

Parenting Syllabus

Teacher: Mrs. Goedken
 Room E23
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Course Description

Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. We will examine parenting roles across the life span, evaluate parenting practices that maximize human growth and development, evaluate external support systems that provide services for parents, and analyze physical and emotional factors related to beginning the parenting process.

Rules/Expectations

| Respect | Engagement | Integrity |
|---|--|--|
| ❖ Do not use cell phones and/or other electronic devices during class time. | ❖ Come to class on time. prepared – paper, folder, writing utensil, assignment notebook and any other necessary materials. | ❖ Cheating will not be tolerated. Cheating will result in a zero. |
| ❖ Be respectful of everyone and everything. | | |
| ❖ Keep the room neat and clean. | | |
| ❖ Be willing to compromise | ❖ Pull your own weight in group projects | ❖ It is your responsibility to make up work when absent, talk to the teacher or see the class website. |
| ❖ Avoid put downs, inappropriate language and inappropriate behavior. | | |

Course Standards

| Standard | Benchmark | Competencies |
|---|---|--|
| 2. Evaluate management practices related to the human, economic, and environmental resources. | 2.1 Demonstrate management of individual and family resources, such as food, clothing, shelter, health care, recreation, transportation, time and human capital | 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants |
| | | 2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families |
| | 2.4 Evaluate the effects of technology on individual and family resources | 2.4.1 Summarize types of technology that effect family and consumer decision-making. |
| | | 2.4.2 Analyze how media and technological advances affect family and consumer decisions. |
| 6 Evaluate the significance of family and its effects on the well-being of individuals and society. | 6.1 Analyze the effects of family as a system on individuals and society. | 6.1.1 Analyze family as the basic unit of society |
| | | 6.1.2 Analyze the role of family in transmitting societal expectations |
| | | 6.1.3 Analyze global influences on today's families |
| | | 6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members |
| | | 6.1.6 Analyze the effects of change and transitions over the life course |

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|---|---|--|
| 12 Analyze factors that influence human growth and development | 12.1 Analyze principles of human growth and development across the life span | 12.1.3 Analyze current and emerging research about human growth and development, including research on brain development |
| | 12.2 Analyze conditions that influence human growth and development | 12.2.1 Analyze the effect of heredity and environment on human growth and development |
| | | 12.2.2 Analyze the effect of social, economic, and technological forces on individual growth and development |
| | 12.3 Analyze strategies that promote growth and development across the life span. | 12.3.1 Analyze the role of nurturance on human growth and development |
| 12.3.2 Analyze the role of communication on human growth and development | | |
| 15. Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families | 15.1 Analyze roles and responsibilities of parenting | 15.1.2 Analyze expectations and responsibilities of parenting. |
| | | 15.1.3 Analyze consequences of parenting practices to the individual, family and society. |
| | | 15.1.4 Analyze societal conditions that influence parenting across the life span |
| | | 15.1.5 Explain cultural differences in roles and responsibilities of parenting. |
| | 15.2 Evaluate parenting practices that maximize human growth and development. | 15.2.1 Choose nurturing practices that support human growth and development. |
| | | 15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention. |
| | 15.3 Evaluate external support systems that provide services for parents | 15.3.1 Assess community resources and services available to families |
| | | Summarize current laws and policies related to parenting |
| | 15.4 Analyze physical and emotional factors related to beginning the parenting process. | 15.4.1 Analyze biological processes related to prenatal development, birth and health of the mother and child. |
| | | 15.4.2 Analyze the emotional factors of prenatal development and birth in relation to health of parent and child. |
| | | 15.4.3 Analyze the implications of alternatives to biological parenthood. |
| | | 15.4.4 Analyze current and emergency technology on fertility and family planning. |

Assessments

A. Includes:

1. Summative
 - i. Homework
 - ii. Test
 - iii. Quizzes

- iv. Class Projects – Empathy Belly, Reality Works Baby, additional as assigned
- 2. Formative
 - i. Active Class Participation – in discussion, oral sharing, written sharing, brainstorming ideas, and visual alertness
 - ii. Cooperation
- 3. Peer-Reflection
- 4. Self-Reflection

Grading Reminders:

- ❖ Grades can change drastically from one assignment/lab to another.
- ❖ All work for the Unit is due on the test day.
- ❖ Powerschool/Canvas has made it easy to routinely check your grades.
- ❖ Keep all your papers until the end of the semester in case there is a grade discrepancy.

