.1 Examine the impact of coping and personal resilience skills.
- 1.2.2 Explain how positive and negative attitudes influence behavior.
- 1.2.3 Explain the impact of peer influence and identify skills to manage that influence.
- 1.2.4 Apply skills for coping with the loss of a relationship (e.g., divorce, death, miscarriage) including: recognize feelings of loss as normal; emphasize positive aspects of life; and identify support resources for dealing with loss.
- 1.2.5 Apply skills for coping with stressors in personal and group relationships (e.g., drugs, alcohol, substance abuse, extended/terminal illness, rivalry among family members, blended families, work place situations, financial status).
- 1.2.6 Identify the characteristics of mental, emotional and behavioral health issues (e.g., trauma, chemical dependency, depression, anxiety) and identify resources to deal with those characteristics.
- 1.2.7 Apply skills for preventing and coping with harmful situations (e.g., child abuse/neglect, sexual abuse/assault, domestic/relationship violence, gang activity).
- 1.2.8 Implement stress-reduction strategies (e.g., meditation, exercise, relaxation techniques).

**EDU/BUS: Essential**

**Competency 1.3: Develop qualities and skills needed to establish and maintain positive relationships, friendships and healthy support systems.**

**Descriptors:**

- 1.3.1 Analyze relationship behaviors and factors that lead to effective, supportive long-term relationships.
- 1.3.2 Explore the different levels and values of relationships (e.g., co-parent, mother, father, acquaintance, friend, teacher).
- 1.3.3 Identify various stereotypes/biases and explain how they affect interpersonal relationships.
- 1.3.4 Apply conflict resolution skills (e.g., communication, problem solving) that lead to building healthy relationships.

- 1.3.5 Recognize how technological advances (e.g., cell phones, e-mail, web pages, chat rooms) impact individual and group relationships and risky Internet behaviors.
- 1.3.6 Apply effective communication skills to build healthy relationships pertaining to trust and self-disclosure; message sending and receiving; verbal and non-verbal communication; and communication across cultures.
- 1.3.7 Analyze alternative strategies for maintaining positive relationships and support systems.

**EDU/BUS: Essential**

**Competency 1.4: Develop conflict resolution skills (e.g., communication, problem solving) that lead to building healthy relationships.**

**Descriptors:**

- 1.4.1 Describe the nature of conflict including the role that human/basic needs play in conflict.
- 1.4.2 Discuss the role emotions play in conflicts including managing anger.
- 1.4.3 Demonstrate effective verbal and non-verbal skills.
- 1.4.4 Explain the importance of perspective-taking and identify multiple perspectives in a conflict.
- 1.4.5 Practice identifying conflict styles and determine appropriate times to utilize each one.
- 1.4.6 Recognize the difference between positions and interests.
- 1.4.7 Practice brainstorming, selecting options, and generating and assessing solutions.
- 1.4.8 Describe positive discipline strategies (e.g., natural and logical consequences, positive reinforcements).
- 1.4.9 Contrast the difference between discipline and punishment.
- 1.4.10 Practice de-escalation techniques.
- 1.4.11 Seek professional assistance for conflicts that continue to be unresolved.

**EDU/BUS: Essential**

**Competency 1.5: Appraise methods that build and maintain healthy interpersonal relationships.**

**Descriptors:**

- 1.5.1 Relate relationship behaviors and factors that reduce risks of negative life outcomes.
- 1.5.2 Compare physical, emotional and intellectual responses in healthy and unhealthy relationships.
- 1.5.3 Investigate the decisions and responsibilities associated with sexual relationships.
- 1.5.4 Describe diverse perspectives, needs and characteristics of individuals and families/households.
- 1.5.5 Identify the elements of sexual harassment and associated behaviors from various points of view (e.g., harasser, victim, bystander).

**EDU/BUS: Essential**

**Competency 1.6: Evaluate the signs, symptoms and impact of domestic violence.**

**Descriptors:**

- 1.6.1 Define domestic violence and illustrate its extent through examples (e.g., physical, emotional, psychological, sexual, financial).
- 1.6.2 Discuss common myths about domestic violence.
- 1.6.3 Describe the evidence and implications of human trafficking and exploitation.
- 1.6.4 Distinguish between the behaviors of the abuser and the behaviors of the victim.
- 1.6.5 Explain the warning signs, cycle of violence and the association to other forms of abuse.
- 1.6.6 Prioritize strategies to protect self/others from abuse.
- 1.6.7 Develop a personalized safety plan.
- 1.6.8 Identify organizations and agencies committed to assist victims of abuse.
- 1.6.9 Examine the legal implications of domestic violence and the rights to a personal protection order through the court system.

1.6.10 Practice identifying the abuse of children, self and others.

**EDU/BUS: Essential**

**Competency 1.7: Apply skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.**

**Descriptor:**

- 1.7.1 Describe the peer pressure experienced at various developmental stages in school, workplace, personal relationships and community.
- 1.7.2 Explain how personal skills, support systems and adult mentors assist in resisting negative peer pressure and resolving conflict.
- 1.7.3 Discuss self-worth, self-confidence and self-efficacy in relation to resisting negative peer pressure.
- 1.7.4 Give examples of negotiable and non negotiable conflicts.
- 1.7.5 Model appropriate ways to express anger in interpersonal conflicts.
- 1.7.6 Examine productive and unproductive responses to conflict.

**EDU/BUS: Essential**

**Competency 1.8: Examine the impact of healthy partner/friend/marriage relationships.**

**Descriptors:**

- 1.8.1 Identify characteristics of healthy and responsible relationships.
- 1.8.2 Characterize the effects of healthy relationships on a healthy life-style (e.g., emotional, economic, social, intellectual, spiritual, physical).
- 1.8.3 Analyze factors involved in building sound and mutually respectful relationships.
- 1.8.4 Analyze effects of power imbalance on each person in a relationship.
- 1.8.5 Identify shared expectations in marriage and friendships.
- 1.8.6 Establish guidelines for resolving conflicts that maintain mutually respectful relationships.
- 1.8.7 Seek professional help when relationships become disrespectful or violent.

**EDU/BUS: Essential**

**Competency 1.9: Analyze legal issues related to paternity and healthy families.**

**Descriptors:**

- 1.9.1 Examine the legal obligations, rights and responsibilities of father, mother and grandparents.
- 1.9.2 Describe the process to establish the paternity of the father.
- 1.9.3 Discuss paternity, child support, visitation and allocation of parental rights and responsibilities.
- 1.9.4 Establish paternity through legal documents such as birth certificates and other documentation.
- 1.9.5 Define guardianship, minor status and power of attorney.
- 1.9.6 Identify resources available for obtaining family legal counsel.
- 1.9.7 Discuss legal avenues for abusive relationships.

**EDU/BUS: Essential**

**Competency 1.10: Analyze sexual decisions during and following pregnancy.**

**Descriptors:**

- 1.10.1 Examine the effects of being sexually active.
- 1.10.2 Illustrate the effects of sexually transmitted diseases (STDs) on mother, father, baby and society.
- 1.10.3 Analyze the results of having additional pregnancies during the adolescent years.
- 1.10.4 Analyze birth-control options for the different stages of life.

## **Unit 2.0: College and Career Ready**

**EDU/BUS: Essential**

### **Competency 2.1: Explore time management strategies related to education, work and family goals.**

#### **Descriptor:**

- 2.1.1 Identify time management techniques that help meet family dynamics and goals (e.g., setting priorities, using schedules and planners, avoiding procrastination, multi-tasking).
- 2.1.2 Describe barriers and choices that prevent or interfere with time management (e.g., procrastination).
- 2.1.3 Discuss self-regulation/management as essential to time management.
- 2.1.4 Differentiate discretionary and non-discretionary time use.
- 2.1.5 Utilize time management strategies to meet education, work and family needs.

**EDU/BUS: Essential**

### **Competency 2.2: Develop an individual academic career plan based on self-knowledge and interests.**

#### **Descriptors:**

- 2.2.1 Develop profile of interests, attitudes, goals, skills and expectations related to career options.
- 2.2.2 Identify career information resources (e.g., Ohio Career Information System [OCIS]).
- 2.2.3 Recognize factors affecting career choices.
- 2.2.4 Relate career clusters to interest and talents.
- 2.2.5 Identify education and training opportunities (e.g., military, college, apprenticeship, career and formal education, entrepreneurship).
- 2.2.6 Draft or update individual career plan (e.g., Individual Academic and Career Plan [IACP]).

**EDU/BUS: Essential**

### **Competency 2.3: Implement job search skills.**

#### **Descriptors:**

- 2.3.1 Write resumes that meet employer expectations.
- 2.3.2 Recognize possible job search resources (e.g., family, neighbors, friends).
- 2.3.3 Explore career possibilities through volunteer activities, a national data base and one stop career centers.
- 2.3.4 Cite examples of jobs and the required qualifications or background.
- 2.3.5 Explore employment opportunities locally and nationally.
- 2.3.6 Utilize job hunting skills (e.g., finding job postings, sending out resumes, scheduling interviews).
- 2.3.7 Develop effective interview skills and recognize and respond to discriminatory questions and practices.

**EDU/BUS: Essential**

### **Competency 2.4: Develop effective workplace communication skills to promote self.**

#### **Descriptors:**

- 2.4.1 Propose skills to develop and monitor positive work image.
- 2.4.2 Describe work achievements.
- 2.4.3 Predict ways to continue to learn, network and contribute in the workplace.
- 2.4.4 Describe self-confidence, loyalty and self-assuredness as they contribute to a positive work climate.

2.4.5 Identify appropriate mentoring and coaching relationships.

**EDU/BUS: Essential**

**Competency 2.5: Develop and utilize interpersonal/conflict resolution skills essential in the workplace.**

**Descriptors:**

- 2.5.1 Recognize the impact gender, age, socioeconomic status, ethnicity and religion can have in a diverse workplace environment.
- 2.5.2 Evaluate how personal differences and character traits impact productivity and workplace interactions.
- 2.5.3 Develop team interpersonal and problem-solving skills to enhance productivity.
- 2.5.4 Develop essential workplace skills for effective communication namely: create presentations to develop concepts; develop writing skills to synthesize and convey concepts; hone ability to find answers; and direct work projects.
- 2.5.5 Develop essential workplace skills for conflict resolution, such as listening and responding skills; ethics of relationships; sensitivity to cultural differences; and interpersonal skills.
- 2.5.6 Demonstrate constructive ways to communicate an alternative position to persons in authority.

**EDU/BUS: Essential**

**Competency 2.6: Develop skills that employers demand.**

**Descriptors:**

- 2.6.1 Use technology to perform work functions, keep records and prepare presentations and documents.
- 2.6.2 Demonstrate critical skills for problem-solving and creative solutions.
- 2.6.3 Develop team-building skills.
- 2.6.4 Develop and practice leadership skills through Family, Career and Community Leaders of America (FCCLA) or other student lead organization.
- 2.6.5 Develop personal attributes that lead to effective, reliable employees (e.g., meeting deadlines, punctuality, self-initiative, accountability).

**EDU/BUS: Essential**

**Competency 2.7: Describe career development and workplace issues across the lifespan.**

**Descriptors:**

- 2.7.1 Identify social, economic and global trends impacting employment opportunities including: outsourcing; minimum wage; multi-cultural expectations and understandings; and changes in pensions and social security.
- 2.7.2 Discuss workplace standards (e.g., sexual harassment, theft, financial accounting, falsifying records, technology abuse, personal and professional conduct).
- 2.7.3 Explain implications of life and work changes (e.g., multiple careers in a lifetime, work-from-home technologies, emerging careers, barriers and failures).
- 2.7.4 Describe work and family relationship related to healthcare benefits, daycare for children, family leave, job sharing and relocation.

**EDU/BUS: Essential**

**Competency 2.8: Formulate skills and knowledge necessary for successful transition to postsecondary education.**

**Descriptors:**

- 2.8.1 Identify academic, communication and interpersonal skills and knowledge associated with a successful postsecondary experience.
- 2.8.2 Acquire English language arts, mathematics, science and social studies prerequisites for postsecondary education.
- 2.8.3 Complete background courses for planned area of study.
- 2.8.4 Acquire precollege credits for planned area of study through postsecondary options or College Tech Prep programs.
- 2.8.5 Develop strategies to become a self-regulated learner (e.g., study skills, note-taking, time management).
- 2.8.6 Apply test-taking procedures and skills needed for academic success.
- 2.8.7 Identify academic achievement indicators associated with setting new goals (e.g., GPA, proficiency exams, standardized measures).

**EDU/BUS: Essential**

**Competency 2.9: Select educational opportunities consistent with career goals (e.g., training, certification, college).**

**Descriptors:**

- 2.9.1 Identify resources and support systems to balance successful parenting and postsecondary education.
- 2.9.2 Identify variables associated with making a postsecondary decision (e.g., tuition and living cost, location, majors/programs, financial aid, institution size and reputation, living arrangements, security, child care).
- 2.9.3 Acquire and assess pertinent information on postsecondary institutions.
- 2.9.4 Collect and assess institution information through campus visits.
- 2.9.5 Compare and contrast placement services, internships and employment opportunities.
- 2.9.6 Apply decision making strategies to the final selection.
- 2.9.7 Process application and admission documents.

## **Unit 3.0: Economic Independence**

**EDU/BUS: Essential**

### **Competency 3.1: Establish individual and family financial goals.**

#### **Descriptors:**

- 3.1.1 Identify income and expenses.
- 3.1.2 Interpret wages, taxes and deductions on earning statements.
- 3.1.3 Discuss spending and savings plans for fixed, flexible and periodic expenses.
- 3.1.4 Describe decision-making steps that lead to meeting financial needs and wants (i.e., pay for what one needs and plan for what one wants).
- 3.1.5 Examine attitudes and behaviors that lead to financial satisfaction.
- 3.1.6 Outline measures to secure good credit scores.

**EDU/BUS: Essential**

### **Competency 3.2: Evaluate the various financial institutions and services.**

#### **Descriptors:**

- 3.2.1 Classify the various types of financial institutions (e.g., banks, credit unions, brokerages).
- 3.2.2 Compare banking costs and services (e.g., savings, credit cards, debit cards, electronic check conversion, electronic banking services).
- 3.2.3 Demonstrate financial transactions such as check writing, account reconciliation, deposits and withdrawals.
- 3.2.4 Analyze types of credit available to individuals and families.
- 3.2.5 Describe examples of borrowing and saving practices that impinge on the value of money.
- 3.2.6 Compare finance company practices (e.g., franchises with high interest, rent-to-own, payday lenders).
- 3.2.7 Recognize fraudulent and predatory practices that might impact financial stability.
- 3.2.8 Explain intended impact of advertisements and promotions from financial institutions.

