

Nurturing Family Development 10L, 20L, 30L

Prairie South Schools 2014

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Philosophy and Rationale

Adolescent parents and their children are two particularly vulnerable groups in society. Both are at critical points in which their life courses can be positively shaped toward healthy development, stability, and productivity. Establishing a nurturing parent-child relationship is crucial for producing the next generation of healthy adults. Fostering the development of personal power and self-advocacy in teen parents increases their ability to access supports, solve problems, and set goals to ensure healthier parents and babies while working toward self-sufficiency.

Knowledge of, and skill development in the following areas is essential for their success, and will be the main components of the curriculum; self-awareness and self-esteem, parenting and child development, healthy relationships, life after high school, budgeting and financial literacy, exercise and nutrition, rights and responsibilities of parents, accessing services within the community, self-advocacy and leadership, stress and anger management, reproductive health, mental wellness, and promotion of early literacy practices, secure attachment and brain and language development.

Aim and Goals

The aim of the Nurturing Family Development curricula is to develop confident and competent students who understand, appreciate, and apply a nurturing parent – child relationship throughout life.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject area.

Goals:

- Develop the understanding, skills, and confidences necessary to take action to improve health
- Make informed decisions based on health-related knowledge
- Apply decisions that will improve personal health and/or the health of others
- Active living – enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community
- Relationships – balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities

Purpose

Based upon the aim and goals of Nurturing Family Development, the purpose is to develop confident and competent student aged parents who understand, appreciate, and engage in a healthy relationship to benefit themselves as well as their children. This curriculum encourages school readiness and healthy development of the teen parent’s child(ren).

Module Overview Chart

Module	Title	Outcome(s)	Course Nurturing Family Development	Suggested Time (hours)	Outcome Based Evaluation
Module 1a	Self-Knowledge and Development	<ol style="list-style-type: none"> Analyze strengths and weaknesses as an individual and as a parent. Reflect on current skills and develop and implement a plan necessary for you and your child to be successful, productive citizens. Recognize that you are responsible for change and growth in you and your child's life. 	10L	20	1
Module 1b			20L		1
Module 1c			30L		1
Module 2a	You and Your Child's Health	<ol style="list-style-type: none"> Demonstrate a sense of commitment to make provisions for your child's physical, mental, emotional, and spiritual health. Display a sense of commitment to make provisions for your physical, mental, emotional, and spiritual health. 	10L	20	1
Module 2b			20L		1
Module 2c			30L		1
Module 3a	The Nurturing Parent and Your Child's Development	<ol style="list-style-type: none"> Demonstrate an understanding of the mental, physical, emotional growth and development of children from conception to three years of age and the factors that can impede and enhance healthy development. Reflect on your role in developing a healthy and competent child by investigating: parent-child attachment, positive parent-child interactions, responsive and sensitive parenting, parent as child's first and most important teacher. 	10L	20	1
Module 3b			20L		1
Module 3c			30L		1
Module 4a	Building Healthy Relationships and Supports	<ol style="list-style-type: none"> Understand adjustments that occur in relationships in early parenthood. Critique factors of positive healthy relationships. Investigate the effects of the parent's relationships on the child. 	10L	20	1
Module 4b			20L		1
Module 4c			30L		1
Module 5a	Living Independently and Preparing for Your Future	<ol style="list-style-type: none"> Develop life skills to live financially independent. Implement skills to successfully manage daily living. Understand options for transitioning to life after high school. 	10L	20	1
Module 5b			20L		1
Module 5c			30L		1

Course Modules with Outcomes & Indicators

Nurturing Family Development 10L, 20L, 30L provides students with knowledge of and skill development in good parenting practices and provide opportunities in the practical application of these skills in a supportive environment. It is important to stimulate an awareness of the reality of parenting in order for student to be confident and competent in making informed decisions as parents. It is essential that young people be equipped with parenting skills, and in some cases, the school is best able to provide this.

