Palm Springs Unified School District
Secondary Course Description

Please read: **_Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE)._**

District Office Use Only

Transcript Title(s)/Abbreviation: Parenting and Child Care

Transcript Course Code(s)/Number(s): 8056   Cabinet/ BOE Approval Date: July 25, 2017

Section 1: Course Content

1. Course Title: **Parenting and Child Care**

   Date this course was first submitted to the Curriculum Advisory**:** 7/12/17

2. Is this a re-write of an existing course? No   If "Yes," what is the District Course Code:

3. CALPADS Code : 4321

4. PSUSD graduation requirement subject area: General Elective

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters)

   Course can be repeated for Credit? ☐

6. Grade Level: -- 10 11 12

   Note: Grade level pertains to which grades the course has been designed.

7. PSUSD Department: Non-Departmental

8. PSUSD weighted GPA? No   9. Is this an "online" learning course? No

   If "Yes," list the online provider:

   Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway?

What sequence level? --

12. Is this course an Academy-related Course? No   If "Yes," which Academy?

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13. Course Content:
For each unit of the course, provide:
1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Content Outline:

Unit 1: Exploring Realities of Being a Parent

Multiple Realities of Parenting

LEARNER OUTCOMES: Students will:

1. Reflect on the examples of parenting they have seen in their lives and analyze the various meanings related to parenthood.
2. Examine various motivations for becoming a parent.
3. Begin to identify the rewards vs. the challenges of parenting.
4. Analyze the factors that should be considered in evaluating readiness for parenthood.
5. Begin to recognize the commitment necessary to be a parent.
6. Examine alternative approaches to achieving their desired results.
7. Analyze the consequences of actions for the various alternative approaches.
8. Consider the desired results in making a decision to parent.
9. Evaluate how present decisions about parenting may affect future goals.

How Culture and Society Shape Parenting Behaviors

LEARNER OUTCOMES: Students will:

1. Explore the context of culture and society in relationship to the process of parenting.
2. Consider the desired results of developing effective parenting behaviors.
3. Develop culturally competent parenting skills.
4. Distinguish how influences in society affect the development of parenting behaviors.
5. Analyze the consequences of action of different parenting behaviors on children's development.

Unit 2: Understanding Development

Healthy Prenatal Development

LEARNER OUTCOMES: Students will:

1. Explore the context of prenatal development.
2. Consider the factors that ensure the well-being of the father, mother, and the birth of a healthy baby.
3. Examine approaches for assisting parents to achieve a healthy prenatal environment.
4. Analyze the consequences of environmental and hereditary influences on prenatal development.

Brain Development

LEARNER OUTCOMES: Students will:

1. Explore the context of early brain development.
2. Examine approaches for assisting parents and caregivers to help each child develop his or her full potential.
3. Analyze the consequences of environmental influences on brain development.

Aspects of Development

LEARNER OUTCOMES: Students will:

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1. Identify practical applications of developmental principles and domains, in the appropriate treatment of young children.
2. Understand that development is inter-related: something that affects one domain will likely affect other domains as well.
3. Investigate critical issues that affect the physical development of young children and understand what to expect in terms of "normal" development.
4. Examine ways to promote optimal cognitive development in young children.
5. Understand the lifelong process of acquiring social-emotional development and how families, schools, and communities can work together in the best interests of young children's affective development.

Unit 3: Development a Sense of Self in Parents and Children

Interactive Relations Between Parents and Children

LEARNER OUTCOMES: Students will:

1. Understand how socialization is an interactive process.
2. Examine the characteristic traits which are considered to be appropriate by society.
3. Investigate factors influencing the relations between children and parents.
4. Examine alternative approaches for assisting parents towards healthy development of their children.
5. Analyze the consequences of different styles of behavior and interactions of parents on children's development.

Sexuality Education and Family

LEARNER OUTCOMES: Students will:

1. Understand the broad meaning of sexuality.
2. Become aware of some of their own attitudes about sexuality.
3. Consider the desired results of parents being children's primary educators of sexuality.
4. Consider the parent's role in communicating the family values and attitudes to their children.
5. Understand that, when given information and support, parents have the ability to encourage positive attitudes and responsible sexual behaviors in their children from birth to adulthood.
6. Identify the negative and exploitive messages about sexuality in the media and society in general.

Unit 4: Promoting Healthy Parent-Child Relationships

Basic Human Needs and Safety

LEARNER OUTCOMES: Students will:

1. Become aware of basic human needs in their own lives.
2. Examine basic needs of human beings, specifically those of children and parents.
3. Consider the desired results when children's and parents' basic needs are met.
4. Analyze alternative ways which parents can meet the needs of their children.
5. Analyze the effects (consequences) of met and unmet needs on the lives of children.
6. Begin to understand the role that human needs play in parenting.

