

| Knowledge and Skills   | Activities/Outcomes  | Assessments  |
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| <i>Quarter 1</i>   |  |  |
| <p><b>PERFORM</b><br/>The student will develop and practice a variety of strategies and skills to improve communication, decision-making, problem solving and introspection.</p> <p>The student will demonstrate knowledge of and appreciation for the family in its many and varied forms as the primary source of identity and self-esteem for its members by examining</p> <p><b>Content Standard</b>-Students will demonstrate the knowledge and skills needed to have an overall perspective on human growth and development.</p> | <p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>  | <p>When necessary, assessments can be modified to accommodate students with special needs.</p>   |
| <p><b>Standard</b><br/>The student will demonstrate knowledge of and appreciation for the family in its many and varied forms as the primary source of identity and self-esteem for its members by examining</p> <p><b>Family Unit</b></p>   | <p>Demonstrate and Discuss:</p> <ul style="list-style-type: none"> <li>• The importance of the family as the basic unit of society</li> <li>• The importance of the family as a source of personal development and identity</li> <li>• Family compositions and structures from an historical and cultural perspective</li> <li>• Functions and purposes of the family for its members and for society</li> </ul> | <p>Pre and Post content assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Parent surveys/interview</li> <li>• Teacher/student discussion</li> <li>• Student surveys</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Develop a family shield</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Roles and responsibilities of family members</li> <li>• Effects on family members of changes, stress, crises, and problems within</li> <li>• Positive ways family members show love, affection, respect and appreciation</li> </ul> <p><b>Activity/Project Ideas</b></p> <ul style="list-style-type: none"> <li>• Personal Shield</li> <li>• Brainstorm: What is a family?</li> <li>• Marriage Forms/ Family Composition/ Family Structure</li> <li>• Creating Strong, Healthy Families (Ch. 1 Family Living)</li> <li>• Parent Interview</li> <li>• Family Crises (Ch. 14 Family Living)</li> <li>• Family Roles Collage</li> <li>• Research: Families Across Cultures and Throughout History</li> </ul> |  |
| <p><b>COGNITIVE</b></p> <p>The student will develop and practice a variety of strategies and skills to improve communication, decision-making, problem solving and introspection.</p> <p>The student will demonstrate knowledge of and appreciation for the family in its many and varied forms as the primary source of identity and self-esteem for its members by</p> | <p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>  | <p>When necessary, assessments can be modified to accommodate students with special needs.</p> |

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| <p>examining</p> <p><b>Content Standard</b>-Students will demonstrate the knowledge and skills needed to have an overall perspective on human growth and development.</p>   |  |  |
| <p><b>Standard</b></p> <p><b>Family and Society</b></p> <p><b>Family Functions</b></p> <p>The student will demonstrate knowledge of and appreciation for the family in its many and varied forms as the primary source of identity and self-esteem for its members by examining</p> <ul style="list-style-type: none"> <li>• The impact of influences such as family, religion, media and peers on personal decision-making.</li> <li>• How to apply a decision making process to think through and take responsibility for personal decisions</li> <li>• Forms of discrimination such as ageism, homophobia, racism and sexism and the consequences of discrimination for individuals and families</li> </ul> <p><b>Environmental Influences</b></p> <ul style="list-style-type: none"> <li>• Research the impact of environment on the development of children through adolescence.</li> <li>• Examine environmental influences that affect physical, cognitive, social,</li> </ul> | <p><b>Family and Society</b></p> <p>A. All cultures have some form of family.</p> <ol style="list-style-type: none"> <li>1. Patriarchal / matriarchal / egalitarian</li> <li>2. Extended / nuclear / blended / single parent</li> <li>3. Monogamy / polyandry / polygamy / polygyny</li> </ol> <p>B. The family is a recognized social unit that stabilizes society.</p> <p>C. It is the unit through which culture is passed to each new generation.</p> <ol style="list-style-type: none"> <li>1. Language</li> <li>2. Customs</li> <li>3. Values</li> </ol> <p>D. Changing family patterns and customs may contribute to current social problems.</p> <ol style="list-style-type: none"> <li>1. Single parent families</li> <li>2. Both parents working outside the home</li> <li>3. Blended families (each parent has had previous marriages and children)</li> </ol> <p>E. Social class and ethnic group influence the family.</p> <p><b>Family Forms</b></p> <p>A. Composition of family is varied and</p> | <p>Pre and Post content assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Parent surveys/interview</li> <li>• Teacher/student discussion</li> <li>• Student surveys</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Develop a family shield</li> <li>• Group Oral Report: Families Across Cultures and Throughout History</li> </ul> |