Module 1: Self-Knowledge and Development

Outcome	Module 1a	Indicators	Nurturing Family Development 10L	
1. Analyze strengths and weaknesses as an individual and as a parent.	10.1.1	assess current level of developmental assets		
	10.1.2	examine and improve self-esteem		
	10.1.3	determine current level of parenting independence		
	10.1.4	analyze factors that lead to teen pregnancy (i.e., family history, depression, self-esteem, relationship issues)		
2. Reflect on current skills and develop and implement a plan necessary for you and your child to be successful, productive citizens.	10.2.1	build developmental assets in yourself and child		
	10.2.2	determine what kind of parent you want to be		
	10.2.3	understand the importance of graduation		
	10.2.4	establish goals to make graduation a priority		
3. Recognize that you are responsible for change and growth in you and your child's life.	10.3.1	understand the importance of, and develop family values		
	10.3.2	understand the importance of parent/child bonding and attachment		
	10.3.3	build skills to secure the attachment between parent and child		
	10.3.4	communicate with others how your priorities have changed since becoming a teen parent		
	Module 1b		Indicators	Nurturing Family Development 20L
	11.1.1	assess self as learner (i.e., Multiple Intelligences, Meyers Briggs, What Motivates Me to Learn?)		
	11.1.2	assess self as individual (i.e., Reality Therapy Needs Assessment)		
	11.1.3	share strengths and weaknesses with others (i.e., Classroom Teachers)		
	11.2.1	Balance the needs of the child with those of the parent		
	11.2.2	develop goals vision board		
11.2.3	understand the importance of graduation			
11.2.4	establish goals to make graduation a priority			
11.2.5	identify obstacles or challenges and devise a plan to overcome them			
11.3.1	identify my family's values and how they impact mine and my child's life			
11.3.2	develop and implement self-advocacy skills			
11.3.3	realize responsibility of self in overcoming challenges			
11.3.4	recognize and understand you and your child's feelings			
11.3.5	parental rights and responsibility			
Module 1c		Indicators	Nurturing Family Development 30L	
12.1.1	identify how strengths can be used to build resiliency			
12.1.2	explore ways to use strengths to give back to the larger community			
12.2.1	understand the importance of graduation			
12.2.2	execute goals to make graduation a priority			
12.2.3	identify obstacles or challenges and devise a plan to overcome them			
12.2.4	reflect on current progress and adapt plan to realign goals and graduation			
12.3.1	develop an action plan for involvement in the day care			
12.3.2	understand factors that contributed to their teen pregnancy			
12.3.3	participate in realities of teen parenting presentations			
12.3.4	effectively communicate key information with appropriate stakeholders			

Module 2: You and Your Child's Health

Outcome	Module 2a	Indicators	Nurturing Family Development 10L
<p>1. Demonstrate a sense of commitment to make provisions for your child's physical, mental, emotional, and spiritual health.</p> <p>2. Display a sense of commitment to make provisions for your physical, mental, emotional, and spiritual health.</p>	10.1.1	recognize and evaluate dangers to fetus and long term effects to the child resulting from the parents inability to meet the basic needs of the fetus	
	10.1.2	understand FASD and the effects of alcohol and drugs on the developing fetus	
	10.1.3	illustrate an understanding of the possible factors involved in SIDS	
	10.1.4	determine the risk factors and effects of Shaken Baby Syndrome	
	10.1.5	understand the impact tobacco, STI's, and HIV AIDS can have on an unborn baby	
	10.1.6	examine the pros and cons of breast-feeding and bottle feeding	
	10.1.7	explore proper pre-natal care (i.e., routine medical care, nutrition, rest, exercise, mental wellness, and environmental exposure)	
	10.2.1	understand how to protect self from STI's, HIV AIDS, and unplanned pregnancies (e.g., Birth control)	
	10.2.2	understand the signs and symptoms of Post-Partum Depression and how to access support	
		Module 2b	Indicators
	11.1.1	practice and demonstrate infant/child care giving skills (i.e., burping, diapering, feeding, safety)	
	11.1.2	understand the detrimental effects of second hand smoke	
	11.1.3	understand common childhood illnesses and how to provide treatment and access support	
	11.1.4	determine when to go to a doctor and when to treat at home	
	11.1.5	explore proper nutritional practices (i.e., making baby food at home, healthy drinks, when to introduce solids, choking risk factors)	
	11.1.6	understand proper car seat installation and car seat safety regulations and practices	
	11.1.7	understand healthy feeding relationships between caregiver and child	
	11.1.8	understand the importance of sleep and routine for young children	
	11.1.9	illustrate an understanding of sun safety and appropriate precautions for newborns, infants and children	
	11.1.10	understand techniques for weaning from bottle and soother and the rationale for not putting baby to bed with a bottle	
	11.2.1	understanding the psychology of addiction	
	11.2.2	evaluate and understand the importance of sexual self-worth, body image, self-esteem	
	11.2.3	understand how to survive sexual abuse	
	Module 2c	Indicators	Nurturing Family Development 30L
	12.1.1	home safety (i.e., baby gates, keeping dangerous objects out of reach, preventing poisoning, fire safety, escape plans)	
	12.1.2	explore proper nutrition practices (i.e., making baby food at home, healthy drinks, when to introduce solids, choking risk factors)	
	12.1.3	CPR Training	
	12.1.4	understand the importance of immunizations and having them done on time	
	12.2.1	determine the benefits of regular physical activity	
	12.2.2	examine how to cope with grief, loss of teenage years	
	12.2.3	develop a plan for stress reduction	
	12.2.4	understand addictions and recovery	