Childcare Issues

LEARNER OUTCOMES: Students will:

1. Become aware of the context involved in childcare decisions.
2. Examine the alternatives for childcare available to parents.
3. Consider the desired results of different choices of childcare for children and parents.
4. Analyze the consequences of action of children and parental roles when considering the various alternative forms of childcare.

Communication Across the Lifespan

LEARNER OUTCOMES: Students will:

1. Explore the desired results in communication that promote satisfying relationships.

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2. Become aware of change in communication patterns depending upon the context of the relationship and experience.
3. Analyze the consequences of ineffective communication.
4. Consider a variety of approaches to improving communication patterns in significant relationships.

Guidance and Discipline

LEARNER OUTCOMES: Students will:

1. Consider the desired results of being disciplined and the benefits to parents, children, and society.
2. Understand that different families, cultures, and ethnic groups may have different behavioral expectations for their children.
3. Understand that individual differences, situations, and circumstances will determine the most effective guidance techniques.
4. Examine some alternative approaches to these desired results.
5. Analyze the consequences of various approaches to developing disciplined individuals.

Play

LEARNER OUTCOMES: Students will:

1. Explore the role of play and play activities in children's lives.
2. Examine the position adults hold in a child's play.
3. Become aware of how enrichment activities assist in the development of a child.
4. Consider the variety of methods of improving children's development through play.

Learning Activities: Class discussion, group and individual projects and research, hands-on care of babies and toddlers.

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

Students enrolled in Child Care and Parenting focus on balancing school and family; analyzing parenting roles and responsibilities; ensuring a healthy start for parent and child; evaluating support systems that provide services for parents; and evaluating parenting practices that maximize human growth and development. Students will learn first hand how parents and childcare providers can meet the needs for healthy growth and development of a child. Students will be provided hands-on supervised experiences in caring for babies/toddlers. Students will come out of course with a better knowledge of the effort and time it takes to raise a child.

15. Texts and Supplemental Instructional Materials *(all non-core instructional materials are the responsibility of individual schools to purchase.)*

Texts:

Supplemental Materials:

16. Will this course be submitted for approval by UC?   No

Section 2: School and District Information

School Information

1. School Name: Mount San Jacinto Continuation High School

School District: Palm Springs Unified School District

City and State: Palm Springs, California   District Web Site: http://www.psusd.us

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Brian Hendra

   Position/Title: Principal   Email: bhendra@psusd.us

   Phone #:   760-770-8563   Ext:

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name:

   Position/Title: Email:

   Phone #:   Ext.

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Section 3: Course Information

1. Was this course "Previously Approved" by UC?   No

Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Compete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district?   No

Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.

If "Yes," list which school:

Exact Course Title:

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: No

If "Yes," what school?

Exact Course Title:

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list?

Exact Course Title:

5. Has this course been provided program status, is not an online course, and is it listed below?   No

If "Yes," select an option from the Program

Status list: --

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process?   --

Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.

If "In Progress," date submitted to AP:

MM/DD/YYYY

Exact Program Course Title: --

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #8?

No

7(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

No

Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

8. If the answer to either 7(a) or (b) is "No," UC will not approve this course. If "Yes" to both 7(a) and (b)., then select the appropriate option from the Online Provider List below:

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9. Seeking "Honors" Distinction

Note: To receive "Honors" distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: http://www.ucop.edu/a-gGuide/ag/a-g/honors.html. For "Previously Approved" courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.

No

*Note: "Other Honors" is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.*

10. Subject Area and Category

"a"- History/Social Science

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"b"- English

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"c"- Mathematics

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"d"- Laboratory Science

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Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the "g" elective requirement: the second and third years of the sequence then fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the "d" subject area must be taken to fulfill the "d" requirement.

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Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry

"e"- Language Other than English

--   Language --

"f"- Visual and Performing Arts   "g"- Elective

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Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

   No _____

   If no, skip item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

_____ Agriculture and Natural Resources	-- _____
_____ Arts, Media, and Entertainment	-- _____
_____ Building and Construction Trades	-- _____
_____ Business and Finance	-- _____
_____ Education, Child Development and Family Services	-- _____
_____ Energy, Environment, and Utilities	-- _____
_____ Engineering and Architecture	-- _____
_____ Fashion and Interior Design	-- _____
_____ Finance and Business	-- _____
_____ Health Science and Medical Technology	-- _____
_____ Hospitality, Tourism, and Recreation	-- _____
_____ Information and Communication Technologies	-- _____
_____ Manufacturing and Product Development	-- _____
_____ Marketing, Sales, and Service	-- _____
_____ Public Services	-- _____
_____ Transportation	-- _____