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| <p>cultural, and emotional development.</p> <ul style="list-style-type: none"> <li>• Predict the impact environmental influences have on development.</li> <li>• Analyze components of cultural influence</li> </ul> | <p>changing</p> <ol style="list-style-type: none"> <li>1. Single parent family</li> <li>2. Two parent family (include blended family)</li> <li>3. Foster family</li> <li>4. Group homes</li> <li>5. Communes</li> </ol> <p>B. Family type influences child-rearing techniques</p> <p>C. Most families share certain common elements.</p> <ol style="list-style-type: none"> <li>1. Usually consist of parent(s) and child(ren)</li> <li>2. Usually function as a unit</li> </ol> <p>D. Families usually follow a general life cycle</p> <ol style="list-style-type: none"> <li>1. Marriage</li> <li>2. Children</li> <li>3. Adolescent children</li> <li>4. Children leave home</li> <li>5. Grandchildren and care of aging parents</li> <li>6. Loss of mate</li> </ol> <p><b>Family Functions</b></p> <p>A. The family serves definite purposes and functions:</p> <ol style="list-style-type: none"> <li>1. Perpetuates the human race</li> <li>2. Protects and cares for children</li> <li>3. Acculturates children (is link between past and future)</li> <li>4. Is earliest and most persistent influence on child's behavior, attitudes and</li> <li>5. Personality</li> <li>6. Is major director of child into</li> </ol> |  |
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|  | <p>development of an integrated personality should meet personal needs of all family members</p> <p>B. Parental personality will influence the way the family will acculturate children</p> <p>C. Societal demands can interfere with family's child-rearing function</p> <p>D. Family crises result in special stress for family members.</p> <ol style="list-style-type: none"> <li>1. Divorce</li> <li>2. Separation</li> <li>3. Illness</li> <li>4. Death</li> <li>5. Financial crisis</li> </ol> <p><b>Research: Families Across Cultures and Throughout History</b></p> <p><b>Vocabulary</b><br/>Identify and apply Family vocabulary terms</p> <ul style="list-style-type: none"> <li>• Nuclear family</li> <li>• Extended family</li> <li>• Blended family</li> <li>• Single parent family</li> <li>• Matriarchy</li> <li>• Patriarchy</li> <li>• Egalitarian</li> <li>• Marriage</li> <li>• Domestic partners</li> <li>• Common law marriage</li> <li>• Endogamy</li> <li>• Exogamy</li> <li>• Monogamy</li> <li>• Serial monogamy</li> <li>• Polygamy</li> </ul> |  |
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|   | <ul style="list-style-type: none"> <li>• Culture</li> <li>• Gender role</li> <li>• Stereotype</li> <li>• Family life cycle</li> <li>• Family crisis</li> <li>• Divorce</li> </ul>   |  |
| <p><b>AFFECTIVE</b></p> <p>Standard 5 Student will demonstrate personal and social responsibility</p> <p>Standard 6 Student will value physical activity</p>  | <p>Teachers have the autonomy to adjust and supplement the content listed in order to accommodate the needs of their students.</p>  | <p>When necessary, assessments can be modified to accommodate students with special needs.</p> |
| <p><b>Standard</b></p> <p>A. Determine the impact of social, economic, and technological forces on individual growth and development.</p> <p>B. Understand social and emotional development from conception through adolescence.</p> <p>C. Recognize stages of normal social and emotional development.</p> <p>D. Examine theories of social and emotional development.</p> <p>E. Articulate how theories help to understand an individual's social and emotional development</p> | <p>A. Recognize and reflect upon their own personal feelings and values</p> <p>B. Become aware of community resources available for assisting individuals and families</p> <p>C. Set long short term educational and career goals</p> |  |