Module 3: The Nurturing Parent and Your Child’s Development

Outcome	Module 3a	Indicators	Nurturing Family Development 10L	
1. Demonstrate an understanding of the mental, physical, emotional growth and development of children from conception to three years of age and the factors that can impede and enhance healthy development.	10.1.1	describe month by month pre-natal development and the importance of pre-natal visits to the doctor		
	10.1.2	understand the detrimental effects of maternal stress during pregnancy		
	10.1.3	explain the stages of labour and delivery: possible complications, caesarian section		
	10.1.4	determine the father’s role in labour and delivery and tour the women’s health unit		
	10.1.5	create a birth plan		
	10.1.6	develop a list for the hospital stay and required items for baby’s first weeks at home		
	10.1.7	understand the innate capabilities and characteristics of a newborn		
	10.1.8	investigate basic newborn temperaments		
	10.1.9	discover how a newborn communicates		
	10.1.10	research Sudden Infant Death Syndrome and the effects of second hand smoke on newborn		
2. Reflect on your role in developing a healthy and competent child by investigating: parent-child attachment, positive parent-child interactions, responsive and sensitive parenting, parent as child’s first and most important teacher.	10.2.1	understand the importance of parent/child bonding and attachment		
	10.2.2	build skills to secure the attachment between parent and child		
	10.2.3	determine how a newborn’s temperament will influence parenting style		
	10.2.4	apply nurturing routines to calm newborns and help them sleep		
	10.2.5	demonstrate an understanding of importance of responding to an infant’s needs in a timely manner (dispel the myth of the “spoiled infant”)		
	10.2.6	identify and explain the reasons for taking time for yourself when parenting a newborn and create a plan that includes supports that can be called when parenting becomes stressful		
	10.2.7	explore activities to stimulate newborn brain development		
	10.2.8	explore the power of touch with newborns (i.e., infant baby massage)		
		Module 3b	Indicators	Nurturing Family Development 20L
		11.1.1	analyze the development and needs of infants from birth to one year	
	11.1.2	develop awareness and record developmental milestones in your 0-1 year old infant		
	11.1.3	understand the importance of play in learning and the stages of play that children go through (i.e., solitary, parallel, associative, cooperative, symbolic)		
	11.1.4	understand stages of communication and language development from 0-1 and the importance of reading to your child		
	11.2.1	describe the effects of parental neglect on a child’s development		
	11.2.2	examine ways a nurturing parent can help a child develop trust and confidence in mastering developmental tasks		
	11.2.3	investigate and incorporate activities to encourage intellectual, gross motor and emotional development through use of the Invest in Kids: Comfort, Play and Teach Program		
	11.2.4	understand a parent’s role in promoting language and communication development and familiarize themselves with best practice in becoming their child’s first teacher		
	11.2.5	assess toys for 0-1 age, decide which toys are best suited to help a child develop at this stage		
	11.2.6	build skills to develop literacy in your child, develop a schedule for reading/lap time		
	11.2.7	evaluate children’s books to determine the characteristics of children’s books and determine the best children’s books for each developmental stage		
	Module 3c	Indicators	Nurturing Family Development 30L	
	12.1.1	describe the developmental stages of milestones of a toddler		
	12.1.2	analyze factors that contribute to brain development in toddlers		
	12.1.3	understand and help encourage a toddler’s need for independence and autonomy		
	12.1.4	define guided discipline and the necessity for consistent expectations with your child		
	12.1.5	inspect skills for pre-school readiness		
	12.2.1	evaluate a variety of discipline techniques (i.e., rewards and punishment, giving and receiving praise, verbal and physical redirection)		
	12.2.2	determine appropriate expectations for children at current stage of development		
	12.2.3	recognize and understand feelings in ourselves and in our children		
	12.2.4	evaluate the pros and cons of spanking and or using physical force with toddlers		
	12.2.5	create a discipline plan with your co-parent		
	12.2.6	research effective ways a parent can help develop positive self-worth in their toddler		

Module 4: Building Healthy Relationships and Supports

Outcome	Module 4a	Indicators	Nurturing Family Development 10L
<p>1. Understand adjustments that occur in relationships in early parenthood.</p> <p>2. Critique factors of positive healthy relationships.</p> <p>3. Investigate the effects of the parent's relationships on the child.</p>	10.1.1	develop an understanding of changes that will occur in relationships during and after pregnancy (i.e., partner, family, friends, work, school, professionals)	
	10.1.2	evaluate decision to become a parent	
	10.1.3	investigate options (i.e., adoption, abortion, parenting)	
	10.1.4	develop an awareness of the supports available in the community to support teen parents (i.e., Kids First, Public Health, Young Parent Program, Mental Health, Legal Aid, Salvation Army, Moose Jaw Housing, Transition House Outreach, YMCA Outreach Worker, Addictions Services)	
	10.2.1	identify factors of healthy relationships	
	10.2.2	communication skills, conflict resolution, anger management, boundary setting	
	10.2.3	identify stressors on relationships with others after bringing child home (ie. emotional, financial)	
	10.3.1	understand how maternal stress effects your child	
	10.3.2	identify the effects of domestic violence and the cycle of abuse (physical, sexual, verbal, emotional, psychological, financial abuse) on your child	
	Module 4b	Indicators	Nurturing Family Development 20L
	11.1.1	connect with appropriate supports available in the community	
	11.1.2	construct plan with each support to accomplish goals	
	11.2.1	model what a healthy relationship should look like	
	11.2.2	examine the impact of your own behaviours on your interpersonal relationships	
	11.3.1	understand the rights and responsibilities of teen dads	
11.3.2	explain the benefits of having both parents and families in the child's life		
11.3.3	explain the benefits of healthy co-parenting for your child		
Module 4c	Indicators	Nurturing Family Development 30L	
12.1.1	evaluate and recommend supports available in the community to others		
12.1.2	effectively transition from supports to independence		
12.2.1	evaluate current relationships based on identified criteria		
12.2.2	set goals and design a plan to improve current relationships		
12.3.1	create a plan for co-parenting (which could involve Legal Aid)		
12.3.2	create a plan for 3 generational living		
12.3.3	create a plan for single parent living (alone, other family members, friends)		
12.3.4	understand the rights of the child (i.e., what's in the best interest of the child, custody and access)		

