

## Parents & Children (P/C) [Rev. '17]

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Welcome to the Wellness Services Program! This is a one semester-long course in a sequence of classes in the Wellness Services Program. More information will be forthcoming about other courses to take within this program during your high school career!

### **Course Description & Objectives:** The student will say “I can” or “I will....”

1. Develop insight about the family’s role in individual lives and in society,
2. Appreciate the importance of my own individual choices,
3. Make connections between what I am learning in school and everyday life, and
4. Experience a greater sense of confidence about using my knowledge and skills to address parent-child relations concerns in order to:
  - a. Promote citizenship,
  - b. Help high school students develop essential life knowledge and skills,
  - c. Increase children’s readiness for and success in school,
  - d. Invest in the future generations, and
  - e. Promote job and career success.

\*This is the suggested **prerequisite** by the State of Wisconsin-Department of Public Instruction to the “Assistant Child Care Teacher” (ACCT) course known as “Introduction to Child Care Services” (ICCS) at Riverside University High School.

We will focus on this “**continuing concern**”:

**What ought to be done within the family and collectively (as a society/community) on behalf of children and families in addressing and solving complex parent-child relations and questions that arise in everyday life, both in the private and the public domain?**

**Standards:** Wisconsin Standards for Family and Consumer Sciences

**Standard: PAS1: Reasoning for Action**--Students will use the reasoning process, individually and collaboratively, to take responsible action in families, workplaces and communities.

**Standard: CCLC1: Career, Community and Life Connections**—Students will integrate multiple life roles and responsibilities in family, work and community settings.

**Standard: EC1: Early Childhood Education**—Students will integrate knowledge, skills and practices required for careers in early childhood, education and services.

**Standard: F1: Family**—Students will evaluate the significance of family and its effects on the well-being of individuals and society.

**Standard: HD1: Human Development**—Students will analyze factors that influence human growth and development.

**Standard: IR1: Interpersonal Relationships**--Students will demonstrate respectful and caring relationships in the family, workplace and community.

**Standard: NW1: Nutrition and Wellness**--Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

**Standard: P1: Parenting (Child Development and Parenting)**--Students will evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

### **Course Scope & Sequence:**

Module A: Developing insight about continuing concerns of the family regarding parent-child relations. (2 Weeks)

Module B: Taking reasoned action to address significant parent-child relations concerns within the family. (7 Weeks)

Module C: Taking reasoned action to address significant parent-child relations concerns within the community. (3 Weeks)

Module D: Taking reasoned actions to address significant parent-child relations concerns within the public setting (Public Policy).

(3 Weeks)

Module E: Acting collectively (as a class, small group or team) to address and solve complex parent-child relations questions (within families, the local community, or public policy settings). (2 Weeks)

### **Course Scope and Sequence:**

Building Healthy Relationships

Developmental Theories & Theorists

Brain Growth & Development

MS PIE Development

Guidance & Discipline

Child Abuse & Neglect Prevention

Current Community & Public Issues regarding Children

### **Required Materials:**

Students will need 1 notebook/journal, 1 3-ring binder, 2 pencils, and 2 pens of blue or black ink only, a highlighter (any color), white-out, and a flash drive (may be shared with other subjects—Create a folder and label it “P/C 2017-2018”). Also, please bring your textbook called The Developing Child. The MPS District is working towards a solution for retaining your computer work. However, until then, it is expected that you purchase a flash drive to store your work in. More information will be forthcoming and communicated.

**Rules & Expectations:** \*Also see Ms. Lustig’s Rules List and Discipline Policy under separate cover.

1. Respect yourself and everyone in your class, including teachers and any special guests present. If you want respect, you have to give it! Everyone is entitled to “personal dignity”. No eating, sleeping, daydreaming, talking, working on other assignments, or playing with “props” is allowed. Remember: Heads up and eyes facing the guest speaker.
2. Follow all the school rules. (See Student Planner) If you have a problem/conflict with the rule(s) or with someone, please consult your teacher. She will be more than happy to help you!
3. Come on time to class bringing all required materials with you daily.
4. Seek extra help as needed. Student Contact Time is after school on Tuesdays, Thursdays, and Friday. Please note that I am an “internship coordinator” and “department chairperson” so my work may take me away from school, so please ask about my schedule or schedule an appointment. I will always make time for you!

