



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a *physically literate individual**:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

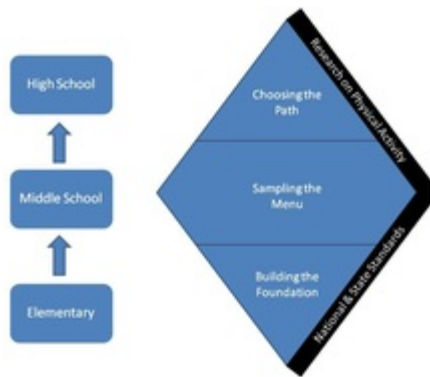
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Diamond Conceptual Framework: A K-12 Road Map for]



The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.

- Choosing the Path**
 - Students focus on and become competent in a few activities that they enjoy and will continue to participate in their lives.
- Sampling the Menu**
 - Students learn specialized skills and concepts in a variety of activities.
- Building the Foundation**
 - Students begin learning the fundamental skills and concepts needed to be successful in a variety of activities.

Knowledge and Skills	Activities/Outcomes	Assessments
Sample	Sample	Sample
<p><i>Concept from Pacing Guide (no verbs)</i> <i>State Student Performance Indicators</i></p>	<p><i>Measurable Verb paired with student activities and products.</i></p>	<p><i>Measured demonstration of student activity/outcome quality.</i></p>
QUARTER 1		
<p>PERFORM</p> <p>A. The student will develop and practice a variety of strategies and skills to improve communication, decision making, problem solving and introspection</p> <p>B. 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>C. 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>D. 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>E. 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>F. Content Standard-Students will demonstrate the knowledge and skills needed to have an overall perspective on human growth and development.</p>	<ul style="list-style-type: none"> • Analyze the principles of human growth and development across the lifespan • Analyze conditions that influence human growth and development across the lifespan. • Competency3: Examine development theories and their implications • Analyze strategies that promote growth and development across the life span • Demonstrate signs of healthy growth and physical development –birth through adolescence. • Establish factors that aid or harm physical growth and development • Compare the various theories of cognitive development. • Outline stages of normal cognitive growth and development. • Examine theories of cognitive development. • Analyze theories as they apply to cognitive and communicative development. 	<p>National Programs Career Connection Families First Power of One: A Better You and Family Ties</p> <p>STAR Events Applied Technology Career Investigation Focus on Children</p>

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Standard</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>Family Unit</p> <p>Demonstrate and Discuss:</p> <ul style="list-style-type: none"> • The importance of the family as the basic unit of society • The importance of the family as a source of personal development and identity • Family compositions and structures from an historical and cultural perspective • Functions and purposes of the family for its members and for society • Roles and responsibilities of family members • Effects on family members of changes, stress, crises, and problems within • Positive ways family members show love, affection, respect and appreciation <p>Activity/Project Ideas</p> <ul style="list-style-type: none"> • Personal Shield • Brainstorm: What is a family? • Marriage Forms/ Family Composition/ Family Structure • Creating Strong, Healthy Families (Ch. 1 Family Living) • Parent Interview • Family Crises (Ch. 14 Family Living) • Family Roles Collage • Research: Families Across Cultures and Throughout History 	<ul style="list-style-type: none"> • Pre and Post content assessment • Teacher observation • Parent surveys/interview • Teacher/student discussion • Student surveys • Self assessment • Peer assessment • Develop a family shield

Knowledge and Skills	Activities/Outcomes	Assessments
<p>COGNITIVE</p> <p>Standard</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"> The impact of influences such as family, religion, media and peers on personal decision making How to apply a decision making process to think through and take responsibility for personal decisions Forms of discrimination such as ageism, homophobia, racism and sexism and the consequences of discrimination for individuals and families <p>Environmental Influences</p> <ul style="list-style-type: none"> Research the impact of environment on the development of children through adolescence. Examine environmental influences that affect physical, cognitive, social, cultural, and emotional development. Predict the impact environmental influences have on development. Analyze components of cultural influence 	<p>I. Family and Society</p> <p>A. All cultures have some form of family.</p> <ol style="list-style-type: none"> patriarchal / matriarchal / egalitarian extended / nuclear / blended / single parent monogamy / polyandry / polygamy / polygyny <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"> language customs values <p>D. Changing family patterns and customs may contribute to current social problems.</p> <ol style="list-style-type: none"> single parent families both parents working outside the home blended families (each parent has had previous marriages and children) <p>E. Social class and ethnic group influence the family.</p> <p>II. Family Forms</p> <p>A. Composition of family is varied and changing</p> <ol style="list-style-type: none"> single parent family two parent family (include blended family) foster family group homes communes <p>B. Family type influences child-rearing techniques</p>	<ul style="list-style-type: none"> Pre and Post content assessment Teacher observation Parent surveys/interview Teacher/student discussion Student surveys Self assessment Peer assessment Develop a family shield Group Oral Report: Families Across Cultures and Throughout History