Module 5: Living Independently and Preparing for Your Future

Outcome	Module 5a	Indicators	Nurturing Family Development 10L
1. Develop life skills to live financially independent. 2. Implement skills to successfully manage daily living. 3. Understand options for transitioning to life after high school.			10.1.1 personal banking, budgeting, wages and salary 10.1.2 awareness of and access to financial supports for teen parents (income tax completion) 10.1.3 find appropriate agencies to access personal documents (social insurance number, birth certificate, driver's license, passport, Treaty Card) 10.1.4 understand the rights and responsibilities of Section 10 (Ministry of Social Services) 10.1.5 understand laws regarding child custody, access, and maintenance (legal aid, social worker) 10.1.6 understand that cost of living for raising a family necessitates career education beyond high school for a more secure future
			10.2.1 understand how to search for an apartment (online) 10.2.2 understand what to look for when viewing a potential apartment 10.2.3 understand what rent will cover, what utilities are included 10.2.4 complete rental application form (Moose Jaw housing/other) 10.2.5 understand how to give notice, and the eviction process, importance of tenant insurance 10.2.6 understand what constitutes a Protection Risk (Ministry of Social Services)
			10.3.1 identify the importance of completing a high school education 10.3.2 identify obstacles to completing high school for pregnant parenting teens 10.3.3 develop a plan for overcoming obstacles to completing high school 10.3.4 identify reasons people work (self-worth, contributing to society) 10.3.5 interpret the needs of employers and employees 10.3.6 identify factors that influence work ethics 10.3.7 identify skills valued by schools and employers
	Module 5b	Indicators	Nurturing Family Development 20L
			11.1.1 create a financial plan (savings account, RESP) 11.1.2 research the pros and cons of online banking 11.1.3 understand the parts of the bank statement and the cost of associated bank fees 11.1.4 distinguish between family needs and wants 11.1.5 identify family factors that affect spending
			11.2.1. create balanced menu plan for self and child (frugal shopping, couponing, cooking on a budget) 11.2.2 demonstrate basic cooking practices as taught by Hunger in Moose Jaw 11.2.3 complete a grocery store tour with the nutritionist or public health to understand the layout of the grocery store and how they are set up to encourage impulse buying 11.2.4 investigate ways young parents find a balance between parenting, school, leisure and work life
			11.3.1 weighing the pros and cons of part-time work 11.3.2 assess interests and skills 11.3.3 characteristics of a good employee, job readiness 11.3.4 job search, job requirements, hours, salary 11.3.5 create a resume 11.3.6 develop interview skills
	Module 5c	Indicators	Nurturing Family Development 30L
			12.1.1 set up online banking and direct deposits for cheques 12.1.2 determine the pros/cons of credit card use and determine when credit card use is necessary 12.1.3 determine how much daycare will cost after graduation
			12.2.1 explore childcare options 12.2.2 examine ways to build a strong relationship with childcare provider 12.2.3 construct a list of questions to guide you while interviewing potential daycares (licensed, environment, staff training, child/worker ratio)
			12.3.1 Student loans, filling out applications, school, career 12.3.2 identify factors that influence career choices 12.3.3 obtain information about non-traditional occupational choices 12.3.4 obtain information about traditional occupational choices 12.3.5 identify occupational clusters relevant to own needs, interests and abilities 12.3.6 identify myths and realities associated with jobs 12.3.7 identify obstacles to choosing and succeeding in selected occupations

Core Curriculum Components

Differentiated Instruction

Differentiated Instruction refers to the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make *curriculum, instruction, and the learning environment* meaningful and appropriate for each student.

Differentiated Instruction addresses the importance of providing multiple or varied ways for students to learn and for assessment, evaluation, and reporting of what has been learned in order to promote optimum success for each student. Differentiation is tailored to students' strengths, needs, and interests and are applied within all program of instruction (regular, reduced, modified, and alternate).