**EDU/BUS: Essential**

### **Competency 3.3: Choose resources to meet individual and family financial goals.**

#### **Descriptors:**

- 3.3.1 Differentiate among types of income (e.g., earnings, gifts, inheritance, interest) and types of expenses (e.g., food, shelter, clothing, transportation, health care).
- 3.3.2 Prioritize needs and wants based on values (e.g., aesthetic, intellectual, economic), short-and long-term financial goals (self, family, workplace) and characteristics (i.e., specific, measurable, achievable, realistic, time-oriented [SMART]).
- 3.3.3 Devise a spending plan for fixed, flexible and periodic expenses.
- 3.3.4 Examine the impact of inflation, recession, national crises and world crises on financial planning.
- 3.3.5 Evaluate employment opportunities related to wages and benefits.

**EDU/BUS: Essential**

### **Competency 3.4: Evaluate the financial impact of advertising on individual and family consumer purchases.**

#### **Descriptor:**

- 3.4.1 Describe marketing approaches to advertising.
- 3.4.2 Discuss the impact of advertising on individual purchasing decisions.

- 3.4.3 Explain the potential impact of advertising sources (e.g., Internet, media, publications, billboards, trademarks) on consumer decisions.
- 3.4.4 Discuss advertising techniques, including those directed at children (e.g., bandwagon, rewards, testimonials, electronic messaging).
- 3.4.5 Estimate the impact of brand loyalty (e.g., soft drinks, clothing, automobiles).

**EDU/BUS: Essential**

**Competency 3.5: Assess the use of credit and debt to meet personal and family financial goals.**

**Descriptors:**

- 3.5.1 Differentiate characteristics needed to obtain credit worthiness (e.g., character, capacity, capital, collateral).
- 3.5.2 Calculate costs of credit for self or family (e.g., use of future income, debt ratio, finance charges on various credit accounts).
- 3.5.3 Investigate lending options for individuals and families (e.g., retail and bankcards, installment loans, home buying and mortgage loans, leasing contracts [auto and housing], consolidation loans).
- 3.5.4 Critique how credit reports, reporting agencies and credit scores impact decisions (e.g., employment, interest rates on credit).
- 3.5.5 Monitor personal and financial information to reduce risk of identity theft.
- 3.5.6 Select strategies to build good credit scores.

**EDU/BUS: Essential**

**Competency 3.6: Utilize skills to manage conflict and/or stress related to financial issues.**

**Descriptors:**

- 3.6.1 Develop positive communication skills for discussing financial matters (e.g., active listening, constructive expression of emotions).
- 3.6.2 Utilize decision-making to solve financial resource use issues and problems.
- 3.6.3 Resolve consumer concerns through verbal or written communication.
- 3.6.4 Identify factors that contribute to stress (e.g., lack of money, unexpected expenses, conflicts in values and goals).
- 3.6.5 Implement stress-reduction strategies (e.g., meditation, exercise, relaxation techniques).
- 3.6.6 Demonstrate the utilization of effective consumer investigative techniques, research and negotiation strategies to safeguard against fraud, excessive fees and hidden costs in minor and major purchases (e.g., vehicle, home, higher education loans).

**EDU/BUS: Essential**

**Competency 3.7: Manage family and financial demands through strong relationship and conflict resolution skills.**

**Descriptors:**

- 3.7.1 Utilize strategies and skills for effective listening and responding when discussing financial demands on the family.
- 3.7.2 Resolve family financial conflicts constructively.
- 3.7.3 Examine personal reactions to financial conflict situations.
- 3.7.4 Use strategies to resolve financial conflict.
- 3.7.5 Establish limits on negotiable and non-negotiable issues in family financial conflicts (e.g., working versus not working).

**EDU/BUS: Essential**

**Competency 3.8: Formulate techniques to prevent loss of assets.**

**Descriptors:**

- 3.8.1 Implement strategies to insure against financial loss from health, dental, eye and prescription drug expenses.
- 3.8.2 Acquire insurance for life, auto and home or property.
- 3.8.3 Assess costs versus benefits on major and minor purchases.
- 3.8.4 Utilize strategies to guard against predatory practices.

**EDU/BUS: Essential**

**Competency 3.9: Predict changes in financial priorities needed to protect financial health through the family life cycle.**

**Descriptors:**

- 3.9.1 Appraise needs of individuals and/or family members throughout the life cycle.
- 3.9.2 Determine causes of individual and family financial crisis (e.g., death, new job, relocation, loss of income, health problems, divorce, alimony, child support, birth, adoption).
- 3.9.3 Analyze retirement planning and pension options for workers (e.g., employment-related, personal preparation).
- 3.9.4 Compare reliable sources of information related to financial matters.
- 3.9.5 Prepare children to become financially literate.
- 3.9.6 Examine communication skills needed for understanding and participating in financial stability.

**EDU/BUS: Essential**

**Competency 3.10: Utilize decision-making and accounting processes to protect financial health.**

**Descriptors:**

- 3.10.1 Determine how financial decisions derive from knowledge, self-control and loss aversion.
- 3.10.2 Assess basic financial statements that meet financial health goals for individuals, families and businesses.
- 3.10.3 Develop decision-making skills needed to interpret rational and irrational decision-making behaviors, differentiate individual perspectives on decisions and evaluate consequences of decision actions.
- 3.10.4 Determine decision-making steps to achieve financial health (i.e., problem solving).
- 3.10.5 Select reliable resources to assist in making financial decisions.

**EDU/BUS: Essential**

**Competency 3.11: Evaluate financial institutions and services to meet education and investment ends.**

**Descriptors:**

- 3.11.1 Compare and contrast alternatives for financing postsecondary education (e.g., student loans, home equity loans, vouchers, grants, scholarships, employee tuition reimbursement programs).
- 3.11.2 Critique investment opportunities for financial health (e.g., stockbrokers, financial advisors, online investments, mutual funds).

**EDU/BUS: Recommended**

**Competency 3.12: Determine impact of public policies on financial planning for self and family.**

**Descriptors:**

- 3.12.1 Evaluate the role of taxes (e.g., federal, state, local, social security, Medicare) in personal financial decisions.
- 3.12.2 Differentiate among additional deductions on wage earnings (e.g., retirement investments, professional dues, child support garnishments).
- 3.12.3 Investigate taxation methods used on assets (e.g., property taxes, capital gains, earnings on investments).
- 3.12.4 Identify community assets provided by public funds (e.g., public and private schools and postsecondary options, health clinics, student services, community groups and agencies).

**EDU/BUS: Recommended**

**Competency 3.13: Advocate public policy that impacts financial well-being.**

**Descriptors:**

- 3.13.1 Choose active participation in political process to support family and business financial well-being.
- 3.13.2 Analyze current public policy issues and their impact on family and business financial well-being.
- 3.13.3 Determine the role of federal, state and local taxes in personal financial decisions.

## **Unit 4.0: Healthy Prenatal and Neonatal Care**

**EDU/BUS: Essential**

### **Competency 4.1: Develop a plan to meet the nutritional needs of pregnant women.**

#### **Descriptors:**

- 4.1.1 Explain and apply the nutritional requirements for a healthy mother and baby.
- 4.1.2 Explain the function of the placenta (e.g., oxygen, blood supply, nutrition, processes anything the mother swallows or inhales).
- 4.1.3 Identify standards for appropriate weight gain during pregnancy.
- 4.1.4 Describe the benefits of good nutrition during pregnancy.
- 4.1.5 Develop written meal plans for the term of the pregnancy.

**EDU/BUS: Essential**

### **Competency 4.2: Create a positive and safe prenatal environment.**

#### **Descriptors:**

- 4.2.1 Classify support systems for prenatal care (e.g., father, extended family, friends, agencies).
- 4.2.2 Discuss the father's role in prenatal care.
- 4.2.3 Implement positive and safe health habits.
- 4.2.4 Validate the need for prenatal exercise and fitness.
- 4.2.5 Analyze the effects of drugs, alcohol and tobacco on the fetus and mother.
- 4.2.6 Address typical emotional responses to pregnancy of teen mother, young father, grandparents and other family members.

**EDU/BUS: Essential**

### **Competency 4.3: Analyze prenatal health care.**

#### **Descriptors:**

- 4.3.1 Identify signs and symptoms of pregnancy and confirm pregnancy.
- 4.3.2 Explain the importance of obtaining ongoing prenatal care.
- 4.3.3 Summarize the stages of fetal development.
- 4.3.4 Describe the medical procedures conducted during prenatal care.
- 4.3.5 Identify factors that are associated with premature birth and low birth weight.
- 4.3.6 Identify warning signals and emergency assistance for complications during pregnancy.
- 4.3.7 Examine ways to relieve the discomforts of pregnancy.

**EDU/BUS: Essential**

### **Competency 4.4: Examine the labor and delivery process.**

#### **Descriptors:**

- 4.4.1 Discuss the advantages of participating in childbirth preparation classes.
- 4.4.2 Compare methods of birth and delivery (e.g., Lamaze, Cesarean section, LeBoyer).
- 4.4.3 Describe the signs and appropriate responses to preterm labor.
- 4.4.4 Explain the stages of labor and delivery.
- 4.4.5 Classify the medical procedures conducted during labor and delivery.
- 4.4.6 Analyze common fears and misconceptions about labor and delivery.

**EDU/BUS: Essential**

**Competency 4.5: Evaluate infant feeding options.**

**Descriptors:**

- 4.5.1 Assess the nutritional needs of infants and develop an appropriate feeding schedule.
- 4.5.2 Develop nutritional preparation techniques for infants.
- 4.5.3 Compare and contrast breast-feeding and bottle-feeding options in terms of financial and health benefits for newborns, mother and family.
- 4.5.4 Demonstrate feeding and burping techniques.
- 4.5.5 Characterize diet-related illnesses of infants.
- 4.5.6 Assess community support resources related to feeding options (e.g., WIC, LaLeche League).

**EDU/BUS: Essential**

**Competency 4.6: Assess the postpartum care period.**

**Descriptors:**

- 4.6.1 Explain the importance of a postpartum health examination.
- 4.6.2 Describe the physical changes of the mother following delivery.
- 4.6.3 Appraise typical emotional responses and warning signs of depression during the postpartum period of a teen mother, young father, grandparents and other family members.
- 4.6.4 Analyze the role of support persons in postpartum care (e.g., father, extended family, friends).
- 4.6.5 Discuss community health and behavior resources that provide assistance during the postpartum care period.
- 4.6.6 Describe the role of the father and support systems to ensure the mother has a healthy postpartum experience.

**EDU/BUS: Essential**

**Competency 4.7: Compile a health and medical care record for the infant.**

**Descriptors:**

- 4.7.1 Maintain a medical record of the infants daily activities (e.g., feeding intake, sleep patterns, elimination behavior, weight).
- 4.7.2 Observe daily behavior for abnormalities.
- 4.7.3 Explain the importance of maintaining medical records for the infant, mother and father.
- 4.7.4 Prepare pre-visit questions for the medical professional.
- 4.7.5 Develop open two-way communications with the infant's medical professional.

**EDU/BUS: Essential**

**Competency 4.8: Assess strategies to recognize and act on possible illnesses.**

**Descriptors:**

- 4.8.1 Develop strategies and procedures for dealing with an illness or accident.
- 4.8.2 Research and characterize the signs and symptoms of common childhood illnesses.
- 4.8.3 Describe what the medical professional suggests should be on hand for emergencies and treatment of common illnesses.
- 4.8.4 Demonstrate first aid and cardiopulmonary resuscitation (CPR).

**EDU/BUS: Essential**

**Competency 4.9: Demonstrate nurturing care of newborns.**

**Descriptors:**

- 4.9.1 Describe the initial post delivery care that should be provided to newborns.
- 4.9.2 Explain medical tests and procedures conducted for newborns.
- 4.9.3 Discuss newborn characteristics and common newborn responses.
- 4.9.4 Establish neonatal health checkups and an immunization schedule.
- 4.9.5 Summarize the role of bonding in regard to newborn care.
- 4.9.6 Express caring and loving messages to newborns during daily parent/child interactions.
- 4.9.7 Demonstrate diapering, dressing, bathing and ways to respond to a crying newborn (e.g., swaddling, pacifier, shhhing [placing on knee and gently bounce], change position, white noise).
- 4.9.8 Identify appropriate sleep and physical activity for healthy growth.
- 4.9.9 Implement safety precautions and wellness strategies applicable to the care of newborns.
- 4.9.10 Explain the risks of and prevention strategies for sudden infant death syndrome (SIDS).

**EDU/BUS: Essential**

**Competency 4.10: Examine the role and responsibility of fathers in newborn care.**

**Descriptors:**

- 4.10.1 Articulate the importance of the father in a child's social, emotional, physical, psychological and intellectual development.
- 4.10.2 Outline the legal obligations, rights and responsibilities of the mother, father and grandparents.
- 4.10.3 Demonstrate positive skills and knowledge in the well-being, safety, health and care of a newborn/child.
- 4.10.4 Establish and demonstrate positive parenting skills based on child's developmental status.
- 4.10.5 Discuss potential risk factors of teenage fathers (e.g., low academic performance, early drop out, low family income, antisocial behavior, deviant peer associations) and utilize strategies to overcome them.
- 4.10.6 Explain the importance of establishing and maintaining a structural (e.g., job attainment, financial stability, living arrangements), educational and emotional support system.
- 4.10.7 Develop coping skills to deal with sudden change from adolescent to father, positive/negative relationship with mother/grandparents, financial and educational responsibilities, child care responsibilities, etc.

**EDU/BUS: Essential**

**Competency 4.11: Maintain a safe and healthy environment.**

**Descriptors:**

- 4.11.1 Utilize appropriate precautions when handling or transporting an infant/child.
- 4.11.2 Utilize a home safety checklist continually to assess the child's environment (e.g., home, traveling, child care, visiting [relatives, friends, father]) and make appropriate changes.
- 4.11.3 Lock up hazardous compounds, medicines, materials and products, and check expiration dates.
- 4.11.4 Identify and provide age appropriate toys and play things.
- 4.11.5 Assess cribs, strollers, toys and children's furniture for hazards and recalls.
- 4.11.6 Examine the implications of an infant/child's contact with pets.

**EDU/BUS: Essential**

**Competency 4.12: Compare childcare venues related to child nurturing and care.**

**Descriptors:**

- 4.12.1 Describe decision-making processes for selecting childcare services, curriculum and providers.
- 4.12.2 Identify reliable resources and financial support available for meeting childcare needs.
- 4.12.3 Analyze quality indicators for childcare options.
- 4.12.4 Characterize the strengths of various preschool curriculum approaches (e.g., Montessori, Emilio Reggio, multi-age grouping).