### **Grading & Assignments**

This course uses Standards Based Grading. It focuses on the mastery of course standards.

Students will complete two types of assignments: Preparation and Performance.

Students will be assigned preparation activities on a regular basis which are designed to move students towards achievement of the course standards. Preparation work and activities are an expected component of the course.

Preparation activities cannot be revised or redone. Performance assignments are how students demonstrate their level of mastery of the course standards. Performance assignments will require students to apply the skills they have gained from completing the preparation activities. These performance activities could be tests, quizzes, essays, projects, or some other demonstration of understanding. Students will have multiple opportunities to demonstrate mastery of the course standards including a final assessment at the end of the semester. The final grade will be the comprehensive pattern of student achievement of all the submitted performance work. Performance tasks may address multiple standards at a time. Students may re-attempt (review-revise-redo) a performance activity on a case-by-case basis after meeting with their teacher outside of class time.

| Grade           | Meaning of Grade   |
|-----------------|--|
| Advanced (AD)   | <ul style="list-style-type: none"> <li>The student consistently exhibits exceptional mastery of the course objective.</li> <li>Student is exceeding grade level expectations.</li> </ul>   |
| Proficient (PR) | <ul style="list-style-type: none"> <li>The student provides evidence of mastery of the course objectives with regularity.</li> <li>Student is meeting grade level expectations.</li> </ul>   |
| Basic (BA)      | <ul style="list-style-type: none"> <li>The student provides evidence of a beginning understanding of the course objective.</li> <li>Means the student almost understands, but make significant errors that need to be remedied.</li> <li>Student is performing just below grade level expectations.</li> </ul> |
| Minimal (MI)    | <ul style="list-style-type: none"> <li>The student attempts the task but provides no evidence of mastery of the objective.</li> <li>Means that you are still learning and make some major errors.</li> <li>Student is performing far below grade level expectations.</li> </ul>                                |
| No Evidence (O) | <ul style="list-style-type: none"> <li>The work was not attempted or it was plagiarized.</li> </ul>  |

**Reading and Writing/Literacy Skills:** Literacy will be supported in this class through the use of: Close reading with annotation across and using claim, evidence, reason/explanation as a format for constructing arguments in writing. Other strategies may be implemented to assist students' learning as needed.

**Possible Assignment/Project Formats:**

|                         |                             |                        |
|-------------------------|-----------------------------|------------------------|
| Research Papers         | Book Reports                | Job Shadows/Fieldtrips |
| Journals/Logs           | Informational Posters       | Observations           |
| Bulletin Board Displays | Article & Website Critiques | Service Learning       |
| Oral Presentations      | Interviews                  | Other???               |

**Content Vocabulary:** \*This list will be given under separate cover(s).

**Discipline Policy**

1. Student will be warned ONCE of rule infraction/problem.
2. Student may be warned a second time or receive a "time-out" depending on the infraction/problem. A "time-out" means the student has interfered with the classroom operations or disrespected the teacher, a guest or another student. The student is to quietly leave the classroom and stand outside of the door to the right until the teacher has time to discuss the problem with the student. The student is not to roam the hallway nor is s/he to get a drink of water at this time or visit with others at this time. If the problem is resolved, the student will return to the classroom.
3. If a problem persists, the student may receive a detention, a phone call home to her/his parent/guardian or s/he may receive a referral with a visit to her/his administrator or other support staff member.
4. If needed, a parent-teacher-student-guidance counselor-administrator conference will be held.

**Citizen Rubric:** The rubric for student behavior as a citizen of RUHS is enclosed in your Student Handbook/Planner for periodic discussion and continuous use. It is located on p. 9. It is also posted in the classroom!

**To see the full version of the "Parents and Children" Syllabus, go to the RUHS Website link:**

[www5.milwaukee.k12.wi.us/school/riverside/pcsyllabus1718.pdf](http://www5.milwaukee.k12.wi.us/school/riverside/pcsyllabus1718.pdf)