

Adult Basic Education

Adult Oriented Electives

Parenting 3200: Part A

Human Growth and Development

Curriculum Guide

Prerequisites: **None** (must be done in conjunction with Part B)

Credit Value: A total of 2 credits for completion of both Parts A and B

Text: Cunningham, Mary K., PHEc.; Meriorg, Eva, PHEc.; Tryssenaar, Laura, PHEc.,
Parenting in Canada: Human Growth and Development, Toronto: Nelson (2003)

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To the Instructor

Introduction to Parenting 3200

Parenting 3200 (A and B) is one of a series of adult-oriented elective courses developed for exclusive use in the Adult Basic Education Program in Newfoundland and Labrador. It is the first such course, and it deals with topics that are of importance to adult students who are parents, plan to become parents, or who are interested in a career in a field that involves daily contact with children. In addition to a fairly comprehensive study of child development from before birth through to adolescence, the course also helps make students aware of many job opportunities related to child care and child development.

In this course, students will look at the development of children from before birth to adolescence, specific parenting skills and challenges, and the role of family and society in nurturing and protecting children. Child care as a global issue is addressed, and students will have an opportunity to look at the role of care-givers and assess opportunities for working with children.

Parenting 3200A

In **Unit 1, Influences of Culture and Family**, students will explore the nature of play and its role in human social and intellectual growth. They will look at toys and games from around the world and analyze the part that culture plays in child development. Adult students will readily identify with the many and varied forms of the family and their importance as the foundation of a child=s life and identity.

Unit 2, Relationships and Introduction to Growth and Development, explores the ways in which children form relationships and how communication is important to the function of the family unit. The student will investigate sources of conflict in families, conflict management, and conflict-resolution strategies. The second part of the unit introduces the student to the study of human growth and development including: physical, social, emotional, moral, and intellectual development and the development of the brain from before birth to the sixth year of life.

Unit 3, Healthy Beginnings and the First Year, addresses the factors that contribute to healthy child development from before birth through the important first year of life. Students will follow human development from conception, through the periods of the zygote, the embryo, and the fetus. They will examine the three trimesters of pregnancy and the four stages of childbirth. This unit also explores such topics as clothing and feeding infants; breast-feeding; and the physical, cognitive, and emotional development of infants.

To the Instructor

Recommended Resources

Textbook

The textbook, *Parenting in Canada*, is written for four distinct courses that are offered at two different grade levels in Ontario. The diverse nature of the topics covered in the text allowed the course developer to select content to meet the outcomes defined as appropriate to the needs of the ABE student in Newfoundland and Labrador. Chapters of the text that were omitted may be used as supplementary readings for other courses or as non-fiction selections in English courses from any of the Profiles; in this way, students may still benefit from the store of information in the chapters that were excluded. Supplementary readings from sources such as government documents and educational websites are included as references or appendices to the Study Guides.

Text: Cunningham, Mary K., PHEc.; Meriorg, Eva, PHEc.; Tryssenaar, Laura, PHEc., ***Parenting in Canada: Human Growth and Development***, Toronto: Nelson (2003) ISBN 0-17-620196-3

Teacher's Resource

The Teacher's Resource for the textbook is a conveniently divided binder that provides support material for all four of the courses for which the textbook was designed. Most of the support material for Parenting 3200 comes from the sections labeled *Grade 11: Parenting (Open)* and *Grade 11: Living and Working With Children (College)*; although, some use is made of other sections. ABE instructors should become familiar with the entire resource since, depending on students' abilities, portions of the more difficult grade 12 applications may be adapted for use in Parenting 3200 A and B.

McCaffrey, Andrea; O=Shea, Diane; Tryssenaar, Laura, ***Parenting in Canada: Human Growth and Development Teacher's Resource***, Toronto: Nelson (2004) ISBN 0-17-620197-1

To the Instructor

Curriculum Guides

Each part of *Parenting 3200* has a Curriculum Guide for the instructor and a Study Guide for the student. The Curriculum Guide includes the specific curriculum outcomes for the course. Suggestions for teaching, learning, and assessment are provided to support student achievement of the outcomes. Each course is divided into units. Each unit comprises a **two-page layout of four columns** as illustrated in the figure below. In some cases the four-column spread continues to the next two-page layout.