First Nations, Metis, and Inuit Content and Perspectives

First Nations, Metis, and Inuit Education is holistic, lifelong, culturally responsive learning that allows students to reflect on their relationships with themselves, on another, and the natural world. It is a commitment to improving achievement for all learners by providing equitable opportunities for all to succeed and contribute to society in a meaningful manner.

The inclusion of First Nations, Métis, and Inuit content, perspectives, and ways of knowing benefits all students. Culturally relevant curriculum and resources foster meaningful learning experiences for all students, promote an appreciation of Canada's cultural mosaic, and support universal human rights.

Gender Equity

Gender equity is defined as: the provision of equality of opportunity and the realization of equality of results for all students based on individual aptitudes, abilities and interests, regardless of gender.

The intent of the Goals of Education in Saskatchewan is "to develop the potential of each person to the fullest extent". In recognition of this, Saskatchewan Education encourages the achievement of gender equity within the province's Kindergarten to Grade 12 system. Gender equity will be promoted as an integral part of all aspects of the educational system including: curriculum, resource materials, instructional and assessment practices, school environment, student development, the relationship between the school and the community, and monitoring.

Multicultural Education

Multiculturalism is recognition of the diversity of cultural differences which exist in a pluralistic society and an endorsement of a society in which individuals of all cultures are accepted and accorded respect. Thus, it encourages a positive acceptance of races, religions and cultures, and recognizes such diversity as healthy.

Multicultural education is an interdisciplinary educational process which fosters understanding, acceptance, empathy, and constructive and harmonious relations among people of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment.

Resource-based Learning

Resource-based Learning involves use of a wide array of print, non-print, new media, and human resources to assist students in learning. It offers students opportunities to choose, to explore, and to discover from a variety of resources both within and outside of their community. Resource-based Learning is a means by which teachers can greatly assist students to develop knowledge, attitudes, and abilities for independent, lifelong learning. To support the principle of Resource-based Learning, a variety of instructional resources have been evaluated and recommended. Students will be using a variety of print, online, audio, visual, and human/community resources to support the course(s).

Approaches to Instruction

In Nurturing Family Development 10L, 20L, 30L, an emphasis will be placed on the process of learning as well as on the demonstration of content, process, and skills learned. This will involve the use of a variety of instructional approaches, including but not limited to: (*Sask Learning 1988*).

1. **Direct Instruction:** structured overview, mastery lecture, student centered lecture, drill and practice, demonstrations, didactic questions, guides for reading, listening, viewing, explicit teaching, compare and contrast, modeling, questions, setting outcomes and feedback.
2. **Indirect Instruction:** case studies, reflective discussion, reading for meaning, cloze procedure, non-linguistic representation, advance organizers, summarizing and note taking, concept formation, concept attainment, similarities and differences, generate and test hypotheses, inquiry, concept mapping, cues, analytic questions, test hypotheses.
3. **Independent Instruction:** essay, conducting experiments, computer assisted instruction, homework, research projects, learning activity package, reports, assigned questions, correspondence lessons.
4. **Experiential Instruction:** field trips, synectics, surveys, hands-on learning activity, simulations, focused imaging, field observations, role playing, model building, conducting experiments.
5. **Interactive Instruction:** debates, brainstorming, laboratory groups, circle of knowledge, panels, peer practice, cooperative learning groups, tutorial groups, role playing, discussion, problem solving, interviewing.

Modules in this course are designed to be thematic, not chronological. As such, each will discuss parenting and self-care through pregnancy, birth, infancy, and early childhood.

Incorporating Career Development Competencies

Students will be better equipped to achieve fulfillment in personal, social, and work roles through exposure to a career building process. Career education progresses from early childhood through adulthood and focuses on the continuous development of competencies in three areas, personal management, learning and work exploration, and life/work building.

In 2001, the Department adopted the Blueprint for Life/Work Designs as the scope and sequence for the integration of career development competencies into Core Curriculum. The Blueprint outlines the skills, knowledge, and attitudes that are essential tools for effectively managing life/work development. This framework, which describes career development competencies from early childhood through adulthood, was developed through the collaboration of representatives of Canadian provinces and territories and is published by the National Life/Work Centre, a not-for-profit organization that supports career development. The cornerstone of the Blueprint is the matrix of eleven competencies grouped into three sections: personal management, learning and work exploration, and life/work building.

The career development framework includes the continuous development of the following competencies:

a. Personal Management:

1. Building and maintaining a positive self-image
2. Interacting positively and effectively with others
3. Changing and growing throughout one's life

b. Learning and Work Exploration:

1. Participating in lifelong learning supportive of life/work goals
2. Locating and effectively using life/work information
3. Understanding the relationship between work and society/economy

c. Life/Work Building:

1. Securing, creating, and maintaining work
2. Making life/work enhancing decisions
3. Maintaining balanced life and work goals
4. Understanding the changing nature of life/work roles
5. Understanding, engaging in, and managing one's own life/work building processes.

Broad Areas of Learning

Three Broad Areas of Learning reflect Saskatchewan's Goals of Education. Practical and Applied Arts contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning. The Broad Areas of Learning express the desired attributes for Saskatchewan's grade 12 graduates.