Course Content (subject to change):

| | | |
|--|---|--|
| Chapter 1: Why Study Parenting? | Chapter 14: Parenting Infants | Chapter 23: Character Development |
| Chapter 2: Developing Parenting Skills | Chapter 15: Meeting Physical Needs | Chapter 24: Promoting Positive Behavior |
| Chapter 3: Approaches to Parenting | Chapter 16: Health & Safety | Chapter 25: Handling Common Parenting Problems |
| Chapter 4: Parenting in the Family | Chapter 17: Meeting Emotional Needs | Chapter 26: Strengthening Families |
| Chapter 5: Personal Readiness | Chapter 18: Helping Children Relate to Others | Chapter 27: Managing Life as a Parent |
| Chapter 6: Teens and Parenting | Chapter 19: Helping Children Learn | Chapter 28: Finding Solutions to Family Problems |
| Chapter 7: Planning a Family | Chapter 20: The Value of Play | Chapter 29: Selecting Child Care |
| Chapter 8: Pregnancy | Chapter 21: Children with Special Needs | Chapter 30: Early Childhood Education |
| Chapter 9: Prenatal Care | Chapter 22: Communicating with Children | |
| Chapter 10: Preparing for Birth | | |
| Chapter 11: The Birth Process | | |
| Chapter 12: Adjusting to Parenthood | | |
| Chapter 13: Understanding Infants | | |

Instructional Strategies

Instructional strategies that will be used in this course, but are not limited to are: direct instruction, active participation, student projects, cooperative learning, probing questions, reflections, and Reality Works Baby.

Resources

Please bring a large pocket folder or binder, loose-leaf paper, pens, and pencils. The assigned textbook used within the classroom is **Parenting, Rewards and Responsibilities**, Hildebrand, Glencoe, McGraw-Hill Co.

Academic/Behavior Expectations

Behavior

Inappropriate behavior will be handled as follows:

- a. detention
- b. a visit to the AP Office
- c. an apology to the teacher
- d. an acceptance letter back to the classroom if removed
- e. Temporary or Permanent removal may occur depending on the incident resulting in no credit for the class

Technology Usage: Cell phones and electronic devices are a part of our world. That said, they will not be a disruptive part of class. There will be occasions where the use is acceptable, but for the most part, while in

class they are **not allowed**. If I see them out on your desk, if your backpack or purse is hiding them or if the devices are in your ear, I will have the device removed from you and it will be kept in the AP office.

Cheating/Plagiarism: Cheating is a lack of self-respect and is a poor reflection of the student's personal values. Students must complete their own work. Cheating by looking at another student's schoolwork, copying other's work, copying for other sources or material will result in **NO CREDIT** for that assignment, test, or project. In addition to the discipline outlined in the Dubuque Community School District Policy 5200: Student Behavior, Expectations, and Consequences, will include loss of class credit.

Make-up Assignment Policy Students will be given reasonable time (refer to District Policy #5200) to make up assignments and lab work missed due to excused and/or unexcused absences. Assignments (including quizzes & tests) will be given an extra day for each day missed, unless it has a prior announced due date, thus it is due when student returns from the absence. **IT IS THE RESPONSIBILITY of the student to talk to the instructor before or after class, or during class study time, concerning all makeup assignments and labs the first day back from an absence.**

Grading Plan

Grading: The following grading scale will be used for this class:

| | | | | | | | | | |
|-----------|---------------|-----------|--------------|-----------|--------------|-----------|--------------|----------|--------------|
| A | 93-100 | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | F | 59-0% |
| A- | 90-92 | B | 83-86 | C | 73-76 | D | 63-66 | | |
| | | B- | 80-82 | C- | 70-72 | D- | 60-62 | | |

Parent Approval: The simulated baby (Real Care Baby II) experience is a requirement within the semester. You will need to take a permission slip home and have your parent(s) read the letter explaining the required simulated baby assignment prior to the checkout. Students are required to check out the simulated baby for one weekend. Your grade will suffer dramatically if you do not check out the real care baby, as there are 200 points given to this assignment. Reality works assignments will account for approximately 40% of your final grade.