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| <b>CONNECT</b><br>Standards for Literature  |   |  |
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| <b>QUARTER 2</b>  |   |  |
| <b>PERFORM</b><br><b>Standard 6: Human Development –</b>  | Teachers have the autonomy to adjust and supplement the content listed in order to accommodate the needs of their students.   | When necessary, assessments can be modified to accommodate students with special needs.  |
| <p><b>Standard 6: Human Development –</b></p> <p>Analyze factors that impact human growth and development. (Based on National Standard #12)</p> <p>Describe conditions that influence human growth and development.</p> <p>Summarize effects of life events on individuals' growth and development (e.g., abuse, neglect, divorce, remarriage, birth order, childbearing, adoption, marriage, etc.)</p> | <p><b>Activity/Project Ideas</b></p> <p>Discuss Models of Human Reproduction System</p> <p>Discuss Male and Female Reproductive Systems</p> <p>Reading Guide</p> <p>Review of Male and Female Reproductive systems</p> <p>The Menstrual Cycle Reading guide</p> <ul style="list-style-type: none"> <li>• Contraceptive Chart</li> <li>• Sexually Transmitted Disease Chart</li> <li>• Reproductive Health Care Questions</li> <li>• Breast and Testicular Self Examination Film Guides</li> <li>• Genetic Disorders: Individual Research KWL Unequal Resources</li> <li>• Fertilization and Pregnancy Questions</li> <li>• Characteristics of a Developing</li> </ul> | <p>Pre and Post content assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Parent surveys</li> <li>• Teacher/student discussion</li> <li>• Student surveys</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Vocabulary assessment</li> </ul> |

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|  | <p>Fetus/Mother Project</p>  |  |
|  | <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Anatomy</li> <li>• Pregnancy and Birth</li> <li>• Reproductive Health Care</li> <li>• Assisted Reproductive Technology (ART)</li> </ul> <p><b>Reproduction Unit Vocabulary</b></p> <p><b>Reproductive Anatomy (Male)</b></p> <ul style="list-style-type: none"> <li>• Sperm</li> <li>• Seminiferous tubules</li> <li>• Testicles</li> <li>• Testosterone</li> <li>• Scrotum</li> <li>• Epididymis</li> <li>• Vas deferens</li> <li>• Seminal vesicles</li> <li>• Semen</li> <li>• Prostate gland</li> <li>• Cowper's gland</li> <li>• Urethra</li> <li>• Ejaculation</li> <li>• Erection</li> <li>• Erectile tissue</li> <li>• Foreskin</li> <li>• Circumcision</li> <li>• Penis</li> </ul> <p><b>Reproductive Anatomy (Female)</b></p> <ul style="list-style-type: none"> <li>• Ovum/egg</li> <li>• Ovary</li> <li>• Ovulation</li> <li>• Estrogen</li> </ul> |  |