Lifelong Learners

In the course of learning during Practical and Applied Arts classes, students will gain a positive sense of identity and efficacy through development of practical skills and knowledge. The Practical and Applied Arts curricula are closely related to careers found in Saskatchewan and, therefore, are directly connected to lifelong learning whether in a professional career or through hobbies and personal interests.

Sense of Self, Community, and Place

To engage in the Practical and Applied Arts, students need not only to use knowledge and skills but also to interact with each other. Through the Practical and Applied Arts, students learn about themselves, others, and the world around them. They use their new understanding and skills to explore who they are and who they might become. Practical and Applied Arts programming should vary by school to reflect the community at large. Community projects can play a key role in Practical and Applied Arts programming and connect the school more closely to the community.

Engaged Citizens

Engaged citizens have empathy for those around them and contribute to the well-being of the community as a whole. Practical and Applied Arts students learn how new skills and abilities enable them to make a difference in their personal lives as well as in their family and community. Skills and abilities gained in Practical and Applied Arts classes build a sense of confidence which encourages students to participate effectively in their world.

Cross-Curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. In the Practical and Applied Arts, the Cross-curricular Competencies are also related to lifelong learning through career development and transitions to post-secondary training, education, and work.

Developing Thinking

Learners construct knowledge through application of prior experiences in their lives to the new contexts. Practical and Applied Arts not only present new contexts, but present them in real world situations. For example, students will solve problems, test hypotheses, design models, and analyze products during Practical and Applied Arts classes.

Developing Identity and Interdependence

Developing identity includes exploring career opportunities through the Practical and Applied Arts. As students gain in experience in various Practical and Applied Arts classes, they create a sense of efficacy to contribute not only to their own well-being but also to those around them. The Practical and Applied Arts provide effective interaction between students, but also opportunities to contribute skills and abilities to the larger community.

Developing Literacies

Literacies provide many ways to express a personal understanding of the world. Literacy in the world of Practical and Applied Arts can mean interpreting symbols on a pattern or creating a textile item that reflects personal expression. The use of technology to communicate ideas and information is key to many of the Practical and Applied Arts.

Developing Social Responsibility

Contributing positively to one's natural, social, and constructed environments underlies the knowledge and skills developed through the Practical and Applied Arts. Individual interests and talents can be nurtured through the Practical and Applied Arts and directed toward contributions to the community. Projects including teamwork, consensus building, and diversity enhance the development of social responsibility.

Assessment and Evaluation

Two main types of student assessment and evaluation will be used: *Formative* and *Summative*.

Formative Assessment

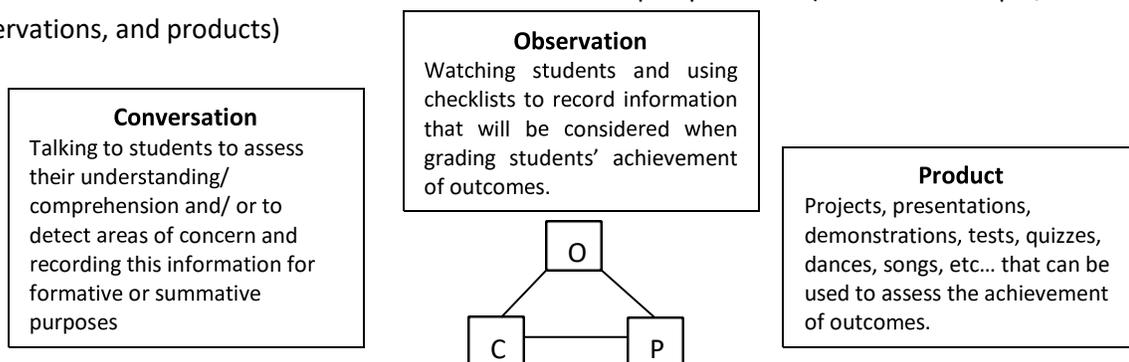
Formative Assessment is an ongoing classroom process that keeps students and educators informed of student progress, and guides instruction. Assess frequently to check student understanding of outcome, identify learning issues, and respond appropriately to the learning needs of students in your classroom.

Summative Evaluation

Summative evaluation occurs most often at the end of a module to determine what has been learned over a period of time. Summative Evaluations are most often used to report student progress relative to the curriculum and outcomes. Evaluation throughout the Nurturing Family Development 10L, 20L, 30L course(s) will be based on the outcomes and indicators outlined in the course of study. A variety of evaluation strategies will be used to ensure an accurate assessment of the student. Evaluation is outcome based, and is weighted according to time devoted to each outcome module.