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Standard</p> <ul style="list-style-type: none"> A. Identify the necessary support systems to meet B. human growth and development needs. C. Examine the role of family dynamics in D. meeting the needs of the individual throughout E. the lifespan. F. Discuss the dynamic interaction among biological, psychological, and social factors and their contribution to development. 	<ul style="list-style-type: none"> C. Most families share certain common elements. <ul style="list-style-type: none"> 1. usually consist of parent(s) and child(ren) 2. usually function as a unit D. Families usually follow a general life cycle <ul style="list-style-type: none"> 1. marriage 2. children 3. adolescent children 4. children leave home 5. grandchildren and care of aging parents 6. loss of mate III. Family Functions A. The family serves definite purposes and functions: <ul style="list-style-type: none"> 1. perpetuates the human race 2. protects and cares for children 3. enculturates children (is link between past and future) 4. is earliest and most persistent influence on child’s behavior, attitudes and 5. personality 6. is major director of child into development of an integrated personality should meet personal needs of all family members B. Parental personality will influence the way the family will enculturate children C. Societal demands can interfere with family’s child-rearing function D. Family crises result in special stress for family members <ul style="list-style-type: none"> 1. divorce 2. separation 	

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Standard</p> <p>A. Identify the necessary support systems to meet human growth and development needs.</p> <p>B. Examine the role of family dynamics in meeting the needs of the individual throughout the lifespan.</p> <p>C. Discuss the dynamic interaction among biological, psychological, and social factors and their contribution to development.</p>	<p>3. illness 4. death 5. financial crisis</p> <p>Research: Families Across Cultures and Throughout History Vocabulary</p> <p>Identify and apply Family vocabulary terms</p> <ul style="list-style-type: none"> • nuclear family • extended family • blended family • single parent family • matriarchy • patriarchy • egalitarian • marriage • domestic partners • common law marriage • endogamy • exogamy • monogamy • serial monogamy • polygamy • culture • gender role • stereotype • family life cycle • family crisis • divorce 	<p>Vocabulary Assessment</p>

Knowledge and Skills	Activities/Outcomes	Assessments
<p>AFFECTIVE Standard</p> <ul style="list-style-type: none"> A. Determine the impact of social, economic, and technological forces on individual growth and development. B. Understand social and emotional development from conception through adolescence. C. Recognize stages of normal social and emotional development. D. Examine theories of social and emotional development. E. Articulate how theories help to understand an individual’s social and emotional development 	<ul style="list-style-type: none"> A. Recognize and reflect upon their own personal feelings and values B. Become aware of community resources available for assisting individuals and families C. Set long short term educational and career goals 	

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Quarter 2</p> <p>Cognitive Standard</p> <p>A. The student will learn factual information about reproduction including</p> <p>B. The student will identify good sexual health care habits and practices by examining</p> <ol style="list-style-type: none"> 1. available community resources for prenatal 2. care 	<p>Reproduction Unit</p> <p>Identify analyze</p> <ul style="list-style-type: none"> • The parts and functions of male and female reproductive systems • Conception, prenatal development, prenatal care, labor and child birth • Problems of pregnancy • Basic facts about heredity, genetic disorders and genetic counseling factors to be considered in planning a family • Methods of contraception, with special emphasis on abstinence emotional, medical, social, financial, political, and ethical issues surrounding abortion and adoption • Basics of good personal hygiene, especially as it relates to preventing diseases and infections of the reproductive system • Causes, transmission, symptoms, treatment, prevention and impact of sexually transmitted diseases, including AIDS • Procedures for regular professional reproductive health care and self examination of the breast and testes • The female menstrual cycle from menarche to menopause, including normal functioning, problems and related hygiene issues human sexual response and corresponding dysfunctions • Conception/Pregnancy/Birth • Genetics 	<ul style="list-style-type: none"> • Pre and Post content assessment • Teacher observation • Parent surveys • Teacher/student discussion • Student surveys • Self assessment • Peer assessment • Vocabulary assessment

