

Adult Basic Education

Adult Oriented Electives

Parenting 3200: Part B

Human Growth and Development

Curriculum Guide

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

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 3200 A

In **Unit 1, *Childhood and Adolescence***, students will analyze the connection between the early-years experience and future development. They will explore patterns in the social, emotional, intellectual, moral, and physical development of children. They will come to recognize the special challenges related to development during the adolescent years. This unit also addresses parental responsibility for the nutritional well-being of children and adolescents (including the specialized nutritional needs of specific cultural groups) and attachment theory.

Unit 2, *Nurturing Children*, explores the ways in which children of all ages learn socially acceptable behavior from agents of socialization such as parents, caregivers, and child-care workers. Students will learn to deal with difficult children and to implement an age-appropriate discipline plan. They will learn parenting techniques and successful strategies for encouraging positive behavior and self esteem. This unit also addresses child welfare laws related to child abuse, neglect, and family violence; learners will investigate the availability of community supports that have been established in response to the growing awareness to these problems.

Unit 3, *Children in the Global Community*, examines child safety and the ensuring of child safety outside the home, including such topics as street-proofing, bullying, and the dangers of the Internet. Students will analyze the role of society in the lives of the children and the laws that govern parents and children. The issue of childcare will be closely examined (including provincial licensing regulations) along with the school as an agent of socialization (including the rules and regulations governing schooling). Students will evaluate the influence that the media exerts over parents, children and adolescents and understand that both parents and society share responsibility for our children.

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=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 B* is as follows *

Coursework.....	50%
Assignments.....	30%
Exam.....	20%

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 Part B

Unit 1: Childhood and Adolescence

Outcomes	Notes for Teaching and Learning
1.1 Appreciate the multifaceted nature of and the various influences on child development.	This unit emphasizes how critical the early years are to human development and the importance of human interaction and play in child development.
1.2 Identify the role parents play in how children form relationships within and outside the family. 1.2.1 Examine the concept of nurturance.	Students need to understand that there are “windows of opportunity” during which the brain requires certain types of stimuli to create brain structures that will be established for the life of the individual. They should also be aware of the effects of inadequate nurturing and environmental deprivation on the developing brain and readiness to learn.
1.3 Describe environments provided by families, caregivers, and others that offer positive conditions for child development. 1.3.1 Describe a positive learning environment. 1.3.2 Differentiate between a positive learning environment and one of environmental deprivation.	
1.4 Explain the patterns in the social, emotional, intellectual, moral, and physical development of children. 1.4.1 Examine development patterns from birth to 5 ½ years. 1.4.2 Examine the range of emotions exhibited by children. 1.4.3 Explore ways of encouraging self-esteem.	
1.5 Evaluate own practical experiences involving children.	

Unit 1: Childhood and Adolescence

Suggestions for Assessment	Resources
<p>Instructors should review all written answers to the “Checkpoints” and Review and Extend Your Learning” questions assigned for this unit. This written work should be given a mark as a portion of the course designated “Coursework” in the recommended evaluation.</p>	<p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 12, pages 286-303.</p> <p>Blackline Master 12-2, parts A and B (Grade 12: Issues in Human Growth and Development – <i>Parenting in Canada Teacher’s Resource</i>) may be used as a worksheet for a more in-depth study of the long-term effects of environmental deprivation on child development.</p> <p>The <i>Invest in Kids Foundation</i> booklet (appendix to the textbook, pages 464-477) provides the essentials of development, the essentials of care giving, as well as a list of developmental achievements for various stages of growth. The Website for the foundation is: www.investinkids.ca. This site provides many ideas for parents, students and professionals who are interested in positive parenting.</p>