Curriculum Guide Organization: The Two-Page, Four-Column Spread

Unit Number - Unit Title		Unit Number - Unit Title	
Outcomes	Notes for Teaching and Learning	Suggestions for Assessment	Resources
Specific curriculum outcomes for the unit.	Suggested activities, elaboration of outcomes, and background information.	Suggestions for assessing students= achievement of outcomes.	Authorized and recommended resources that address outcomes.

Study Guides

The Study Guide provides the student with the name of the text and other resources required for the course and specifies the chapters and pages that the student will need to refer to in order to complete the required work for the course. It guides the student through the course by assigning relevant reading and providing questions and/or assigning questions from the text. Sometimes it also provides important points for students to note. (See the *To the Student* section of the Study Guide for a more detailed explanation of the use of the Study Guides.) The Study Guides are designed to give students some degree of independence in their work. Instructors should note, however, that there is much material in the Curriculum Guides in the *Notes for Teaching and Learning* and *Suggestions for Assessment* columns that is not included in the Study Guide and instructors will need to review this information and decide how to include it.

To the Instructor

Recommended Evaluation

Students are responsible for answering questions labeled **ACheckpoints@** that appear at certain points in the textbook. These questions are used to determine whether the learner has read and comprehended the contents of the assigned reading passage; the answers to these questions can be assessed for the achievement of student knowledge and understanding. Students will submit written answers to these questions as the **ACoursework@** portion of the course.

Each unit of study is followed by the completion of an assignment that represents a more comprehensive and in-depth study of a topic covered in the text. Many of the suggested assignment topics listed at the end of each unit come from the **AConnections@**, **AReview and Extend Your Learning@**, and **AResearch Opportunities@** sections of the textbook. Most of the assignment topics are activities designed to have students apply their acquired knowledge to real-life situations, and the assignments can often be assessed for achievement of application.

The comprehensive exam for each part of the course should be based on the readings from the textbook and the various supplementary readings added as appendices to the Study Guides. Questions should be designed to assess high-order cognitive skills rather than mere knowledge and comprehension; they should require students to think more deeply than basic recall. The test should evaluate the student=s ability to synthesize, analyze, evaluate, and apply the knowledge acquired in each part of the course.

The recommended evaluation for *Parenting 3200 - Part A* is as follows *

Coursework.....	50%
Assignments.....	30%
Exam.....	20%
<hr/>	

100%

*** When the student has successfully completed both parts (A and B) of *Parenting 3200*, the total grade for both parts should be averaged to determine the final grade, and the student will then be awarded 2 credits. This course cannot be divided into one-credit components; both parts must be successfully completed before the student is awarded credit.**

Parenting 3200 A

Unit 1: Influences of Culture and Family

Outcomes	Notes for Teaching and Learning
<p>1.1 Outline some of the common aspects of childhood and the experiences of young children in cultures throughout the world.</p> <p>1.1.1 Write a definition for play.</p> <p>1.1.2 Relate play to human development.</p> <p>1.1.3 Examine the therapeutic nature of play.</p>	<p>Students need to understand that play is a necessity for child development and that play is essentially a common experience for young children across cultures.</p>
<p>1.2 Explain the strategies that encourage age-appropriate behavior in children's play.</p> <p>1.2.1 Relate toys to particular stages of development.</p> <p>1.2.2 Identify patterns of play.</p> <p>1.2.3 Relate temperament to play preferences.</p>	<p><i>Safe Kids Canada's website at http://www.safekidscanada.ca/SKCFORParents/section.asp?s=Safety+Information+by+Topic&sID=10774&ss=Playground+Safety&sID=1333 offers information on play safety. It gives valuable information on such topics as:</i></p> <ul style="list-style-type: none"> • Facts about playground injury • Top tips for playground safety <ul style="list-style-type: none"> • Kids under age 5 • Home playgrounds • Playground safety checklist • Playground standards in Canada • Playground design and surfacing • Playground inspection • Use of pressure-treated wood • Concerns about playgrounds • Play value and accessibility • Playgrounds and water features
<p>1.3 Describe play environments that provide conditions for optimal child development.</p> <p>1.3.1 Examine elements of safe play.</p> <p>1.3.2 Outline strategies for safe playground play.</p>	<p>Blackline Master 3-3 (page 15 of the <i>Parenting in Canada Teacher's Resource</i>) provides a checklist for observing patterns of play. Students may find it beneficial to observe two children at play and identify the differences in play behavior. This task could also be adapted to become an Assignment for Unit 1.</p>
<p>1.4 Reflect on own practical experiences involving children.</p> <p>1.4.1 Outline strategies for observing children at play.</p> <p>1.4.2 Describe methods for recording observations of children.</p>	

