

Michigan's High School Career and Technical Education Standards and Expectations

Why Develop Content Standards and Expectations for High School?

In 2004, the Michigan Department of Education embraced the challenge to initiate a "high school redesign" project. Since then, the national call to create more rigorous learning for high school students has become a major priority for state leaders across the country. The Cherry Commission Report highlighted several goals for Michigan, including the development of high school content expectations that reflect both a rigorous and a relevant curricular focus. Dovetailing with this call to "curricular action" is Michigan's legislative change in high school assessment.

The reauthorization of the Carl D. Perkins Act aligns Career and Technical Education (CTE) programs with uniform standards, a focus on student outcomes, and accountability measures. The Act requires that CTE programs of instruction demonstrate that students receive rigorous instruction in both academic and technical skills and that instruction is delivered to prepare students for postsecondary education.

An Overview

Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills. To prepare today's students for tomorrow, schools are working to help students achieve in challenging subjects. One key approach to this goal is to provide students with relevant contexts for learning.

The Parenthood Education Course Credit Guide

This guide was developed to assist Michigan Family and Consumer Science teachers to successfully implement a Parenthood Education Course as part of a state-approved Family and Consumer Science program. The Michigan Family and Consumer Science Content Expectations and Parenthood Education Credit Guidelines provide a framework for designing curriculum, assessments, and relevant learning experiences for students.

These topics are recommended for a comprehensive Parenthood Education Course. Local curriculum decisions, based on advisory committee input, can add to the curriculum. To accommodate the spectrum of locally allowable content in the reproductive health content area, adjustment of content in this area may be made.

To be eligible for added cost funding, a state-approved Family and Consumer Science (FCS) program must teach a Parenthood Education Course that covers 75% of this content.

Parenthood Education Courses may be adapted to semesters, trimesters, or quarterly delivery by adjusting the emphasis and depth of instruction within the various strands.

The curriculum is based upon the *National Standards for Family and Consumer Sciences Education*, Copyright © 2008-2018, developed by the National Association of State Administrators of Family and Consumer Sciences (NASAFACS); area of study 15 and the Reasoning for Action comprehensive standard, www.natfacs.org.

Although all 10 of the Michigan Family and Consumer Science Content Expectations will be taught to varying degrees in a Parenthood Education course, Content Expectation 2 (Demonstrate characteristics of nurturing) and Content Expectation 3 (Analyze factors which influence human development) form the foundational basis of the course.

This Parenthood Education Course Guide was developed for use with high school students and is designed to address personal awareness of, and knowledge and skills associated with, parenting roles and responsibilities. A project-based approach should be used to address issues related to the choices, roles, and responsibilities of parenting. Parenthood Education teaches parenting skills via simulation, interaction with people who are parents and/or care givers, and through direct interaction with children.

Adolescents are beginning to make plans for their future and discover the relationship of their personal values and goals to lifestyle choices. An important part of life planning includes the exploration of the decision to become a parent (or not), when to become a parent, and personal readiness to assume the responsibilities of parenthood. Parenthood Education examines personal readiness, as well as physical and emotional factors, related to beginning the parenting process. An overriding theme is consideration of the issues important to raising healthy children with positive parent-child relationships.

Education for parenting introduces the student to basic parenting practices that maximize development and recognize the special needs of children. The course concepts emphasize the role of personal responsibility in all types of decision-making. The relationship between a healthy lifestyle and normal human development is emphasized throughout the course. Positive attitudes and healthy habits as a foundation for nurturing others are encouraged. Additional concepts include societal conditions that impact parenting, support systems for parents, exploring child care needs, caring for special needs children, and current critical issues related to parenting.

It is recommended that the local agency undertake curriculum mapping of the content proposed for their Parenthood Education Course. This process will identify overlapping content in other FCS or health courses. Because state approved courses are required to cover 75% of the Parenthood Education content, some of the Parenthood Education content could be delivered in other courses at the school; however, such courses should not be counted as Parenthood Education.

All topics marked with an asterisk require approval of the district's reproductive health advisory committee. In addition, there is some content that may be considered controversial in certain communities. Care should be taken to consider community norms and acceptance and to seek advisory committee input when planning the depth of student interaction with this type of content. At the high school level, the expectation is that students are exposed to a variety of experiences and ideas so that they can begin to formulate their own ideas and preferences about becoming a parent.

This course can be the entry point for students following a Human Services career pathway.

Curriculum and Assessment

This document is intended to support conversations at the local and district levels that result in rigorous and relevant curriculum incorporating these content expectations. The expectations should be addressed recursively and with increasing complexity throughout the high school career and technical education curriculum.

