

**STATEWIDE COURSE SYLLABUS  
PARENTING EDUCATION 1**

**Instructor:**

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

**Career Cluster:**

**CIP Code:**

**Course Number and Title:**

**Course Description:**

**Grade Level: 11 – 12**

**Carnegie Units: 1**

**(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)**

**Prerequisite:**

**Virtual School:** Check with the Office of e-Learning to determine if this course is offered online. Go to the following webpage for additional information: <http://scvspconnect.ed.sc.gov/>

**National Assessment:**

**South Carolina State Standards/Indicators/National Assessment-Credential**

**Unit 1:           Topic: B. Growth and Development**

**Amount of Time:**

**State Standard: B1. Analyze parenting practices that maximize human development.**

**Indicators:**

1. Identify parenting and nurturing practices.
2. Describe the different communication styles.
3. Compare factors that influence human growth and development.
4. Assess community resources that support parenting and nurturing.
5. Contrast parenting styles.
6. Explain the identifying characteristics of child abuse and neglect.
7. Explore childhood disabilities.

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8. Evaluate criteria for selecting child care services.
9. Evaluate criteria for selecting health care services.

**Unit 2: Topic: C. Health and Wellness**

**Amount of Time:**

**State Standard: C1. Evaluate the significance of health and wellness.**

**Indicators:**

1. Analyze parental factors that influence health and wellness practices.
2. Explore components of health and wellness(emotional, environmental, financial, mental, physical, physiological, social, spiritual)
3. Analyze factors that influence food selection.
4. Generate data that show healthy nutritional practices.
5. Describe the impact of daily physical activities on health and wellness.
6. Explain how parenting practices impact health and wellness.
7. Identify current issues and trends in health and wellness.

**Amount of Time:**

**State Standard: C2. Analyze issues associated with adolescent parenthood.**

**Indicators:**

1. Identify issues associated with adolescent pregnancy.
2. Explain the importance of prenatal care.
3. Discuss the birthing process.
4. Summarize social stigmas associated with adolescent pregnancy.
5. Describe the roles and responsibilities of teenage father, mother, and extended family.
6. Explore support networks.
7. Summarize the importance of a support network for adolescent parent(s).
8. Explore social programs that benefit adolescent parent(s) and their children.

**Unit 3:Topic: D. Parenthood Roles and Responsibilities**

**Amount of Time:**

**State Standard: D1. Analyze the roles, responsibilities, and rewards of parenting.**

**Indicators:**

1. Justify the need for respect.
2. Discuss parenting roles.
3. Analyze parental responsibilities.
4. Examine methods of guidance and discipline.
5. Examine societal conditions that influence parenting.

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6. Compare cultural parenting roles and responsibilities.
7. Critique rewards and challenges of parenting.

**Amount of Time:**

**State Standard: D2. Examine the management of resources across the lifespan.**

**Indicators:**

1. Define resource, management, fraud and lifespan.
2. Differentiate between human resources, non-human resources and community resources.
3. Analyze rights and responsibilities of managing resources, including legal considerations.
4. Identify changing roles and responsibilities over lifespan.
5. Develop appropriate methods for managing crisis situations by accessing available resources.

**Unit 5: Topic: Planning for Parenthood**

**Amount of Time:**

**State Standard: Evaluate methods of family planning.**

**Indicators:**

1. Differentiate between the terms traditional pregnancy, medically-assisted pregnancy, adoption, black market adoption, foster care, polygamy and blended family.
2. Classify the different legally accepted methods of becoming a parent.
3. Identify the advantages and disadvantages of marriage, including legal and ethical considerations.
4. Research risks associated with family planning.

**Unit 6: Topic: Careers**

**Amount of Time:**

**State Standard: Examine interests and career opportunities related to parenting education.**

**Indicators:**

1. Differentiate between the terms work, job, career, and volunteer.
2. Develop strategies for career planning.
3. Identify personal qualities to know their strengths.
4. Research career opportunities related to parenting.

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5. Demonstrate 21<sup>st</sup> Century Skills.

**Course Outline**

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
<b>Week 1</b>			<b>Week 10</b>		
<b>Week 2</b>			<b>Week 11</b>		
<b>Week 3</b>			<b>Week 12</b>		
<b>Week 4</b>			<b>Week 13</b>		
<b>Week 5</b>			<b>Week 14</b>		
<b>Week 6</b>			<b>Week 15</b>		
<b>Week 7</b>			<b>Week 16</b>		
<b>Week 8</b>			<b>Week 17</b>		
<b>Week 9</b>			<b>Week 18</b>		

**Academic Alignments:**

Course content is aligned with the following academic subject areas:

**English Language Arts**

**Earth Science**

**Economics**

**Chemistry**

**Health and Safety Education**

**Elementary Algebra**

**Geometry**

**Intermediate Algebra**

**PreCalculus**

**Technology**

**Physics**

**Biology**

**Data Analysis**

**Textbook(s):**

**Evaluation and Grading:**

**1. Grading System:**

**2. Grading Scale:**

**A = 100 - 93**

**B = 92 - 85**

**C = 84 - 77**

**D = 76 - 70**

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F = 69 - below

## Make-up Policy and Extra Help

## Supplies needed:

## Classroom Expectations

## Classroom Procedures

**Student Organization:** Involvement in student organizations has resulted in the strongest gains in cognitive skills, communication skills, interpersonal skills, and self-confidence.

## Collaborative Partnerships

**Advisory Council:** The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

**Business/Community Connections:** Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

## Dual Credit/Articulation Opportunities (Transition Strategies for Middle School)

## Service Learning Projects

## Extended Learning Opportunities

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**21<sup>st</sup> Century Skills**

[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120)

The elements listed below are 21<sup>st</sup> Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

<p><b>Core Subjects and 21st Century Themes</b></p> <ul style="list-style-type: none"> <li>• English, reading or language arts</li> <li>• World languages</li> <li>• Arts</li> <li>• Mathematics</li> <li>• Economics</li> <li>• Science</li> <li>• Geography</li> <li>• History</li> <li>• Government and Civics</li> </ul>	<p><b>Learning and Innovation Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and Innovation</b> Think Creatively Work Creatively with Others Implement Innovations</li> <li>• <b>Critical Thinking and Problem Solving</b> Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems</li> <li>• <b>Communication and Collaboration</b> Communicate Clearly</li> <li>• Collaborate with Others</li> </ul>
<p><b>Information, Media and Technology Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b> Access and Evaluate Information Use and Manage Information</li> <li>• <b>Media Literacy</b> Analyze Media Create Media Products</li> <li>• <b>ICT Literacy</b> Apply Technology Effectively</li> </ul>	<p><b>Life and Career Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Flexibility and Adaptability</b> Adapt to Change Be Flexible</li> <li>• <b>Initiative and Self-Direction</b> Manage Goals and Time Work Independently Be Self-directed Learners</li> <li>• <b>Social and Cross-Cultural Skills</b> Interact Effectively with Others Work Effectively in Diverse Teams</li> <li>• <b>Productivity and Accountability</b> Manage Projects Produce Results</li> <li>• <b>Leadership and Responsibility</b> Guide and Lead Others Be Responsible to Others</li> </ul>

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**Checklist**

Please check each item you have read and understand:

<b>Syllabus Topics</b>	<b>Parent</b>	<b>Student</b>
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Student Organization		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 <sup>st</sup> Century Skills		

Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Printed Name: \_\_\_\_\_