

Senior Seminar In Wellness Services (SSWS) [Rev. '17]

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Welcome to the Senior Seminar in Wellness Services! This is the full-year and final or capstone course in a sequence of classes in the Wellness Services Program. More information will be forthcoming about other courses to take beyond this program after your high school career! A separate grade is given for Senior Internship.

Course Description:

This high school course is designed to assist you in preparing for a career in Wellness/Health and Human Services and post-high school education and/or training. The course of study will include developing an understanding of the concept of “wellness”, and how personal wellness relates to providing human services to others. Attitudes towards wellness, overall health maintenance and prevention, along with attention to factors influencing wellness, such as age, gender, culture, and environment (ie. the urban setting, home, school and work), will also be studied. Students will work on projects and presentations about various topics relating to their chosen area of interest and/or field of study. Progressively throughout the school year, students will compile items for their Senior Portfolio, to include project, logs, journals, job shadows, interviews, and reflections of their experiences.

Course Objectives: The student will say “I can” or “I will...”

1. Examine my role as a “change agent” and “care provider” by investigating concepts (theories, trends, myths and facts, etc.) of wellness and consumerism as they relate to the Wellness/Human Services field.
2. Obtain insight into the evolution and history of Wellness/Human Services and predict its possible/probable future.
3. Reflect on and prepare for career goals and roles in Wellness/Human Services. This includes the development and demonstration of knowledge and skills in human relations, vocational planning and employability.
4. Engage in the development of a pre-professional Senior Portfolio through a variety of multi-media formats.
5. Investigate effective, healthy habits in order to engage in one’s life ambitions and to problem-solve effectively.

Course Requirements and Responsibilities:

Attendance

Class participation, sharing ideas and asking questions

Oral, reading and written assignments and projects prepared for and turned in on time

Quizzes, tests, exam and portfolio items completed in a timely manner

Binder organization to house notes, logs, journals and reflections

Project development and participation

Connecting your Senior Internship to this class

Senior Seminar In Wellness Services (SSWS) Standards:

CD1: Apply awareness of self, identity, culture to identify skills, talents.

CD2: Identify connection between educational achievement and work opportunities.

CD3: Create and manage a flexible and responsive individualized learning plan.

CD4: Identify and apply employability skills.

Wisconsin Standards for Family and Consumer Sciences Standards:

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: CFR1: Consumer and Family Resources—Students will evaluate management practices related to the human, economic and environmental resources.

Students may choose to examine one or more of the following areas...

Standard: CS1: Consumer Services—Students will integrate, knowledge, skills and practices needed for a career in consumer services.

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

Standard: FMM1: Facilities Management and Maintenance--Students will integrate knowledge, skills and practices required for careers in facilities management and maintenance.

Standard: FCS1: Family and Community Services-- Students will integrate knowledge, skills and practices required for careers in family and community services.

Standard: FPS1: Food Production and Services-- Students will integrate knowledge, skills and practices required for careers in food production and services.

Standard: FSDN1: Food Science, Dietetics and Nutrition-- Students will integrate knowledge, skills and practices required for careers in food science, food technology, dietetics and nutrition.

Standard: HTR1: Hospitality, Tourism and Recreation-- Students will integrate knowledge, skills and practices required for careers in hospitality, tourism and recreation.

Standard: HIF1: Housing, Interiors and Furnishings-- Students will integrate knowledge, skills and practices required for careers in housing, interiors and furnishings.

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

Standard: TFA1: Textiles, Fashion and Apparel-- Students will integrate knowledge, skills and practices required for careers in textiles and apparel.

Suggested Course Outline of Concepts/Issues/Topics—Semester 1:

Welcome & Orientation to SSWS	Self-Awareness & Career Planning
What is Human Services? (Revisited)	Money Management
Internship Information/Forms/Etiquette on the Job	College Information & Investigation
Resourcefulness—Identifying both human & non-human resources	
Portfolio Development	Crisis Management
Wellness Concept: S.O.S.P.I.E.	The Aging Process
Brain Growth & Development Information	Abilities & Disabilities

Suggested Course Outline of Concepts/Issues/Topics ---Semester II:

Family Types and Issues	Development through the Lifecycle
Crisis Management	Abilities & Disabilities
The Aging Process	Coping with Dying and Death
Resourcefulness with both Human & Non-Human Resources	Portfolio Development

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 “SSWS 2016-2017”). A variety of textbooks and novels will be used at various times of the year. You will be informed and required to bring them at the designated times.

Computer Usage:

The MPS District is working towards a solution for retaining your computer work. However, until then, it is expected highly suggested that you purchase a flash drive to store your work on. Please write your name on your flash drive to prevent problems. 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, drinking, sleeping, talking, working on other assignments, or playing with “props” is allowed. Remember: Heads up and eyes facing the guest or speaker. One day, that “speaker” could be YOU!
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 to class on time bringing all required materials with you daily.
4. Seek extra help as needed. Student Contact Time is after school on Tuesdays and Thursdays, and Fridays by appointment. 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

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

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.

Reading and Writing/Literacy Skills: Literacy will be supported in this class through the use of: The CLOSE reading with annotation and using claim, evidence, reason/explanation as a format for constructing arguments in writing will be revisited often throughout the school year. Other strategies will be implemented to assist students' learning as needed. Remember, we are a college preparatory high school and we are trying to provide you with tools for success in being college and career ready!

Possible Assignment/Project Formats:

Research Papers	Book Reports	Job Shadows/Fieldtrips
Reflective Journals	Informational Posters	Observations
Bulletin Board Displays	Article Critiques	Service Learning
Oral Presentations	Interviews	Time Logs

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!

Please share any ideas or suggestions you may have! Welcome to SSWS class!

To see the full version of the Senior Seminar In Wellness Services Syllabus, go to the RUHS Website link: www5.milwaukee.k12.wi.us/school/riverside/sswssyllabus1718.pdf