



Approved Innovative Course

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Course: Parenting Education I

PEIMS Code: N1302536

Abbreviation: PAED1

Grade Level(s): 9-12

Number of Credits: 1.0

Course description:

This course is designed to address the special needs and interests of students who are parents or expectant parents. Special emphasis is placed on prenatal care and development, postnatal care, infant care, child development, and parenting skills. Other units of study address personal development, responsible parenthood and adult roles, family problems and crises, conflict resolution, family health issues, nutrition, safety, management, and employability skills. Students develop the knowledge and skills to the multiple roles of student, parent, family member, and provider.

Essential knowledge and skills:

- (a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of each course.
- (b) Introduction
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services and consumer services.
 - (3) This course is designed to address the special needs and interests of students who are parents or expectant parents. Special emphasis is placed on prenatal care and development, postnatal care, infant care, child development, and parenting skills. Other units of study address personal development, responsible parenthood and adult roles, family problems and crises, conflict resolution, family



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health issues, nutrition, safety, management, and employability skills. Students develop the knowledge and skills to the multiple roles of student, parent, family member, and provider.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (c) Knowledge and skills
- (1) The student demonstrates professional standards/employability skills. The student is expected to:
- (A) demonstrate effective methods to secure, maintain, and terminate employment;
 - (B) explain the importance of a positive work ethic;
 - (C) practice positive human-relations skills; and
 - (D) demonstrate appropriate grooming, appearance, and etiquette for the workplace;
 - (E) apply interpersonal communication skills in business and industry settings;
 - (F) explain the value of collaboration within the workplace;
 - (G) discuss the importance of time management on workplace success; and
 - (H) identify the impact of social media and technology use on employability.
- (2) The student evaluates factors related to personal development and interpersonal relationships. The student is expected to:
- (A) analyze personal strengths and abilities;
 - (B) apply techniques to develop self-awareness;
 - (C) apply strategies and skills for self-direction;
 - (D) describe adjustments related to achieving independence;
 - (E) determine responsibilities of living as an independent adult;
 - (F) describe qualities necessary to support strong, healthy relationships;
 - (G) describe the development of healthy relationships;
 - (H) identify strategies for coping with peer and family pressures;



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- (I) analyze the importance and benefits of sex education as it relates to the emotional health of unmarried persons and the prevention of un-planned pregnancy and sexually-transmitted diseases; and
- (J) research the effectiveness or ineffectiveness of abstinence, barrier protection, and other contraceptive methods in the prevention of pregnancy, sexually-transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and repeat pregnancy.
- (3) The student describes parenthood and adult roles. The student is expected to:
- (A) explain the legal responsibilities involved in parenting such as paternity testing or self-identification of the biological parent;
- (B) identify and summarize the roles of parents;
- (C) explain the changing roles of parents throughout the family life cycle;
- (D) analyze the impact of changing societal patterns, demographics, and cultural diversity on the role of parents and families throughout the life span;
- (E) determine strategies for managing the multiple roles of parents;
- (F) analyze resources affecting management of multiple adult roles including parent, student, and provider;
- (G) summarize the impact of pregnancy on the family;
- (H) identify commitments and decisions involved in child rearing such as selecting health care, providing insurance, providing financial support, and securing housing and child care; and
- (I) evaluate the potential effects of the addition of children on family members.
- (4) The student analyzes the impact of prenatal care and development on the child and mother. The student is expected to:
- (A) explain the human reproductive system;
- (B) describe the signs of pregnancy;
- (C) discuss the role of genetics in prenatal development;
- (D) summarize the stages of prenatal development
- (E) describe the components and effects of good prenatal care
- (F) analyze the effects of alcohol, tobacco, other drugs, and environmental factors on the development of the fetus;



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- (G) describe the components and effects of good prenatal care;
 - (H) summarize the stages of prenatal development;
 - (I) describe the process of labor and delivery;
 - (J) discuss the impact of technological advances on prenatal care and development;
 - (K) describe neonatal care and its potential effect on the well-being of the child;
 - (L) describe postnatal care and its potential effect on the well-being of the mother; and
 - (M) describe nutritional needs prior to and during pregnancy and lactation.
- (5) The student analyzes parental responsibilities that promote health and wellness of infants and toddlers. The student is expected to:
- (A) identify signs of good health and symptoms of illness in infants and toddlers;
 - (B) describe techniques for caring for a sick infant or toddler;
 - (C) identify strategies that promote a safe environment for infants and toddlers;
 - (D) identify and describe the responsibilities of parents in appropriately managing the safety and health care of infants and toddlers;
 - (E) identify nutritional needs during infancy and early childhood;
 - (F) explain the responsibilities of parents in providing infants and toddlers with nutritionally adequate diets; and
 - (G) demonstrate for the appropriate feeding of a baby and a toddler;
- (6) The student analyzes the growth and development of the child from infancy through age three. The student is expected to:
- (A) describe characteristics of the newborn;
 - (B) summarize various theories related to child growth and development such as those by Freud, Erikson, Brazelton, or Piaget;
 - (C) explain the physical, emotional, social, and cognitive development of the newborn, infant, and toddler;
 - (D) describe characteristics and safety considerations of developmentally appropriate play activities, reading, toys, and equipment for infants and toddlers;