As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, and local legislative representatives) work with these content expectations, they should consider the following questions:

- How are the state and national FCS standards and these content expectations reflected in our curriculum and instruction already?
- Where do we need to strengthen our curriculum and instruction to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence and readiness for adult roles, including parenting?
- How do we implement these standards and expectations taking into account what we know about our students, school, and community?
- How will we assess the effectiveness with which our students and schools are meeting these standards and content expectations?
- How can we use school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) to make data-driven decisions about teaching and learning?

Through conversations about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing Michigan students for college, the workplace, and adult roles.

STANDARD 1: Preparing for Parenthood

Standard 1.1 Develop and understand the expectations and responsibilities of becoming a parent.

- 1.11. Determine the traits and characteristics that contribute to successful parenting
- 1.12 Quantify the lifelong commitment necessary to be a responsible parent
- 1.13 Assess the time and energy required to be an effective parent
- 1.14 Examine and quantify the financial obligations of becoming a parent
- 1.15 Evaluate the reasons/motivation for becoming a parent

Standard 1.2 Explore factors indicating personal readiness for parenting.

- 1.21 Develop a plan to assure optimal pre-parenthood health practices
 - 1.211 Evaluate optimal nutrition prior to conception and during pregnancy
 - 1.212 Investigate the relationship of exposure to various conditions that are known to affect reproduction (e.g., smoking, tetragenic substances, etc.)
 - 1.213 Establish criteria for a healthy lifestyle
- 1.22 Identify ways that parents must plan and prepare for the arrival of a child (emotionally, physically, economically, etc.)

Standard 1.3* Compare and evaluate reproductive options relative to the choice to become a parent and the timing of parenthood.

- 1.31* Recognize factors that affect family planning (responsibility, cost, personal values, religious beliefs, availability, knowledge, etc.)
 - 1.311* Compare family planning, pregnancy prevention methods for effectiveness
 - 1.312* Locate reliable sources of family planning information

*Curriculum and visual aids used for Instruction in these topics require the approval of the local district reproductive health committee.

STRAND 2: The Roles and Responsibilities of Parenthood

Standard 2.1 Analyze and explain parenting roles and role changes across the life cycle

- 2.11 Examine the influences and interrelationships of parenthood, work/career and family responsibilities
- 2.12 Analyze the changes in the responsibilities of parents at various stages of their child's development

Standard 2.2 Analyze conditions that influence parenting

- 2.21 Analyze social and community conditions that influence parenting
 - 2.211 Analyze parenting strategies for facing family challenges
 - 2.2111 Investigate the difficulties of parenting when divorce or death changes the family
 - 2.2112 Examine the effects of substance abuse on the ability to parent
 - 2.2113 Investigate the difficulties of parenting for families in crisis (homelessness, job loss, catastrophic events, etc.)
- 2.22 Explore the effects of various custodial arrangements: single parents, grandparents who parent, adoption, foster care, "substitute parents" on the parental role
- 2.23 Analyze the effects of family conflict and change on effective parenting practices
- 2.24 Explain factors that affect communication between parent and child
- 2.25 Examine the consequences of parenting decisions
- 2.26 Summarize current laws and policies related to the responsibilities of Parenting

Standard 2.3 Compare cultural differences in roles and responsibilities of parenting

- 2.31 Examine how cultural values and beliefs influence parenting expectations, nurturing practices and needs for family support.

Standard 2.4 Explore the dynamics of family structures relative to parenting

- 2.41 Determine the effects of parenting roles and relationships in blended and extended families
- 2.42 **Develop an awareness of the special requirements of parenting in atypical families

**Consideration must be given to community norms regarding gay/lesbian couples, single parenting by choice, etc., when covering this topic.

STRAND 3: Parenting Practices

Standard 3.1 Identify and compare parenting and nurturing practices that support optimal human growth and development

- 3.11 Analyze and compare parenting styles (authoritarian, permissive, etc.)
 - 3.111 Understand the effect of family difference on parenting styles
- 3.12 Assess the impact of parental beliefs, attitudes, and behaviors upon the development of children
- 3.13 Identify strategies for continuous learning of parenting skills

Standard 3.2 Identify and apply communication strategies that promote positive interactions and self-esteem in family members

- 3.21 Identify appropriate communication in various parenting situations

Standard 3.3 Assess common practice and emerging research about effects of discipline on human growth and development

- 3.31 Identify positive guidance practices
- 3.32 Develop knowledge of age-appropriate guidance and discipline techniques

STRAND 4: Support Systems for Parents

Standard 4.1 Locate and evaluate community resources available to parents and families

