

Florida Department of Education  
CURRICULUM FRAMEWORK

**Program Title:** Parenting Skills  
**Program Type:** Practical Arts  
**Occupational Area:** Family and Consumer Sciences

	<u>Secondary</u>	
<b>Program Number</b>	<b>8500300</b>	
CIP Number	0920.0113PA	
Grade Level	9-12 30, 31	
Length	.5 credit	
Certification	VOC HME EC @4	GEN HME EC @4
	E CHILD ED @0	HOME EC 1 @2
	PRIMARY ED B	PK PRIMARY H
	FAM CON SC 1	PRESCH ED A
Facility Code	231	
CTSO	FCCLA	
Coop Method	No	
Apprenticeship	No	

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to prepare students for the multiple roles essential to becoming a model parent and to understand the dual roles of males and females as parents and wage earners. This course will also enhance their abilities to assist children to become effective citizens in a multicultural and technological society.

The content includes, but is not limited to: parenting roles and responsibilities; nurturing and protective environments for children; positive parenting strategies; effective communication in parent/child relationships; multicultural diversity and trends in technology.

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

Activities may provide opportunities to utilize equipment, such as, computers, a television/VCR, a video camera and recreational games and gadgets.

- III. **SPECIAL NOTE:** Family, Career and Community Leaders of America (FCCLA), is the appropriate career and technical student organization (CTSO) for providing leadership training and reinforcing specific career skills. Career and Technical Student Organizations, when provided, shall be an integral part of the instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

The National Family and Consumer Sciences Standards which correlate to student performance standards have been included. The national standards will appear by number, i.e., NFCS Standards 2.1, 3.2. The FCS national standards can be viewed on

the following website:

<http://ideanet.doe.state.in.us/octe/facs/natlstandards.htm>.

<http://www.aafcs.org/fcs/index.html> leads to an online directory which provides a comprehensive list of resources that directly correspond to the 16 National Teaching Standards. Links to governmental, organizational, educational, and commercial websites are available and organized by standard.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve student's personal qualities and higher-order thinking skills.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

- IV. **INTENDED OUTCOMES**: After successfully completing this course, the student will be able to:
- 01.0 Analyze and evaluate parenting roles and responsibilities.
  - 02.0 Define self-esteem and relate it to self-image and behaviors in both parents and children.
  - 03.0 Define and explain a nurturing and protective environment for children.
  - 04.0 Describe positive parenting skills in guiding children's behavior at different stages (including the special needs child).
  - 05.0 Emphasize the importance of effective communication in parent/child relationships.
  - 06.0 Identify and summarize family and community support systems.
  - 07.0 Describe parenting issues and concerns.
  - 08.0 Demonstrate an awareness of the diversity of today's family unit.
  - 09.0 Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children.
  - 10.0 Relate current trends and technological advances to the parenting process.
  - 11.0 Demonstrate leadership and organizational skills.
  - 12.0 Analyze recent trends/developments in brain research.

Florida Department of Education  
STUDENT PERFORMANCE STANDARDS

**Program Title:** Parenting Skills  
**Secondary Number:** 8500300

01.0 ANALYZE AND EVALUATE PARENTING ROLES AND RESPONSIBILITIES--The student will be able to:

LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.4, LA.A.2.4.7, MA.A.3.4.1

NFCS Standards: 1.1, 1.3, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.6, 5.2, 6.1, 6.2, 7.2, 7.3, 12.1, 12.2, 12.3, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 15.1, 15.2, 15.4

- 01.01 Define parenting and related terminology.
- 01.02 Describe the myths and realities of parenthood.
- 01.03 Analyze the positive and negative reasons for having children.
- 01.04 Evaluate the financial impact of rearing children.
- 01.05 Describe characteristics of nurturing parents and family members.
- 01.06 Assess the roles, responsibilities and rewards involved in being an effective parent.
- 01.07 Compare and contrast parenting styles such as democratic, permissive and authoritarian.
- 01.08 Determine the attitudes and characteristics that would indicate personal readiness for parenthood.