Unit 2: Nurturing Children

Outcomes	Notes for Teaching and Learning
<p>2.1 Identify a variety of social and cultural differences in child behavior.</p> <p>2.1.1 Define socially acceptable behavior.</p> <p>2.1.2 Recognize socially unacceptable behaviors.</p> <p>2.1.3 Recognize age-appropriate behaviors.</p> <p>2.2 Recognize the family's critical role in the socialization of its members.</p> <p>2.2.1 I understand the functions of a role model and an agent of socialization.</p> <p>2.3 Describe the importance of the nurturing and teaching roles of parents and caregivers.</p> <p>2.4 Specify strategies that encourage age-appropriate behavior.</p> <p>2.4.1 Establish a plan for discipline.</p> <p>2.4.2 Identify potential mistakes in disciplining.</p> <p>2.5 Analyze a variety of social and cultural differences in child behavior.</p> <p>2.6 Define child abuse and family violence, and outline strategies to secure a safe non-violent environment for all children.</p> <p>2.6.1 Describe the types of child abuse.</p> <p>2.6.2 Recognize neglect as a type of child abuse.</p> <p>2.6.3 Examine child welfare laws related to abuse and violence.</p>	<p>Chapter 14 encourages students to examine the role of the community (including parents, caregivers and workers such as teachers or leaders in social organizations) in teaching, modeling, and rewarding socially acceptable behavior.</p> <p>The Teacher's Resource for the textbook contains some excellent teaching strategies for the teacher-led groups, many of which may be adapted for use in the self-paced classroom.</p> <p>Blackline Master 14-1 [Grade 11: Living and Working with Children (college), page 65] could be adapted for use as an assignment.</p> <p>Blackline Master 14-2 [same source, page 64] is a comparison chart that emphasizes the changes that occur over time with regard to accepted behavioral practice. This worksheet would make a good introduction for a discussion on acceptable behaviors and how they change.</p> <p>Another good worksheet for chapter 14 is Blackline Master 14-1 [Grade 11: Parenting (open), page 77].</p>

Unit 2: Nurturing Children

Suggestions for Assessment	Resources
<p>Student answers to “Checkpoints” and “Review and Extend Your Learning” questions should be marked as part of the “Coursework” portion of the assessment for the course.</p>	<p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 14, pages 331-350.</p>

Unit 2: Nurturing Children

Outcomes	Notes for Teaching and Learning
2.7 Describe various child-rearing practices and beliefs, and parenting techniques.	As part of the expectations for this section of the unit, students will identify and evaluate child-rearing practices and beliefs as well as specific parenting techniques. Learners will come to see that some child-rearing practices are more effective than others in shaping the behavior of children.
2.8 Analyze a broad range of practices and techniques adopted by parents, caregivers and others that shape the behavior of children.	Students will also examine successful strategies for encouraging positive behavior and self-esteem.
2.9 Define and describe the critical nurturing and teaching roles of parents and caregivers during different states of parenting.	Tools from the Teacher's Resource that might be adapted for assignment purposes are:
2.10 Describe the role that temperament plays in parent-child relationships.	Blackline Master 15-1 [Grade 11: Parenting (open), page 82].
2.11 Evaluate family management techniques that promote self-discipline in children and adolescents.	Blackline Master 15-1 [Grade 11: Living and Working with Children (college), page 70].
2.11.1 Examine age-appropriate discipline. 2.11.2 Explain the negative impact of spanking.	Other teaching aids for this portion of the unit include the following Blackline Masters that may be used as worksheets or supports for teaching and discussion:
	<u>Grade 11: Parenting (open)</u>
	BLM 15-2, pages 83-84 – Baumrind's Theory of Parenting Styles
	BLM 15-3, pages 85-87, Parenting Theories
	<u>Grade 11: Living and Working with Children (college)</u>
	BLM-15-2, page 71 – How Do Child Rearing Practices Differ?
	BLM 15-3, page 72 – Introduction to Parenting Theories
	BLM 15-4, page 73 – Parenting Theories: An Overview.