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Perform Standard 6: Human Development – A. Analyze factors that impact human growth and development. B. development. (Based on National Standard #12) C. Describe conditions that influence human growth and development. D. Summarize effects of life events on individuals’ growth and development (e.g., abuse, neglect, divorce, remarriage, birth order, childbearing, adoption, marriage, etc.)</p>	<ul style="list-style-type: none"> • Heredity • Genetic Disorders • Genes and Chromosomes • High Tech Babies (Assisted Reproductive Technology) <p>Activity/Project Ideas Discuss Models of Human Reproduction System Discuss Male and Female Reproductive Systems</p> <p>Reading Guide Review of Male and Female Reproductive systems The Menstrual Cycle Reading guide</p> <ul style="list-style-type: none"> • Contraceptive Chart • Sexually Transmitted Disease Chart • Reproductive Health Care Questions • Breast and Testicular Self Examination Film Guides • Genetic Disorders: Individual Research KWL Unequal Resources • Fertilization and Pregnancy Questions • Characteristics of a Developing Fetus/Mother Project 	

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>Vocabulary</p> <ul style="list-style-type: none"> • Anatomy • Pregnancy and Birth • Reproductive Health Care • Assisted Reproductive Technology (ART) <p>Reproduction Unit Vocabulary</p> <p>Reproductive Anatomy (Male)</p> <ul style="list-style-type: none"> • sperm • seminiferous tubules • testicles • testosterone • scrotum • epididymis • vas deferens • seminal vesicles • semen • prostate gland • cowper’s gland • urethra • ejaculation • erection • erectile tissue • foreskin • circumcision • penis <p>Reproductive Anatomy (Female)</p> <ul style="list-style-type: none"> • ovum/egg • ovary • ovulation • estrogen • progesterone • fimbria 	<ul style="list-style-type: none"> • Pre and Post content assessment • Teacher observation • Parent surveys • Teacher/student discussion • Student surveys • Self assessment • Peer assessment • Vocabulary assessment

Knowledge and Skills	Activities/Outcomes	Assessments
	<ul style="list-style-type: none"> • Fallopian tube • cilia • vagina • cervix • uterus • endometrium • menstruation • vulva • clitoris • inner labia • outer labia • hymen 	
<p>Affective Standard</p> <p>A. Apply strategies to influence and support others in making positive health choices</p> <p>B. Understand the effects of gender, ethnicity, and culture on individual development</p>	<p>A. Assess individual knowledge and attitudes related to course content</p> <p>A. Become aware of the variety of beliefs and cultural attitudes on pregnancy and birth</p> <p>B. Explain the physical, intellectual, social, and spiritual changes that occur throughout</p> <p>C. life (e.g. how these changes differ among individuals, family, and community)</p> <p>D. Explain how physical, intellectual, social, spiritual, and cultural factors influence</p> <p>E. attitudes towards sexuality</p> <p>F. Explain the importance of regular physical examinations (e.g., self-examination of</p> <p>G. breasts or testicles and physical examination by a physician) in detecting and treating diseases early</p>	

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Connect Science</p> <ul style="list-style-type: none"> A. CCSSS Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease B. CCSSS Explain how overpopulation affects organisms, resources, and environments (e.g., C. depletion of food resources, habitat availability, increased loss due to disease, parasites and predators <p>ELA</p> <ul style="list-style-type: none"> A. CCSSELA Cross-reference information B. CCSSELA Organize information from a variety of sources; e.g., chronological C. CCSSELA Summarize information D. CCSSELA Use conventions of grammar related to parts of speech; i.e., verb tense and agreement 		