02.0 DEFINE SELF-ESTEEM AND RELATE IT TO SELF-IMAGE AND BEHAVIORS IN BOTH PARENTS AND CHILDREN--The student will be able to:

LA.A.2.4.4, LA.A.2.4.8

NFCS Standards: 2.1, 2.6, 4.1, 4.6, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6

- 02.01 Define self-esteem.
- 02.02 Analyze the characteristics of people with both high and low self-esteem.
- 02.03 Discuss how positive self-esteem affects children throughout the developmental stages.
- 02.04 Develop strategies to encourage high self-esteem in children throughout developmental stages.
- 02.05 Analyze factors that have a negative impact on a child's self-esteem.
- 02.06 List and discuss activities, clubs, sports, etc. and their impact on children's and parent's self-esteem.

03.0 DEFINE AND EXPLAIN A NURTURING AND PROTECTIVE ENVIRONMENT FOR CHILDREN--The student will be able to:

LA.A.2.2.7, LA.A.3.4.2, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, MA.B.3.4.1, SC.F.1.4.1, SC.F.1.4.2,

NFCS Standards: 1.2, 1.3, 2.1, 2.6, 4.1, 4.3, 4.4, 4.6, 5.2, 5.3, 5.5, 5.7, 6.2, 7.2, 7.3, 7.4, 7.5, 9.3, 12.1, 12.2, 12.3, 14.1, 14.2, 14.3, 14.4

- 03.01 Define and explain the meaning of a nurturing and protective environment.
- 03.02 Identify the developmental stages of children (physical, social, emotional and intellectual.)
- 03.03 Demonstrate an awareness of appropriate physical care of children including bathing, feeding, dressing and health routines.
- 03.04 Identify and discuss factors that would enhance or impede positive parenting and family relationships (to include divorce, death, HIV/AIDS, latchkey children, drugs and suicide).
- 03.05 Define child abuse and neglect and differentiate between the types of child abuse and neglect.
- 03.06 Describe the influence of personal and environmental factors that can result in child abuse.
- 03.07 Define Shaken Baby Syndrome.
- 03.08 Assess the skills needed for parenting children with special needs or who are at risk.
- 03.09 Explain ways to assist children in managing stress.
- 03.10 Devise strategies that will assist parents in becoming involved in their children's education at home and at school.
- 03.11 Evaluate factors to consider when selecting child care.

04.0 DESCRIBE POSITIVE PARENTING SKILLS IN GUIDING CHILDREN'S BEHAVIOR AT DIFFERENT STAGES(including the special needs child)--The student will be able to:

LA.A.2.4.4, LA.A.2.4.8

NFCS Standards: 1.1, 1.3, 2.3, 2.5, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.4, 6.1, 6.2, 7.2, 7.3, 12.1, 12.2, 12.3, 13.2, 13.3, 13.4, 13.6, 15.1

- 04.01 Identify and discuss positive parenting skills.
- 04.02 Distinguish between responsible and irresponsible behavior in children at different developmental stages.
- 04.03 Define and explain: discipline, punishment, and guidance.
- 04.04 Outline acceptable methods of guidance used to modify behavior in a child.

05.0 EMPHASIZE THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN PARENT/CHILD RELATIONSHIPS--The student will be able to:

NFCS Standards: 4.2, 4.4, 4.5, 6.1, 12.1, 12.2, 12.3, 13.2, 13.3, 13.4, 13.6

- 05.01 Define effective communication and relate it to a child's social, emotional, and intellectual development.
- 05.02 Discuss the importance of openness and truthfulness in parent/child communication.
- 05.03 Differentiate between positive and negative communication between parent and child.