Unit 1: Influences of Culture and Family

Suggestions for Assessment	Resources
<p>Instructors should review all the student answers to the “Checkpoints” questions and “Review and Extend Your Learning” questions assigned in the Study Guide for this unit. The written work should be assigned a mark to be used as part of the final evaluation for the course. (Note: an overall mark of 50% is recommended for the written work from the study guide and should be assessed as “coursework”).</p>	<p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 3, pages 50-70.</p>
<p>Each chapter of the textbook, <i>Parenting in Canada: Human Growth and Development</i> begins with a list labeled <u>important terms</u>. Instructors could suggest that students start a personal dictionary of important terms in which they write definitions and notes about the terms related to the assigned reading passages. This would prove to be a valuable study aid at examination time.</p>	<p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 4, pages 73-90.</p>

Unit 1: Influences of Culture and Family

Outcomes	Notes for Teaching and Learning
<p>1.5 Describe the common experiences of young children in various cultures through the world.</p> <p>1.5.1 Define culture.</p> <p>1.5.2 Relate culture to childrearing.</p> <p>1.5.3 Examine the various expressions of culture.</p> <p>I. Analyze the role of language in culture.</p> <p>II. Examine the transmission of culture through touch.</p> <p>III. Examine food as an expression of culture.</p> <p>IV. Identify visual expressions of culture.</p>	<p>The focus of chapter 4 is the influence of cultural heritage on child rearing and the shaping of children.</p> <p>Students will come to understand that, although children across cultures have common experiences, there are social and cultural variations in family forms and parenting methods. This portion of the course can afford students from various cultures an opportunity to examine personal cultural experiences and the relevance of culture in the way families raise their children. Students from aboriginal cultures may wish to examine how cultural heritage is being transmitted to the children in their communities.</p>
<p>1.6 Explain the various types of social and cultural differences in child behavior.</p>	<p>Blackline Masters 4-1, 4-2, 4-3, 4-4 [Grade 11: Parenting (open)] may prove helpful in the teaching of these concepts.</p>
<p>1.7 Identify a variety of global influence on children and families.</p> <p>1.7.1 Recognize the universal rights of children.</p> <p>1.7.2 Recognize the existence of national and global child poverty.</p>	<p>Chapter 5 has students explore the meaning of “family” and identify social and cultural variations in family forms and parenting approaches.</p>
<p>1.8 Outline the role society plays in the lives of children.</p>	<p>The Grade 12 (Workplace) section of the Teacher’s Resource has several Blackline Masters that would be appropriate to aid in the teaching of this portion of the unit: in particular BLMS 5-2, 5-3, and 5-4.</p>
<p>1.9 Analyze the characteristics of families and compare the changing needs of individuals and families throughout life.</p> <p>1.9.1 Investigate the forms and configurations of the family.</p> <p>1.9.2 Describe phases in family development.</p> <p>1.9.3 Identify social and cultural variations in family forms.</p>	

Unit 1: Influences of Culture and Family

Suggestions for Assessment	Resources
<p>Readings and References #7 asks students to find information on the <i>United Nations Convention on the Rights of the Child</i>. This work requires that students choose any 5 of the articles from the convention and write reasons why they regard them as important to children's rights. This task should be evaluated as part of the 50% allotted to "Coursework", along with the questions from the textbook.</p>	<p>Websites that outline the articles from the <i>UN Convention on the Rights of the Child</i> include:</p> <p>www.cirp.org/library/ethics/UN-convention/</p> <p>www.anationalvoice.org/rights/rotchil2.htm</p> <p>www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp</p> <p>http://www.rcmp-grc.gc.ca/pdfs/uncrc-crde-poster-affiche-eng.pdf</p> <p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 5, pages 95-114.</p>

Unit 1: Influences of Culture and Family

Outcomes	Notes for Teaching and Learning
1.10 Evaluate management strategies that promote self-discipline in children and adolescents. 1.10.1 Outline problem-solving and decision-making strategies for use within the family.	For instructors conducting teacher-lead classes, the Teacher's Resource for <i>Parenting in Canada</i> provides many teaching strategies and assessment recommendations that would be appropriate for adult learners.
1.11 Identify causes and consequences of child abuse and family violence, and assess impact of abuse and violence on families, caregivers, and those who work with children.	
1.12 Outline strategies that ensure safe, non-violent environments for all children.	
1.13 Recognize the stages and transitions within family life cycles.	