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Quarter 3</p> <p>Cognitive</p> <p>Standards 9</p> <p>A. Survey and analyze the human life span from the neonatal period through old age and death</p> <p>B. old age and death</p> <p>C. The student will understand and develop positive child rearing skills by analyzing the following:</p> <p>D. Compare and contrast human development theories (e.g., those of Maslow, Piaget, etc.)</p>	<p>Child Development Unit</p> <ul style="list-style-type: none"> • Major human development theories including those of Erik Erikson, Jean Piaget, • Lawrence Kohlberg, Carole Gilligan, Sigmund Freud, and other contemporary theorists. • Development patterns, sequence, and rates • Physical, cognitive, social and emotional changes that occur in infancy, early childhood, • Late childhood, adolescence, young adulthood, mature adulthood and old age factual information, attitudes, customs, and emotional reactions relating to death and grief • The physical, emotional and financial adjustments of families to a new child the skills and attitudes needed to become a competent parent • The problems and joys of child rearing and of changes in parental responsibilities as the child develops • Personal attitudes towards child rearing issues • Child rearing skills appropriate for fostering healthy child development • Parental discipline styles • Benefits of effective child rearing and childcare for individuals, families and society • Issues of child abuse including neglect, 	<ul style="list-style-type: none"> • Pre and Post content assessment • Teacher observation • Parent surveys • Teacher/student discussion • Student surveys • Self assessment • Peer assessment • Vocabulary assessment

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>physical, emotional, and sexual abuse</p> <p>Child Development Vocabulary Theory</p> <ul style="list-style-type: none"> • human development • physical development • mental/cognitive development • moral development • social development • emotional development • sexual development • stages of development • infancy • toddler • play age • school age • adolescence • young adult • mature adult (middle age) • old age • developmental tasks • trust/mistrust • autonomy/shame and doubt • initiative/guilt • industry/inferiority • identity/identity confusion • intimacy/isolation • generativity/stagnation • integrity/despair • nature • nurture 	<ul style="list-style-type: none"> • Pre and Post content assessment • Teacher observation • Parent surveys • Teacher/student discussion • Student surveys • Self assessment • Peer assessment • Vocabulary

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>Childhood Theory</p> <ul style="list-style-type: none"> • neonatal • attachment • bonding • stimulation • stranger anxiety • separation anxiety • thrive • failure to thrive • love objects • object permanence • play • stages of play • discipline • autocratic/authoritarian • permissive • democratic/developmental • consequences <p>Activity/Project Ideas</p> <ul style="list-style-type: none"> • Infancy Interview • "A Look At The Newborn" (by H.D. Riley, M.D.) • Infancy: The First Year • Infant Safety • Autonomy Lesson • "If" poem • "How Children Learn to Talk" (Current Consumer) • "Young Children's Love Objects (by Marilyn Sherman) 	<ul style="list-style-type: none"> • Pre and Post content assessment • Teacher observation • Parent surveys • Teacher/student discussion • Student surveys • Self assessment • Peer assessment • Terminology Assessment

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Perform Standard</p> <ul style="list-style-type: none"> A. Students will explore the growth, development, and care of the newborn. B. Analyze the physical, emotional, social, intellectual, and moral development of the infant. C. Analyze various theories of psychosocial and intellectual development. D. Participate in discussions that determine the influences of the family and society on the infant. E. Determine techniques that promote the health and safety of an infant. F. Determine developmentally appropriate guidance techniques during the first year of life. 	<ul style="list-style-type: none"> • Types of Discipline • Differences Between Good and Responsible Parents • Early Children Parent Interview • "Play" • Play Age Child Chart • Reading to Children • Children's Book Project • Memory and Accomplishment • Child Abuse Chart • Childhood Project 	<ul style="list-style-type: none"> • Pre and Post content assessment • Teacher observation • Parent surveys • Teacher/student discussion • Student surveys • Self assessment • Peer assessment • Reports
<p>Affective Standard</p> <ul style="list-style-type: none"> A. Understand and reflect on the different B. Child Development Theories C. Summarize strategies for optimizing the development of infants, including those with special needs. 	<ul style="list-style-type: none"> • Erikson • Piaget • The Developing Child • Infancy • Toddler • Play Age • School Age 	<ul style="list-style-type: none"> • Student self assessment • Rubric • Teacher observation • Cognitive assessment

