**2016/2017 SYLLABUS**

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| **Course Name: Teen Living**  **Teacher: Ms. Pate** | **Teacher Email:**  **Teacher Classroom Phone:** |

**COURSE: Teen Living**

Grade Level: 9-12

Credit: 0.5

Pre-requisites: None

**COURSE DESCRIPTION**

This course helps students to understand human and career literacy. Skill development will focus on career selection and preparation and the development of interpersonal skills. Students will analyze school, personal experiences and academic achievement as it relates to the world of family, career and community. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education.

**CONSENT TO TAKE COURSE**

By Utah State law, parental or guardian consent is required for a student to participate in human sexuality instruction. State policy states that instruction includes the importance of marriage and the family, abstinence from sexual activity before marriage, and fidelity after marriage. Any student without a signed consent form may not participate in this class.

**CLASS MATERIALS**

3-Ring Binder or Folder with pockets (Something to keep you organized.)

Paper (Spiral notebook or loose leaf paper)

Pen or Pencil (To be brought to class every day!)

**CLASSROOM PROCEDURES AND GUIDELINES**

**Seating Assignments**

I will have a seating chart for each class. The seating chart may change throughout the semester as needed. You are required to sit in your assigned seat or you will be marked absent.

**Tardies**

You must be in the room when the door closes for the bell or you are tardy. Tardies are unexcused unless you bring a note with you signed by a parent, teacher, or office staff or it is called in by a parent/guardian. I adhere to the school’s attendance policy.

**Dismissals**

Before class ends have books/papers picked up and the room left tidy for the next class. Please push your chairs under the tables. When the bell rings and the room is in order you may leave. Please do not ask to leave early.

**Behavior in Class**

Raise your hand to talk. There should be no talking while I am talking. There is no outside food or drink allowed in the classroom (though water bottles would be fine). This is a foods lab, not a cafeteria. I adhere to the school’s discipline policy.

**Bathroom and Drinking Passes**

You will be given three passes per term. Once your passes are used, you will not receive any more. Always use the hall pass when leaving the room. Only one student at a time is allowed to leave the room.

**Classroom Webpage**

The address to my classroom webpage is <http://mspatesclassroom.weebly.com/>. Once on the website you may locate your class and download any assignments, study guides or other items found there. There is no need to create an account. This allows both parent/guardian and student complete access to all the missing work needed at any time throughout the school year.

**Absent/Making up Assignments**

It is your responsibility to check on missed work if you are absent, and to keep current on your grade. All assignments can be found on my classroom webpage. Download the papers needed, complete and turn in for credit.

**ASSESSMENTS**

Weekly updates will be recorded in Power School each Monday by 10:00 a.m.

Assessments will be given often to measure current mastery of content.

**COURSE OBJECTIVES AND LEARNING OUTCOMES**

The following learning outcomes are expected at the conclusion of this course. Below are the learning targets, assignments and assessments that will assist with mastery of content.

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| **Learning Targets** | **Assignments & Assessments** |
| Teenage Transitions to Adult Life | Students will gain skills to help them deal with teenage transitions into adult life and college/career success. Students will conduct career research and pathway planning for a career of choice based upon self-assessment results. |
| Family Relationships | Students will connect the impact of family relationships and the role teenagers have in the family. |
| Peers and Friends | Students will investigate the present and future impact peers/friends have on individuals, families, careers and communities. |
| Adolescent Attractions | Students will understand the importance and impact of healthy opposite gender relationships in families, careers and communities. Students will discuss why teenagers are not ready for the demands and responsibilities associated with parenthood and the consequences of early physical intimacy. |

**Please keep the above portion for your reference throughout the semester. Sign and return this page to Ms. Pate.**

**Student Information Sheet**

**(Please write legibly)**

Course Name: Teen Living Class Period:\_\_\_\_\_\_\_\_\_

Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing Address (Address):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(City, State, Zip):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone of Parent/Guardian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone of Parent/Guardian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address of Parent/Guardian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read the disclosure document for Ms. Pates Teen

(student name)

Living course and I understand and agree to abide by the procedures and policies outlined as

well as understand what is expected to succeed in this course.

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Student Signature Date

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Parent or Guardian Signature Date