

Career and Technical Education Course Blueprint

Family and Consumer Science Education

7065 Parenting and Child Development

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Academic Services and Instructional Support
Division of Career and Technical Education
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Special thanks to the following educators who developed this blueprint.

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This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact jmeek@dpi.state.nc.us for more information.

CTE Course Blueprint

A course blueprint lays out the framework of the curriculum for a given course.

The blueprint includes units of instruction, essential standards in each unit, and the specific objectives for each essential standard. The blueprint illustrates the relative weight of the units, essential standards, and objectives within the course. Each essential standard and objective reflects the intended level of learning through two dimensions that reflect the Revised Bloom’s Taxonomy (RBT). The Knowledge Dimension is represented with letters A-D, and the Cognitive Process Dimension is represented by numbers 1-6.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, and construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint. This blueprint and other aligned curriculum products and assessments are developed using the Revised Bloom’s Taxonomy.

For additional information about this blueprint, contact VoCATS@dpi.state.nc.us or Curriculum, Division of Career and Technical Education, North Carolina Department of Public Instruction, 6359 Mail Service Center, Raleigh, North Carolina 27699-6359.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on CTE Course Blueprints

No.	Heading	Column information
1	ES# Obj.#	ES=Essential standard number (two digits); Obj.=Objective number (unique course identifier plus essential standard number and two-digit objective number).
2	Unit Titles/Essential Standard and Objective Statements	Statements of unit titles, essential standards per unit, and specific objectives per essential standard. Each essential standard statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem “The learner will be able to. . .” (The stem appears once in Column 2.) Outcome behavior in each essential standard/objective statement is denoted by the verb plus its object.
3	Local Use	Space for use by Local Education Agencies.
4	Course Weight	Shows the relative importance of each objective, essential standard, and unit. Course weight is used to help determine the percentage of total class time that is spent on each objective.
5	RBT Designation	Classification of outcome behavior in essential standards and objective statements in Dimensions according to the Revised Bloom’s Taxonomy. (Cognitive Process Dimension: 1 Remember, 2 Understand, 3 Apply, 4 Analyze, 5 Evaluate, 6 Create) (Knowledge Dimension: A Factual Knowledge, B Conceptual Knowledge, C Procedural Knowledge).
6	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
7	Core Supp	Designation of the essential standards and objectives as Core or Supplemental. Essential standards and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments.

Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTSOs are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

FAMILY AND CONSUMER SCIENCES EDUCATION
COURSE BLUEPRINT for 7065 PARENTING AND CHILD DEVELOPMENT
 (Recommended hours of instruction 135-180)

ES # Obj #	Unit Titles/Essential Standards and Objective Statements (The Learner will be able to:)	Local Use	Course Weight	RBT Designation	Integrated Skill Areas	Core Supp
1	2	3	4	5	6	7
	Total Course Weight		100%			
A	PARENTING PERSPECTIVES		30%	B2		
PC01.00	Understand the parenthood decision.		16%	B2	E/H/SS	
<i>PC01.01</i>	<i>Understand readiness characteristics and factors that should be considered before becoming a parent.</i>		<i>10%</i>	<i>B2</i>	<i>E/H/SS</i>	<i>Core</i>
<i>PC01.02</i>	<i>Understand teen sexuality, teen pregnancy, and responsible decisions about abstinence versus sexual activity.</i>		<i>6%</i>	<i>B2</i>	<i>E/H/SS</i>	<i>Core</i>
<i>PC01.03</i>	<i>Understand family planning issues.</i>		<i>0%</i>	<i>B2</i>	<i>E/H/SS</i>	<i>Supp</i>
PC02.00	Understand child care issues.		14%	B2	CD/E/H/SS	
<i>PC02.01</i>	<i>Understand factors to consider when selecting child care programs</i>		<i>4%</i>	<i>B2</i>	<i>CD/E/H/SS</i>	<i>Core</i>
<i>PC02.02</i>	<i>Understand ways to provide a safe, secure environment for children.</i>		<i>6%</i>	<i>B2</i>	<i>E/H/SS</i>	<i>Core</i>
<i>PC02.03</i>	<i>Understand careers in child care and education.</i>		<i>4%</i>	<i>B2</i>	<i>E/H/SS</i>	<i>Core</i>

ES # Obj #	Unit Titles/Essential Standards and Objective Statements (The Learner will be able to:)	Local Use	Course Weight	RBT Designation	Integrated Skill Areas	Core Supp
1	2	3	4	5	6	7
B	CHILD DEVELOPMENT AND GUIDANCE		70%	B2		
PC03.00	Understand prenatal development and the components of a healthy pregnancy and delivery.		20%	B2	E/H/SC/SS	
<i>PC03.01</i>	<i>Understand environmental and hereditary influences on prenatal development and long-term effects on health of children.</i>		7%	B2	<i>E/H/SC/SS</i>	<i>Core</i>
<i>PC03.02</i>	<i>Remember the prenatal development of baby from conception to birth and the changes a mother experiences during pregnancy.</i>		6%	A1	<i>E/H/SC/SS</i>	<i>Core</i>
<i>PC03.03</i>	<i>Understand components of a healthy pregnancy and delivery.</i>		7%	B2	<i>E/H/SC/SS</i>	<i>Core</i>
PC04.00	Understand development and care of the infant from birth through twelve months.		18%	B2	B2	
<i>PC04.01</i>	<i>Understand physical development and care of the infant.</i>		4%	B2	<i>B2</i>	<i>Core</i>
<i>PC04.02</i>	<i>Compare emotional and social development of the infant.</i>		4%	B2	<i>B2</i>	<i>Core</i>
<i>PC04.03</i>	<i>Understand brain, cognitive, and language development of the infant.</i>		4%	B2	<i>B2</i>	<i>Core</i>
<i>PC04.04</i>	<i>Understand the challenges of parenting infants.</i>		6%	B2	<i>B2</i>	<i>Core</i>
PC05.00	Understand development and care of the toddler.		16%	B2	A/E/H/SC/SS	
<i>PC05.01</i>	<i>Understand physical and cognitive development and recommended care of the toddler.</i>		4%	B2	<i>A/E/H/SC/SS</i>	<i>Core</i>
<i>PC05.02</i>	<i>Understand emotional and social development of toddlers.</i>		4%	B2	<i>A/E/H/SC/SS</i>	<i>Core</i>
<i>PC05.03</i>	<i>Exemplify parenting styles and methods for guiding toddlers.</i>		8%	B2	<i>A/E/H/SC/SS</i>	<i>Core</i>
PC06.00	Understand development and care of children from ages three through six.		16%	B2	A/E/H/SC/SS	
<i>PC06.01</i>	<i>Understand the physical, emotional, and social development and care of children ages three through six.</i>		5%	B2	<i>A/E/H/SC/SS</i>	<i>Core</i>
<i>PC06.02</i>	<i>Understand the cognitive and moral development of children ages three through six.</i>		5%	B2	<i>A/E/H/SC/SS</i>	<i>Core</i>
<i>PC06.03</i>	<i>Exemplify methods for guiding children ages three through six.</i>		6%	B2	<i>A/E/H/SC/SS</i>	<i>Core</i>