

## Parenting Education 2

### Course Code 5817

Parenting Education 2 provides learning experiences for students to examine parenting communication skills, how parenting practices affect growth and development, parenting practices that build resilience in children, parenthood roles and responsibilities, support systems for parents and children, and career pathway selections that lead to a balanced work and family life. Workplace Readiness Skills are incorporated throughout the course learning experiences. Family, Career, and Community Leaders of America (FCCLA) is a Career and Technical Student Organization (CTSO) that extends the classroom learning experience through leadership development activities and student competitions.

Credit:	1 unit (120 hours)
National Certification:	First Aid/CPR, ServSafe® Food Handler Advanced Childcare
Recommended grades:	9-12
Prerequisite:	Parenting Education 1
Instructional Materials:	<a href="#"><u>Comprehensive Listing of State Adopted Instructional Materials for Middle and High Schools</u></a>
Employment Opportunities:	
High School Education:	preschool aide, family child care provider, and recreation aide
Postsecondary Education:	child care supervisor, special education aide, preschool teacher, and after-school program supervisor, parent educator/liaison
Postgraduate Education:	family and consumer sciences teacher, preschool director, kindergarten, elementary, middle, or secondary teacher, children's center supervisor, childpsychologist, adoption specialist, social worker, child care center inspectors

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#### Standards Revision Committee Secondary Representatives

Babbett Hagans	CyberAcademy of SC, Charter Institute of Erskine
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#### Postsecondary Representatives

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#### 21<sup>st</sup> Century Skills Checklist

21<sup>st</sup> Century Skills are integrated throughout the course content.

#### Academic Alignment Key

ELA – English Language Arts	ES – Earth Science
EA – Elementary Algebra	ECON – Economics and Personal Finance
G – Geometry	HG – Human Geography
PC - Pre-Calculus	USHC – United States History and Constitution
PS – Probability and Statistics	USG – United States Government
B - Biology	ISTE – International Society for Technology in Education
P - Physics	

#### Standards and Indicators Information

The Child Development 1 standards integrate the tenets of the Depth of Knowledge (DOK) to lead to demanding cognition and high expectations in instruction and assessment. The indicators follow the Five E Instructional Model, which is a five-stage teaching sequence that helps students build their understanding and new ideas.

#### [Five E Instructional Model](#)

Engage is designed to pique student interest and get them personally involved in the instruction, and adding a mechanism to pre-assess prior knowledge.

Explore gets students involved in the topic and provides an opportunity to build their understanding.

Explain involves opportunities to communicate and describe what is learned at different intervals of the instruction.

Elaborate allows students to use their new knowledge and go beyond to explore implications of the new knowledge.

Evaluate is an opportunity to determine how much learning and understanding has taken place for the students and the teachers.

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Students will demonstrate 21<sup>ST</sup> Century Workplace Readiness Skills. Personal

#### **Qualities and Abilities**

1. **Creativity and Innovation:** Employs originality, inventiveness, and resourcefulness in the workplace
2. **Critical Thinking and Problem-Solving:** Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action
3. **Initiative and Self-Direction:** Independently looks for ways to improve the workplace and accomplish tasks
4. **Integrity:** Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect
5. **Work Ethic:** Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

#### **Interpersonal Skills**

6. **Conflict Resolution:** Negotiates diplomatic solutions to interpersonal and workplace issues
7. **Listening and Speaking:** Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience
8. **Respect for Diversity:** Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences
9. **Customer Service Orientation:** Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service
10. **Teamwork:** Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members

#### **Professional Competencies**

11. **Big Picture Thinking:** Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions
12. **Career and Life Management:** Plans, implements, and manages personal and professional development goals related to education, career, finances, and health
13. **Continuous Learning and Adaptability:** Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements
14. **Efficiency and Productivity:** Plans, prioritizes, and adapts work goals to manage time and resources effectively

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#### Professional Competencies (cont.)

15. Information Literacy: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks
16. Information Security: Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities
17. Information Technology: Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions
18. Job-Specific Tools and Technologies: Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively
19. Mathematics: Applies mathematical skills to complete tasks as necessary
20. Professionalism: Meets organizational expectations regarding work schedule, behavior, appearance, and communication
21. Reading and Writing: Reads and interprets workplace documents and writes effectively
22. Workplace Safety: Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others

[\*Workplace Readiness Skills for the Commonwealth\*](#) was developed by the Virginia Department of Education's Office of Career, Technical, and Adult Education, in cooperation with the University of Virginia's Weldon Cooper Center for Public Service, the Career and Technical Education Consortium of States and Virginia's CTE Resource Center.

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#### **A. Parenting Communication**

##### **A1. Analyze interpersonal skills for successful parenting.**

1. Engage: Identify verbal, nonverbal, written, and visual communication relating to interpersonal skills for successful parenting.
2. Explore: Demonstrate effective communication skills for successful parenting.
3. Explain: Explain passive, aggressive, passive-aggressive, and assertive communication for successful parenting.
4. Extend: Analyze constructive, developmentally appropriate strategies for conflict resolution.
5. Evaluate: Evaluate developmentally appropriate communication for successful parenting.

#### **B. Growth and Development**

##### **B1. Analyze developmentally appropriate parenting practices.**

1. Engage: Identify general milestones for each stage of childhood development (infancy 0-1, toddler 1-3, preschooler 3-5, school age 5-12, adolescent/teenager 12-18).
2. Explore: Compare developmentally appropriate parenting expectations for each stage of development.(infancy 0-1, toddler 1-3, preschooler 3-5, school age 5-12, adolescent/teenager 12-18).
3. Explain: Explain the changing nature of parenting for each developmental stage.
4. Extend: Differentiate communication strategies for each stage of development. (infancy 0-1, toddler 1-3, preschooler 3-5, school age 5-12, adolescent/teenager 12-18).
5. Evaluate: Evaluate the needs of parents during each developmental stage.

#### **C. Health and Wellness**

##### **C1. Analyze parenting practices that build resilience in children.**

1. Engage: Develop parenting practices that promote social health and wellness in children.
2. Explore: Examine parenting practices that promote emotional health and wellness of children.
3. Explain: Assess parenting practices that promote intellectual health and wellness in children.
4. Extend: Analyze parenting practices that promote safety in the health and wellness of children.
5. Evaluate: Evaluate parenting practices that promote physical health and wellness in children.

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#### **D. Parenthood Roles and Responsibility**

##### **D1. Determine parenting roles and responsibilities.**

1. Engage: Identify opportunities for parent education and involvement.
2. Explore: Describe ethical responsibilities of parents.
3. Explain: Explain the laws regarding child abuse and neglect.
4. Extend: Justify seeking supportive services when needed.
5. Evaluate: Evaluate childcare services for quality.

#### **E. Support Systems**

##### **E1. Analyze support systems for parents and children.**

1. Engage: Compare internal and external support systems.
2. Explore: Justify why family members and friends can serve an important role in a parent's support system.
3. Explain: Evaluate the various ways that support systems can be established.
4. Extend: Assess community resources and services available to parents and children.
5. Evaluate: Determine resources and services that address specific needs of parents and children.

#### **F. Career Pathways and Professionalism**

##### **F1. Evaluate career pathway selections and they can lead to balanced work and family life.**

1. Engage: Analyze potential effects of various career path decisions on balancing work and family.
2. Explore: Examine how different career pathways affect child-rearing.
3. Explain: Describe how parent attitudes and habits toward employment model positive behaviors for their children.
4. Extend: Explore strategies to manage multiple roles (individual, parent, employee).
5. Evaluate: Evaluate personal future career goals.