

GRADS

Course Syllabus

2010-2011

Course Description: GRADS is an in-school, secondary program for pregnant students and young parents (male and female). Classroom instruction and learning experiences develop fundamental knowledge, skills, abilities, values, and attitudes relating to positive self, pregnancy, parenting and economic independence. The Adolescent Resource Guide and the Ohio Competency Analysis Profile (OCAP) will serve as the main curriculum. The GRADS program at the TCTC is based on the alternative format; a GRADS teacher visits area schools as well as the TCTC. The students will develop a service-learning project that meets the needs of the community and is integrated into the GRADS curriculum content. The students will be responsible for a culminating course project (individual or group activity) that will demonstrate achievement of the course competencies.

Instructional Philosophy: Students will be given information on pre-natal care and parenting according to their individual needs. Individual conferences are held to achieve stated goals. Students will be encouraged to contact and use services provided by social service agencies. Home and hospital visits during pre and post-partum period are an essential part of the program. Three seminar days will be conducted throughout the school year. Because GRADS teachers often meet individually or in small groups with students, it is difficult to have special speakers, activities, and group interaction. By gathering GRADS students together, these teaching strategies can be more easily employed.

Course Goals:

1. To increase the likelihood that participants will remain in school during their pregnancy and after the birth of their child to the point of graduation.
2. To assist participants in carrying out positive health care practices for themselves and their children in both prenatal and postnatal stages.
3. To provide knowledge and skills related to child development and positive parenting practices.
4. To provide an orientation to the world of work at large and in the local community.
5. To encourage goal setting directed toward the concept of balancing work and family.
6. To delay additional pregnancies.

Major Course Assignments and Projects:

Project #1 Journal

A journal is a tool for personal reflection. It includes thoughts and feelings about what are being learned, how learning relates to real-life experiences, plans and dreams for the future. The journal also includes daily quotes on parenting issues. The students will begin their journal when they enter the program.

Project#2 Resource Notebook

Many learning activities suggest that students collect and organize support system information into a resource notebook. The notebooks will be personalized to the student's needs and the community resources available. Students will begin their Resource Notebook when they enter the program. As students complete learning activities in various units they will add this information to their notebook. Individual comments at the end of each 9 week period will also be included in the notebook. The students will be asked to summarize in paragraph form what they learned and how it helped them in preparation for birth or as a new parent.

Project #3 Prenatal Poster

In small groups, create posters depicting each trimester of prenatal development. Each group will be responsible for a trimester and create a poster dealing with assigned trimester. The posters are to include: the name of the trimester, stages involved, description of embryo/fetus, physical discomforts of the mother, prenatal health hazards, visits with the doctor, nutrition, rest, exercise, and emotional state of the mother.

Project #4 Timeline/Chart

The students will make a timeline or chart demonstrating the physical milestones parents/caregivers should look for during their child's early years of life. Students will relate the timeline/chart to their own child's development. The students will research toys/activities/equipment that will enhance these milestones.

Project #5 Calendar

The students will create a calendar of activities to help develop their child's physical, emotional, social, and intellectual development.

Project #6 Creating a Book

The students will design and construct a book appropriate for the age of their child. The book should stimulate their child's intellectual development as well as communication skills, which include listening and language skills.

Project #7 Crafts

The students will complete a variety of small art/craft projects, which will include a family scrap-booking assignment, to accompany the Family Traditions unit.

Project #8 Laboratory Experience

In order to stimulate development, a laboratory experience day will be held in which the student will experiment with making materials for children's play. The students will be asked to use their imagination and creativity to play with these materials in a variety of ways. They will be asked to play with their child using the materials and note their reactions. As a class, the students will share their observations and discuss how these activities and materials stimulate intellectual, social, emotional, and physical development. Materials will include: finger-paint, play dough, bubbles, puzzles, books, items for sorting or categorizing.

Project #9 Telephone Emergency Numbers

Upon completion of OCAP # 6.0 (Creation of a Healthy and Safe Environment) the students will compile a list of emergency telephone numbers and design a resource sheet to be individualized and used by each student.

Project #10 Child's Personal Information

The students will complete a personal information folder for their child including identification records, the child's personal information, parent information, emergency contacts, child's medical history, current photograph, immunization record and other pertinent information.

Project #11 "Parenting Tips" Calendar

The students will explore various topics related to parenting, and choose one to work on individually or in a small group. Students will research information using various references (websites, books, articles etc.) Students will apply computer skills and create a summary of their information in an attractive one-page format. These completed pages will then be assembled to create a yearly calendar that each student will receive.

Project #12 Reading Challenge

The students will be instructed to read as many books as they can to their child from January 1-March 2. For each book read by March 2 represents a five cent pledge (by their teacher) to purchase book(s) for the TCTC Media Center and/or Feeder school's Media Center. A reading log will be distributed to include the name of the book and the author's name. Also, the student will be asked to write a sentence about how the book was received by their child.

Project #13 Nutrient Bookmarks

The students will research a nutrient that is important during pregnancy and make a bookmark summarizing the information. The completed bookmarks will be placed in the GRADS brochure case.

Assessment Plan:**Evaluation Criteria****Method of Evaluation****Percent**

Resource Notebook

Brought to class, materials neat and organized, daily assignments completed

40

Projects

Projects completed according to teacher criteria

40

Evaluation

The students will write a one page summary of what they have learned during each 9 week grading period.

20

Grading Scale:

The grading procedure for the feeder schools will be dependent on which schools are receiving credit. Student grades will be determined by each individual school's grading scale. TCTC GRADS students will be graded individually according to the criteria in the assessment plan.