## **Unit 5.0: Nurturing Healthy Children and Establishing Healthy Families**

**EDU/BUS: Essential**

### **Competency 5.1: Examine parental roles in overall child development.**

#### **Descriptors:**

- 5.1.1 Acquire information related to each developmental stage of the child.
- 5.1.2 Develop strategies for enhancing early brain development and early literacy skills.
- 5.1.3 Identify common developmental, social and emotional assessment tools and their uses.
- 5.1.4 Establish an environment designed to promote children's learning of self-care skills.
- 5.1.5 Set parental goals designed to enhance children's learning and preparation for school (e.g., family literacy).
- 5.1.6 Identify the role of multigenerational involvement in enhancing children's overall development.
- 5.1.7 Identify community resources (e.g., libraries, community centers) to help parents meet children's educational and schooling needs.

**EDU/BUS: Essential**

### **Competency 5.2: Identify typical developmental milestones and developmental strategies (e.g., physical, intellectual, social, moral, ethical, emotional).**

#### **Descriptors:**

- 5.2.1 Describe developmental expectations of infants, toddlers, preschoolers and adolescents.
- 5.2.2 Recognize indicators of healthy, natural brain growth and development.
- 5.2.3 Recognize patterns of language development in young children.
- 5.2.4 Describe vulnerability and resilience factors that protect or put children at risk.
- 5.2.5 Interpret different child development theorists (e.g., Piaget, Kohlberg, Erickson, Maslow).
- 5.2.6 Explain how children learn behaviors (e.g., through imitation, identification, direct teaching).
- 5.2.7 Recognize atypical child development patterns pre- and postnatal (e.g., autism, hearing or vision impairment, cerebral palsy, bipolar disorder, learning disabilities).
- 5.2.8 Identify resources for parents who deal with the death, birth defect or disability of a child.

**EDU/BUS: Essential**

### **Competency 5.3: Assess attributes and skills needed to assume the parenting role.**

#### **Descriptors:**

- 5.3.1 Assess adult readiness for assuming parenting roles (e.g., self and family goal-setting, marital/interpersonal relationships, ability to manage finances, career development, age and maturity, health, lifelong commitment).
- 5.3.2 Analyze parenting strategies that result in healthy, productive children, such as addressing children's physical, intellectual, emotional, moral, and social needs; managing schedules; managing personal and financial resources; and utilizing problem-solving skills.
- 5.3.3 Differentiate the impact of diverse parenting styles on child growth and development (e.g., authoritarian, democratic, permissive, autocratic).
- 5.3.4 Demonstrate interpersonal communication skills among children and adults including roadblocks of communication; active listening; conflict resolution; recognition of feelings; expression of feelings; non-verbal messages and cues; and providing feedback.
- 5.3.5 Evaluate the effect of adding children on resources, skills, roles and responsibilities for self, families, communities and the workplace.

- 5.3.6 Identify strategies for establishing cooperative parenting responsibilities among everyone responsible for the development of the child (e.g., teen mother, young father, extended family members, child care services).
- 5.3.7 Discuss strategies for parents to be advocates for their child.

**EDU/BUS: Essential**

**Competency 5.4: Evaluate skills for building healthy families where children thrive.**

**Descriptors:**

- 5.4.1 Describe functions and characteristics of strong families.
- 5.4.2 Develop steps for making family decisions that best support family and others.
- 5.4.3 Examine how individual and family issues (e.g., divorce, remarriage, illness, balancing family and workplace demands, death, employment changes, relocation) impact nurturing of infants, children and adolescents.
- 5.4.4 Compile effective responses for family crises (e.g., job loss, alcoholism/drug abuse, domestic violence, child abuse/neglect, controversy in schools, special needs children).
- 5.4.5 Explain the roles and responsibilities of nurturing families related to family life cycle stages and family composition.
- 5.4.6 Implement healthy, safe environmental qualities that support healthy growth of adults and children (e.g., proper nutrition and hygiene, eliminate hazards, appropriate care for illnesses).
- 5.4.7 Explain how nurturing environments can differ among cultures and family structures.
- 5.4.8 Describe how healthy families demonstrate love, sexuality, friendships and support systems.
- 5.4.9 Develop age-appropriate strategies and routines for encouraging children to become self-reliant and caring of others.

**EDU/BUS: Essential**

**Competency 5.5: Demonstrate healthy nutrition, weight, fitness and coping strategies.**

**Descriptors:**

- 5.5.1 Define childhood obesity and differentiate between hormonal and lifestyle causes.
- 5.5.2 Examine the risk factors (e.g., diet, inactivity, genetic, psychological, socioeconomic) and determine when to seek medical assistance.
- 5.5.3 Summarize the complications of childhood obesity and discuss the implications through the life cycle.
- 5.5.4 Examine and practice prevention, coping and support strategies.
- 5.5.5 Discuss the tests, diagnosis, behavior changes and drugs associated with childhood obesity treatment.
- 5.5.6 Illustrate the consequences of continuous snacking, and extra and larger servings on healthy weight.
- 5.5.7 Describe the nutritional and exercise requirements throughout the life cycle, especially for infants, children, adolescents and young adults.
- 5.5.8 Select appropriate numbers and sizes of servings for children at varying developmental levels.

**EDU/BUS: Essential**

**Competency 5.6: Contrast the effectiveness of guidance and discipline techniques used by parents, guardians and caregivers.**

**Descriptors:**

- 5.6.1 Compare and contrast characteristics and consequences of guidance, discipline and punishment techniques.
- 5.6.2 Differentiate between logical and natural consequences.

- 5.6.3 Discuss guidance and interactive communication techniques used by individuals, families, religions and cultures.
- 5.6.4 Explain the differences in guidance philosophy resulting from background and experience.
- 5.6.5 Identify factors that contribute to misbehavior.

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This website identifies tips to evaluate crib safety and use.

- Custody Rights (2009). *Findlaw, a Thompson Reuters Business*. Retrieved from <http://family.findlaw.com/child-custody/custody-who> April 2010  
This website discusses the custody rights of both parents. The website was awarded the Times 50 Coolest Websites Award.
- Domestic Violence (2010). *National Coalition against Domestic Violence* Retrieved from <http://www.ncadv.org> (*Search Protect Yourself*) April 2010  
This website explains how to prepare a safety plan, get legal help, secure safety at a work site, donate to victims and offers general information about abuse.
- Doyle, Alison “Resume and Cover Letter” (2009) *The New York Times Company* Retrieved from <http://jobsearch.about.com/od/resumes/u/resumesandletters.htm> April 2010  
The author offers assistance to search for a job, write effective letters, develop a resume and prepare interview strategies.
- Drive of Your Life (2006) *Indiana Youth Institute* Retrieved from <https://www.driveofyourlife.org> April 2010  
This site provides a fun online career exploration game that helps middle-school and high school students learn more about themselves, higher education and careers. This free educational tool lets kids answer a series of questions about themselves to learn what careers interest them and then go on a virtual drive to learn more about each of those careers. Source – website description (*web link not working*)
- E-Campus Tours (2010) *Edsouth.com*. Retrieved from <http://www.ecampustours.com/about/default.htm>. April 2010  
ECampusTours.com features 360 x 360 virtual campus tours of over 1200 college campuses. Access the college website, contact the admission office, or save the information to your E-Campus Tours portfolio. View college planning information, student financial aid, campus life, career exploration, student loans, scholarships, etc.
- Eden, Alvin M.D. and Eden, Elizabeth M.D. (n.d.) “Diagnosing a Childhood Illness.” *Discovery Communications* Retrieved from <http://health.howstuffworks.com/life-stages/parenting/childhood-conditions/how-to-care-for-a-sick-child1.htm> April 2010  
The author explains how to diagnose a sick child, care for and treat the symptoms.
- Fact Sheet for Teen Parents (n.d.) *Communication Technology Alliance* Retrieved from <http://www.teenparents.org> (*hosting provider possible malware site*) April 2010  
This website is provided by Community Technology Alliance to reduce duplication of services to potentially homeless people. Articles cover topics such as child custody and support, adoption, emancipation, domestic violence, grandparent’s rights, parental rights and responsibilities, etc.
- Family Economics & Financial Education (2010). *Take Charge America and the University of Arizona’s John and Doris Norton School of Family and Consumer Sciences* Retrieved from <http://fefe.arizona.edu/aboutfefe> April 2010  
FEFE’s mission is to provide educators with ready-to-teach lesson plans and materials free of charge, and the skills and confidence to effectively teach personal finance.
- Family Law and Divorce Law Resources (2006) *AllLaw.com Inc.* Retrieved from [http://www.alllaw.com/legal\\_topic\\_index/family](http://www.alllaw.com/legal_topic_index/family) April 2010  
This website sponsored by AllLaw.com, Inc. shares information about finding a Family Law lawyer, child custody articles, child support calculators, etc.

- Family Resources Coalition, Inc (2009). *Family Resources Coalition, Inc* Retrieved from <http://www.frc4kids.org> April 2010  
This website provides resources and other assistance to Children and Youth with Special Health Care Needs and their Families throughout Florida. Our Primary Goal is to educate and support families in the area of advocacy skills, resources and information. Source – website description
- Family Violence Prevention Center (2009) *Ohio Department of Public Safety* Retrieved from <http://ocjs.ohio.gov> April 2010  
The Center serves as an information clearinghouse for public and private organizations as they provide assistance to victims. The Center also offers a variety of services such as providing victim advocacy/assistance, organizing workshops, giving presentations and conducting research on family violence and its impact on communities. Source – website description
- Felder, Richard A. PhD and Soloman, Barbara A. (2010) Learning Styles Index (ILS) *North Carolina State University* Retrieved from <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpace.html> April 2010  
Take a 44 question Learning Styles Survey to identify your learning style and learn to apply the learning techniques to your lifestyle.
- “Food Portion Sizes” (2007) *Allina Hospitals & Clinics* Retrieved from [http://www.allina.com/ahs/healthwellness.nsf/page/food\\_portions](http://www.allina.com/ahs/healthwellness.nsf/page/food_portions) April 2010  
Use this chart to estimate healthy portion sizes, when measuring is not an option.
- Free Ohio Benefit Bank Marketing Materials (2010) *Ohio Association of Second Harvest Food Banks* Retrieved from <http://www.oashf.org> April 2010  
Support services Posters for Ohio low income people are available free of charge to agencies for local outreach and educational seminars and programs.
- Fun Works (2008) Education Development Center, Inc. Retrieved from <http://thefunworks.edc.org/index.php> April 2010  
Have you ever wondered what career possibilities exist in fields that interest you? For example, do you enjoy art, music, or science? Would you like to find information about interesting jobs that involve them? Are you curious about what a day on the job might be like, how much money you would make, or what training you would need? Source – website description
- Get an Early Start on Preparing for College.(2010) *American Library Association* Retrieved from <http://math-and-reading-help-for-kids.org> April 2010.  
Provides information on getting an early start on preparing for your child’s college.
- “Get Smart about Credit” (2009) *American Bankers Association Education Foundation* Retrieved from <http://aba.com> April 2010  
This website educates the consumer about how to handle credit wisely.
- Girl’s Health (n.d.) Office on Women’s Health Retrieved from <http://www.girlshealth.gov> April 2010  
This website gives adolescent girls reliable, current health information. The site focuses on adolescent girls' health concerns and motivates girls to choose healthy behaviors. Source – website description
- Go College (2010). Retrieved from <http://www.gocollege.com> April 2010

This website offers extensive information on preparing for college, tips on the admissions process, financial aid resources, education options and college survival.

“Growth milestones from birth through 18 years” (n.d.) n.p. Retrieved from <http://kidsgrowth.com/resources/search.cfm> April 2010  
Explore “growth milestones” including physical, intellectual and social development of children. Related articles address age specific concerns.

Hardcastle, Mike Peer Pressure (2010) *The New York Times Co.* Retrieved from <http://teenadvice.about.com/cs/peerpressure/a/blpeerpressure.htm> April 2010  
This author identifies risk factors for peer pressure, how to prepare ahead for responses to pressure and discussion on how to live with your choices. Related articles are attached.

“Healthy Meal Planning Made Simple, an interactive website” (n.d.) *Dairy Council of California* Retrieved from <http://mealsmatter.org> April 2010  
This site helps consumers plan healthy meals. Consumers have access to nutrition articles, recipes, personalized cook books and shopping lists, as well as a meal planner.

“Healthy Snacks for Preschoolers” (n.d.) *School Rock, Inc.* Retrieved from <http://nutrition.preschoolrock.com> April 2010  
This website provides tips to help your preschooler consume a better diet by including these healthy and nutrient dense snack ideas.

“How to understand and use the Nutrition Facts label” (2009) *Food & Drug Administration* Retrieved from <http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm078889.htm> April 2010  
This interactive learning program helps consumers decipher food labels to make healthy food choices while controlling calories.

Iannelli, Vincent M.D. (2009) “Poison Safety Checklist” *The New York Times Co.* Retrieved from [http://pediatrics.about.com/library/bl\\_poison\\_safety\\_checklist.htm](http://pediatrics.about.com/library/bl_poison_safety_checklist.htm) April 2010  
The author shares a comprehensive checklist of common household dangers that could lead to poisoning.

“Information for Consumers (Drugs)” (n.d.) *Food & Drug Administration* Retrieved from <http://www.accessdata.fda.gov/scripts/cder/drugsatfda/index.cfm> April 2010  
This FDA website identifies approved drugs, drug side effects or safety concerns, generic replacements and information about dietary supplements.

Jarvis, J. (Producer) (2009) *The Crisis of Credit Art Center College of Design* Video retrieved from <http://www.crisisofcredit.com> April 2010  
View this video to learn how the credit crisis began through predatory lending to homeowners.

Jump Start (2010) Retrieved from <http://www.jumpstart.org> April 2010  
The objective of this business/government collaboration is to encourage curriculum enrichment to ensure that basic personal financial management skills are attained during the K-12 educational experience.

Just 4 Dads (n.d.) n.p. Retrieved from <http://www.just4dads.org/discipliningchildren.html> April 2010

This site is designed to provide dads with information and resources that pertain to parenting and providing for their family such as: child development, behavior issues, cooking tips, cleaning tips and support groups. It is our hope that this site will be a place that dads can come to not only be encouraged, but informed on legal issues that can help them protect their family. Source – website description

Kids Health (2010) *The Nemours Foundation* Retrieved from <http://kidshealth.org/parent/general/index.html> April 2010

This is the #1 most visited site for children's health...from common childhood aches, pains, and illnesses, plus how to take care of your child's body from teeth to toes. Source – website description

Kids Health (for Parents) (2010) *The Nemours Foundation* Retrieved from [http://kidshealth.org/parent/index.jsp?tracking=P\\_Home](http://kidshealth.org/parent/index.jsp?tracking=P_Home) April 2010

Read about the latest issues in raising children and teens. Related links to current issues are listed under each article.

