



Innovative Course Application 2007-2008

Instructions:

1. Complete this application with care, remembering that if the course earns state approval, this application will be made available on the internet and may be accessed and referenced by the public.
2. Obtain the approval of your local board of trustees prior to submitting your application.
3. Submit your application via email as an attachment. Use "Innovative Course Application" as your subject line, and address the email to curriculum@tea.state.tx.us. **Submit your 2007-2008 application no later than February 27, 2007.** Expect a receipt confirmation within 5 business days.

Name of applying district or organization: College Station ISD

Complete mailing address: 1812 Welsh College Station, TX 77840

Contact person: Judy McLeod, Director of Career/Technology and Community Education

Contact person's email address: jmcleod@csisd.org

Contact person's phone number, area code first: 979-764-5465

County District Number (if applicant is a Texas school district): 021-901

Superintendent (if applicant is a Texas school district): Dr. Eddie Coulson

Date of local board of trustees' approval of this innovative course application: []



Name of innovative course(s): Parenting Education for School Age Parents I and II

Number of credits that may be earned: $\frac{1}{2}$ - 1

Brief description of the course (150 words or less):

This laboratory course is designed to address the special needs and interests of male and female students who are parents, who are pregnant, or who are expecting to become parents in the near future. Special emphasis is placed on prenatal care and development, postnatal care, child development, infant care, 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 are provided opportunities to develop the knowledge and skills to become successful parents and to prepare for managing the multiple roles of student, parent, family member, and wage earner.

Grade Level: 7-12 (Weighted CTE funding would be available for Grades 9-12 only.)

Essential Knowledge and Skills of the course:

PARENTING EDUCATION FOR SCHOOL AGE PARENTS I

Essential knowledge and skills

- (1) **Personal development and interpersonal relationships.** The student evaluates factors related to personal development and interpersonal relationships.
The student is expected to:
 - (A) analyze personal strengths and abilities;
 - (B) demonstrate techniques to develop self-awareness;
 - (C) demonstrate strategies and skills for self-direction;
 - (D) describe adjustments related to achieving independence;
 - (E) describe responsibilities of living as an independent adult;
 - (F) describe qualities necessary to support strong healthy relationships;
 - (G) describe the development of healthy relationships;
 - (H) demonstrate strategies for coping with peer and family pressures;
 - (I) analyze the importance and benefits of abstinence as it relates to emotional health of unmarried persons and the prevention of pregnancy and sexually-transmitted diseases; and
 - (J) analyze 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.

- (2) **Parenthood and adult roles.** The student analyzes parenthood and adult roles.
The student is expected to:
 - (A) describe the legal responsibilities involved in parenting;
 - (B) summarize the roles of parents;
 - (C) describe the changing roles of parents throughout the family life cycle;
 - (D) describe the impact of changing societal patterns, demographics, and cultural diversity on the role of parents and families throughout the life span;
 - (E) describe strategies for managing the multiple roles of parents;



- (F) describe resources affecting management of multiple adult roles;
TEA (G) summarize the impact of pregnancy on the family;
(H) discuss commitments and decisions involved in children rearing; and
(I) summarize the effects of the addition of children on family members.

- (3) Prenatal and postnatal care and development. 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) discuss the role of genetics in prenatal development;
- (C) analyze the effects of alcohol, tobacco, other drugs, and other environmental factors on the development of the fetus;
- (D) describe signs of pregnancy;
- (E) describe components and effects of good prenatal care;
- (F) summarize the stages of prenatal development;
- (G) analyze the process of labor and delivery;
- (H) discuss the impact of technological advances on prenatal care and development;
- (I) determine neonatal care essential to the well-being of the child;
- (J) determine postnatal care essential to the well-being of the mother; and
- (K) describe nutritional needs prior to and during pregnancy and lactation.

- (4) Effective parenting. The student analyzes parental responsibilities that promote health and wellness of children.

