

Florida Department of Education
Curriculum Framework

Program Title: Parenting Skills
Program Type: Non Career Preparatory
Career Cluster: Human Services

Secondary – Non Career Preparatory

Program Number	8500300
CIP Number	09200113PA
Grade Level	9-12
Standard Length	.5 credit
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster.

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.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8500300	Parenting Skills	E CHILD ED @0 PRIMARY ED@B PK PRIMARY H FAM CON SC 1 PRESCH ED L	.5	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 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 based on ages or special needs.
- 05.0 Emphasize the importance of effective communication in parent/child relationships.
- 06.0 Identify and summarize family support systems.
- 07.0 Demonstrate an awareness of the diversity of today's family unit.
- 08.0 Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children.
- 09.0 Relate current trends and technological advances to the parenting process.
- 10.0 Demonstrate leadership and organizational skills.
- 11.0 Analyze recent trends/developments in brain research.

**Florida Department of Education
Student Performance Standards**

Course Title: Parenting Skills
Course Number: 8500300
Course Credit: .5

Course Description:

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 as parents and providers. This course will also enhance their abilities to assist children to become effective citizens in a multicultural and technological society.

CTE Standards and Benchmarks	
01.0	Analyze and evaluate parenting roles and responsibilities. – The student will be able to:
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:
02.01	Define self-esteem and self-image.
02.02	Analyze the characteristics of people with both high and low self-esteem.
02.03	Discuss how positive self-esteem affects children and develop strategies to encourage high self-esteem.
02.04	Analyze factors that have a negative impact on a child's self-esteem.
03.0	Define and explain a nurturing and protective environment for children. – The student will be able to:

CTE Standards and Benchmarks

03.01	Identify the developmental stages of children (physical, social, emotional, moral, and intellectual).
03.02	Demonstrate an awareness of appropriate physical care of children including bathing, feeding, dressing, and health routines.
03.03	Identify and discuss factors that would enhance or impede positive parenting and family relationships to include divorce, death, illness, drugs, and suicide.
03.04	Define and differentiate between the types of child abuse.
03.05	Describe the influence of personal and environmental factors that can result in child abuse.
03.06	Identify and explain the causes and effects of Shaken Baby Syndrome.
03.07	Assess the skills needed for parenting children with special needs.
03.08	Explain ways to assist family members and caregivers in managing stress.
03.09	Devise strategies that will assist parents in becoming involved in their children's education at home and at school.
03.10	Evaluate factors to consider when selecting childcare.
04.0	Describe positive parenting skills in guiding children's behavior based on ages or special needs. – The student will be able to:
04.01	Identify and discuss positive parenting skills.
04.02	Distinguish age appropriate behaviors in children.
04.03	Define and explain: discipline, punishment, and guidance.
04.04	Explore 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:
05.01	Define effective communication and relate it to a child's social, emotional, moral, 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.
05.05	Establish ways to assist children in managing their stress through communication and various resources.
06.0	Identify and summarize family support systems. – The student will be able to:
06.01	Prepare a list of community resources available to families and explain their services.

CTE Standards and Benchmarks

06.02 Research and report on state and federal resources that provide support for families.

07.0 Demonstrate an awareness of the diversity of today's family unit. – The student will be able to:

07.01 Differentiate diverse family units in society.

07.02 Compare the differences between lifestyles of today and the past.

07.03 Analyze ways of strengthening the family unit.

07.04 Identify responsibilities and concerns relative to teen parenting.

08.0 Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children. – The student will be able to:

08.01 Define family, multicultural and ethnic diversity.

08.02 Define cultural bias, stereotypes and prejudices and determine how each limits and/or interferes with effective parenting.

08.03 Analyze and determine similarities and differences among multicultural families.

08.04 Develop strategies to help families assimilate into a new and different cultural environment.

08.05 Determine ways parents can assist their children in distinguishing between truths and myths regarding other cultures.

09.0 Relate current trends and technological advances to the parenting process. – The student will be able to:

09.01 Determine the impact of new technology and current trends on parenting.

09.02 Research and report on adaptive tools and equipment used by children with special needs.

09.03 Demonstrate how new technology can be used to enhance parenting.

10.0 Demonstrate leadership and organizational skills. – The student will be able to:

10.01 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.

10.02 Work cooperatively as a group member to achieve organizational goals.

10.03 Demonstrate leadership roles and organizational responsibilities.

10.04 Identify and utilize the FCCLA planning process

10.05 Discuss the establishment and history of the FCCLA organization

11.0 Analyze recent trends/developments in brain research – the student will be able to:

CTE Standards and Benchmarks

11.01 Explain why the first three years of life are critical to a child's development.

11.02 Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development.

11.03 Develop stimulating activities that are age appropriate for children of all ages.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. 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.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.