Kids Health (for Teens) (2010) *The Nemours Foundation* Retrieved from <http://kidshealth.org/teen> April 2010

This is the # 1 most visited site for children's health...read teen issues such as sexual health, food & fitness, drugs & alcohol, diseases & conditions, school & jobs and staying safe. Source – website description

Legal Guidelines (2010) *National Coalition Against Domestic Violence* Retrieved from <http://www.ncadv.org/protectyourself/LegalGuidelines.php> April 2010

This website offers steps to plan for protecting yourself, leaving a relationship, securing your safety at work, filing legal documents to end a marriage, as well as, how to donate resources to victims of violence and general information about domestic violence.

Legal Rights of Teenage Mothers and Fathers (2008) *Franklin County Child Support Enforcement Agency* Retrieved from [www.oatfacs.org/GRADS/GRADS%20Fall%20Presentation.ppt](http://www.oatfacs.org/GRADS/GRADS%20Fall%20Presentation.ppt) April 2010

View this PowerPoint to discover the legal rights of teenage parents.

Liber, Carol M.; Lantieri, Linda & Roderick, Tom (1998) *Conflict Resolution in the High School: 36 Lessons. Cambridge: Educators for Social Responsibility* Reviewed April 2010

This guide will teach high school students the essential skills they'll need to manage and resolve interpersonal conflict in creative, positive ways.

Littlefield, Jamie (n.d.) "4Ways to Balance Family and School" *The New York Times Company* Retrieved from <http://distancelearn.about.com/od/managingourwork/a/familyandschool.htm> April 2010

The author suggests ways to maintain good family relationships while successfully handling school responsibilities.

Mayo Clinic (2009) "Mayo Clinic Health Manager" *Mayo Foundation for Medical Education and Research* Retrieved from <https://healthmanager.mayoclinic.com/default.aspx> April 2010

This site provides an online template to keep family medical records including individual health concerns and vaccine records.

McClure, Robert (n.d.) "Finding Quality Child Care" *The New York Time Company* Retrieved from <http://childcare.about.com/od/evaluations/tp/qualitycare.htm> April 2010

Select safe, affordable and quality child care by learning where to look and what to examine.

- Minyanville (n.d.) *Minyanville Media.Inc* Retrieved from <http://www.minyanville.com/section/lifemoney/minyanville.com> April 2010  
This Emmy Award winning website creates "branded properties that entertain and educate people interested in the world of finance." Source: "About Us" on website.
- Career Builder (2009) *Microsoft* Retrieved from <http://msn.careerbuilder.com>  
April 2010  
This website offers extensive information and tools to identify a possible career. Take a career test, learn to write effective resumes, find a job, match salaries to careers, use the salary calculator and cost of living calculator and much more.
- My Money (n.d.) *Financial Literacy and Education Commission* Retrieved from <http://www.mymoney.gov/aboutus.shtml> April 2010  
The Commission established this website to improve the financial literacy and education of consumers. This site coordinates educational materials from federal agencies that deal with financial issues and markets.
- "My Pyramid for Kids" (n.d.) *Food and Nutrition Service, U.S. Dept. of Agriculture* Retrieved from <http://teammnutrition.usda.gov/kids-pyramid.html> April 2010  
Prepare a customized *My Pyramid Food Plan* for your preschooler to help him or her develop a nutritious diet.
- "My Pyramid Plan for Moms" (n.d.) *Food & Drug Administration* Retrieved from <http://www.mypyramid.gov/mypyramidmoms/> April 2010  
Interactive website that helps to identify food group servings needed daily when planning nutritious snacks and meals for pregnant women.
- National Domestic Violence Hotline (2010) *National Domestic Violence Hotline* Retrieved from <http://www.ndvh.org> April 2010  
This website answers calls about domestic violence and makes referrals to help centers throughout the 50 states.
- National Fatherhood Initiative (2010) *National Fatherhood Initiative* Retrieved from <http://www.fatherhood.org/history.asp> April 2010  
The purpose of the Initiative is "to ensure that every child has what they need to succeed: the love and support of an involved, responsible and committed father." Source – website description.  
Watch videos, learn about Dads Club, and find resources that support fatherhood.
- NEFE Ohio FCS Content Standards (2007) Ohio Department of Education Retrieved from <http://www.ode.state.oh.us> (*Search FCS*) April 2010  
The Family and Consumer Sciences (FCS) Content Standards include sections on financial literacy, building relationships, nutrition, food safety, consumer strategies, child development and career blueprints. Mathematics, English language arts, science and social studies academic content standards are embedded in the FCS standards. Source – website description
- NYS Education Department Career Zone (2010) *New York State Department of Labor* Retrieved from <http://www.nycareerzone.org> April 2010  
CareerZone ... provides information on 800 occupations from the national Occupational Information Network (O\*NET) Database; the latest labor market information from the state

Department of Labor; links to college exploration and planning resource; over 450 career videos; and an expanded resume builder. Source – website description

Ohio Career Information Systems (2010) *Information Gateway Ohio University Libraries*  
Retrieved from <http://infotree.library.ohiou.edu/scripts/redirect.html?id=3893> April 2010  
A web-based delivery system for accurate, comprehensive, current, and relevant occupational, postsecondary school and financial aid information, OCIS contains the latest national, Ohio and local labor market data and projections. Source – website description.

Ohio Commission on Dispute Resolution and Conflict Management (2010) Retrieved from  
<http://disputeresolution.ohio.gov> April 2010  
The Ohio Commission on Dispute Resolution and Conflict Management is a state agency that provides dispute resolution and conflict management resources, training, and direct services to Ohio schools, colleges/universities communities, courts, and state and local government. The Commission has specific resources to help build conflict resolution skills in young people and adults. Free resources for early childhood, grade levels K-12, and adult training or professional development opportunities are available on the Web site.

Ohio Jump Start (2006) *Ohio Jump\$tart Coalition for Financial Literacy* Retrieved from  
<http://www.ohjumpstart.org> April 2010  
Collaboration of members of business, government and education to create Ohio's Financial Literacy course. Excellent source of financial websites to share with students.

Ohio State University Extension Service (2010) *Ohio State University* Retrieved from  
<http://extension.osu.edu/topics/family/early-development-and-child-care> April 2010  
The OSU Extension Services offers parenting brochures on a myriad of topics, such as, toy safety, play, head lice, food borne illnesses, selecting nursery equipment and effective discipline, to name a few.

One Tough Job (2007) *Children's Trust Fund of Massachusetts* Retrieved from  
<http://www.onetoughjob.org> April 2010  
One Tough Job supports parents by providing them with current, reliable, and practical information on a variety of parenting topics related to raising children from infancy through adolescence.

Parenting (2010) *Info Space* Retrieved from <http://www.parent.com/index.php> April 2010  
“Parent.com offers tips, advice, and resources for parents raising kids in today's world. Find education resources, family-friendly activities, and suggestions to help you create a loving, stimulating, and home environment that fosters bright happy children.” Source – website description

Parenting (2009) *Boys Town* Retrieved from <http://www.parenting.org/> April 2010  
Boys Town specializes “in training, consulting, and researching parenting practices that will help you and others like you deal with the day-to-day care taking, guidance, and development of your child.” Source – website description

Parker, Wayne (2010) “Fatherhood” *The New York Times Co.* Retrieved from  
<http://www.fatherhood.org/default.asp> April 2010

This website helps men to succeed as a dad by suggesting how to balance work and family, suggesting ways to spend quality time with kids, helping you to define your role as a dad, and sharing helpful resources.

PBS – Your Life Your Money (2010) *WNEDO TV* Retrieved from <http://www.pbs.org> April 2010  
*Your Life, Your Money* features compelling, real-life stories of young people facing and overcoming intense economic challenges. This one-hour special will empower our youth with sound, simple financial advice - raising awareness on banking, credit, investments, budgeting, insurance, self-employment, and more. Source – website description

PBS Kids (2009) *Sesame Workshop* Retrieved from <http://pbskids.org/sesame/> April 2010  
This parent/child interactive website focuses on encouraging preschoolers to explore their world through play, activities, games and videos.

Peer Pressure (2009) *Teens Health* Retrieved from [http://kidshealth.org/teen/your\\_mind/friends/peer\\_pressure.html](http://kidshealth.org/teen/your_mind/friends/peer_pressure.html). April 2010  
Teens learn how to use “pressure points” to handle negative peer pressure.

Peer Pressure (2010) *The Nemours Foundation* Retrieved from [http://kidshealth.org/teen/your\\_mind/friends/peer\\_pressure.html#](http://kidshealth.org/teen/your_mind/friends/peer_pressure.html#) April 2010  
This website provides information about the risk factors of peer pressure, steps to prepare against peer pressure, a discussion about living with your choices and other related articles.

Practical Money Skills for Life (2010) *Visa* Retrieved from [www.practicalmoneyskills.com](http://www.practicalmoneyskills.com) April 2010  
At [www.practicalmoneyskills.com](http://www.practicalmoneyskills.com) and [www.whatsmyscore.org](http://www.whatsmyscore.org), educators, parents, and students can access free educational resources including personal finance articles, games, lesson plans, and more. Source – website description

“Product Reviews and Reports” (n.d.) *Consumer Search, Inc* Retrieved from <http://www.consumersearch.com/search/reviews/product+reviews> April 2010  
This website provides reviews of common baby products.

“Questions to ask your doctor” (n.d.) *National Jewish Health* Retrieved from <http://www.nationaljewish.org/programs/patient-info/ask-your-doctor.aspx> April 2010  
This site highlights a list of basic questions to ask at your next appointment concerning diagnosis, symptoms, medications, conditions, prevention and loss.

“Recommended Immunization Schedule for Persons aged 0 through 18 years” (n.d.) *Centers for Disease Control and Prevention* Retrieved from <http://wonder.cdc.gov/wonder/prevguid/m0039897/m0039897.asp> April 2010  
This site provides an immunization schedule for persons from birth through 18 years, with an explanation of each vaccine.

Resources for Parents and Families (2005). *Center for Disease Control Content source: National Center on Birth Defects and Developmental Disabilities* Retrieved from <http://www.cdc.gov> April 2010  
Website resources on child development and positive parenting.

Scholarships (2010) *Scholarships.co, LLC*. Retrieved from <http://www.scholarships.com/> April 2010  
Search for funding for college and match your profile to the right scholarship or loan.

- School and Family Education (2010) *Pearson Education, Inc* Retrieved from <http://www.familyeducation.com/home/> April 2010  
Parents find practical guidance, grade-specific information about their children's school experience, strategies to get involved with their children's learning, free email newsletters, and fun and entertaining family activities. ... The site continues to win accolades from media publications including *USA Today*, *Family PC*, and *Forbes*. Source – website description
- Schwab Money Wise (2009) *Charles Schwab*. Retrieved from <http://www.schwabmoneywise.com/teachers/> April 2010  
This website highlights smart money managing tips for kids, teens and adults. Learn to budget, save, invest and handle credit responsibly.
- Scott, M.S., Elizabeth.(2010) “Stress management” *The New York Time Co*. Retrieved from <http://stress.about.com/> April 2010  
The author suggests ways to understand and deal with stress by taking a stress test, learning a 5-minute meditation, practicing relaxation techniques, and developing a stress reliever plan.
- Segal, M.A., Robert and Segal, Ph.D., Jeanne (2009) “Understand, Prevent and Resolve Life’s Challenges: Child Abuse” *Help Guide.org* Retrieved from <http://www.helpguide.org/> April 2010  
This website focuses on descriptions of abuse, causes, treatments, reporting and resolution of child abuse and helps people resolve life’s challenges and make healthy choices.
- Strengthening Family Relations: State Programs (2009) *United States Department of Agriculture* Retrieved from <http://cyh.com/HealthTopics/HealthTopicCategories.aspx?&p=141> April 2010  
This USDA website highlights state programs that strengthen family relationships.
- Students (2010) *United States Department of Education* Retrieved from <http://www.students.gov> April 2010  
An official U.S. government web site designed for college students to provide easy access to information and resources from the U.S. government. Topics include: selecting a college, applying online for financial aid and scholarships, finding internships, learning about careers, finding volunteer opportunities and many more.
- Take Charge America Institute (2010) *Take Charge America and the University of Arizona’s John and Doris Norton School of Family and Consumer Sciences* Retrieved from <http://tcainstitute.org> April 2010  
The Institute focuses on educating young people to manage their finances and make informed choices as they move into adult life.
- Teach Teen Parents (2009) *EmTech Enterprises* Retrieved from <http://www.teachteenparents.com/> April 2010  
This website provides information and resources to professionals who work with teen parents.
- The Money Instructor (2010) *Money Instructor* Retrieved from <http://www.moneyinstructor.com> April 2010  
Money lessons, lesson plans, worksheets, interactive lessons, and informative articles about...counting money, coins and bills, banking, checking, budgeting, earning money, spending, saving, paying taxes, consumer math, investing, economics, business education, jobs, careers, and other everyday real life skills. Source – website description

- “Thermometers” (n.d.) *Consumers Union* Retrieved from <http://consumerreports.org> April 2010  
Tips to select a thermometer that meets your needs.
- Tobin, M.D., Michael (2000) “Moms and dads: different but equal” *Whole Family Center, Inc.*, Retrieved from <http://www.wholefamily.com> April 2010  
The author explains how males and females care for their offspring in different, but equally important ways.
- “Toddler Safety Tips” (n.d.) *The Home Safety Council* Retrieved from <http://homesafetycouncil.org> April 2010  
This site identifies common toddler safety concerns and recommends safety devices to prevent injuries.
- “Tools and Tips for Living a Low-Stress Lifestyle” (2010) *The New York Time Co* Retrieved from [http://stress.about.com/od/lowstresslifestyle/Tools\\_and\\_Tips\\_for\\_Living\\_A\\_LowStress\\_Healthy\\_Lifestyle.htm](http://stress.about.com/od/lowstresslifestyle/Tools_and_Tips_for_Living_A_LowStress_Healthy_Lifestyle.htm) April 2010  
This website introduces healthy habits that contribute to a low-stress, healthy lifestyle. It addresses stress management, a healthy diet, time management strategies, sleep, attitude and lifestyle management.
- “Top ten tips list for home safety” (n.d.) *The Home Safety Council* Retrieved from <http://homesafetycouncil.org> April 2010  
Home Safety Council illustrates top ten tips to keep your family safe at home.
- Treasury Direct Estimation Calendars (2009) *United States Department of the Treasury, Bureau of Public Debt* Retrieved from <http://www.treasurydirect.gov> April 2010  
Treasury Direct allows the consumer to... figure out the earning power of your U.S. Treasury securities ...select from a number of tools to price savings bonds, create a savings plan that works for you, and determine the growth of your investment(s)... locate your nearest Treasury Retail Securities site, examine savings bond earning reports, redemption tables, and more. You can even get detailed information about expected tax advantages. Source – website description.
- “Visualize your portion size...with the Portion Plate” (n.d.) *Partners in Corporate Health, Inc.* Retrieved from <http://theportionplate.com> April 2010  
Use this interactive tool for appropriate diet portion control. The plate is divided by needed food groups. Pictures allow consumers to estimate the size of acceptable portions of food.
- Wanderberg, Robert (2001) *Conflict Resolution: Communication, Cooperation, Compromise*. Mankato: Life Matters  
Defines conflict, some of its effects, and how teens can deal with the different forms of conflict, including violence, rape, and murder.
- Whitaker, Beverly (2009) “Family Relationship Chart” *Roots Web* Retrieved from <http://freepages.genealogy.rootsweb.ancestry.com/> April 2010  
Teens will enjoy using this chart to identify the relationship between one family member and another.
- Whole Family (2010) *The Whole Family Center, Inc.* Retrieved from <http://www.wholefamily.com/> April 2010

Find professional relationship advice for teens, parents and couples. Topics include child development, communication, feelings, discipline/behavior, fathers and mothers.