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|  | <ul style="list-style-type: none"> <li>• Progesterone</li> <li>• Fimbria</li> <li>• Fallopian tube</li> <li>• Cilia</li> <li>• Vagina</li> <li>• Cervix</li> <li>• Uterus</li> <li>• Endometrium</li> <li>• Menstruation</li> <li>• Vulva</li> <li>• Clitoris</li> <li>• Inner labia</li> <li>• Outer labia</li> <li>• Hymen</li> </ul>  |  |
| <p><b>COGNITIVE</b><br/><b>Standard 6: Human Development –</b></p>   | <p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>  | <p>When necessary, assessments can be modified to accommodate students with special needs.</p>   |
| <p><b>Standard</b></p> <p>The student will learn factual information about reproduction including.</p> <p>The student will identify good sexual health care habits and practices by examining.</p> | <p><b>Reproduction Unit</b><br/><b>Identify analyze</b></p> <ul style="list-style-type: none"> <li>• The parts and functions of male and female reproductive systems</li> <li>• Conception, prenatal development, prenatal care, labor and child birth</li> <li>• Problems of pregnancy</li> <li>• Basic facts about heredity, genetic disorders and genetic counseling factors to be considered in planning a family</li> </ul> | <p>Pre and Post content assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Parent surveys</li> <li>• Teacher/student discussion</li> <li>• Student surveys</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Vocabulary assessment</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Methods of contraception, with special emphasis on abstinence emotional, medical, social, financial, political, and ethical issues surrounding abortion and adoption</li> <li>• Basics of good personal hygiene, especially as it relates to preventing diseases and infections of the reproductive system</li> <li>• Causes, transmission, symptoms, treatment, prevention and impact of sexually transmitted diseases, including AIDS</li> <li>• Procedures for regular professional reproductive health care and self examination of the breast and testes</li> <li>• The female menstrual cycle from menarche to menopause, including normal functioning, problems and related hygiene issues human sexual response and corresponding dysfunctions</li> <li>• Conception/Pregnancy/Birth</li> <li>• Genetics</li> <li>• Heredity</li> <li>• Genetic Disorders</li> <li>• Genes and Chromosomes</li> <li>• High Tech Babies (Assisted Reproductive Technology)</li> </ul> |  |
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| <p><b>AFFECTIVE</b><br/>                 Standard 5 Student will demonstrate personal and social responsibility<br/>                 Standard 6 Student will value physical activity</p>                   | <p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>  | <p>When necessary, assessments will need to be modified to fit students with exceptionality.</p>   |
| <p><b>Standard</b></p> <p>Apply strategies to influence and support others in making positive health choices</p> <p>Understand the effects of gender, ethnicity, and culture on individual development</p> | <p>Assess individual knowledge and attitudes related to course content.</p> <p>Become aware of the variety of beliefs and cultural attitudes on pregnancy and birth.</p> <p>Explain the physical, intellectual, social, and spiritual changes that occur throughout life (e.g. how these changes differ among individuals, family, and community).</p> <p>Explain how physical, intellectual, social, spiritual, and cultural factors influence attitudes towards sexuality.</p> <p>Explain the importance of regular physical examinations (e.g., self-examination of breasts or testicles and physical examination by a physician) in detecting and treating diseases early.</p> | <p>Pre and Post content assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Parent surveys</li> <li>• Teacher/student discussion</li> <li>• Student surveys</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Vocabulary assessment</li> </ul> |
| <p><b>CONNECT</b></p>  |  |  |
| <p><b>Science</b></p> <p>CCSSS Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease.</p> <p>CCSSS Explain how overpopulation affects</p>           |  |  |

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| <p>organisms, resources, and environments (e.g., depletion of food resources, habitat availability, increased loss due to disease, parasites and predators).</p> <p><b>ELA</b><br/>CCSSELA Cross-reference information</p> <p>CCSSELA Organize information from a variety of sources; e.g., chronological</p> <p>CCSSELA Summarize information</p> <p>CCSSELA Use conventions of grammar related to parts of speech; i.e., verb tense and agreement</p> |  |  |
| <b>QUARTER 3</b>  |  |  |
| <p><b>PERFORM</b><br/><b>Standards 9</b></p> <p>Survey and analyze the human life span from the neonatal period through old age and death.<br/>The student will understand and develop positive child rearing skills.<br/>Compare and contrast human development theories (e.g., those of Maslow, Piaget, etc.)</p>   | <p>Teachers have the autonomy to adjust and supplement the content listed in order to accommodate the needs of their students.</p> | <p>When necessary, assessments can be modified to accommodate students with special needs.</p> |
| <p>Students will explore the growth, development, and care of the newborn.</p>  | <p><b>Activity/Project Ideas</b></p> <ul style="list-style-type: none"> <li>• Infancy Interview</li> </ul>                         | <p>Pre and Post content assessment</p>   |

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| <p>Analyze the physical, emotional, social, intellectual, and moral development of the infant.</p> <p>Analyze various theories of psychosocial and intellectual development.</p> <p>Participate in discussions that determine the influences of the family and society on the infant.</p> <p>Determine techniques that promote the health and safety of an infant.</p> <p>Determine developmentally appropriate guidance techniques during the first year of life.</p> | <ul style="list-style-type: none"> <li>• "A Look At The Newborn" (by H.D. Riley, M.D.)</li> <li>• Infancy: The First Year</li> <li>• Infant Safety</li> <li>• Autonomy Lesson</li> <li>• "If" poem</li> <li>• "How Children Learn to Talk" (Current Consumer)</li> <li>• "Young Children's Love Objects (by Marilyn Sherman)</li> <li>• Types of Discipline</li> <li>• Differences Between Good and Responsible Parents</li> <li>• Early Children Parent Interview</li> <li>• "Play"</li> <li>• Play Age Child Chart</li> <li>• Reading to Children</li> <li>• Children's Book Project</li> <li>• Memory and Accomplishment</li> <li>• Child Abuse Chart</li> <li>• Childhood Project</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Parent surveys</li> <li>• Teacher/student discussion</li> <li>• Student surveys</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Reports</li> </ul> |
| <p><b>COGNITIVE</b><br/><b>Standards 9</b></p> <p>Survey and analyze the human life span from the neonatal period through old age and death.</p> <p>The student will understand and develop positive child rearing skills.</p>   | <p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>  | <p>When necessary, assessments can be modified to accommodate students with special needs.</p>  |