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- (E) explain strategies for caring for children with special needs; and
- (F) describe the responsibilities of parents as their children's first teacher.
- (7) The student summarizes appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:
- (A) identify various types of guidance techniques and programs such as Positive Guidance, responsive language, and modeling;
 - (B) identify developmentally appropriate guidance techniques;
 - (C) identify and discuss the characteristics of a positive role model;
 - (D) describe parenting styles such as authoritarian, authoritative, permissive, or uninvolved and the effects on children;
 - (E) identify and discuss strategies for promoting communication between parents and children;
 - (F) identify behaviors that may lead to child abuse; and
 - (G) identify strategies that deter abusive behavior.
- (8) The student evaluates how individual and family crises affect family relationships and parenting. The student is expected to:
- (A) identify family crises that may affect housing, finances, relationships, or childcare;
 - (B) analyze how family crises affect family and parenting relationships;
 - (C) identify strategies for preventing and coping with family crises;
 - (D) identify various communication and conflict resolution strategies such as asking questions, listening, feedback, observation, open a book, managing stress; and
 - (E) evaluate the impact of social media on relationships.
- (9) The student analyzes child care options and services. The student is expected to:
- (A) identify criteria for selecting quality child care;
 - (B) research and compare child care options for children of various ages;
 - (C) explain the financial considerations of child care options;



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and

(D) identify agencies and services that protect the rights of children.

(10) The student demonstrates effective practices for managing financial resources. The student is expected to:

- (A) demonstrate strategies for meeting individual and family needs through resource management;
- (B) identify sources of income;
- (C) describe the effect of personal and family priorities and goals on income and financial planning;
- (D) identify the components of budgeting and develop a working budget for the student and the child;
- (E) identify strategies for coping with financial emergencies;
- (F) explain the components of effective consumer awareness and practices to meet the needs of the child and family;
- (G) identify and summarize the resources available to assist families in need;
and
- (H) summarize the effects of financial management on quality of life.

Description of specific student needs this course is designed to meet:

This course is designed to address the special needs and interests of male and female students who are parents or who are pregnant. Special emphasis is placed on prenatal care and development, postnatal care, infant care, child development, and parenting skills. Other units of study address personal development, responsible parenthood and adult roles, family problems and crises, conflict resolution, family health issues, nutrition, safety, management, and employability skills. Students develop the knowledge and skills to manage the multiple roles of student, parent, family member, and wage earner.

Major resources and materials:

The Curriculum Center for Family and Consumer Science
Texas Tech University
Box 41161
Lubbock, TX 79409-1161



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Source of materials for Family and Consumer Sciences

Books/Curriculum

(2004), *Successful Parenting for School-Age Parents; Student Reference Book*, Lubbock, Texas: Texas Tech University.

(2005) *Successful Parenting for School-Age Parents; Student Activity Book*, Lubbock, Texas: Texas Tech University.

Yonge, K. (2000). *The 110 Best Parenting Sites on the Internet*, Charleston, W.V: Cambridge Research Group.

(2012), *24/7 Dad@Curriculum* 3rd Edition, Germantown, MD, 2012

Warren, J. & Brunelli PHD, L. and J (2005). *Teen Parenting*, (3rd ed) Bruana Park, CA: Morning Glory Press.

Publications

Office of the Texas Attorney General. (2008); *Parenting and Paternity Awareness (p.a.p.a) Curriculum*, Austin, Texas, Texas Attorney General.

<https://www.texasattorneygeneral.gov/cs/p.a.p.a.-curriculum-session-index>

Videotapes and DVDs

Meridian Education Corporation, (2005), *Brazelton on Parenting, Practical Parent Toilet Training*, USA.

Meridian Education Corporation, (2005), *Brazelton on Parenting, Practical Parent Learning*, USA.