Why Money Matters (2010) *The University of Cincinnati College of Business* Retrieved from <http://www.whymoneymatters.org/> April 2010

This website helps schools incorporate more economics and financial education into their classrooms and across the curriculum. They offer strategies, lesson plans, discussion boards, and other resources.

Wiseman, Rosalind. (2003) *Queen Bees and Wannabes: Help Your Daughter Survive Gossip, Boyfriends & Other Realities of Adolescence* *New York: Crown Publishers* April 2010

This book examines cliques, reputations, gossiping, rebellion, bullying, crushes, and boyfriends. It shows how girls are conditioned to remain silent when intimidated by more powerful girls as well as how to recognize which friends will be supportive and which could lead to situations that threaten her emotional health and sometimes even her physical safety.

Young Money (2009) *Young Money, LLC* Retrieved from <http://www.youngmoney.com/about-us/> April 2010

YOUNG MONEY® was launched ... to change the way young adults earn, manage, invest and spend money. As a leading national money, business and lifestyle magazine written primarily by student journalists, YOUNG MONEY specifically focuses on money management, entrepreneurship, careers, investing, technology, and travel. Source – website description

Young Money Now Online (2010) *Incisive Financial Publishing Limited* Retrieved from <http://yourmoney.com/> April 2010

Get reliable information about banking services, saving & investments, loans, credit cards and insurance prepared to meet the needs of young consumers.

Zero to Three (2009) *National Center for Infants, Toddlers and Families* Retrieved from [http://www.zerotothree.org/site/PageServer?pagename=abt\\_aboutus](http://www.zerotothree.org/site/PageServer?pagename=abt_aboutus) April 2010

ZERO TO THREE is a national nonprofit organization that informs, trains and supports professionals, policymakers and parents in their efforts to improve the lives of infants and toddlers. Source – website description

## AGENCIES/GOVERNMENT OFFICES

### **Catholic Social Services**

197 E. Gay Street  
Columbus, OH 43215-3229  
(614) 221-5891

<http://www.colscss.org>

Catholic Social Services agencies provide services to members of all faiths. Their range of services includes — housing, emergency services, health care, child care, adoption, and other critical services. For information on services, employment or volunteering experiences please contact the local Catholic Social Services office. Locations are available online.

### **Chappin Hall**

The University of Chicago  
2009 Chapin Hall  
1313 East 60th Street  
Chicago, Illinois 60637  
(773) 256.5100

<http://www.chapinhall.org/about>

Chapin Hall is an independent policy research center whose mission is to build knowledge that improves policies and programs for children and youth, families, and their communities. Source – website

### **Child Development Institute**

500 State College, Suite 1100  
Orange, CA 92868

[http://childdevelopmentinfo.com/about/index.shtml#Contact\\_Us](http://childdevelopmentinfo.com/about/index.shtml#Contact_Us)

This website provides the latest information on child development, psychology, health issues, parenting and family life. Source – website description

### **Easter Seals**

233 South Wacker Drive, Suite 2400  
Chicago, IL 60606  
312-726-6200 (voice)  
312-726-4258 (tty)  
312-726-1494 (fax)  
800-221-6827 (toll-free)

<http://www.easterseals.com>

Easter Seals provides a myriad of services to people with disabilities and autism to enable them interact effectively in their community.

### **Family & Child Abuse Prevention Center**

Find your local office information online. This Ohio agency provides services to educate citizens about family violence and intervene to prevent its' continuation.

### **Health Department**

Look for your local County Health Department under Government in the Phone Book. The County Health Departments focus on improving the life quality for local citizens through health promotion, disease and injury prevention, and pursuit of a clean and safe environment.

**Help Me Grow**

246 North High Street  
Columbus, Ohio 43215  
P: (614) 644-8389

<http://www.ohiohelpmegrow.org>

This Ohio program for parents, newborns, infants and toddlers provides health and development services to ensure that kindergartners are healthy and able to learn.

**Jobs & Family Services – Office of Child Support**

The Ohio Department of Job and Family Services  
30 E. Broad Street, 32nd Floor  
Columbus, Ohio 43215  
1-877-852-0010  
1-614-466-2100

<http://jfs.ohio.gov/>

This Ohio agency offers struggling families a range of assistance including unemployment compensation, health care, cash assistance, food assistance, child care, paternity, child support enforcement and administration, as well as employment and training assistance.

**Juvenile Court**

For local Juvenile Court information see the Government Section in your phone book. Ask a magistrate to visit your classroom to explain how to establish paternity, file for visitation and child support. He or she will explain how to collect for back support, set up monitored visitation, debunk the myth that paternity is established when the father signs the birth certificate and that paying support legally allows for visitation.

**Lutheran Social Services**

Lutheran Social Services of Central Ohio  
750 E. Broad St.  
Columbus, Ohio 43205-1000  
614-228-5200

<http://www.lssco.org/lssno.html>

Lutheran Social Services extends a helping hand to people in need, of all faiths. Provided services include food, clothing, shelter, elderly care, adoption services and much more.

**March of Dimes**

1275 Mamaroneck Avenue  
White Plains, NY 10605  
(914) 997-4488  
Fax: (914) 997-4537

[www.marchofdimes.com](http://www.marchofdimes.com)

Information provided includes prenatal medical care, identifying medical problems, monitoring medical conditions, purpose of medical tests for baby and mother, and support groups and services, such as WIC and childbirth classes.

**Mayo Clinic**

<http://www.mayoclinic.com/>

Over 3,000 physicians and researchers offer their expertise on diseases, causes of symptoms, functions of drugs, purposes of medical tests and maintaining a healthy lifestyle. Topics pertaining to parenting include postpartum care, newborn care, managing a crying baby, car seat safety, parenting tips for toddlers, managing temper tantrums, preschool developmental milestones, and an interactive template to manage family medical records.

**Ohio Attorney General - Help Center**

30 E. Broad St., 17th Floor

Columbus, OH 43215

(800) 282-0515

Monday - Friday 8 a.m. - 7 p.m.

<http://www.ohioattorneygeneral.gov/>

Contact this office to search consumer complaints, complete a sex offender search, check public records and meetings, review laws that protect consumers, learn about identity theft, report patient abuse, sign up for e-newsletters, etc.

**Ohio Department of Health**

246 N. High St.

Columbus, Ohio 43215

<http://www.odh.ohio.gov>

The Ohio Department of Health focuses on improving the life quality for local citizens through health promotion, disease and injury prevention, and pursuit of a clean and safe environment.

**Ohio Paternity Enhancement Program**

1-888-810-OHIO (6446)

<http://www.oh-paternity.com/about.aspx>

If you want to know if establishing paternity is right for you and your child; if you want to find out more about the process; or if you have questions about what paternity establishment means, you can get answers here or by calling us at 1-888-810-OHIO (6446). Source: website description

**Ohio Public Libraries**

<http://www.publiclibraries.com/ohio.htm>

Visit the local public library with your class to get a library card and learn how to select and use age-appropriate books with your child. The librarian can also point out the Health Section where students will find books on children's health and development.

**Ohio State University Extension Services**

2120 Fyffe Road

Room 25 Ag Admin Bldg

Columbus, Ohio 43210

Phone: (614) 292-0179

FAX: (614) 688-3807

<http://extension.osu.edu/topics/family/early-development-and-child-care>

The OSU Extension Services offers parenting brochures on a myriad of topics, such as, toy safety, play, head lice, food borne illnesses, selecting nursery equipment and effective discipline, to name a few. Source – Website description.

**Planned Parenthood Affiliates of Ohio**

206 East State Street  
Columbus, Ohio 43215  
Phone (614) 224-0761  
Fax (614) 224-2420  
<http://www.ppao.org/>

Planned Parenthood provides health care services for women to prevent an unplanned pregnancy by providing contraception, pregnancy tests, sex education, and access to medically accurate information.

**National United Way**

703.836.7112

<http://national.unitedway.org/> - find an agency in your geographical area online

United Way focuses on working collaboratively within a community to provide numerous services that help and educate children, promote financial stability and improve the health of citizens.

**WIC**

Bureau of Nutrition Services  
Ohio Department of Health  
246 N. High Street  
P.O. Box 118  
Columbus, Ohio 43216-0118  
Toll - free in - state: 1-800-755-4769  
Voice: (614) 644-8006  
Fax: (614) 564-2470  
<http://www.odh.ohio.gov/odhPrograms/ns/wicn/wic1.aspx>

“WIC provides supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.” Source: Program description on website.

**YWCA USA**

1015 18th Street, NW, Suite 1100  
Washington, DC 20036  
Phone: 202-467-0801  
Fax: 202-467-0802

[www.info@ywca.org](http://www.info@ywca.org) – find a local chapter online

The YWCA provides services to improve the quality of life for women. Services include rape counseling, domestic violence intervention, job training and career counseling, access to adequate child care, and health and fitness services.

## RESOURCES BY UNITS

Unit 1: Relationships	Description	Website
Catholic Social Services	Provides services to members of all faiths. Their range of services includes – housing, emergency services, health care, child care, adoption and other critical services.	<a href="http://www.colscss.org">http://www.colscss.org</a>
Chapin Hall, Univ. of Chicago	“Chapin Hall is an independent policy research center whose mission is to build knowledge that improves policies and programs for children and youth, families, and their communities.” Source – website description	<a href="http://www.chapinhall.org/about">http://www.chapinhall.org/about</a>
Child Abuse Prevention Network	This website provides tools to identify, investigate, treat, adjudicate and prevent child abuse and neglect.	<a href="http://www.child-abuse.com/">http://www.child-abuse.com/</a>
Child Custody Rights	This website addresses custody rights of each parent. The website was awarded the Times Coolest 50 internet Sites Award.	<a href="http://family.findlaw.com/child-custody/custody-who/">http://family.findlaw.com/child-custody/custody-who/</a>
Dibble Institute	This nonprofit organization “develops, publishes, and distributes materials that... help young people learn the skills necessary for successful relationships and marriages.” Source – website description	<a href="http://www.dibbleinstitute.org/about.htm">http://www.dibbleinstitute.org/about.htm</a> .
Domestic Violence	This website explains how to prepare a safety plan, get legal help, secure safety at a work site, donate to victims and offers general information about abuse.	<a href="http://www.ncadv.org/protectyourself/LegalGuidelines.php">http://www.ncadv.org/protectyourself/LegalGuidelines.php</a>
Fact Sheet for Teen Parents	This website is provided by Community Technology Alliance to reduce duplication of services to potentially homeless people. Articles cover topics such as child custody and support, adoption, emancipation, domestic violence, grandparents rights, parental rights and responsibilities, etc.	<a href="http://www.teenparents.org/">http://www.teenparents.org/</a>
Family & Child Abuse Prevention Center	Provides services to educate citizens about family violence and intervention to prevent its’ continuation.	<a href="http://fcapc.org/">http://fcapc.org/</a>
Family Law and Divorce Law Resources	This website sponsored by AllLaw.com, Inc. shares information about finding a Family Law lawyer, child custody articles, child support calculators, etc.	<a href="http://www.alllaw.com/legal_topic_index/family/">http://www.alllaw.com/legal_topic_index/family/</a>
Family Relationship Chart	Teens will enjoy using this chart to identify the relationship between one family member and another.	<a href="http://freepages.genealogy.rootsweb.ancestry.com/~gentutor/chart.html">http://freepages.genealogy.rootsweb.ancestry.com/~gentutor/chart.html</a>

Unit 1: Relationships	Description	Website
Family Resources Coalition, Inc.	“Provides resources and other assistance to Children and Youth with Special Health Care Needs and their Families throughout Florida. Our Primary Goal is to educate and support families in the area of advocacy skills, resources and information.” Source – website description	<a href="http://www.frc4kids.org/">http://www.frc4kids.org/</a>
Family Violence Prevention Center	“The Ohio Center serves as an information clearinghouse for public and private organizations as they provide assistance to victims. The Center also offers a variety of services such as providing victim advocacy/assistance, organizing workshops, giving presentations and conducting research on family violence and its impact on communities.” Source – website description	<a href="http://ocjs.ohio.gov/family_violence.stm">http://ocjs.ohio.gov/family_violence.stm</a>
Fatherhood.org	This website helps men to succeed as a dad by suggesting how to balance work and family, suggesting ways to spend quality time with kids, helping men to define their role as a dad, and sharing helpful resources.	<a href="http://www.fatherhood.org/default.asp">http://www.fatherhood.org/default.asp</a>
HelpGuide.org	This website focuses on helping people resolve life’s challenges and make healthy choices regarding child abuse and neglect.	<a href="http://www.helpguide.org/about.htm">http://www.helpguide.org/about.htm</a>
Job & Family Services – Office of Child Support	Use this website to answer questions about establishing and enforcing paternity cases.	<a href="http://jfs.ohio.gov/Ocs/faq.stm">http://jfs.ohio.gov/Ocs/faq.stm</a>
Just 4 Dads	This site is designed to provide dads with information and resources that pertain to parenting and providing for your family such as: <u>child development</u> , <u>behavior issues</u> , <u>cooking tips</u> , <u>cleaning tips</u> and <u>support groups</u> . It is our hope that this site will be a place that dads can come to not only be encouraged, but informed on <u>legal issues</u> that can help you protect your family. Source – website description	<a href="http://www.just4dads.org/">http://www.just4dads.org/</a>
Juvenile Court	Ask a magistrate to visit your classroom to explain how to establish paternity, file for visitation and child support. He will explain how to collect for back support, set up monitored visitation, debunk the myth that paternity is established when the father signs the birth certificate and that paying support legally allows for visitation.	See Juvenile Court under Government in your phone book.
Legal Rights of Teenage Mothers and Fathers. ppt	View this PowerPoint to discover the legal rights of teen parents.	<a href="http://www.oatfacs.org/GRADS/GRADS%20Fall%20Presentation.ppt">www.oatfacs.org/GRADS/GRADS%20Fall%20Presentation.ppt</a>
Lutheran Social Services	Lutheran Social Services extends a helping hand to people in need, of all faiths. Provided services include food, clothing, shelter, elderly care, adoption services and much more.	<a href="http://www.lssco.org/Issno.html">http://www.lssco.org/Issno.html</a>