Examples of Assessments that may be used include:

1. Select response: multiple choice, fill in the blank, true/false
2. Constructed response: visual organizer, essay, research project, journal entry, case study, lab, creative writing, researching community resources
3. Performance assessments: project, interview, presentation, inquiry, role play, exhibit, demonstration, experiment, parenting portfolio
4. Supply response: online assignment, demonstration, experiment, visual organizer, essay, research project, journal entry, parenting portfolio, case study, lab, creative writing, researching community resources, project, interview, presentation, inquiry, role play, exhibit
5. Triangulation (Anne Davies): a process of combining methodologies to strengthen the reliability of a design approach; when applied to alternative assessment, triangulation refers to the collection and comparison of data or information from three different sources or perspectives. (COP for example, conversations, observations, and products)



Examples of Assessment Tools that may be used include:

1. anecdotal record, anchor, exemplar, answer key, checklist, criteria, developmental continuum, frequency scale, observation checklist, rating scale, rubric, running record, samples, scoring guide, etc...

An example of an evaluation weighting is included in the **Module Overview Chart** on page 4.

Instructional Materials

Print & DVD Resources

Module 1 Self-Knowledge and Development

Arthur, S. M (1996). *Surviving teen pregnancy: Your choices, dreams, and decisions*. Morning Glory Press: Buena Park, CA.

Glasser, W. (1990). *Reality therapy: A new approach to psychiatry*. Harper & Row, Publishers, Inc.: New York, NY.

Lindsay, J. W., & Githens-Enright, S. (2003). *Books, babies and school age parents: How to teach pregnant and parenting teens to succeed*. Morning Glory Press: Buena Park, CA.

Nichols, P. (1999). *Clear thinking: Talking back to whispering shadows, a psychoeducational program for preteens, teens, & young adults*. River Lights: Iowa City, IA.

Paterson Public Schools District Applied Technology Framework Standard 9. (2008). *Teen parenting program: Grades 9-12*. Division of Curriculum and Instruction: Paterson, NJ.

Smock, L. G. (2010). *Transitions: Understanding your changing life, 2nd ed*. Tinley Park, IL: Goodheart-Willcox Publisher.

South Vista Education Center, & Ewing, A. B. (2000). *Daycare and diplomas: Teen mothers who stayed in school*. Fairview Press: Minneapolis, MN.

Stephens, S. A., Wolf, W. C., & Batten, S. T. (1999). *Improving outcomes for teen parents and their young children by strengthening school-based programs: Challenges, solutions and policy implications*. Center for Assessment and Policy Development: Trenton, NJ.

Module 2 You and Your Child's Health

Department of Health and Human Services. (Substance Abuse and Mental Health Services Administration). (2004). *Recovering hope: Mothers speak out about fetal alcohol spectrum disorders* [DVD].

Lindsay, J. W., Brunelli, J., & McCullough, S. (2007). *Mommy I'm hungry: Good eating for little ones, from pregnancy to age 5*. Morning Glory Press: Buena Park, CA.

Province of Manitoba. (Visual Productions for the Province of Manitoba). (2005). *It only takes a moment: Shaken baby syndrome* [DVD].

Zimmerman, K. (2010). *Transitions: Helping your child grow and develop, 2nd ed*. Tinley Park, IL: Goodheart-Willcox Publisher.

Module 3 The Nurturing Parent and Your Child's Development

Bavolek, S. J., & Dellinger-Bavolek, J. (1988). *Nuturing program for teenage parents and their families*. Family Development Resources, Inc.: Park City, UT.

Family and Consumer Sciences Education. (2006). *Teen parent: Activity/resource guide*. Idaho Division of Professional-Technical Education: Boise, ID.

- Family Development Productions, Inc. (2005). *I'm only doing this for your own good: Teaching parents nurturing parenting techniques for challenging times with infants, toddlers, and preschoolers* [DVD]. Nurturing Parenting: Park City, UT.
- Family Development Productions, Inc. (2005). *Red, white and bruises: Why parents spank their children* [DVD]. Nurturing Parenting: Park City, UT.
- Hogg, T., & Blau M. (2002). *Secrets of the baby whisperer for toddlers*. Random House Inc.: New York, NY.
- Hogg, T., & Blau M. (2001). *Secrets of the baby whisperer: How to calm, connect, and communicate with your baby*. Random House Inc.: New York, NY.
- Lindsay, J. W. (2004). *The challenge of toddlers*. Morning Glory Press: Beuna Park, CA.
- Lindsay, J. W. (2004). *Your baby's first year*. Morning Glory Press: Beuna Park, CA.
- Lindsay, J. W., & Brunelli, J. (2005). *Nurturing your newborn: Young parents' guide to baby's first month*. Morning Glory Press: Beuna Park, CA.
- Lindsay, J. W., & Brunelli, J. (1998). *Your pregnancy and newborn journey: A guide for pregnant teens*. Morning Glory Press: Beuna Park, CA.
- Lindsay, J. W., & McCullough, S. (2004). *Discipline from birth to three: How teen parents can prevent and deal with discipline problems with babies and toddlers*. Morning Glory Press: Beuna Park, CA.
- Lindsay, J. W., & McCullough, S. (2004). *Discipline from birth to three series video* [DVD]. Morning Glory Press: Beuna Park, CA.
- Murkoff, H., & Mazel, S. (2008). *What to expect when you're expecting, 4th, ed.* Workman Publishing Company: New York, NY.
- Parents Action for Children. (2008). *I am your child *DVD+*. Center for Early Learning and Children's Media: Latrobe, PA.
- Popkin, M. H. (1998). *Parenting your 1 to 4 year old*. Active Parenting Publishers: Atlanta, GA.
- Stoppard, M. (2001). *Teach your child: How to discover and enhance your child's potential*. Dorling Kindersley Publishers Ltd: London, UK.
- Stratton, C. W. (2005). *The incredible years: A trouble-shooting guide for parents of children aged 3-8*. Umbrella Press: Seattle, WA.
- Watson, C., & MacKay Ward, B. (2003). *Make the connection 0-1*. First Three Years: Toronto, ON.
- Zimmerman, K. (2010). *Transitions: Helping your child grow and develop, 2nd ed.* Goodheart-Willcox Publisher: Tinley Park, IL.