The student is expected to:

- (A) identify signs of good health and symptoms of illness in children;
- (B) describe parental practices that contribute to the health and wellness of children;
- (C) identify strategies that promote safe environments for children;
- (D) describe responsibilities of parents in appropriately managing the safety and health care of children;
- (E) explain responsibilities of parents in providing children with nutritionally adequate diets;
- (F) explain nutritional needs during infancy and early childhood;
- (G) demonstrate procedures for feeding a baby and young children;
- (H) describe techniques for caring for a sick child; and
- (I) describe safety practices important in the care and guidance of young children.

- (5) Effective parenting. 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 and principles of growth and development;
- (C) explain the physical, emotional, social, and intellectual development of the newborn, infant, toddler, and preschool child;
- (D) describe influences on the physical, emotional, social, and intellectual development of children;
- (E) explain the effect of parenting/caregiving practices on the child's self-esteem;
- (F) describe the role of play in a child's growth and development;
- (G) describe characteristics and safety considerations of developmentally appropriate play activities, toys, and equipment for children; and
- (H) describe roles and responsibilities of parents as their children's first teacher.



- (6) **Effective parenting.** 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;
 - (B) describe developmentally appropriate guidance techniques;
 - (C) identify positive role modeling behaviors;
 - (D) describe parenting styles and the effects on children;
 - (E) point out strategies for promoting communication between parents and children;
 - (F) explain behaviors that may lead to child abuse; and
 - (G) identify strategies that deter abusive behavior.
- (7) **Effective parenting.** The student evaluates how individual and family crises affect family relationships and parenting.
The student is expected to:
- (A) identify family crises;
 - (B) describe how family crises affect family and parenting relationships;
 - (C) identify strategies for preventing and coping with family crises;
 - (D) explain strategies for caring for children with special needs and abilities; and
 - (E) demonstrate communications and conflict resolution skills.
- (8) **Care and protection of children.** The student analyzes child care options and services available to families.
The student is expected to:
- (A) compare child care options for children of various ages;
 - (B) explain the financial considerations of child care options;
 - (C) identify criteria for selecting quality child care; and
 - (D) describe agencies and services that protect the rights of children.
- (9) **Management.** The student demonstrates effective practices for managing 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 effects of personal and family priorities and goals on income and financial planning;
 - (D) identify components of budgeting;
 - (E) develop an effective budget and record keeping system;
 - (F) identify strategies for coping with financial emergencies;
 - (G) identify components of effective consumer buying;
 - (H) summarize resources available to assist families; and
 - (I) summarize the effects of management on quality of life.
- (10) **Career preparation.** The student exhibits employability skills.
The student is expected to:
- (A) demonstrate effective methods to secure, maintain, and terminate employment;
 - (B) explain the importance of work ethics;
 - (C) practice positive human-relations skills; and
 - (D) demonstrate appropriate grooming, appearance, and etiquette for the workplace.



PARENTING EDUCATION FOR SCHOOL AGE PARENTS II

Essential knowledge and skills

- (1) Personal development and interpersonal relationships. The student evaluates factors related to personal development and interpersonal relationships.
The student is expected to:
 - (A) assess personal strengths and abilities;
 - (B) assess techniques to develop self-awareness;
 - (C) assess strategies and skills for self-direction;
 - (D) determine adjustments related to achieving independence;
 - (E) determine responsibilities of living as an independent adult;
 - (F) determine qualities necessary to support strong healthy relationships;
 - (G) analyze the development of healthy relationships;
 - (H) assess strategies for coping with peer and family pressures;
 - (I) determine the importance and benefits of abstinence as it relates to emotional health of unmarried persons and the prevention of pregnancy and sexually-transmitted diseases; and
 - (J) determine 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.

- (2) Parenthood and adult roles. The student analyzes parenthood and adult roles.
The student is expected to:
 - (A) determine the legal responsibilities involved in parenting;
 - (B) analyze the roles of parents;
 - (C) examine 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) determine resources affecting management of multiple adult roles;
 - (G) analyze the impact of pregnancy on the family;
 - (H) analyze commitments and decisions involved in children rearing; and
 - (I) examine the effects of the addition of children on family members.