Unit 1: Influences of Culture and Family

Suggestions for Assessment	Resources
<p>The assignment for Unit 1 should represent a comprehensive treatment of a topic related to the readings from the textbook. The suggested assignment topics listed in Appendix A of the Study Guide are merely considerations and the instructor is free to collaborate with the student in designing an assignment provided that:</p> <ul style="list-style-type: none">• It is directly related to a topic studied in the assigned reading for the unit.• It is a valuable learning experience for the adult student.• It is of sufficient rigor and content to equate to other assignments suggested for the unit. <p>Note: Assignments should be evaluated as part of the 30% allotted to “Assignments” (10% for each of three unit assignments in Parenting 3200 A).</p>	

Unit 2: Relationships and Introduction to Growth and Development

Outcomes	Notes for Teaching and Learning
2.1 Identify the various ways in which people interact with children throughout their lives.	Students will come to understand how the birth of a child redirects the focus of a relationship. They should also realize that the needs of individuals and families change throughout life.
2.2 Describe the role the parents play in how children form relationships within and outside the family.	One main focus of chapter 6 is the importance of communication in relationships, in parenting, and in job situations involving children.
2.3 Identify the skills and strategies needed to communicate with and about children. <ul style="list-style-type: none"> 2.3.1 Examine two-way communication. 2.3.2 Differentiate between verbal and non-verbal communication. 2.3.3 Differentiate between effective and non-effective communication. 2.3.4 Identify blockers to communication. 2.3.5 Practice using "I" messages for effective communication. 	Students should be able to articulate the ways in which parents and caregivers communicate with infants and understand how communication changes as children grow older. They should be able to identify the differences in verbal and non-verbal communications as well as in male and female communications.
2.4 Describe parents' responsibility for ensuring quality communication in their family.	Instructors may find it beneficial to have students role play or discuss conflict-resolution strategies and consensus building strategies.
2.5 Recognize the impact of child abuse and family violence on families, caregivers, and those who work with children. <ul style="list-style-type: none"> 2.5.1 Identify sources of intervention for instances of abuse or violence. 	
2.6 Outline strategies to secure a safe, non-violent environment for all children.	

Unit 2: Relationships and Introduction to Growth and Development

Suggestions for Assessment	Resources
<p>Instructors should review all the student answers to the “Checkpoints” and “Review and Extend your Learning” questions assigned in the Study Guide for this unit. The written work should be assigned a mark to be used as part of the final evaluation for the course under “Coursework.”</p> <p>Instructors who have significant numbers of students studying Parenting 3200 may evaluate their grasp of the information and skills related to the outcomes by initiating role plays or discussions around the topics and issues presented in the text. These non-written indicators may be used as part of the mark allotted to “Coursework” in the Recommended Evaluation.</p>	<p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 6, pages 118-145.</p>

Unit 2: Relationships and Introduction to Growth and Development

Outcomes	Notes for Teaching and Learning
2.7 Summarize how communication and decision-making/problem-solving skills are essential to human development.	<p>Blackline Master 6-1 is a tick box exercise that may be used to generate discussion (see <i>Parenting in Canada, Teacher's Resource</i>, Grade 12 (workplace) section, page 25.</p>
2.7.1 Identify sources of conflict and conflict resolution strategies	<p>Blackline Master 6-2, page 26, outlines strategies for managing family conflict.</p>
2.7.2 Identify consensus-building strategies.	
2.8 Identify job opportunities that involve working with children and families at different stages of family life.	<p>Blackline Masters 6-3 to 6-5 of the Grade 11 (college) section may also prove useful for teacher-led and self-paced delivery. Some suggestions for job opportunities are listed under Readings and References number 4 on page 3 of the Study Guide. Additional job possibilities can be brainstormed in a small group or with the instructor. Some jobs related to working with children can be found at www.career.fsu.edu/img/pdf/mm/child-related.pdf</p>
2.9 Understand the multifaceted nature of the various influences on child development.	
2.10 Identify environments provided by families, caregivers, and others that offer positive conditions for child development.	
2.11 Explain, using basic principles of brain science, the role that stimulation plays in the intellectual development of children.	<p>If opportunities for job-shadowing or workplace visitation present themselves, students should take the opportunity to visit and observe a person at work in a child-related occupation. Instructors may use their professional judgment in incorporating this activity into the recommended evaluation scheme. Attendance could represent a portion of the “Coursework” section of the course, or a written report might represent the assignment for the unit.</p>
2.11.1 Describe the effects of deprivation on brain development.	
2.11.2 Explain the process of brain “wiring”.	
2.11.3 Relate stimulation to brain development.	