Module 4: Building Healthy Relationships and Supports

- Lindsay, J. W. (1996). *Caring commitment and change: How to build a relationship that lasts*. Morning Glory Press: Buena Park, CA.
- Lindsay, J. W. (1995). *Coping with reality: Dealing with money, in laws, babies and other details of daily life*. Morning Glory Press: Buena Park, CA.

Marecek, M. (1999). *Breaking free from partner abuse: Voices of battered women caught in the cycle of domestic violence*. Morning Glory Press: Buena Park, CA.

Morris, J. (2002). *Road to fatherhood: How to help young dads become loving and responsible parents*. Morning Glory Press: Buena Park, CA.

National Film Board. (McGaw, J., & Johnson, G.). (1999). *A love that kills* [DVD]. Montreal, QC.

Module 5: Living Independently and Preparing for Your Future

Campbell, S. (2001). *Building your future: Transitions, a series for pregnant and parenting teens*. Goodheart-Willcox Company Inc: Tinley Park, IL.

Haskins-Bookser, L. (2006). *Dreams to reality: Help for young moms, education, career, and life choices*. Morning Glory Press: Buena Park, CA.

Pollock, S. (2001). *Will the dollar stretch?: Teen parents living on their own*. Morning Glory Press: Buena Park, CA.

References

First Nations and Metis Education Policy Framework. (2009). *Inspiring success: Building towards student achievement*. Regina, SK: Saskatchewan Ministry of Education.

Government of Saskatchewan. (2013). *Treaty education outcomes and indicators*. Regina, SK: Ministry of Education.

Kitts, S. (2012). *Classroom Instruction*. Prairie South Schools: Moose Jaw, SK.

Ministry of Education. (2012). *Wellness 10*. Regina, SK: Ministry of Education.

Ministry of Education. (2011). *Core curriculum: Principles, time allocations, and credit policy*. Regina, SK: Ministry of Education.

Ministry of Education. (2010). *Broad areas of learning*. Regina, SK: Ministry of Education.

Ministry of Education. (2010). *Policy and procedures for locally developed courses of study*. Regina, SK: Ministry of Education.

Ministry of Education. (2010). *Renewed curricula: Understanding outcomes*. Regina, SK: Ministry of Education.

Ministry of Education. (2010). *Workplace and apprenticeship mathematics 10*. Regina, SK: Ministry of Education.

Ministry of Education. (2005). *Science 10 curriculum guide*. Regina, SK: Ministry of Education.

Saskatchewan Education. (1992). *The adaptive dimension in core curriculum*. Regina, SK: Saskatchewan Education.

Saskatchewan Education. (1991). *Gender equity: Policy and guidelines for implementation*. Regina, SK: Saskatchewan Education.

Saskatchewan Education, Training and Employment. (1994). *Multicultural education and heritage language education policies*. Regina, SK: Saskatchewan Education, Training and Employment.

Sun West School Division. (2011). *Parenting 30L*. Sun West School Division #207.

Community Resources

The Nurturing Family Development Curricula are designed to allow teen parents opportunities to connect with and access a variety of services and supports that will help them achieve their goals. The following agencies and supports are an integral part of this curriculum.

Prairie South Schools:

Peacock Collegiate – Student Aged Parent Program
Early Childhood Consultants
Learning Consultants
Student Support Consultants
Speech Language Pathologists
Psychologists
Counsellors

Five Hills Health Region:

Mental Health
Kid's First
Public Health Nurse
Dental Health Educator
Nutritionist
Moose Jaw Union Hospital
Child and Youth Workers
Addictions Counsellors

Other Agencies:

Moose Jaw City Police
Social Services
Moose Jaw YMCA
Young Parent Program – Moose Jaw Family Service Bureau
Diversion Program – Moose Jaw Family Service Bureau
Hunger in Moose Jaw Outreach
Legal Aid
Salvation Army
Moose Jaw Housing
Transition House Outreach