Unit 2: Nurturing Children

Suggestions for Assessment	Resources
<p>The assignment for Unit 2 should meet the criteria described on page ___ of this guide and be evaluated as part of the 30% allotted to Assignments for Parenting 3200 B.</p>	<p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 15, pages 354-375.</p>

Unit 3: Children in the Global Community

Outcomes	Notes for Teaching and Learning
3.1 Describe society's role in the lives of children and families.	Society is changing at such a rapid pace that the challenges of parenting are becoming ever greater. In this unit, students will demonstrate an understanding of the challenges that face parents throughout the childhood years, and evaluate society's expectations of and support for parents and others who work with children.
3.2 Identify and describe the issues and challenges that concern parents, caregivers, and others who interact with children in society. <ul style="list-style-type: none"> 3.2.1 Examine child safety outside the home. 3.2.2 Examine local legislation regulating childcare centres. 3.2.3 Analyze the issue of bullying. 3.2.4 Define sexual harassment. 3.2.5 Outline steps for Internet safety. 	Student's will examine the issues of child abuse and family violence and outline strategies to secure a safe, non-violent environment for all children.
3.3 Evaluate society's expectations of and support for parents, caregivers, and people who work with children.	Blackline Masters that maybe helpful for the teaching of this portion of the unit include:
3.4 Analyze the causes and consequences of violence toward children, and assess their impact on families, caregivers, and those who work with children. <ul style="list-style-type: none"> 3.4.1 Identify indicators of abuse and violence. 3.4.2 Examine reporting responsibilities and legislation. 	BLM 16-1 , Performance Task: A Speech for Parents of Young Children [Grade 11: Parenting (open)] Suitable to be used as an assignment.
3.5 Analyze the challenges for balancing work and family.	BLM 16-2 , Social Concerns Facing Parents Today, [Grade 11: Parenting (open)].
3.6 Analyze the role of child-care providers in meeting the challenges of balancing work and family.	BLM 16-2 , Ensuring Children's Safety Outside the Home, [Grade 11: Living and Working with Children (college)].
	BLM 16-1 , Performance Task: Advertisement for the Prevention of Violence Against Children [Grade 11: Living and Working with Children (college)]. Suitable to be used as an assignment.

Unit 3: Children in the Global Community

Suggestions for Assessment	Resources
<p>Instructors should review all written answers to “Checkpoints” and “Review and Extend Your Learning” questions that are assigned in the Study Guide. This written work should be given a portion of the mark allotted to “Coursework” in the recommended evaluation scheme.</p> <p>Readings and References # 4 on page 8 of the Study Guide asks students to read an excerpt from the Provincial Regulations, Policies, and Standards or Child Care Centres (provided as Appendix C to the Study Guide). The students then answer questions based on regulations. This exercise should be evaluated as part of the 50% allotted to “Coursework” for the entire course, along with the questions from the textbook.</p>	<p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 16, pages 381-412.</p> <p>Appendix C (excerpt) <i>Child Care Centres: Regulations, Policies and Standards</i> – Department of Health, Government of Newfoundland and Labrador.</p> <p>A copy of the entire document above may be accessed at: www.health.gov.nl.ca/health/Childcare/publications.htm</p> <p>Other childcare-related documents may be found at this site, also.</p> <p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 17, pages 416-433.</p>

Unit 3: Children in the Global Community

Outcomes	Notes for Teaching and Learning
3.7 Identify the role and functions of schooling in our society and in relation to family life.	Students will look at the role and functions of schooling in our society; they will also examine the positive and negative influences of schooling and the media on older children and adolescents.
3.8 Investigate and interpret the contributions that schools make to socialization of individuals throughout life. <ul style="list-style-type: none"> 3.8.1 Identify social issues involving schooling. 3.8.2 Examine school safety practices. 	The enduring understanding for chapter 18 is that social services share social and legal responsibility [along with parents, caregivers, and others who work with children] for the well being of all children.
3.9 Identify how media can be seen as agents of socialization.	Students will evaluate various global influences on children and the role that society, parents, and others play in protecting children from the negative impact that these influences may have.
3.10 Evaluate the influence of the media on parents, children, and people who work with children. <ul style="list-style-type: none"> 3.10.1 Examine different forms of media. 3.10.2 Examine media stereotyping. 3.10.3 Identify violence in media. 3.10.4 Analyze the lifestyle images presented in media. 3.10.5 Examine the issue of media censorship. 	Blackline Masters that may prove useful in the teaching of this part of the unit include: BLM 17-1 , Performance Task: A Scrapbook Collection Showing the Positive and Negative Influences of School and the Media, [Grade 12 Parenting and Human Development (workplace)]. Suitable to be used as an assignment.
3.11 Identify society's expectations of parents, caregivers, and people who work with children. <ul style="list-style-type: none"> 3.11.1 Examine child-care options 3.11.2 Investigate local child-care services and supports. 	BLM 17-2 , Formal and Informal Education Comparison Chart, [Grade 12: parenting and Human Development (workplace)].
3.12 Evaluate society's support for parents, caregivers, and people who work with children.	BLM 18-1 , Performance Task: A Personal Testimonial [Grade 11: Living and Working with Children (college)]. Suitable to be used as an assignment.