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| <p>Compare and contrast human development theories (e.g., those of Maslow, Piaget, etc.)</p>  |   |  |
| <p>Students will explore the growth, development, and care of the newborn.</p> <p>Survey and analyze the human life span from the neonatal period through old age and death.</p> <p>The student will understand and develop positive child rearing skills.</p> <p>Compare and contrast human development theories (e.g., those of Maslow, Piaget, etc.)</p> | <p><b>Child Development Unit</b></p> <ul style="list-style-type: none"> <li>• Major human development theories including those of Erik Erikson, Jean Piaget,</li> <li>• Lawrence Kohlberg, Carole Gilligan, Sigmund Freud, and other contemporary theorists.</li> <li>• Development patterns, sequence, and rates</li> <li>• Physical, cognitive, social and emotional changes that occur in infancy, early childhood,</li> <li>• Late childhood, adolescence, young adulthood, mature adulthood and old age factual information, attitudes, customs, and emotional reactions relating to death and grief</li> <li>• The physical, emotional and financial adjustments of families to a new child the skills and attitudes needed to become a competent parent</li> <li>• The problems and joys of child rearing and of changes in parental responsibilities as the child develops</li> <li>• Personal attitudes towards child rearing issues</li> <li>• Child rearing skills appropriate for fostering healthy child development</li> <li>• Parental discipline styles</li> <li>• Benefits of effective child rearing and childcare for individuals, families and</li> </ul> | <p>Pre and Post content assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Parent surveys</li> <li>• Teacher/student discussion</li> <li>• Student surveys</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Vocabulary assessment</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• society</li> <li>• Issues of child abuse including neglect, physical, emotional, and sexual abuse</li> </ul> <p><b>Child Development Vocabulary Theory</b></p> <ul style="list-style-type: none"> <li>• Human development</li> <li>• Physical development</li> <li>• Mental/cognitive development</li> <li>• Moral development</li> <li>• Social development</li> <li>• Emotional development</li> <li>• Sexual development</li> <li>• Stages of development</li> <li>• Infancy</li> <li>• Toddler</li> <li>• Play age</li> <li>• School age</li> <li>• Adolescence</li> <li>• Young adult</li> <li>• Mature adult (middle age)</li> <li>• Old age</li> <li>• Developmental tasks</li> <li>• Trust/mistrust</li> <li>• Autonomy/shame and doubt</li> <li>• Initiative/guilt</li> <li>• Industry/inferiority</li> <li>• Identity/identity confusion</li> <li>• Intimacy/isolation</li> <li>• Generativity/stagnation</li> <li>• Integrity/despair</li> <li>• Nature</li> <li>• Nurture</li> </ul> <p><b>Childhood Theory</b></p> |  |
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|   | <ul style="list-style-type: none"> <li>• Neonatal</li> <li>• Attachment</li> <li>• Bonding</li> <li>• Stimulation</li> <li>• Stranger anxiety</li> <li>• Separation anxiety</li> <li>• Thrive</li> <li>• Failure to thrive</li> <li>• Love objects</li> <li>• Object permanence</li> <li>• Play</li> <li>• Stages of play</li> <li>• Discipline</li> <li>• Autocratic/authoritarian</li> <li>• Permissive</li> <li>• Democratic/developmental</li> <li>• Consequences</li> </ul> |   |
| <p><b>AFFECTIVE</b><br/>                 Standard 5 Student will demonstrate personal and social responsibility.<br/>                 Standard 6 Student will value physical activity.</p>                                | <p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>  | <p>When necessary, assessments can be modified to accommodate students with special needs.</p>  |
| <p>Understand and reflect on the different.<br/>                 Child Development Theories.<br/>                 Summarize strategies for optimizing the development of infants, including those with special needs.</p> | <p>Erikson<br/>                 Piaget<br/>                 The Developing Child<br/>                 Infancy<br/>                 Toddler<br/>                 Play Age<br/>                 School Age</p>   | <p>Student self assessment<br/>                 Rubric<br/>                 Teacher observation<br/>                 Cognitive assessment</p> |



