Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Parenting
Occupational Area: Family and Consumer Sciences

                        PSAV
Program Numbers   **C200111**
CIP Number   0920.010101
Grade Level   30, 31
Length   45 hours
Certification   GEN HME EC @2 @4
                      VOC HME EC @2 @4
                      HOME EC 1 @ 2

I.   **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for the occupation of parenting, realizing the dual roles of males and females as homemakers and wage earners, and emphasizing the acquisition of knowledge and the development of understanding the attitudes, standards, values, and skills relevant to individual and family life, or to provide training for persons in the occupation of parenting - industry title.

    The purpose of this program is to prepare students for parenting roles and responsibilities and the importance of the family including the involvement of families in the education of children and youth.

    The content includes but is not limited to human growth and development, interpersonal relationships, planning for parenthood, resource management, providing for health, safety and security, importance of families and crisis management.

II.   **LABORATORY ACTIVITIES:** Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices.

III. **SPECIAL NOTE:**
    The concern for balancing work and family responsibilities is addressed as an employability skill.

    When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards which the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

    The standard length for this program is 45 hours.

IV.   **INTENDED OUTCOMES**: The student will be able to:

    01.0 Plan for childcare and parenting.
    02.0 Analyze situations of balancing family and work.
    03.0 Analyze the physical, emotional, intellectual and social development of family members.
    04.0 Define a nurturing and protective environment for children.

05.0   Demonstrate positive parenting skills to utilize at different
       stages of development.
06.0   Describe parenting concerns.
07.0   Identify support systems for parents.
08.0   Analyze recent trends/developments in brain research

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Parenting
Secondary Number:
Postsecondary Number: C200111

01.0 <u>PLAN FOR CHILD CARE AND PARENTING</u>--The student will be able to:

 01.01 Define parenting and related terminology.
 01.02 Describe the characteristics of caring/loving parents and family
   members.
 01.03 Describe the responsibilities and rewards involved in rearing
   children.
 01.04 Analyze reasons people have children or remain childless.
 01.05 Research the costs of having a baby.
 01.06 Describe parenting styles and such as democratic, permissive, and
   authoritarian, and give examples of each.
 01.07 Identify factors that would indicate personal readiness for
   parenthood.
 01.08 Describe the importance of positive roll modeling by parents,
   siblings, family members, peers and the community.

02.0 <u>ANALYZE SITUATIONS OF BALANCING FAMILY AND WORK</u>--The student will be
  able to:

 02.01 Describe ways in which 20th century societal changes are impacting
   the rearing of children.
 02.02 Analyze the responsibilities of business and industry to the
   development of human capital in a democratic society.
 02.03 Identify ways in which employers can assist employees to balance
   family and work.
 02.04 Analyze ways in which parents can better manage personal time to
   balance family and work.
 02.05 Identify roles, responsibilities and concerns of single parents.

03.0 <u>ANALYZE THE PHYSICAL, EMOTIONAL, INTELLECTUAL AND SOCIAL</u>
  <u>DEVELOPMENT OF FAMILY MEMBERS</u>--The student will be able to:

 03.01 Define self-esteem.
 03.02 Discuss how a positive self-concept relates to the development of
   a child.
 03.03 Identify characteristics of children with high self-esteem and
   those with low self-esteem.
 03.04 Describe ways to develop high self-esteem in children at various
   development stages.
 03.05 Identify factors that have a negative impact on a child's self-
   esteem at various developmental stages.
 03.06 Analyze children's activities, clubs, sports, etc. and their
   impact on self-esteem.
 03.07 Identify developmental tasks of human beings at various age
   levels.

04.0 <u>DEFINE A NURTURING AND PROTECTIVE ENVIRONMENT FOR CHILDREN</u>--The student
  will be able to:

 04.01 Identify the effect of prenatal care on the development of
   children.

04.02 Identify appropriate physical care of children.
04.03 Describe a safe and healthy environment for children.
04.04 Identify common childhood illnesses and accidents.
04.05 Describe procedures for caring for the ill or injured child.
04.06 Identify personal beliefs concerning child rearing.
04.07 Explain the impact of crisis situations on children and ways of coping with divorce, death, separation, sibling rivalry, child abuse, and other crises.
04.08 Identify ways to help children express emotions.
04.09 Identify factors to consider when selecting child care.
04.10 Describe ways to create an enriched environment for children.
04.11 Identify the complexity of resource management in various family structures as it relates to children.
04.12 Describe ways in which parents and other family members can help children understand decision-making.
04.13 Evaluate resources in terms of both quantity and quality.
04.14 Evaluate discipline techniques that are age appropriate.
04.15 Identify characteristics of a healthy, safe and secure family environment.
04.16 Evaluate toys for safety and appropriateness.

05.0 DEMONSTRATE POSITIVE PARENTING SKILLS TO UTILIZE AT DIFFERENT STAGES OF DEVELOPMENT--The student will be able to:

05.01 Define discipline, punishment, and guidance appropriate to development stages.
05.02 Describe the process of developing self-discipline in children.
05.03 Describe the importance of helping children follow established routines.
05.04 Describe responsible behavior in children at different development stages.
05.05 Describe acceptable methods of guidance to modify behavior in a child.
05.06 Describe positive parental care at different developmental stages.
05.07 Describe ways time, space, money, energy and other resources impact relationships.
05.08 Describe the influence of positive relationships on one's self esteem.
05.09 Describe ways in which parents can help children relate to a wide variety of people.
05.10 Describe ways in which parents can help children deal with conflicts in relationships.
05.11 Describe the role of communications in a child's development.
05.12 Discuss the importance of openness and truthfulness in parent/child communications.
05.13 Compare between positive communication and negative communication.
05.14 Describe inhibitors to open communication between parent and child.
05.15 Demonstrate communication skills between parent and child.
05.16 Identify family resources in dealing with stress, anger and crisis.

06.0 DESCRIBE PARENTING CONCERNS--The student will be able to:

06.01 Distinguish between myths and realities of parenthood.
06.02 Describe the childbirth process and related issues.
06.03 Compare and contrast the adjustments and conflicts that arise in parenting children with special needs.
06.04 Identify roles, responsibilities and concerns of teen parents.
06.05 Identify roles, responsibilities and concerns of single parents.

06.06 Analyze the impact of alcohol and drug abuse on the family.
06.07 Analyze the impact of abuse and neglect, violence, suicide and crime victimization on individuals and families.
06.08 Develop appropriate coping behavior in time of crisis.

07.0 IDENTIFY SUPPORT SYSTEM FOR PARENTS--The student will be able to:

07.01 Recognize the importance and functions of family and community support systems.
07.02 Prepare a list of community agencies that aid families and identify services, costs and procedures.
07.03 List and describe support groups, other than community agencies, which provide support for families.

08.0 ANALYZE RECENT TRENDS/DEVELOPMENTS IN BRAIN RESEARCH--The student will be able to:

08.01 Conduct a study of brain research as it relates to the development of the brain from 0-6 years, using various forms of media, including magazines, books, and the internet. Summarize findings. (Ex.http://www.kidnetflorida.org/kids)
08.02 Explain why the first three years of life are critical to a child's development.
08.03 Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development.
08.04 Relate the brain research findings to the care of children ages 0-6 by parents and other caregivers.
08.05 Give examples of activities that are age appropriate for ages 0-6.