

**CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403**

Renton, Washington



PARENTING
Curriculum Guide

Approved by the Board: June 8, 2005

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7th St., Renton, WA 98055-2307.

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RENTON SCHOOL DISTRICT #403

Renton, Washington

A Philosophy of Education for the Renton Public Schools

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

RENTON SCHOOL DISTRICT #403

Renton, Washington

General Instructional Goals Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
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Program Goals

GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE

Objectives:

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives:

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services which promote entrance and success in Career and Life Skills programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.

- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION

Objectives:

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES

Objectives:

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM

Objectives:

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills instructors regarding the effective use of advisory committees.

CAREER AND LIFE SKILLS EDUCATION
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Program Description

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its three comprehensive high schools and two alternative programs. The district also participate a countywide Tech Prep consortium with local community, technical colleges as well as universities. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and support of core academic skill development. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, Black River High Schools, and Sartori Education Center. The program is comprised of the following: American Sign Language 1-6; Careers in Education; Child Development; Culinary Arts 1-4; Design; Health; Independent Living; Leadership in Family and Employment (L.I.F.E. 101); Parenting; and Personal Fitness. School district and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and two alternative high school sites. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. Industry and professional certifications are also a goal for participating students. These courses are as follows: Accounting 1-4; Business Communications; Business Law; Business Management; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-MultiMedia; Information Technology-Project Management; Principles of Business; Recordkeeping; Web Site Development 1; and Yearbook. Several of the programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Work-based/Work-site Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing 1-2, Advanced Marketing 1-2, Marketing-Entrepreneurship, Marketing Education Seminar 1-2, and **Career Choices Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These

programs assist and support students as they make the transition from school to work. **Volunteer experiences, Internships, Job Shadows, and Service Learning** are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Athletic Trainer/Sports Medicine Programs** is reliant on clinical training stations and coordinated work experiences for students through local health and physical therapy facilities and community hospitals. This program is offered to all students in the Renton School District but operates only at Hazen High School and Sartori Education Center.

Technology Education Programs are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Building Maintenance Technology 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Construction and Manufacturing Technology 1-6; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Power Mechanics 1-2; Principles of Technology/Robotics 3-4; and Video Production 1-2.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for a number of years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for career and technical education funding, the District has made the commitment to operate them collaboratively with a related academic instructor. These **Applied Career and Technical Education Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology 1-2.

Renton School District has made a commitment to provide career and technical education instruction and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to support several offerings, the district has entered into interdistrict cooperative agreements with surrounding school districts to accept students on a space available basis. There are three such **special programs**: **Building Maintenance** operates at the Sartori Education Center; the **Career Ladders/Community Classroom** is offered at Valley Medical Center; and the **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School.

CAREER AND LIFE SKILLS EDUCATION
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Mission Statement

The mission of Career and Life Skills Education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

THREE BELIEFS

A. Beliefs about individual needs

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

B. Beliefs about society's expectations

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

C. Beliefs about systems that care for and support learners

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

PARENTING

Washington State Essential Academic Learning Requirements

PARENTING This Career and Life Skills course meets the Washington State Essential Academic Learning Requirements. Course Objectives:	ARTS	READING	WRITING	COMMUNICATIONS	CIVICS	ECONOMICS	GEOGRAPHY	HISTORY	HEALTH & FITNESS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
I. Understanding Parenting		X	X	X					X	X		X
II. Parenting Decisions		X	X	X					X	X	X	X
III. Becoming a Parent	X	X	X	X			X		X	X	X	X
IV. Caring for an Infant		X	X	X					X	X	X	X
V. Nurturing Children	X	X	X	X					X	X	X	X
VI. Guiding Children		X	X	X			X		X	X	X	X
VII. Meeting Family Responsibilities	X	X	X	X	X	X	X	X	X	X		X

PARENTING
Course History

In 1991 the Renton School District adopted GRADS, a full year course for pregnant and parenting teens and maintained the Teen Parenting/GRADS program as an introduction and awareness activity for all students. The GRADS program was discontinued in the late 1990's when pregnant and parenting students were not taking advantage of the teen parent child care center and/or the instructional program.