Meridian Education Corporation, (2005), *Brazelton on Parenting, Practical Parent Preemies*, USA.

Meridian Education Corporation, (2005), *Brazelton on Parenting, Practical Parent Kids in Media*, USA.

Meridian Education Corporation, (2005), *Brazelton on Parenting, Practical Parent The Bonds of Family, Fatherhood*, USA.



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Cambridge Educational (2008), *Common Childhood Illnesses; Diagnosis and Treatment*, USA

ICEV Multimedia, (2208), *Special People, Special Needs*, USA,

Learning Seed, (2010), *Beginning of Life; Newborn Development*, Learning Seed, 2011

Attachment Relationship, Nurturing Healthy Bonds, USA

Meridian Education Corporation, (2014), *Sudden Infant Death Syndrome; An Update*, USA

In Joy, Birth and Parenting Education (2007)

The Stages of Labor, A Visual Guide for Teens, 2nd Edition, USA

Kid Safety of America, (2011), *Family Violence, Impact on Children, For Parents,*, USA

Meridian Education Corporatio (2006), *Birth Defects: Causes and prevention*, USA

Meridian Education Corporation, (2006), *Recognizing Child Abuse*, USA

David Garrigus Productions, (2006) *Circumcision*, USA

Meridian Corporation, (2010), *The Power of Family, Types of Families and Family Development*, USA

Learning Seed, (2006), *Go to Bed! Kids and Sleep*, USA

Websites:

The American National Redcross, (2017). American Red Cross. Retrieved from www.redcross.org

The March of Dimes Foundation, (2017). March of Dimes. Retrieved from www.marchofdimes.org

Meridth Corporation, (2017). Parents. Retrieved from www.parents.com

The Texas Workforce Commission, (2011). Texas Workforce Commission. Retrieved from <http://www.twc.state.tx.us/>

Texas Health and Human Services, Texas Department of Family and Protective Services, (2017). Retrieved from https://www.dfps.state.tx.us/Child_Care/



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National Association for the Education of Young Children, (2005). Retrieved from www.naeyc.org/

Texas A& M AgriLife Extension , (2017). Child Care Courses. Retrieved from http://extensiononline.tamu.edu/courses/child_care.php

Teaching Strategies LLC, (2017) Teaching Strategies for Early Childhood. Retrieved from <https://gold.teachingstrategies.com/login.cfm>

Recommended course activities:

GUEST SPEAKERS

Texas Workforce Center
University Schools Social Worker and Interns
High School Nurse: Shaken Baby Syndrome & SIDS
University's Rural Talent Search Programs
Human Sexuality; Family Planning
Texas Rehabilitation Commission
Texas Office for Prevention of Developmental Disabilities
Early Head Start
Head Start Family Advocate
Texas Child Care Licensing's
Texas Family Protective Services
Domestic Violence Partners Organizations
Women, Infant and Children program
Food Bank
Agri- Extension FCS Dept.
Housing Authorities
Youth Services
Early Childhood Intervention
Community Action Family Planning Services
Texas Home Visiting Program
Council on Alcohol and Drug Abuse
Sexual Assault Prevention and the Office of the Attorney General(AOG)



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AOG Child Support Division
P.A.P.A Training
Child Development Centers
Texas Cooperative Extension
FASFA Representatives
Public Library
Community Action Resource Van
Birthing Expert- to provide birthing class

FIELD TRIPS

Local Hospitals
Labor and Delivery Room Tour
Protection, Advocacy & Justice for Programs for Children

Community based childcare sites
Public Library

COUNSELING

Councils on Alcohol and Drug Abuse
Father's Groups and Mother's Groups
Women's Shelter; Sexual Assault Prevention

Optional:

After School Activities:

Parenting Lunch Meetings- Various speakers and presentations through partnership

Human Sexuality Presentations on Family Planning

End of the Year Awards banquet.

Labor and Delivery Class, outside of regular class time

Texas Legal Aide

Suggested methods for evaluating student outcomes:

Objective Information:



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Achievement tests

Criterion-referenced tests

Participation counts in activities planned

Journal/Workbook activities and evaluations

Research Projects-Rubric grading

Special Projects as determined by the teacher related to readings, reports, current events or resources

Subjective Information (opinion surveys):

Teacher questionnaires

Student questionnaires

Parental questionnaires.

Teacher qualifications:

An assignment for Parenting Education is allowed with one of the following certificates:

- Family and Consumer Sciences, Composite: Grades 6-12
- Human Development and Family Studies: Grades 8-12