| CONNECT  |  |  |
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| <p>CCSELARL1. The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events, and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.</p> <p><b>Science</b></p> <p>Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)</p> <p>Explain how types of DNA technology (e.g., genetic engineering, forensic science, cloning) may impact society now and in the future.</p> <p><b>Social Studies</b></p> <p>Trace group and cultural influences as they contribute to human development, identity, and behavior (e.g., religion, education, media, government, and economy)</p> <p><b>Health</b></p> |  |  |

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| <p>Describe the importance of prenatal and postnatal care to both parents and child.</p> <p>Explain the impact of personal health behaviors on the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STDS).</p> <p>Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).</p> <p>Describe the social and economic effects of disease on individuals, families, and communities (e.g., absenteeism from work and school, loss of income, epidemics of infectious disease)</p> |   |  |
| <b>QUARTER 4</b>   |   |  |
| <p><b>PERFORM Standard 9</b><br/>The student will analyze specific issues of adolescence.</p>  | <p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p> | <p>When necessary, assessments can be modified to accommodate students with special needs.</p> |

This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

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| <p>Describe principles of human growth and development across the life span</p>   | <p><b>Activities; TLW participate in the following activities</b></p> <ul style="list-style-type: none"> <li>A. Adolescence Chart</li> <li>B. Stages of Adolescence Survey</li> <li>C. Circle Compliments*</li> <li>D. Erikson’s Task: Identity vs. Identity Diffusion</li> <li>E. Responding to Peer Pressure</li> <li>F. Decision Making Model</li> <li>G. Best Date-Worst Date</li> <li>H. Characteristics of a Healthy Relationship</li> <li>I. Sexual Harassment</li> <li>J. Setting Limits</li> <li>K. Parent Interview</li> <li>L. Examining Media Images</li> <li>M. Advertisement Analysis</li> </ul> <p>Adolescence Book Report Project</p> | <p>On the specified due date, have students bring their books to class and write the attached report on the book read. The report relates the book to the concepts of the unit this will be a book report with a slightly different slant than the reports they are used to writing in. The report will be written in class.</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist rubric</li> <li>• Teacher/student discussion</li> <li>• Student drawings</li> <li>• Sexual harassment survey</li> </ul> |
| <p><b>COGNITIVE</b><br/><b>Standard 9</b><br/>The student will analyze specific issues of adolescence.</p>                              | <p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>   | <p>When necessary, assessments can be modified to accommodate students with special needs.</p>   |
| <p><b>Standard 9</b><br/>The student will examine how sexuality is integrated into the total personality throughout life including.</p> | <p><b>Adolescence Unit 2</b><br/><br/>Develop an understanding and appreciation for their current life stage.</p>   | <p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist rubric</li> <li>• Teacher/student discussion</li> <li>• Student reports, surveys etc.</li> </ul>  |