The Parenting program continued to be offered to students at our two alternative sites and was determined to be in need of revision. During the summer of 2004 a group of staff worked with program advisory committee members to update the curriculum package and instructional resources which resulted in the development of this curriculum.

PARENTING
Course Goals

Renton School District students in the Parenting program will:

- Develop an appreciation for the child care field by exploring and participating in a variety of vocational and educational experiences within the Renton School District and local child care facilities.
- Explore career and educational pathways emphasizing articulation in related early childhood education with the emphasis in early human development, child development and psychology/sociology.
- Integrate with all subject areas across the curricula.
- Develop initiative, cooperation and leadership skills in group activities.
- Research child development, education and care throughout the teaching and counseling fields.

References found in the textbook, *Parenting Rewards and Responsibilities*, are “The Career Corner” features at the end of each unit:

<u>Career</u>	<u>Pages</u>
Parenting Publications Writer	88-89
Parent Educator	146-147
Ultrasound Technologist	226-227
Neonatal Nurse	294-295
Physical Education Program Supervisor	454-455
Kindergarten Teacher	536-537
Child Care Referral Specialist	632-633

PARENTING

Course Scope and Sequence

Parenting Rewards & Responsibilities is divided into seven units. Each unit is divided into chapters. There are a total of 30 chapters in the text.

- I. Unit 1: *Understanding Parenting* lays the foundation for studying what it means to be a parent.
 - a. Summarize the basic responsibilities of parenting.
 - b. Develop skills that will help you be an effective parent.
 - c. Form some early ideas about your parenting philosophy.
 - d. Explain the rights and responsibilities of parenting.

- II. Unit 2: *Parenting Decisions* shows students how to evaluate readiness for parenting so that decisions can be made carefully and intelligently.
 - a. Summarize and apply the steps of the decision-making process.
 - b. Describe the impact of teen pregnancy on teens, their children, families, and society.
 - c. Assess the value of planning a family.

- III. Unit 3: *Becoming a Parent* examines pregnancy, preparing for birth, and the birth process.
 - a. Identify and describe the three stages of prenatal development.
 - b. Explain the importance to ensure a healthy pregnancy.
 - c. Assess the various aspects of childbirth preparation.
 - d. Summarize what happens during the three stages of childbirth.

- IV. Unit 4: *Caring for an Infant* explains an infant's growth and development and what parents must do to give an infant the best possible start in life.
 - a. Explain how new mothers and fathers adjust to parenthood physically and emotionally.
 - b. Describe the physical growth and cognitive development during infancy.
 - c. Describe ways of encouraging positive emotional and social development.

- V. Unit 5: *Nurturing Children* teaches students how to promote physical health and safety, plus ways to nurture emotional, social, and intellectual development in children.
 - a. Demonstrate ways of meeting the physical needs of children during the various stages of childhood.
 - b. Explain the concept of wellness and how parents maintain wellness in children.
 - c. Develop strategy to promote emotional growth.
 - d. Explain the socialization process.
 - e. Understand parenting techniques to stimulate intellectual development.
 - f. Relate the value of play to all areas of child development.
 - g. Recommend resources for educating a special needs child.

- VI. Unit 6: *Guiding Children* teaches students how to communicate, promote positive behavior, and develop character.
 - a. Explain the importance of having good communication with children.
 - b. Discuss the importance of teaching values and ethics to children.
 - c. Recognize inappropriate guidance techniques.
 - d. Develop an understanding of common parenting problems.

- VII. Unit 7: *Meeting Family Responsibilities* examines ways to build strong families, solve family problems, and balance personal and family life. Information on early childhood education completes the unit.
 - a. Understanding the functions of a family.
 - b. Explain the need for balancing different areas of life.
 - c. Determine techniques to alleviate family problems.
 - d. Compare and contrast different child care arrangements.
 - e. Describe the purpose and benefits of early childhood education.

PARENTING

Course Evaluation/Assessment

Tests and worksheets designed by the publisher will be used to meet state and national standards. In addition, students will be required to do research on vocational opportunities under the child care field, child development or parenting. The culminating writing project will be placed in the student's graduation portfolio.