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Connect</p> <p>A. CCSSELARL1. 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>Science</p> <p>B. Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)</p> <p>C. Explain how types of DNA technology (e.g., genetic engineering, forensic science, cloning) may impact society now and in the future.</p> <p>Social Studies</p> <p>D. Trace group and cultural influences as they contribute to human development, identity, and behavior (e.g., religion, education, media, government, and economy)</p> <p>Health</p> <p>E. Describe the importance of prenatal and</p>	<p>NFACS12.1. Analyze principles of human growth and developmental across the life span</p>	

Knowledge and Skills	Activities/Outcomes	Assessments
<p>postnatal care to both parents and child</p> <p>F. 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>G. 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>H. 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>		

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Cognitive Standard 9</p> <p>A. The student will analyze specific issues of adolescence</p> <p>B. The student will examine how sexuality is integrated into the total personality throughout</p> <p>C. life including</p> <p>D. The student will analyze the influences of society and culture on sexuality</p> <p>E. The student will identify and understand ethical standards of sexual behavior</p> <p>F. Students will acquire techniques for observing and assessing behavior and development of children</p>	<p>Adolescence Unit 2</p> <ul style="list-style-type: none"> • develop an understanding and appreciation for their current life stage • relate major theories of human development to adolescence • 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 • examine dating issues with regard to personal, familial and societal expectations concerning interpersonal relationships • consider the value of abstinence and postponing sexual intercourse and the implications of teen sexual activity • identify academic, social and emotional stresses common to adolescents and learn healthy coping strategies • examine the adolescent’s role as a family member, with special emphasis on the parent-teen relationship 	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Student drawings • Self assessment

Knowledge and Skills	Activities/Outcomes	Assessments
<p>A. 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>B. 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>C. Explain the relationship between sexual behavior and personal health (e.g., STD/STI, pregnancy, HIV/AIDS)</p>	<ul style="list-style-type: none"> • aspects of sexuality such as gender, sexual identity, gender roles, sexual decision • making, sexual orientation and sexual ethics sexual development, behaviors, feelings and responses at each stage of life • individual definitions for masculinity and femininity • awareness of gender role expectations and limitations imposed by society facts, theories and societal attitudes concerning sexual orientation • the effect of culture and history on ideas about masculinity and femininity • recognizing and evaluating the conflicting messages society sends about sexuality • common stereotypes and discrimination related to gender and sexual orientation problems of sex in society • examine personal, familial and cultural values essential to the formation and maintenance of positive human relationships • distinguish between appropriate expressions of affection and unwanted sexual advances in interpersonal / dating situations • recognize that sexual behaviors involve 	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Student drawings • Self assessment <p>A. Establish developmentally appropriate guidelines for behavior.</p> <p>B. Demonstrate interpersonal skills that promote positive and productive relationships with children.</p> <p>C. Identify reasons for observing young children (e.g. child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class).</p> <p>D. Explain different methods of observation and assessment methods to interpret a child’s growth and development.</p> <p>E. Describe age-appropriate behavioral and developmental expectations.</p> <p>F. List the factors to consider in choosing a method of assessment.</p> <p>G. Identify the advantages and disadvantages of the different methods of observation.</p> <p>H. Discuss and demonstrate properly recorded observations.</p> <p>I. Describe the process involved in interpreting the data.</p>