Unit 2: Relationships and Introduction to Growth and Development

Suggestions for Assessment	Resources
<p>Readings and References #4 asks students to log on to job futures.ca and explore a career related to working with children. Appendix B at the end of the Study Guide provides a Career Explorations worksheet that may be completed by visiting the website opposite. Students should be encouraged to investigate several job opportunities before completing the worksheet. The worksheet should be completed with accurate information about the chosen career. This task will be assessed under the “Coursework” section along with the written answers to questions.</p>	<p>www.jobfutures.ca</p> <p>Click on “I want to be...” and “browse occupations by alphabet”. This will give a list of occupations arranged alphabetically. A click on a particular occupation such as “Babysitter” will expose the student to such information about the job choice as:</p> <ul style="list-style-type: none">• Average earnings• Job outlook• Average unemployment• Education/training/experience• Important facts: part-time work, self-employment, percentage of women. <p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 9, pages 207-232.</p>

Unit 2: Relationships and Introduction to Growth and Development

Outcomes	Notes for Teaching and Learning
<p>2.12 Evaluate the significance of neuroscience and theories of brain development during critical periods of early childhood.</p> <p>2.12.1 Recognize critical periods for certain aspects of brain development and function.</p> <p>2.12.2 Identify ways to promote young children's healthy development and school readiness.</p> <p>2.13 Analyze changes in human development throughout the life cycle.</p>	<p>Students should understand that those who live and work with children should provide environments that offer positive conditions for optimal growth and development. Conversely, they should be aware that negative environments have negative impacts on development, and that if brain development is not achieved at critical periods, it may never occur.</p>
	<p>The examination of theories of child development and the work of the various theorists has been omitted from this unit. (See pages 224-229 of the textbook). The inclusion of this material seemed extraneous to the needs of ABE students at this level. If, however, a student shows particular interest in the various theories and/or theorists, these pages may form the basis of an assignment for the unit if the student wishes to prepare an expanded report on some aspect of child-development theory.</p>

Unit 2: Relationships and Introduction to Growth and Development

Suggestions for Assessment	Resources
<p>The assignment for Unit 2 should represent a comprehensive treatment of one of the topics addressed in Chapters 6 and 9. Instructors may guide the student to one of the suggested assignment topics in Appendix A of the Study Guide, or they may collaborate with the student in designing a related assignment.</p> <p>Assignments should be:</p> <ul style="list-style-type: none">• Directly related to a topic studied in the assigned reading for the Unit.• A valuable learning experience for the student that expands on the student's prior experience with the topic.• Of sufficient rigor and content to equate to other assignments suggested for the Unit. <p>Note: Assignments should be evaluated as part of the 30% allotted to "Assignments" (10% for each of three Unit Assignments in Parenting 3200 A).</p>	

Unit 3: Healthy Beginnings and the First Year

Outcomes	Notes for Teaching and Learning
3.1 Describe factors that contribute to healthy development before, during and after birth.	In this unit, students will be expected to make a connection between pregnancy and infancy and life-long growth and development. The significance of prenatal care is stressed along with the factors that contribute to healthy, full-term newborns and well-developed infants.
3.2 Identify and describe environments provided by families, caregivers, and others that offer positive conditions for child development during pregnancy and childbirth.	Instructors should initiate discussion on prenatal nutrition, the choice to smoke or drink, and other aspects of the <i>ABC's for Making the Most of the Year Before Birth</i> (see page 236 of the textbook).
3.3 Examine periods of development from conception to birth. <ul style="list-style-type: none"> 3.3.1 Describe the process of conception. 3.3.2 Describe the period of the zygote. 3.3.3 Describe the period of the embryo. 3.3.4 Describe the period of the fetus. 3.3.5 Recognize factors that make up the four stages of labour. 3.3.6 Examine the promoting of bonding at birth. 	Human development from conception to birth is covered very well in the textbook, and students and instructors may have other resources such as biology texts that cover similar material.
3.4 Demonstrate an understanding of the link between healthy prenatal development and long-term growth and development.	The textbook examines the promotion of bonding at birth, particularly bonding through breastfeeding. Students will examine the breastfeeding process through the material provided in Appendix C of the study guide. This booklet is provided by the provincial government and is taken from a much longer document, <i>Breastfeeding Handbook 2008</i> , that can be found at www.health.gov.nl.ca/health/ under publications.
3.5 Outline the link between healthy infant development and long-term growth and development.	
3.6 Describe the factors that contribute to the healthy development of children in the first few months after birth. <ul style="list-style-type: none"> 3.6.1 Identify needs to be met for infants. 3.6.2 Compare breastfeeding to formula feeding. 	