Unit 1: Relationships	Description	Website
National Coalition Against Domestic Violence	This website offers steps to plan for protecting yourself, leaving a relationship, securing your safety at work, filing legal documents to end a marriage, as well as, how to donate resources to victims of violence and general information about domestic violence.	<a href="http://www.ncadv.org/protectyourself/LegalGuidelines.php">http://www.ncadv.org/protectyourself/LegalGuidelines.php</a>
National Domestic Violence Hotline	Report cases of domestic violence and get immediate help in all 50 states.	<a href="http://www.ndvh.org/">http://www.ndvh.org/</a>
National Fatherhood Initiative	This website helps men to succeed as a dad by suggesting how to balance work and family, suggesting ways to spend quality time with kids, helping to define their role as a dad, and sharing helpful resources.	<a href="http://www.fatherhood.org/default.asp">http://www.fatherhood.org/default.asp</a>
National United Way	United Way focuses on working collaboratively within a community to provide numerous services that help and educate children, promote financial stability and improve the health of citizens.	<a href="http://national.unitedway.org/">http://national.unitedway.org/</a>
The Ohio Commission on Dispute Resolution and Conflict Management	The Ohio Commission on Dispute Resolution and Conflict Management is a state agency that provides dispute resolution and conflict management resources, training, and direct services to Ohio schools, colleges/universities communities, courts, and state and local government. The Commission has specific resources to help build conflict resolution skills in young people and adults. Free resources for early childhood, grade levels K-12, and adult training or professional development opportunities are available on the Web site.	<a href="http://www.DisputeResolution.Ohio">www.DisputeResolution.Ohio</a>
Ohio Paternity Enhancement Program	If you want to know if establishing paternity is right for you and your child; if you want to find out more about the process; or if you have questions about what paternity establishment means, you can get answers here or by calling us at 1-888-810-OHIO (6446).Source: website description	<a href="http://www.oh-paternity.com/StartQuiz.aspx">http://www.oh-paternity.com/StartQuiz.aspx</a>
One Tough Job	One Tough Job supports parents by providing them with current, reliable, and practical information on a variety of parenting topics related to raising children from infancy through adolescence.	<a href="http://www.onetoughjob.org/">http://www.onetoughjob.org/</a>
Parenting.com	“Parent.com offers tips, advice, and resources for parents raising kids in today's world. Find education resources, family-friendly activities, and suggestions to help create a loving, stimulating, and home environment that fosters bright happy children.” Source – website description	<a href="http://www.parent.com/index.php">http://www.parent.com/index.php</a>

Unit 1: Relationships	Description	Website
Parenting.org	Boys Town specializes “in training, consulting, and researching parenting practices that will help deal with day-to-day care taking, guidance, and development of your child.” Source- website description.	<a href="http://www.parenting.org/about/index.asp">http://www.parenting.org/about/index.asp</a>
Peer Pressure	Teens learn how to use “pressure points” to handle negative peer pressure.	<a href="http://kidshealth.org/teen/your_mind/friends/peer_pressure.html">http://kidshealth.org/teen/your_mind/friends/peer_pressure.html</a>
Peer Pressure	This website offers extensive information about who is most affected by peer pressure, how to prepare ahead to deal with peer pressure and living with your choices. Related articles are attached.	<a href="http://teenadvice.about.com/cs/peerpressure/a/blpeerpressure.htm">http://teenadvice.about.com/cs/peerpressure/a/blpeerpressure.htm</a>
Real Costs of Teen Motherhood <i>Panel discussion at Chapin Hall, University of Chicago</i>	This Thursday's Child examines the many costs and varied policy implications of teen motherhood. Panelists discuss the effects teen childbearing has on the life trajectories of the mother and child, the costs to government agencies aiding teens' children, and the increased risks these children face, including maltreatment, being placed into foster care, and incarceration. Source – website description	<a href="http://www.chapinhall.org/events/thursdays-child/real-costs-teen-motherhood">http://www.chapinhall.org/events/thursdays-child/real-costs-teen-motherhood</a>
Strengthening Family Relationships	This USDA fact sheet highlights state programs to strengthen the family.	<a href="http://cyh.com/HealthTopics/HealthTopicCategories.aspx?&amp;p=141">http://cyh.com/HealthTopics/HealthTopicCategories.aspx?&amp;p=141</a>
Stress Management	The author suggests ways to understand and deal with stress by taking a stress test, learning a 5-minute meditation, practicing relaxation techniques, and developing a stress reliever plan.	<a href="http://stress.about.com/">http://stress.about.com/</a>
Teach Teen Parents	This website provides information and resources for professionals who work with teen parents.	<a href="http://www.teachteenparents.com/index.htm">http://www.teachteenparents.com/index.htm</a>
Tools and Tips for Living a Low-Stress Health Lifestyle	This website introduces healthy habits that contribute to a low-stress, healthy lifestyle. It addresses stress management, a healthy diet, time management strategies, sleep, attitude and lifestyle management.	<a href="http://stress.about.com/od/lowstresslifestyle/Tools_and_Tips_for_Living_A_LowStressHealthy_Lifestyle.htm">http://stress.about.com/od/lowstresslifestyle/Tools_and_Tips_for_Living_A_LowStressHealthy_Lifestyle.htm</a>
Understand, Prevent and Resolve Life’s Challenges: Child Abuse	This website focuses on descriptions of abuse, causes, treatments, reporting and resolution of child abuse and helps people resolve life’s challenges and make healthy choices.	<a href="http://www.helpguide.org/about.htm">http://www.helpguide.org/about.htm</a>

Whole Family.com Moms and Dads: Different But Equal.	Professional relationship advice for teens, parents and couples. Topics include child development, communication, feelings, discipline/behavior, fathers and mothers.	Wholefamily.com <a href="http://www.wholefamily.com/about_us/index.html">http://www.wholefamily.com/about_us/index.html</a>
<b>Unit 1: Relationships</b>	<b>Description</b>	<b>Website</b>
YWCA	Provides services to improve the quality of life for women. Services include rape counseling, domestic violence intervention, job training and career counseling, access to adequate child care, and health and fitness services.	<a href="mailto:www.info@ywca.org">www.info@ywca.org</a>

<b>Unit 2: College and Career Ready</b>	<b>Description</b>	<b>Website</b>
America's Promise.org	A cross-sector partnership of more than 300 corporations, nonprofits, faith-based organizations and advocacy groups that are passionate about improving lives and changing outcomes for children... making it a top priority to ensure that all young people graduate from high school ready for college, work and life. Source – website description	<a href="http://www.americaspromise.org/Our-Work.aspx">http://www.americaspromise.org/Our-Work.aspx</a>
Brain Usage Profile Test	Which side of your brain do you prefer? Are you auditory or visual? Take this Personality Test to find out.	<a href="http://mindmedia.com/interact/specials/brain.jsp">http://mindmedia.com/interact/specials/brain.jsp</a>
Bureau of Labor Statistics Exploring Career Information	Exploring Career Information from the Bureau of Labor Statistics -- 2010-11 Edition	<a href="http://www.bls.gov/k12">www.bls.gov/k12</a>
The Bureau of Labor Statistics Occupational Outlook Handbook	For hundreds of jobs the Occupational Outlook Handbook tells you the training and education needed, the earnings, expected job prospects, what workers do on the job and describes the working conditions. Source – website description	<a href="http://www.bls.gov/oco/">http://www.bls.gov/oco/</a>
Campus Grotto	CampusGrotto.com is a national college news website that covers a wide range of college-related topics, including student finance, study tips, college admission, college rankings, career advice, and college life. Source – website description	<a href="http://www.campusgrotto.com/about.html">http://www.campusgrotto.com/about.html</a>
Careers in the Military.com	Explore all aspects of careers in the military services.	<a href="http://www.careersinthemilitary.com/">http://www.careersinthemilitary.com/</a>
Career One Stop.com	This site offers extensive information about identifying personal interests, getting work experience, exploring careers and finding educational options.	<a href="http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx">http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx</a>
Career Salaries	Find average salaries for identified careers.	<a href="http://www.careeroverview.com/salary-benefits.html">http://www.careeroverview.com/salary-benefits.html</a>

Unit 2: College and Career Ready	Description	Website
Drive of Your Life	This site provides a fun online career exploration game that helps middle-school and high school students learn more about themselves, higher education and careers. This free educational tool lets kids answer a series of questions about themselves to learn what careers interest them and then go on a virtual drive to learn more about each of those careers. Source – website description	<a href="http://www.driveofyourlife.org/">http://www.driveofyourlife.org/</a>
E-Campus Tours	eCampusTours.com features 360° x 360° virtual campus tours of over 1200 college campuses. Access the college website, contact the admission office, or save the information to your eCampusTours portfolio. View college planning information, student financial aid, campus life, career exploration, student loans, scholarships, etc.	<a href="http://www.ecampustours.com/">http://www.ecampustours.com/</a>
4 Ways to Balance Family & School	Suggestions are made for maintaining good family relationships while successfully handling school responsibilities.	<a href="http://distancelearn.about.com/od/managingyourwork/a/familyandschool.htm">http://distancelearn.about.com/od/managingyourwork/a/familyandschool.htm</a>
Fun Works	Have you ever wondered what career possibilities exist in fields that interest you? For example, do you enjoy art, music, or science? Would you like to find information about interesting jobs that involve them? Are you curious about what a day on the job might be like, how much money you would make, or what training you would need? Source – website description	<a href="http://thefunworks.edc.org/index.php">http://thefunworks.edc.org/index.php</a>
Get an Early Start on Preparing for College.	Get an early start on preparing for your child’s college.	<a href="http://math-and-reading-help-for-kids.org/articles/Get_an_Early_Start_on_Preparing_for_College.html">http://math-and-reading-help-for-kids.org/articles/Get_an_Early_Start_on_Preparing_for_College.html</a>
Go College	This website offers extensive information on preparing for college – tips on the admission process, financial aid resources, education options and college survival.	<a href="http://www.gocollege.com/options/">http://www.gocollege.com/options/</a>
Index of Learning Styles and Web Graded Questionnaire	Take a 44 question Learning Styles Survey to identify your learning style and learn to apply the learning techniques to your lifestyle.	<a href="http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpa.html">http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpa.html</a>
Interactive Careers Guidance and Education for Teenagers	A fully integrated career education and guidance system, designed for all individuals aged 13 upwards who are considering their future career options. It is used in over 1400 schools and colleges in the UK and internationally. Source – website description <a href="http://www.fasttomato.com/index.aspx">http://www.fasttomato.com/index.aspx</a>	<a href="http://www.fasttomato.com/index.aspx">http://www.fasttomato.com/index.aspx</a>

<b>Unit 2: College and Career Ready</b>	<b>Description</b>	<b>Website</b>
msn.Careerbuilder.com	This website offers extensive information and tools to take career tests, identify possible careers, write effective resumes, find a job, match salaries to careers, use the salary calculator and cost of living calculator and much more.	<a href="http://msn.careerbuilder.com/msn/default.aspx">http://msn.careerbuilder.com/msn/default.aspx</a>
NYS Education Department Career Zone	CareerZone ... provides information on 800 occupations from the national Occupational Information Network (O*NET) Database; the latest labor market information from the state Department of Labor; links to college exploration and planning resource; over 450 career videos; and an expanded resume builder.	<a href="http://www.nycareerzone.org/cz/info/about.do">http://www.nycareerzone.org/cz/info/about.do</a>
Ohio Career Information Systems	"A web-based delivery system for accurate, comprehensive, current, and relevant occupational, postsecondary school and financial aid information. OCIS contains the latest national, Ohio and local labor market data and projections."	<a href="http://infotree.library.ohiou.edu/scripts/redirect.html?id=3893">http://infotree.library.ohiou.edu/scripts/redirect.html?id=3893</a>
Resume and Cover Letter	Offers assistance to search for a job, write effective letters, develop a resume and strengthen interview strategies.	Jobsearch.about.com <a href="http://jobsearch.about.com/od/resumes/u/resumesandletters.htm">http://jobsearch.about.com/od/resumes/u/resumesandletters.htm</a>
Scholarships.com	Use this website to find free money for college. Match your profile with potential scholarships.	<a href="http://www.scholarships.com/">http://www.scholarships.com/</a>
Students.gov	An official U.S. government web site designed for college students to provide access to information from the U.S. government. Topics include: selecting a college, applying online for financial aid and scholarships, finding internships, learning about careers, finding volunteer opportunities and many more.	<a href="http://www.students.gov/STUGOVWebApp/aboutus.jsp">http://www.students.gov/STUGOVWebApp/aboutus.jsp</a>

<b>Unit 3 Economic Independence</b>	<b>Description</b>	<b>Website</b>
America Saves	Encourage saving through stories, tools and interesting articles.	<a href="http://americasaves.org">http://americasaves.org</a>
Attorney General of Ohio	Contact this office to search consumer complaints, complete a sex offender search, check public records and meetings, review laws that protect consumers, learn about identity theft, report patient abuse, sign up for e-newsletters, etc..	<a href="http://www.ohioattorneygeneral.gov/">http://www.ohioattorneygeneral.gov/</a>
Campaign About Credit	United States Public Interest Research Group (PIRG) works to stand up to powerful interests on behalf of the public by conducting research, education and advocacy on behalf of consumers. Source – website description	<a href="http://www.truthaboutcredit.org/about-us">http://www.truthaboutcredit.org/about-us</a>