Unit 3: Children in the Global Community

Suggestions for Assessment	Resources
<p>Readings and References # 12 on page __ of the Study Guide asks students to read three pamphlets related to childcare and answer related questions. These pamphlets are provided to the student as Appendix D of the Guide. The answers to questions should be evaluated as “Coursework” along with the assigned questions from the textbook.</p>	<p>The three childcare pamphlets may be accessed at:</p> <p>www.health.gov.nl.ca/health/childcare/early_learning/elearning.htm</p> <p>Note: The Department of Health Website contains many publications that are relevant to Parenting 3200.</p> <p><i>Parenting in Canada: Human Growth and Development</i>, Chapter 18, pages 437-460.</p>

Unit 3: Children in the Global Community

Outcomes	Notes for Teaching and Learning
3.13 Identify the issues that concern all who interact with children in society.	Blackline Masters (continued):
3.14 Describe the role society plays in the lives of children and families.	BLM 18-2 , Summary Chart: How Do Parents and Society Share Responsibility for Children? [Grade 11: Living and Working with Children (college)].
3.15 Explain the diverse global influences on children and families, and evaluate their impact on human growth and development.	BLM 18-3 , Society's Expectations of Parents, Caregivers, and Others Who Work with Children [Grade 11: Living and Working with Children (college)].
<p>3.16 Explain why social challenges need to be viewed and understood in an integrated framework.</p> <p>3.16.1 Examine families with special needs.</p> <p>3.16.2 Relate social economic factors to human development.</p> <p>3.16.3 Understand the role of parenting education in child development.</p> <p>3.17 Describe how social service agencies support children and families when problems arise.</p>	<p>BLM 18-2, How Government, Business and Industry, and Communities are Responding to the Changing Needs of Families [Grade 12: Parenting and Human Development (workplace)].</p> <p>BLM 18-3, Assignment for Help Wanted Advertisement, [Grade 12: Parenting and Human Development (workplace)]. Suitable to be used as an assignment.</p> <p>BLM 18-4, Simulation Activity for Families with Special Needs [Grade 12: Parenting and Human Development (workplace)]. May be adapted for use as an assignment.</p>

Unit 3: Children in the Global Community

Suggestions for Assessment	Resources
<p>The assignment for Unit 3 should involve an in-depth treatment of a particular topic from the unit of work that is of special interest to the student. Several assignment topics are suggested in Appendix B of the Study Guide, but students and instructors are encouraged to collaborate to develop their own assignments provided that:</p>	<p>Websites related to this unit that may aid in teaching:</p> <p>www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/html/nfntseffemediarech_e.html</p>
<ul style="list-style-type: none">• They are directly related to material studied in the unit.• They are a valuable learning experience for the adult student.• They are of sufficient rigor and content to equate to a high school-level project or assignment.	<p>This is a Federal Government site that addresses the effects of media violence on children.</p>
<p>Assignments must be evaluated as part of the 30% allotted to “Assignments” in the suggested evaluation for the course (10% or each of the 3 unit assignments in Parenting 3200 B).</p>	<p>www.hrsdc.gc.ca/en/cs/sp/sdc/socpol/publications/2002-002483/page03.shtml</p>
	<p>This Canadian Government site expresses the rights of our children in society and the joint role that parents and society share in making “A Canada Fit for Children”.</p> <p>www.ccsd.ca</p> <p>The Canadian Council on Social Development site has many links that support the teaching of this unit.</p> <p>www.racsn.ca/</p> <p>The Research Alliance for Children with Special Needs provides information and links to information about children with special needs and services provided for these children.</p>

