



A House is Not a Home: Students From Non-Traditional Families

Course Description: The concept of family has changed dramatically over the last few decades. The “traditional” model—that being one which includes a father, mother, and children—is slowly decreasing in numbers to a growing number of single-parent families, cohabiting parents, families of divorced parents, and same-sex families. While it is generally presumed that families live in single-family homes, there are number of families experiencing homelessness and undocumented status in the county. As educators are responsible for the wellbeing of all students in their classrooms, schools need to ensure that they are providing the necessary supports for students who do not fall under the definition of a “traditional family.”

This purpose of this course is to address the social, emotional, and academic barriers affecting students from nontraditional families. Participants will first analyze the privileges associated with growing up in a traditional family and understand the growing demographics of nontraditional families. Participants will then explore resources describing the experiences of students in nontraditional family situations, including adoption, foster care, divorce, homelessness, living with relatives, undocumented parents, and same-sex parents.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 10

Learning Objectives:

- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
2	What Is Family? – Participant will reflect on the idea of family and the privileges afforded to families who fit in the “traditional” model	0.85 Hours
3	Students in Adopted Families – Participants will reflect on the educational and social barriers that exist when students are adopted or are in the midst of adoption through multiple articles and online resources.	0.85 Hours
4	Students and Foster Care – Participants will analyze how students in the foster care system experience difficulties in the classroom. They will also review resources on how to best support foster students.	0.85 Hours

5	Students with Divorced Parents – Participants will analyze the emotional and social ramifications of students who live with divorced parents. Participants will examine first-hand accounts of how this affects their academic performance.	0.85 Hours
6	Students in Single-Parent Homes – Different from families with divorced parents, participants will read multiple articles on the barriers affecting families with one parent.	0.85 Hours
7	Students Experiencing Homelessness – Participants will analyze the accounts of families who experience homelessness and the effects that can have on youth.	0.85 Hours
8	Students from Undocumented Families – Participants will learn about the unique challenges of undocumented families and the work schools do to advocate for these children.	0.85 Hours
9	Students with Same-Sex Parents – Participants will learn about the barriers affecting children who have parents of the same gender.	0.85 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	TOTAL HOURS	10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course. Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1

	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.