PARENTING

Course Instructional Materials

Text

Parenting: Rewards and Responsibilities, Glencoe
Nurturing Brain Development, Student Workbook
Teen Parenting Skills, Reteaching Activities

Supplemental Materials

Videos

Supplemental Parenting Guides

PARENTING
Leadership and Vocational Plan

LEADERSHIP AREAS	STUDENTS WILL:	VOCATIONAL ASPECTS	INTEGRATED INTO CURRICULUM
<p>Area 1: Introduction to Leadership Students will develop an understanding and demonstrate a knowledge for the purpose of Student Leadership in vocational education.</p>	<ul style="list-style-type: none"> • Discuss the purpose of developing personal and group leadership skills. 	<ul style="list-style-type: none"> • Offers an opportunity to explore career choices and make post-secondary decisions. 	<ul style="list-style-type: none"> • Integrates with all subject matter across the curriculum. • Use material from the Internet.
<p>Area 2: Personal Qualities Students will demonstrate personal qualities necessary to function in a family, community and work setting.</p>	<ul style="list-style-type: none"> • Determine the importance of values and goals. • Identify short and long term goals. • Describe how personal values are reflected in work ethics. • Share how they will personally act in certain situations. 	<ul style="list-style-type: none"> • Demonstrates leadership ability by applying decision-making and problem solving skills. 	<ul style="list-style-type: none"> • Utilize material from Internet • Career research project • Utilize Microsoft Word and PowerPoint
<p>Area 3: Interpersonal Skills Students will become aware of and demonstrate interpersonal skills needed to function in a global society.</p>	<ul style="list-style-type: none"> • Demonstrate how to work cooperatively with community members and classmates. • Develop goals from self-evaluation. • Determine whether goals are conceivable, achievable, and can be measured. • Write down necessary steps to carry out each goal. Evaluate each step. • Manage and resolve positive stress and adversity in the work setting. 	<ul style="list-style-type: none"> • Internet research on cultural aspects of parenting. • Observe acceptable community parenting practices. 	<ul style="list-style-type: none"> • Use proper behavior in different cultural settings. • Use community resources to further enhance understanding of parenting.

<p>Area 4: Communication Skills Students will be able to communicate effectively utilizing the tools learned in the classroom setting.</p>	<ul style="list-style-type: none"> • Will prepare formal and informal written materials. 	<ul style="list-style-type: none"> • Develop material for portfolio. • Classroom assignments. • Be able to use language specific to area of study. 	<ul style="list-style-type: none"> • Class assignments and portfolio pieces demonstrate understanding.
<p>Area 5: Community Students will develop an understanding and demonstrate knowledge of how to work effectively in the community using tools and skills learned in the classroom.</p>	<ul style="list-style-type: none"> • Will be familiar with parenting skills resources. 	<ul style="list-style-type: none"> • Job shadow • Parental observation • Contact social services 	<ul style="list-style-type: none"> • Evaluate how legal and societal forces establish parenting norms.
<p>Area 6: Personal and Tech Resources. Students will be able to utilize personal and technological resources to make decisions for the family, community and workplace.</p>	<ul style="list-style-type: none"> • Students will integrate multi media resources for both personal growth, portfolio artifacts and towards applications in working setting. 	<ul style="list-style-type: none"> • Demonstrate ability to use a variety of multiple media for portfolio project. 	<ul style="list-style-type: none"> • Utilize Microsoft Word and PowerPoint. • Utilize material from Internet.
<p>Area 7: Group Dynamics Students will demonstrate organizational skills in large and small group situations.</p>	<ul style="list-style-type: none"> • Understand team skills. • Develop group facilitation skills. 	<ul style="list-style-type: none"> • Case studies • Surveys • Questionnaires 	<ul style="list-style-type: none"> • Variety of assignments with peers, teachers and relatives.
<p>Area 8: Employability Skills Students will understand and demonstrate effective employability skills.</p>	<ul style="list-style-type: none"> • Identify behaviors to establish successful relationships in a working environment • Identify means of dealing with conflict resolution within a team setting. • Identify and demonstrate proper work ethics. 	<ul style="list-style-type: none"> • Research successful parental practices of working parents. • Determine childcare options in the community and work place. 	<ul style="list-style-type: none"> • Meeting timelines. • Use class assignments to identify successful working relationships.