Unit 3: Healthy Beginnings and the First Year

Suggestions for Assessment	Resources
<p>The “Checkpoints” and “Review and Extend Your Learning” questions that are assigned in the Study Guide for <i>Parenting 3200 A</i> are designed to assess the outcomes that form the foundation for the textbook. The written answers to these questions will represent the student’s acquisition of knowledge at various levels and should be assessed as part of the 50% of the course that is allotted to “Coursework”. Any other written work that is not considered on assignment should also fall under this category.</p>	<p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 10, pages 236-259.</p> <p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 11, pages 263-282.</p> <p><i>Parenting 3200 A</i> – Appendix C, “Breastfeeding Your Baby”.</p>

Unit 3: Healthy Beginnings and the First Year

Outcomes	Notes for Teaching and Learning
3.7 Identify and describe environments provided by families, caregivers, and others that offer positive conditions for child development during infancy.	Blackline Masters 10-1 and 10-2 , pages 45 and 46 under Grade 12 (Workplace), may be helpful in the teaching of the <i>ABC's of Making the Most of the Year Before Birth</i> (see page 236 of the textbook) and the examining of community organizations and programs that encourage healthy beginnings.
3.8 Understand theories of bonding and attachment and describe their effects on the social and emotional development in children and adolescents.	Additional suggested resources for instructors include:
3.9 Demonstrate an understanding of the consequences of environmental deprivation in infancy.	<i>New Life Series of Parent Booklets</i>
	www.health.gov.nl.ca/health/publications/newlifseries/
3.10 Explain, using basic principles of brain science, the role that stimulation plays in the intellectual development of the infant.	<i>Education and Support Standards for Pregnancy, Birth and Early Parenting</i> found at www.health.gov.nl.ca/health/publications/newlifseries/pdffiles/edsup_en.pdf
3.10.1 Relate stimulation to language acquisition.	<i>The Newfoundland and Labrador Healthy Baby Club Report</i> provides much statistical information from our province that may be directly related to information in the textbook. An online copy can be found at www.health.gov.nl.ca/health/publications/pdffiles/nl-baby-report.pdf
	A list of family resource centres in Newfoundland and Labrador may be found at: www.chebucto.ns.ca/Health/Population_Health/frce_ntres.html
	<p>Or</p> <p>http://www.phac-aspc.gc.ca/canada/regions/atlantic/work/e_k_2.html</p>

Unit 3: Healthy Beginnings and the First Year

Suggestions for Assessment	Resources
<p>The assignment for unit 3 should be evaluated as part of the 30% allotted to “Assignments” (10% for each of three unit assignments in Parenting 3200 A).</p> <p>There are eight suggested assignment options for this unit listed in Appendix A. Instructors may collaborate with students to design an assignment based on personal interest. The assignment should:</p> <ul style="list-style-type: none">• Be directly related to material and topics studied in the relevant unit of work• Be adult in nature and represent a valuable learning experience for ABE students.• Be sufficiently rigorous and content-oriented to equate to other assignments suggested for the unit or other high school equivalent courses. <p>Note: Assignments should be evaluated as part of the 30% allotted to “Assignments: (10% for each of three unit assignments in Parenting 3200 A).</p>	<p>The Teacher’s Resource for <i>Parenting in Canada: Human Growth and Development</i> suggests teaching strategies that may be used in teacher-led classes or adapted to a self-paced delivery.</p> <p>Blackline Master 11-1 may be used as an assignment option [page 60, Grade 11: Parenting (open)] section of the Teacher’s Resource.</p> <p>Blackline Master 11-2 (page 61- see reference above) is a worksheet on attachment theory and may be used as a basis for classroom teaching or used as part of the evaluation for the unit.</p>