- 05.04 Compile a list of effective methods used to encourage parent/child communication.
- 06.0 IDENTIFY AND SUMMARIZE FAMILY AND COMMUNITY SUPPORT SYSTEMS--The student will be able to:
- LA.A.2.4.4, SC.H.3.4.4
- NFCS Standards: 1.1, 2.2, 3.1, 3.2, 4.2, 6.1, 6.2, 12.1, 12.2, 13.1, 13.2, 13.3, 13.4, 13.5, 15.3
- 06.01 Prepare a list of community resources available to families and summarize their services.
- 06.02 Research and report on state and federal resources that provide support for families.
- 07.0 DESCRIBE PARENTING ISSUES AND CONCERNS--The student will be able to:
- LA.A.2.4.1, LA.A.2.4.4, LA.A.2.4.5, LA.A.2.4.7, MA.E.1.4.1, MA.E.1.4.2, MA.E.1.4.3
- NFCS Standards: 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 4.2, 4.3, 4.4, 6.2, 12.1, 12.2,
- 07.01 Analyze the influences of television and other media on the family.
- 07.02 Develop and analyze a list of social problems that affect parenting.
- 07.03 Identify responsibilities and concerns relative to teen parenting.
- 08.0 DEMONSTRATE AN AWARENESS OF THE DIVERSITY OF TODAY'S FAMILY UNIT--The student will be able to:
- SC.G.1.4.1
- NFCS Standards: 1.1, 6.1, 6.2
- 08.01 Describe factors that cause diversity in families.
- 08.02 Compare the differences between lifestyles of today and the past.
- 08.03 Analyze ways of strengthening families that are diverse.
- 09.0 DEMONSTRATE AN UNDERSTANDING OF FAMILY, MULTICULTURAL AND ETHNIC DIVERSITY AND ITS IMPACT ON PARENTS AND CHILDREN--The student will be able to:
- LA.A.2.4.4, LA.A.2.4.8, SC.G.2.4.6
- NFCS Standards: 2.1, 2.6, 5.2
- 09.01 Define family, multicultural and ethnic diversity.
- 09.02 Define cultural bias, stereotypes and prejudices and determine how each limits and/or interferes with effective parenting.
- 09.03 Analyze and determine similarities and differences among multicultural families.

- 09.04 Develop strategies to help families assimilate into a new and different cultural environment.
- 09.05 Determine ways parents can assist their children in distinguishing between truths and myths regarding other cultures.
- 10.0 RELATE CURRENT TRENDS AND TECHNOLOGICAL ADVANCES TO THE PARENTING PROCESS--The student will be able to:
- LA.A.2.4.4, LA.A.2.4.8, SC.H.3.4.3
- NFCS Standards: 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.5, 4.2, 4.3, 4.4, 5.6, 6.1, 6.2, 7.2, 7.4, 7.5, 12.1, 12.2, 12.3, 15.2, 15.3, 15.4
- 10.01 Compile a list of current trends and new technology and discuss their relationship to the parenting process.
- 10.02 Devise methods of keeping abreast of current trends and new technology that impact parenting.
- 10.03 Research and report on adaptive tools and equipment used by children with special needs.
- 10.04 Demonstrate an awareness of how new technology and adaptive tools and equipment can be used to enhance parenting.
- 11.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:
- LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.1.4.4, MA.A.4.4.1, MA.A.4.4.3, MA.A.4.4.4, MA.E.3.4.1, MA.E.3.4.2, HE.B.3.4.1, HE.B.3.4.2, HE.B.3.4.3, HE.B.3.4.4, HE.B.3.4.5, HE.B.3.4.6, HE.C.1.4.5, HE.C.1.4.6, HE.C.2.4.4, HE.C.2.4.5, HE.C.2.4.6
- NFCS Standards: 4.6, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6
- 11.01 Identify vocational youth organizations related to family life.
- 11.02 Determine purposes and functions of vocational youth organizations.
- 11.03 Explain roles and responsibilities of members and work cooperatively as a group member to achieve organizational goals.
- 11.04 Demonstrate confidence in leadership roles and organizational responsibilities.
- 11.05 Demonstrate commitment to achieve organizational goals.
- 11.06 Develop a personal growth project.
- 11.07 Weigh competitive events for vocational youth organizations.
- 12.0 ANALYZE RECENT TRENDS/DEVELOPMENTS IN BRAIN RESEARCH--The student will be able to:
- LA.A.1.4.2, LA.A.2.4.1, LA.A.2.4.4, LA.B.2.4.4, MA.E.1.4.1, MA.E.1.4.2, MA.E.1.4.3, SC.F.2.4.3, HE.C.2.4.5, HE.C.2.4.6
- NFCS Standards: 12.1, 12.2, 12.3, 15.1, 15.2, 15.3
- 12.01 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.

- 12.02 Explain why the first three years of life are critical to a child's development.
- 12.03 Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development.
- 12.04 Using the media center, prepare a list of books and other resources on brain research.
- 12.05 Give examples of activities that are age appropriate for ages 0-6.