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| <p>The student will analyze the influences of society and culture on sexuality.</p> <p>The student will identify and understand ethical standards of sexual behavior.</p> <p>Students will acquire techniques for observing and assessing behavior and development of children.</p> <p>Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships).</p> <p>Describe the interrelationship of intellectual, emotional, social, and physical health (e.g., the effect of stress on mental performance, the effect of self-image on relationships) during adolescence.</p> <p>Explain the relationship between sexual behavior and personal health (e.g., STD/STI, pregnancy, HIV/AIDS).</p> | <p>Relate major theories of human development to adolescence.</p> <p>Examine physical changes occurring at puberty, including reproductive capacity examine the concept of identity formation including self image, self esteem and the development of a personal set of values and ethics during adolescence explore the role of peers and the potential for positive and negative peer influence.</p> <p>Examine dating issues with regard to personal, familial and societal expectations concerning interpersonal relationships.</p> <p>Consider the value of abstinence and postponing sexual intercourse and the implications of teen sexual activity.</p> <p>Identify academic, social and emotional stresses common to adolescents and learn healthy coping strategies</p> <p>Examine the adolescent’s role as a family member, with special emphasis on the parent-teen relationship.<br/>Aspects of sexuality such as gender, sexual identity, gender roles, sexual decision.</p> <p>Making, sexual orientation and sexual ethics</p> | <ul style="list-style-type: none"> <li>• Self assessment</li> </ul> |
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|  | <p>sexual development, behaviors, feelings and responses at each stage of life.</p> <p>Individual definitions for masculinity and femininity.</p> <p>Awareness of gender role expectations and limitations imposed by society facts, theories and societal attitudes concerning sexual orientation.</p> <p>The effect of culture and history on ideas about masculinity and femininity.</p> <p>Recognizing and evaluating the conflicting messages society sends about sexuality.</p> <p>Common stereotypes and discrimination related to gender and sexual orientation problems of sex in society.</p> <p>Examine personal, familial and cultural values essential to the formation and maintenance of positive human relationships.</p> <p>Distinguish between appropriate expressions of affection and unwanted sexual advances in interpersonal / dating situations.</p> <p>Recognize that sexual behaviors involve conscious decision-making and that healthy</p> |  |
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|  | <p>sexual relationships are mutual, voluntary, nurturing and responsible.</p> <p>Identify the effects, reporting, treatment and prevention for victims of sexual assault, rape, acquaintance rape, abuse, incest and harassment.</p> <p><b>I. Metamorphosis</b></p> <p>A. Time Span: 12-18 (Puberty to Independence) Physical metamorphosis: puberty and sexual maturation</p> <p>B. Emotional task (Erik Erikson): IDENTITY vs. IDENTITY DIFFUSION (WHO AM I)</p> <p>C. Cognitive stage: Formal Operations</p> <p>D. Transition between childhood and adulthood: sexual maturity</p> <p>E. Period of experimentation, trying out roles socially</p> <ol style="list-style-type: none"> <li>1. Influenced by peer group</li> <li>2. May be positive, negative or both</li> </ol> <p><b>II. Early Adolescence (12-14)</b></p> <p>A. Pre-pubertal growth spurt</p> <p>B. Girls (first)</p> <ol style="list-style-type: none"> <li>1. Breast budding</li> <li>2. Legs lengthen, hips round (change in body shape)</li> <li>3. Hormone production increases (estrogen)</li> </ol> |  |
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|  | <ul style="list-style-type: none"> <li>4. Ovulation, menarche (first menstruation)</li> <li>5. Acne, hair, sweat, gland secretions</li> <li>6. Fertility (capable of becoming pregnant)</li> </ul> <p><b>C. Boys</b></p> <ul style="list-style-type: none"> <li>1. Legs lengthen, shoulders broaden (change in body shape)</li> <li>2. Hormone production increases (testosterone)</li> <li>3. Sperm production (nocturnal emissions indicate)</li> <li>4. Acne, hair, sweat gland secretions</li> <li>5. Voice deepens</li> <li>6. Fertile (capable of causing a pregnancy)</li> </ul> <p><b>D. Social changes</b></p> <ul style="list-style-type: none"> <li>1. Re-shuffling of peer groups based on maturity</li> <li>2. Same sex - group dating - dating</li> </ul> <p><b>E. Cognitive changes</b></p> <ul style="list-style-type: none"> <li>1. Logical reasoning</li> <li>2. Intellectual abilities increase</li> <li>3. Consider the future</li> <li>4. Consider the ideals</li> </ul> <p><b>F. Sexual drives</b></p> <ul style="list-style-type: none"> <li>1. Crushes - unrealistic, often same sex</li> <li>2. Moving from narcissism to love</li> <li>3. Daydreams</li> </ul> <p><b>III. Middle Adolescence (14-16)</b></p> |  |