- 4.11 Identify and evaluate sources of reliable information, support and assistance to parents
- 4.12 Establish criteria for selecting quality care and services for children

Standard 4.2 Assess availability of prenatal care in the community

- 4.21 Demonstrate knowledge of appropriate prenatal care to optimize health of parents and infant
- 4.22 Examine community organizations/resources to support optimal prenatal health of parent and infant

Standard 4.3 Investigate local resources available to parents

STRAND 5: Physical and Emotional Factors Related to Parenting

Standard 5.1 * Analyze biological processes related to prenatal development, birth, and health of the child and mother

- 5.11 Examine the influence of heredity, environment, and parental behavioral choices on prenatal development
- 5.12 Determine the effects of alcohol, drugs, nicotine, and environmental hazards on parental health, prenatal development, and child health

Standard 5.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child

- 5.21 Identify and assess indicators of emotional readiness to parent
- 5.22 Identify positive strategies for managing anger and frustration

Standard D 5.3* Analyze the implications of alternatives to biological parenthood

- 5.31 Compare various adoption options
- 5.32 Examine the role and responsibility of foster parents

Standard 5.4 *Examine causes of, and treatments, for infertility

- 5.41* Examine the legal and ethical issues surrounding current and emerging technology related to fertility and family planning

Standard 5.5 Investigate methods of establishing paternity and the legal rights and responsibilities of parents and grandparents

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STRAND 6: Providing for Children's Needs

Standard 6.1 Identify basic criteria to support the needs of infants and children for optimal growth and development

- 6.11 Identify criteria for providing safe environments for various activities for children of different ages (sleep, play, household, public, etc.)
- 6.12 Plan strategies to meet the nutritional needs of infants and children at various stages of development
- 6.13 Determine methods to support and enhance development of children through play and activities
- 6.14 Assess the effects of abuse and neglect on children and their families and investigate methods for prevention
 - 6.141 Identify the characteristics of Shaken Baby Syndrome

Standard 6.2 Evaluate parent initiated or managed activities and strategies to facilitate optimal development of children

- 6.21 Examine and evaluate the value of play to the optimal development of children
- 6.22 Assess the appropriateness of various types of toys for various stages of development
- 6.22 Evaluate the need for parental controls of environmental influences (e.g., media) and strategies to promote positive development

STANDARD 6.3 Understand strategies and identify resources to promote optimal health for children

- 6.31 Identify criteria for selecting and obtaining appropriate health care
 - 6.311 Examine parent decisions about health care choices
 - 6.312 Examine plans that promote preventative health care
 - 6.3121 Investigate state immunization laws and recommendations
 - 6.3122 Determine optimal schedule for "well child" health and dental appointments
 - 6.3123 Assess ways to avoid or prevent common childhood illnesses

- 6.32 Recognize symptoms of childhood illness
- 6.33 Develop a plan for family emergency preparedness
- 6.34 ***Prepare to provide infant/child CPR and emergency first aid

Standard 6.4 Demonstrate knowledge and skills to provide appropriate care for children

- 6.41 Determine characteristics of quality child care
- 6.42 Identify criteria for selection of appropriate caregivers/child care

Standard 6.5 Plan ways that parents can support school success for their children

Standard 6.6 Identify the characteristics and needs of Exceptional Children

- 6.61 Examine causes of congenital conditions and other health problems
 - 6.611 Investigate the role of genetic counseling/screening for couples who carry genetic markers
- 6.62 Identify types of appropriate care, environments, and settings to meet the needs of exceptional children
- 6.63 Distinguish between reliable and unreliable sources of information for parents of exceptional children
- 6.64 Research prognosis and evaluate treatments for children with congenital health problems
- 6.65 Identify the challenges of parenting special needs/chronically ill children

*** A certified CPR instructor should provide this instruction if possible. All students should participate in the training. If students wish to take the test and obtain the CPR certification card, the student should be responsible for the nominal cost of the actual card.

GLOSSARY:

Atypical families: Nontraditional or less common family types.

Chronically ill: Illness or medical condition that lasts or recurs over a long period and sometimes causes a long-term change in the body.

Congenital health conditions: Disease present in an infant at birth; it may be caused by hereditary factors or result from a prenatal condition or disease.

Exceptional children: Children deviating widely (above or below) the norm of physical or mental ability. Such children are often identified as “special needs” at the low end of the continuum or “gifted” at the high end of the continuum.

Foster parent: A person who provides temporary care of children as a substitute parent. Foster care is supervised by governmental or charitable agencies. It is used to protect children from unhealthy or unsafe home situations or to provide care when natural parents are unavailable.