- (3) Effective parenting. The student analyzes parental responsibilities that promote health and wellness of children.
The student is expected to:
 - (A) detect signs of good health and symptoms of illness in children;
 - (B) propose parental practices that contribute to the health and wellness of children;
 - (C) propose strategies that promote safe environments for children;
 - (D) determine responsibilities of parents in appropriately managing the safety and health care of children;
 - (E) examine responsibilities of parents in providing children with nutritionally adequate diets;
 - (F) determine nutritional needs during infancy and early childhood;
 - (G) demonstrate procedures for feeding a baby and young children;
 - (H) demonstrate techniques for caring for a sick child; and
 - (I) determine safety practices important in the care and guidance of young children.



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- (4) **Effective parenting.** 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) interpret various theories and principles of growth and development;
 - (C) analyze the physical, emotional, social, and intellectual development of the newborn, infant, toddler, and preschool child;
 - (D) analyze influences on the physical, emotional, social, and intellectual development of children;
 - (E) determine the effect of parenting/caregiving practices on the child's self-esteem;
 - (F) analyze the role of play in a child's growth and development;
 - (G) analyze characteristics and safety considerations of developmentally appropriate play activities, toys, and equipment for children; and
 - (H) analyze roles and responsibilities of parents as their children's first teacher.
- (5) **Effective parenting.** The student summarizes appropriate guidance techniques for children of various ages and developmental levels.
The student is expected to:
- (A) compare various types of guidance;
 - (B) determine developmentally appropriate guidance techniques;
 - (C) demonstrate positive role modeling behaviors;
 - (D) compare parenting styles and the effects on children;
 - (E) develop strategies for promoting communication between parents and children;
 - (F) analyze behaviors that may lead to child abuse; and
 - (G) propose strategies that deter abusive behavior.
- (6) **Effective parenting.** The student evaluates how individual and family crises affect family relationships and parenting.
The student is expected to:
- (A) analyze family crises;
 - (B) analyze how family crises affect family and parenting relationships;
 - (C) propose strategies for preventing and coping with family crises;
 - (D) propose strategies for caring for children with special needs and abilities; and
 - (E) assess communications and conflict resolution skills.
- (7) **Care and protection of children.** The student analyzes child care options and services available to families.
The student is expected to:
- (A) determine child care options for children of various ages;
 - (B) analyze the financial considerations of child care options;
 - (C) examine criteria for selecting quality child care; and
 - (D) compare agencies and services that protect the rights of children.
- (8) **Management.** The student demonstrates effective practices for managing resources.
The student is expected to:
- (A) assess strategies for meeting individual and family needs through resource management;
 - (B) examine sources of income;
 - (C) analyze effects of personal and family priorities and goals on income and financial planning;
 - (D) examine components of budgeting;
 - (E) assess personal budget and record keeping system;



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- (F) determine effective strategies for coping with financial emergencies;
- (G) determine components of effective consumer buying;
- (H) determine resources available to assist families; and
- (I) analyze the effects of management on quality of life.

- (9) Career preparation. The student exhibits employability skills.

The student is expected to:

- (A) demonstrate effective methods to secure, maintain, and terminate employment;
- (B) examine the importance of work ethics;
- (C) develop a plan to improve human-relations skills; and
- (D) assess personal grooming, appearance, and etiquette for the workplace.

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

These courses are designed to meet the needs of our teen parents. Due to the fact that we have these courses we are able to address the students' special needs in a very specific way and in a safe environment. The above curriculum has proven to be very effective for this purpose.

Major resources and materials to be used in the course:

We rely heavily on The Curriculum Center for Family and Consumer Sciences at Texas Tech University – Box 41161 – Lubbock, TX 79409-1161. We also utilize other printed materials, videos and guest speakers that meet the curriculum requirements and student needs.

Required activities and sample optional activities to be used:

The students will also be provided the seven major components for the Life Skills for Student Parent program: instruction in skills and knowledge for parenting, job readiness training, counseling, child care, transportation for the students and their children, and assistance in obtaining services from other agencies. These components are provided in small group and individual settings. We also utilize a nurse instructor and transition counselor to work with the students.

Methods for evaluating student outcomes:

Students will be evaluated on the required curriculum using classroom assignments, daily work and participation, rubrics for projects, and examinations.

Required qualifications of teachers:

Certified to teach Vocational Home Economics/Family and Consumer Sciences Education

1-3 years experience, recommended