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|  | <p><b>A. Increasing conflict with parents</b></p> <ol style="list-style-type: none"> <li>1. Need for emancipation</li> <li>2. Longing for security</li> <li>3. Rebel (also vs. authority, society) and conformity (peers)</li> <li>4. New relationship to opposite sexed parent (resolution of Oedipal Conflict)</li> <li>5. Examination of parents' values - reject some, accept some</li> </ol> <p><b>B. Intense importance of peer group Identity</b></p> <ol style="list-style-type: none"> <li>1. Membership (socialization)</li> <li>2. Models and examples</li> </ol> <p><b>C. Emotional changes: mood swings</b></p> <ol style="list-style-type: none"> <li>1. Concern over appearance</li> <li>2. Narcissism</li> <li>3. Exaggerated faults</li> <li>4. Insecurity</li> </ol> <p><b>D. Cognitive changes continue</b></p> <p><b>E. Dating</b></p> <p><b>IV Late Adolescence (17-21)</b></p> <p><b>Physical changes quiet down - body finishes changing</b></p> <p><b>Mood swings quiet down</b></p> <p><b>Identity search continues</b></p> <ol style="list-style-type: none"> <li>1. Gradual liberation from family</li> <li>2. Sexual expression permitted</li> </ol> |  |
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|  | <ul style="list-style-type: none"> <li>3. Experimentation with roles ending</li> <li>4. Greater responsibility: college, job, armed forces</li> </ul> <p><b>Identity formation</b></p> <ul style="list-style-type: none"> <li>1. Character consistency</li> <li>2. Solidified beliefs, ideology                         <ul style="list-style-type: none"> <li>a. From parents</li> <li>b. From peers</li> <li>c. From own thinking</li> </ul> </li> </ul> <p><b>Capacity for intimacy developing</b></p> <ul style="list-style-type: none"> <li>1. Physical, sexual, emotional, intellectual closeness</li> <li>2. Mutual trust</li> <li>3. Serious “falling in love”</li> <li>4. Balance of giving and receiving</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>1. Ego diffusion                         <ul style="list-style-type: none"> <li>a. Unsure of identity, goals, future</li> <li>b. Stuck in adolescence</li> <li>c. Behavior appears romantic to younger teens</li> <li>d. Fear, bitterness, alienation</li> <li>e. Result of accumulation of problems with previous emotional tasks</li> </ul> </li> <li>2. Paralyzing narrowness</li> </ul> <p><b>IV. Eight Developmental Tasks of</b></p> |  |
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|  | <p><b>Adolescence</b></p> <ul style="list-style-type: none"> <li>A. Establishing mature social relationships with both sexes</li> <li>B. Achieving a sexual identity</li> <li>C. Accepting physical changes and body image</li> <li>D. Achieving emotional independence from family and adults</li> <li>E. Preparing for marriage and family life</li> <li>F. Preparing for an economic career</li> <li>G. Acquiring a set of values for living life</li> <li>H. Achieving socially responsible behavior</li> </ul> <p><b>Adolescence Unit 3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Adolescent</li> <li>• Puberty</li> <li>• Narcissism</li> <li>• Menarche</li> <li>• Spermarche</li> <li>• Spontaneous erection</li> <li>• Nocturnal emission</li> <li>• Peer pressure</li> <li>• Identity/identity confusion</li> <li>• Masculinity</li> <li>• Femininity</li> <li>• Sexual orientation</li> <li>• Homophobia</li> <li>• Dating violence</li> <li>• Sexual assault</li> <li>• Sexual harassment</li> </ul> |  |
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|   | <ul style="list-style-type: none"> <li>• “Red flags”</li> </ul>   |   |
| <p><b>AFFECTIVE</b><br/>                 Standard 5 Student will demonstrate personal and social responsibly.<br/>                 Standard 6 Student will value physical activity.</p>   | <p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p> | <p>When necessary, assessments can be modified to accommodate students with special needs.</p>  |
| <p>Understand factors that impact human growth and development. (Based on National Standard #12).</p> <p>Identify how the community can influence the health of individuals (e.g., health information offered through community organizations, volunteer work at hospitals, community food banks).</p>  |   | <p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist rubric</li> <li>• Teacher/student discussion</li> <li>• Student work</li> <li>• Self assessment</li> </ul> |
| <p><b>CONNECT</b></p>   |   |   |
| <p>The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.<br/>                 CCSSELA1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.<br/>                 CCSSMC3P1. Students will solve problems (using appropriate technology).<br/>                 CCSSMC3P4. Students will make connections among mathematical ideas and</p> |   | <p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist rubric</li> <li>• Teacher/student discussion</li> <li>• Student work</li> <li>• Self assessment</li> </ul> |

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| <p>to other disciplines<br/>CCSSMC3P5. Students will represent mathematics in multiple ways.<br/>MC3D1. Using sample data, students will make informal inferences about population means and standard deviations.</p> |  |  |
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