<b>Unit 3 Economic Independence</b>	<b>Description</b>	<b>Website</b>
Crisis of Credit Video	View this video to learn how the credit crisis began through predatory lending to homeowners.	<a href="http://www.crisisofcredit.com/">http://www.crisisofcredit.com/</a>
Estimation Calculators	Treasury Direct allows the consumer to...figure out the earning power of U.S. Treasury securities...select from a number of tools to price savings bonds, create a savings plan that works for you, and determine the growth of investment(s)...locate your nearest Treasury Retail Securities site, examine savings bond earning reports, redemption tables, and more. You can even get detailed information about expected tax advantages. Source – website description	<a href="http://www.treasurydirect.gov/indiv/tools/tools.htm">http://www.treasurydirect.gov/indiv/tools/tools.htm</a>
Family Economics & Financial Education	FEFE's mission is to provide educators with ready-to-teach lesson plans and materials free of charge, and the skills and confidence to effectively teach personal finance.	<a href="http://fefe.arizona.edu/">http://fefe.arizona.edu/</a>
Free Ohio Benefit Bank Marketing Materials	Support services Posters for Ohio low income people are available free of charge to agencies for local outreach and educational seminars and programs.	<a href="http://www.oashf.org/ohiobenefitbankmarketmaterials.html">http://www.oashf.org/ohiobenefitbankmarketmaterials.html</a>
Get Smart About Credit	Learn how to handle credit wisely.	<a href="http://aba.com/abaef/gsac.htm">http://aba.com/abaef/gsac.htm</a>
Jump Start .org	The objective of this business/government collaboration is to encourage curriculum enrichment to ensure that basic personal financial management skills are attained during the K-12 educational experience.	<a href="http://www.jumpstart.org/index.cfm">http://www.jumpstart.org/index.cfm</a>
Minyanville	Explores investing strategies with animated videos and articles.	<a href="http://www.minyanville.com/section/lifemoney/minyanville.com">http://www.minyanville.com/section/lifemoney/minyanville.com</a>
My Money	The Commission established this website to improve the financial literacy and education of consumers. This site coordinates educational materials from federal agencies that deal with financial issues and markets.	<a href="http://www.mymoney.gov/aboutus.shtml">http://www.mymoney.gov/aboutus.shtml</a>
The Money Instructor	Money lessons, lesson plans, worksheets, interactive lessons, and informative articles about...counting money, coins and bills, banking, checking, budgeting, earning money, spending, saving, paying taxes, consumer math, investing, economics, business education, jobs, careers, and other everyday real life skills. Source – website description	<a href="http://www.moneyinstructor.com/info.asp">http://www.moneyinstructor.com/info.asp</a>

Ohio Jump Start.org	Website for the formation of Ohio’s Financial Literacy course. Excellent source of financial websites to share with students.	<a href="http://www.ohjumpstart.org/index.cfm">http://www.ohjumpstart.org/index.cfm</a>
<b>Unit 3 Economic Independence</b>	<b>Description</b>	<b>Website</b>
PBS – Your Life Your Money	<i>Your Life, Your Money</i> features compelling, real-life stories of young people facing and overcoming intense economic challenges. This one-hour special will empower our youth with sound, simple financial advice - raising awareness on banking, credit, investments, budgeting, insurance, self-employment, and more. Source – website description	<a href="http://www.pbs.org/your-life-your-money/about_us.php">http://www.pbs.org/your-life-your-money/about_us.php</a>
Practical Money Skills for Life	At <a href="http://www.practicalmoneyskills.com">www.practicalmoneyskills.com</a> and <a href="http://www.whatsmyscore.org">www.whatsmyscore.org</a> , educators, parents, and students can access free educational resources including personal finance articles, games, lesson plans, and more.	<a href="http://www.practicalmoneyskills.com">www.practicalmoneyskills.com</a>
Practical Skills for Life Monthly Newsletter	Each month ...we feature an innovative (financial literacy) educator and provide you with the latest news and updates from your favorite Practical Money Skills columns. Sign up to have the newsletter delivered to your inbox monthly. Source – website description	<a href="http://www.practicalmoneyskills.com/resources/newsletter/">http://www.practicalmoneyskills.com/resources/newsletter/</a>
Schwab Money Wise	Encourage family discussions about money through Information sharing and games. This website highlights smart money managing tips for kids, teens and adults. Learn to budget, save, invest and handle credit responsibly.	<a href="http://www.schwabmoneywise.com/teachers/">http://www.schwabmoneywise.com/teachers/</a>
Take Charge America Institute	The Institute focuses on educating young people to manage their finances and make informed choices as they move into adult life.	<a href="http://tcainstitute.org/about.html">http://tcainstitute.org/about.html</a>
Young Money.com	YOUNG MONEY® was launched ... to change the way young adults earn, manage, invest and spend money. As a leading national money, business and lifestyle magazine written primarily by student journalists, YOUNG MONEY specifically focuses on money management, entrepreneurship, careers, investing, technology, and travel. Source – website description	<a href="http://www.youngmoney.com/about-us/">http://www.youngmoney.com/about-us/</a>
Your Money Now Online.org.	Get reliable information about banking services, saving & investments, loans, credit cards and insurance prepared to meet the needs of young consumers.	<a href="http://yourmoney.com/">http://yourmoney.com/</a>

<b>Unit 3 Economic Independence</b>	<b>Description</b>	<b>Website</b>
Your Money Skills for Life Monthly Newsletter	Each month ...we feature an <u>innovative (financial literacy) educator</u> and provide you with the latest news and updates from your favorite Practical Money Skills columns. <u>Sign up</u> to have the newsletter delivered to your inbox monthly. Source – website description	<a href="http://www.practicalmoneyskills.com/resources/newsletter/">http://www.practicalmoneyskills.com/resources/newsletter/</a>
Why Money Matters	This website helps schools incorporate more economics and financial education into their classrooms and across the curriculum. They offer strategies, lesson plans, discussion boards, and other resources.	<a href="http://www.whymoneymatters.org/about">http://www.whymoneymatters.org/about</a>

<b>Unit 4: Healthy Prenatal and Neonatal Care</b>	<b>Description</b>	<b>Website</b>
About.com	An online service by a network of experts who share a wealth of knowledge on health care, parenting, childcare, pediatrics, etc.	<a href="http://www.about.com">www.about.com</a>
Baby Center LLC	Topics covered include ovulation, pregnancy, delivery, postpartum care, infant and child development, feeding schedules for infants and children and age related articles.	<a href="http://babycenter.com">http://babycenter.com</a>
Birds and Bees Project	This website is dedicated to all those who seek information needed to make informed decisions about sexual and reproductive health, emotional well-being, and lifetime goals. We have included information on birth control, sexually transmitted infections and unplanned pregnancy options including: abortion, adoption and parenting to reach our goal of providing full information. Source – website description	<a href="http://www.birdsandbees.org/about.htm">http://www.birdsandbees.org/about.htm</a>
Car Seat Safety: Avoid 10 Common Mistakes	Learn to avoid the 10 common mistakes parents often make when installing and using car safety seats.	<a href="http://mayoclinic.com/health/car-seat-safety/MY00824">http://mayoclinic.com/health/car-seat-safety/MY00824</a>
Crying baby? How to Keep Your Cool	Learn about the causes and treatment for normal and excessive infant crying.	<a href="http://mayoclinic.com/health/crying-baby/FL00106">http://mayoclinic.com/health/crying-baby/FL00106</a>
My Pyramid Plan for Moms	Interactive site that helps to identify food group servings needed daily when planning nutritious snacks and meals.	<a href="http://www.mypyramid.gov/mypyramidmoms/pyramidmoms_plan.aspx">http://www.mypyramid.gov/mypyramidmoms/pyramidmoms_plan.aspx</a>
Newborn Care: Common-sense Strategies for Stressed-out Parents	Common-sense strategies for providing care for your newborn.	<a href="http://www.mayoclinic.com/health/newborn/FL00107">http://www.mayoclinic.com/health/newborn/FL00107</a>
Ovulation Calculator	Calculate when you will ovulate to prevent or plan for a pregnancy.	<a href="http://babycenter.com">http://babycenter.com</a>

<b>Unit 4: Healthy Prenatal and Neonatal Care</b>	<b>Description</b>	<b>Website</b>
Postpartum Care	Read about tips to help you recover from childbirth, such as sore breasts, hair loss, skin changes and more.	<a href="http://mayoclinic.com/health/postpartum-care/PR00142">http://mayoclinic.com/health/postpartum-care/PR00142</a>
Prenatal Care	Prenatal care monitors the healthy progress of a pregnancy, identifies potential problems, monitors medical conditions, tests for problems with baby and mom, refers mom to support groups and services, such as WIC and childbirth classes.	<a href="http://www.marchofdimes.com/hbhb_syndication/18622_513.asp">http://www.marchofdimes.com/hbhb_syndication/18622_513.asp</a>
Your Postpartum Health	Learn what to expect about postpartum recovery, fatigue, pain management and healing.	<a href="http://www.babycenter.com/0_twelve-steps-to-a-healthy-pregnancy_9174.bc">http://www.babycenter.com/0_twelve-steps-to-a-healthy-pregnancy_9174.bc</a>
Zero to Three	ZERO TO THREE is a national nonprofit organization that informs, trains and supports professionals, policymakers and parents in their efforts to improve the lives of infants and toddlers. Source – website description	<a href="http://www.zerotothree.org/site/PageServer?pagename=abt_aboutus">http://www.zerotothree.org/site/PageServer?pagename=abt_aboutus</a>

<b>Unit 5: Nurturing Healthy Children</b>	<b>Description</b>	<b>Website</b>
Activities for Children	This site catalogs sites that offer games and activities for children	<a href="http://www.kidsites.com/sites-fun/activities.htm">http://www.kidsites.com/sites-fun/activities.htm</a>
Baby Safety	This interactive site offers a nursery safety game, a quiz to test your parent know-how, a personalized home safety checklist and tips to protect little ones from scalds and burns.	<a href="http://homesafetycouncil.org/StartSafe/ss_startsafe_w001.asp">http://homesafetycouncil.org/StartSafe/ss_startsafe_w001.asp</a>
Child Development Chart: Preschool Milestones	Use these milestones to make sure that your child is developing appropriately.	<a href="http://mayoclinic.com/health/child-development/MY00136">http://mayoclinic.com/health/child-development/MY00136</a>
Child Development Institute	This website provides the latest information on child development, psychology, health issues, parenting and family life. Source – website description	<a href="http://www.childdevelopmentinfo.com">http://www.childdevelopmentinfo.com</a>
Childhood Vaccines: What They Are and Why Your Child Needs Them	Learn what vaccines are, their safety, side effects and download a vaccine schedule.	<a href="http://familydoctor.org/online/famdocen/home/healthy/vaccines/028.html">http://familydoctor.org/online/famdocen/home/healthy/vaccines/028.html</a>
Children, Youth and Women's Health Services	This extensive Australian website provides expert advice to promote healthy family relationships. Topics include parent-child relationships and communication, feelings, lifestyle, emotions and behaviors, growth and development and more.	<a href="http://cyh.com/HealthTopics/HealthTopicCategories.aspx?&amp;p=141">http://cyh.com/HealthTopics/HealthTopicCategories.aspx?&amp;p=141</a>

Unit 5: Nurturing Healthy Children	Description	Website
Crib safety tips	Tips to evaluate crib safety and use.	<a href="http://homesafetycouncil.org/SafetyGuide/sg_crib_w001.asp">http://homesafetycouncil.org/SafetyGuide/sg_crib_w001.asp</a>
Diagnosing a childhood illness	The author explains how to diagnose, care for and treat a sick child.	<a href="http://health.howstuffworks.com/life-stages/parenting/childhood-conditions/how-to-care-for-a-sick-child1.htm">http://health.howstuffworks.com/life-stages/parenting/childhood-conditions/how-to-care-for-a-sick-child1.htm</a>
Easter Seals	Provides a myriad of services to people with disabilities and autism to enable them to interact effectively in their community.	<a href="http://www.easterseals.com">http://www.easterseals.com</a>
Fatherhood	This website helps men to succeed as a dad by suggesting how to balance work and family, suggesting ways to spend quality time with kids, helping you to define your role as a dad, and sharing helpful resources.	<a href="http://www.fatherhood.org/default.asp">http://www.fatherhood.org/default.asp</a>
Fetal Development Week-by-Week	This site provides week-by-week illustrations of fetal development with text. A Fetal Development video highlights development by trimester.	<a href="http://www.babycenter.com/100_fetal-development_5214615.bc">http://www.babycenter.com/100_fetal-development_5214615.bc</a>
Finding quality child care	Select safe, affordable and quality child care by learning where to look and what to examine.	<a href="http://childcare.about.com/od/evaluations/tp/qualitycare.htm">http://childcare.about.com/od/evaluations/tp/qualitycare.htm</a> .
Food Portion Sizes	Our portion size correlates to our weight. Use this chart to estimate healthy portion sizes when measuring is not an option.	<a href="http://www.allina.com/ahs/healthwellness.nsf/page/food_portions">http://www.allina.com/ahs/healthwellness.nsf/page/food_portions</a>
Girl's Health.gov	Gives adolescent girls reliable, current health information. The site focuses on adolescent girls' health concerns and motivates girls to choose healthy behaviors. Source – website description	<a href="http://www.girlshealth.gov/">http://www.girlshealth.gov/</a>
Growth Milestones from Birth Through 18 Years	Explore “growth milestones” including physical, intellectual and social development. Related articles address age specific concerns.	<a href="http://kidsgrowth.com/resources/search.cfm">http://kidsgrowth.com/resources/search.cfm</a>
Health Department	The focus is on improving the life quality for local citizens through health promotion, disease and injury prevention and pursuit of a clean and safe environment.	<a href="http://www.co.lucas.oh.us/health">http://www.co.lucas.oh.us/health</a>
Healthy Meal Planning Made Simple	This site helps consumers to plan healthy meals. Consumers have access to nutrition articles, recipes, personalized cook books and shopping lists, as well as a meal planner.	<a href="http://mealsmatter.org">http://mealsmatter.org</a>
Healthy Snacks for Preschoolers	Help your preschooler eat a better diet by including these healthy and nutrient dense snack ideas.	<a href="http://nutrition.preschoolrock.com/index.php/preschooler_foods_meals_snacks/healthy_snacks_for_preschoolers">http://nutrition.preschoolrock.com/index.php/preschooler_foods_meals_snacks/healthy_snacks_for_preschoolers</a>

Unit 5: Nurturing Healthy Children	Description	Website
Help Me Grow	This Ohio program for parents, newborns, infants and toddlers provides health and development services to ensure that kindergartners are healthy and able to learn.	<a href="http://www.ohiohelpmegrow.org">http://www.ohiohelpmegrow.org</a>
How to Understand and Use the Nutrition Facts Label, an interactive site	This interactive learning program helps consumers decipher food labels to make healthy food choices while controlling calories.	<a href="http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm078889.htm">http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm078889.htm</a>
Information for Consumers (Drugs)	Use this FDA website to identify approved drugs, side effects or safety concerns, generic replacements and information about dietary supplements.	<a href="http://www.accessdata.fda.gov/scripts/cder/drugsatfda/index.cfm">http://www.accessdata.fda.gov/scripts/cder/drugsatfda/index.cfm</a>
Jobs & Family Services	This Ohio agency offers struggling families a range of assistance including unemployment compensation, health care, cash assistance, food assistance, child care, child support enforcement and administration, employment and training assistance.	<a href="http://jfs.ohio.gov/">http://jfs.ohio.gov/</a>
Kids Health for Kids	This is the #1 most visited site for children’s health...from common childhood aches, pains, and illnesses, plus how to take care of your child’s body from teeth to toes. Source – website description.	<a href="http://kidshealth.org/parent/general/index.html">http://kidshealth.org/parent/general/index.html</a>
Kids Health for Teens	This is the # 1 most visited site for children’s health...read teen issues such as sexual health, food & fitness, drugs & alcohol, diseases & conditions, school & jobs and staying safe.	<a href="http://kidshealth.org/teen/">http://kidshealth.org/teen/</a>
Kids Health for Parents	Read about the latest issues in raising children and teens. Under each article are related links to current issues.	<a href="http://kidshealth.org/parent/index.jsp?tracking=P_Home">http://kidshealth.org/parent/index.jsp?tracking=P_Home</a>
March of Dimes	Information provided includes prenatal medical care, identifying medical problems, monitoring medical conditions, purpose of medical tests for baby and mother and support groups and services, such as WIC and childbirth classes.	<a href="http://www.marchofdimes.com">www.marchofdimes.com</a>
Mayo Clinic Health Manager	This site provides an online template to keep family medical records including individual health concerns and vaccine records.	<a href="https://healthmanager.mayoclinic.com/default.aspx">https://healthmanager.mayoclinic.com/default.aspx</a>
Moms and dads: different but equal	The author explains how males and females care for their offspring in different, but equally important ways.	<a href="http://www.wholefamily.com/about_us/index.html">http://www.wholefamily.com/about_us/index.html</a>
My Pyramid for Kids	Help your preschooler develop a nutritious diet. Prepare a customized <i>My Pyramid Plan</i> for your preschooler.	<a href="http://teamnutrition.usda.gov/kids-pyramid.html">http://teamnutrition.usda.gov/kids-pyramid.html</a>

Unit 5: Nurturing Healthy Children	Description	Website
Ohio State Extension Service	The OSU Extension Services offers parenting brochures on a myriad of topics, such as, toy safety, play, head lice, food borne illnesses, selecting nursery equipment and effective discipline, to name a few – Website description.	<a href="http://extension.osu.edu/topics/family/early-development-and-child-care">http://extension.osu.edu/topics/family/early-development-and-child-care</a>
Parenting Tips for Toddlers: Encouraging Good Behavior	Improve your child’s behavior with these parenting tips. See related articles about toddler behavior.	<a href="http://mayoclinic.com/health/parenting-tips-for-toddlers/MY00480">http://mayoclinic.com/health/parenting-tips-for-toddlers/MY00480</a>
Pbskids.org	This parent/child interactive website focuses on encouraging preschoolers to explore their world through play, activities, games and videos.	<a href="http://pbskids.org/sesame/">http://pbskids.org/sesame/</a>
Poison Safety Checklist	Use this checklist to correct situations that may lead to poisonings.	<a href="http://pediatrics.about.com/library/bl_poison_safety_checklist.htm">http://pediatrics.about.com/library/bl_poison_safety_checklist.htm</a>
Product Reviews and Reports	This website provides reviews of common baby products.	<a href="http://www.consumersearch.com/search/reviews/product+reviews">http://www.consumersearch.com/search/reviews/product+reviews</a>
Public Library	Visit your public library with your class to get a library card and learn how to select and use age-appropriate books with your child. The librarian can also point out the Health Section where students will find books on children’s health and development.	See Library in your phone book.
Questions to Ask Your Doctor	See a list of basic questions to ask at your next appointment concerning diagnosis, symptoms, medications, conditions, prevention and loss.	<a href="http://www.nationaljewish.org/programs/patient-info/ask-your-doctor.aspx">http://www.nationaljewish.org/programs/patient-info/ask-your-doctor.aspx</a>
Recommended Immunization Schedule for Persons Aged 0 through 18 years	Recommended immunization schedule for persons aged 0 through 18 years, with explanation of each vaccine.	<a href="http://wonder.cdc.gov/wonder/prevguid/m0039897/m0039897.asp">http://wonder.cdc.gov/wonder/prevguid/m0039897/m0039897.asp</a>
Resources for Parents and Families from CDC.gov	Website resources on child development and positive parenting.	<a href="http://www.cdc.gov/ncbddd/child/links.htm">http://www.cdc.gov/ncbddd/child/links.htm</a>
School and Family Education.com	Parents find practical guidance, grade-specific information about their children's school experience, strategies to get involved with their children's learning, free email newsletters, and fun and entertaining family activities. The site continues to win accolades from media publications including <i>USA Today</i> , <i>Family PC</i> , and <i>Forbes</i> . Source – website description	<a href="http://www.familyeducation.com/home/">http://www.familyeducation.com/home/</a>
Solid Feeding Basics	Keep abreast of healthy changes in infant feeding. Learn how to develop healthy, age-appropriate feeding schedules.	<a href="http://www.babycenter.com/baby-solid-feeding-basics">http://www.babycenter.com/baby-solid-feeding-basics</a>
Temper tantrums: How to keep the peace	Learn to handle temper tantrums effectively and avoid repetitive behavior.	<a href="http://mayoclinic.com/health/tantrum/HQ01622">http://mayoclinic.com/health/tantrum/HQ01622</a>

<b>Unit 5: Nurturing Healthy Children</b>	<b>Description</b>	<b>Website</b>
Thermometers	How to select a thermometer that meets your needs.	<a href="http://consumerreports.org">http://consumerreports.org</a>
Toddler Safety Tips	This site identifies common toddler safety concerns and recommends safety devices to prevent injuries.	<a href="http://homesafetycouncil.org">http://homesafetycouncil.org</a>
Top Ten Tips for Home Safety	Home Safety Council illustrates top ten tips to keep your family safe at home.	<a href="http://homesafetycouncil.org">http://homesafetycouncil.org</a>
Visualize Your Portion Size...with the Portion Plate	This melamine Portion Plate is an interactive tool for appropriate diet portion control. The plate is divided by food groups. Pictures allow consumers to estimate the size of an acceptable portion of food.	<a href="http://theportionplate.com">http://theportionplate.com</a>
WIC	“Provides supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.” Source – website description.	<a href="http://www.fns.usda.gov/wic/">http://www.fns.usda.gov/wic/</a>

## WEB QUESTS

Web Quest Title	Topic	Description	Website/Section
<b>Unit 1: Relationships</b>			
What is a Family?	Families	Students explore the varying structures of “families” and how the family nurtures and provides for its’ members.	<a href="http://www.nelliemuller.com/task2.htm">http://www.nelliemuller.com/task2.htm</a>
Ready, Set, Parent!	Parenting Skills	Students will explore skills needed to parent positively by researching and analyzing infant nutritional needs, intellectual stimulation and behavior management techniques	<a href="http://questgarden.com/search/webquest_results.php?language=en&amp;descwords=parent+and+child+relation&amp;searchfield=description">http://questgarden.com/search/webquest_results.php?language=en&amp;descwords=parent+and+child+relation&amp;searchfield=description</a>
Early Interventions	Interventions for Disabled Infants and Toddlers	Students will research the intervention services in their geographical area that are offered to infants and toddlers with disabilities.	<a href="http://questgarden.com/92/54/5/100119090511/">http://questgarden.com/92/54/5/100119090511/</a>
<b>Unit 2: College and Career Ready</b>			
Goal Reaching Process	Goal Reaching/Career Identification	Students explore career options, make decisions for direction in their lives and set goals for achievement through real world problem-solving experience.	<a href="http://drb.lifestreamcenter.net/Lessons/goals/index.htm">http://drb.lifestreamcenter.net/Lessons/goals/index.htm</a>
Decisions! Decisions!	Decision-making	“Students explore their values, consider options for making informed decisions at various stages of their lives and develop a plan for their life path.” Source - website	<a href="http://drb.lifestreamcenter.net/Lessons/decisions/index.htm">http://drb.lifestreamcenter.net/Lessons/decisions/index.htm</a>
Have We Got a Career for You!	Career Selection	Explore a future career by collecting and analyzing data on skills and education needed, expected income, job expectations and dynamics.	<a href="http://edtech.suhd.k12.ca.us/inprogress/suh/kcallaway/careersquest">http://edtech.suhd.k12.ca.us/inprogress/suh/kcallaway/careersquest</a>
Life in the Real World	Selecting a career that will provide the income to sustain your desired lifestyle?	Students determine the future income needed to support their intended lifestyle, identify career(s) that will provide this income and the level of education needed for those careers.	<a href="http://questgarden.com/54/35/4/070906122149/process.htm">http://questgarden.com/54/35/4/070906122149/process.htm</a>
Personality	Personality Type	Students will use the Intranet to identify their personality type and then explore the correlation between personality and career choices.	<a href="http://questgarden.com/88/24/2/091012144949/task.htm">http://questgarden.com/88/24/2/091012144949/task.htm</a>
How to Pick the College that is Best for You	Selecting a College	Students learn how to select a college that fits their needs.	<a href="http://questgarden.com/67/00/9/080611163124/">http://questgarden.com/67/00/9/080611163124/</a>

<b>Web Quest Title</b>	<b>Topic</b>	<b>Description</b>	<b>Website/Section</b>
Show Me the Money	Finding College Scholarships	Students will use the Intranet to research college costs, careers and search for scholarships.	<a href="http://questgarden.com/83/47/5/090613094331/">http://questgarden.com/83/47/5/090613094331/</a>
<b>Unit 3: Economic Independence</b>			
Living the Life Starts With a Budget	Budgeting	Students develop a budget to meet their daily living expenses and learn to live within their means.	<a href="http://questgarden.com/85/09/3/090719202708/">http://questgarden.com/85/09/3/090719202708/</a>
Auto Insurance: a Necessity of Life	Auto Insurance	Students will use the Intranet to research the cost and coverage of auto insurance then analyze and select appropriate insurance for a given person.	<a href="http://education.iupui.edu/webquests/autoinsurance/index.htm#TASK">http://education.iupui.edu/webquests/autoinsurance/index.htm#TASK</a>
Buying Your First Car	Purchasing a Car	Students use the Intranet to compare auto features and to explore the costs of purchasing a car.	<a href="http://www.otsego.k12.oh.us/bernthisel/carsshoppingwebquest.htm">http://www.otsego.k12.oh.us/bernthisel/carsshoppingwebquest.htm</a> Under Math
Finding a Nest	Finding Housing	Students will discover the information and money needed to select housing that meets their needs.	<a href="http://questgarden.com/83/83/1/090622111137/">http://questgarden.com/83/83/1/090622111137/</a>
Renting Your First Apartment	Apartment Renting	Students will use the Intranet to research information about possible rental properties, compare and analyze features and costs and support their reasons for their final selection.	<a href="http://questgarden.com/39/19/8/061026055336/">http://questgarden.com/39/19/8/061026055336/</a>
Who Wants to Make a Million?	Investing	Students will research different types of investments, learn how to invest a small amount of money from each paycheck and analyze its' performance over time.	<a href="http://questgarden.com/91/73/4/091120163513/">http://questgarden.com/91/73/4/091120163513/</a>
Stock Market Investing	Investing in the Stock Market	Students will learn to read a stock table, analyze and select stocks, invest in the market and analyze the costs and benefits of investing in the stock market.	<a href="http://www.milforded.org/schools/foran/kuhthau/wq/stockmarketwq.html">http://www.milforded.org/schools/foran/kuhthau/wq/stockmarketwq.html</a>
Preparing for a Baby	Cost of Parenting	Students will price needed baby equipment and supplies, using Intranet site, to determine the initial cost of having a baby.	<a href="http://coe.nevada.edu/cspeer/webquest/index.htm">http://coe.nevada.edu/cspeer/webquest/index.htm</a>
<b>Unit 4: Healthy Prenatal and Neonatal Care</b>			
Living in the Fast Food Lane	Fast Food	Students will explore the topic of eating a healthy diet. They will analyze fast food choices as they relate to identified health issues, and then select a menu that addresses their nutritional needs.	<a href="http://www.web-and-flow.com/members/jcundiff/fastfoods/webquest.htm">http://www.web-and-flow.com/members/jcundiff/fastfoods/webquest.htm</a>
Five Food Groups Each Day the Healthy Way	Healthy Eating	Encourages students to develop a healthy meal plans by incorporating the required servings from the Food Pyramid.	<a href="http://cesa8.k12.wi.us/teares/math/it/webquests/HealthyFood/index.html">http://cesa8.k12.wi.us/teares/math/it/webquests/HealthyFood/index.html</a> Cesa8.k12.wi.us
First Days of Parenthood	Parenting a newborn	Students will explore how to care for a newborn.	<a href="http://questgarden.com/92/59/6/100105111626/">http://questgarden.com/92/59/6/100105111626/</a>

Web Quest Title	Topic	Description	Website/Section
<b>Unit 5: Nurturing Healthy Children</b>			
Building a Baby's Brain	Child Development	Students learn how the baby's brain develops and what parents can do to positively affect this development.	<a href="http://www.aacps.org/aacps/boe/INSTR/CURR/COMED/HSWebQuest/babysbrain/index.htm">http://www.aacps.org/aacps/boe/INSTR/CURR/COMED/HSWebQuest/babysbrain/index.htm</a>
What Makes Me Sick?	Children's Health	Students explore personal habits that lead to sickness.	<a href="http://cesa8.k12.wi.us/teares/math/it/summer2001/Sickness/sicknessindex1.htm">http://cesa8.k12.wi.us/teares/math/it/summer2001/Sickness/sicknessindex1.htm</a>
Saving Tami's Castles	Dental Health	Encourages students to practice healthy dental care to avoid disease and decay.	<a href="http://cesa8.k12.wi.us/teares/math/it/webquests/Teeth/index.html">http://cesa8.k12.wi.us/teares/math/it/webquests/Teeth/index.html</a>