Knowledge and Skills	Activities/Outcomes	Assessments
<p>A. 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>B. 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>C. Explain the relationship between sexual behavior and personal health (e.g., STD/STI, pregnancy, HIV/AIDS)</p>	<p>conscious decision making and that healthy sexual relationships are mutual, voluntary, nurturing and responsible</p> <ul style="list-style-type: none"> • identify the effects, reporting, treatment and prevention for victims of sexual assault, rape, acquaintance rape, abuse, incest and harassment <p>I. Metamorphosis</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"> 1. influenced by peer group 2. may be positive, negative or both <p>II. Early Adolescence (12-14)</p> <p>A. Pre-pubertal growth spurt</p> <p>B. Girls (first)</p> <ol style="list-style-type: none"> 1. breast budding 2. legs lengthen, hips round (change in body shape) 3. hormone production increases (estrogen) 4. ovulation, menarche (first menstruation) 5. acne, hair, sweat, gland secretions 6. fertility (capable of becoming pregnant) <p>C. Boys</p> <ol style="list-style-type: none"> 1. legs lengthen, shoulders broaden (change in body shape) 	<p>A. Establish developmentally appropriate guidelines for behavior.</p> <p>B. Demonstrate interpersonal skills that promote positive and productive relationships with children.</p> <p>C. Identify reasons for observing young children (e.g. child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class).</p> <p>D. Explain different methods of observation and assessment methods to interpret a child's growth and development.</p> <p>E. Describe age-appropriate behavioral and developmental expectations.</p> <p>F. List the factors to consider in choosing a method of assessment.</p> <p>G. Identify the advantages and disadvantages of the different methods of observation.</p> <p>H. Discuss and demonstrate properly recorded observations.</p> <p>I. Describe the process involved in interpreting the data.</p>

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<p>A. 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>B. 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>C. Explain the relationship between sexual behavior and personal health (e.g., STD/STI, pregnancy, HIV/AIDS)</p>	<ol style="list-style-type: none"> 2. hormone production increases (testosterone) 3. sperm production (nocturnal emissions indicate) 4. acne, hair, sweat gland secretions 5. voice deepens 6. fertile (capable of causing a pregnancy) <p>D. Social changes</p> <ol style="list-style-type: none"> 1. re-shuffling of peer groups based on maturity 2. same sex - group dating - dating <p>E. Cognitive changes</p> <ol style="list-style-type: none"> 1. logical reasoning 2. intellectual abilities increase 3. consider the future 4. consider the ideals <p>F. Sexual drives</p> <ol style="list-style-type: none"> 1. crushes - unrealistic, often same sex 2. moving from narcissism to love 3. daydreams <p style="text-align: center;">III. Middle Adolescence (14-16)</p> <p>A. Increasing conflict with parents</p> <ol style="list-style-type: none"> 1. need for emancipation 2. longing for security 3. rebel (also vs authority, society) and conformity (peers) 4. new relationship to opposite sexed parent (resolution of Oedipal Conflict) 5. examination of parents' values - reject some, accept some <p>B. Intense importance of peer group identity</p> <ol style="list-style-type: none"> 1. membership (socialization) 	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Student drawings • Self assessment <p>A. Demonstrate interpersonal skills that promote positive and productive relationships with children.</p> <p>B. Identify reasons for observing young children (e.g. child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class).</p> <p>C. Explain different methods of observation and assessment methods to interpret a child's growth and development.</p> <p>D. Describe age-appropriate behavioral and developmental expectations.</p> <p>E. List the factors to consider in choosing a method of assessment.</p> <p>F. Identify the advantages and disadvantages of the different methods of observation.</p> <p>G. Discuss and demonstrate properly recorded observations.</p> <p>H. Describe the process involved in interpreting the data.</p>

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	<p>2. models and examples</p> <p>C. Emotional changes: mood swings</p> <ol style="list-style-type: none"> 1. concern over appearance 2. narcissism 3. exaggerated faults 4. insecurity <p>D. Cognitive changes continue</p> <p>E. Dating</p> <p style="text-align: center;">IV Late Adolescence (17-21)</p> <p>A. Physical changes quiet down - body finishes changing</p> <p>B. Mood swings quiet down</p> <p>C. Identity search continues</p> <ol style="list-style-type: none"> 1. gradual liberation from family 2. sexual expression permitted 3. experimentation with roles ending 4. greater responsibility: college, job, armed forces <p>D. Identity formation</p> <ol style="list-style-type: none"> 1. character consistency 2. solidified beliefs, ideology <ol style="list-style-type: none"> a. from parents b. from peers c. from own thinking <p>E. Capacity for intimacy developing</p> <ol style="list-style-type: none"> 1. physical, sexual, emotional, intellectual closeness 2. mutual trust 3. serious “falling in love” 4. balance of giving and receiving <p>F. Negative</p> <ol style="list-style-type: none"> 1. Ego diffusion <ol style="list-style-type: none"> a. unsure of identity, goals, future 	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Student drawings • Self assessment <p>A. Demonstrate interpersonal skills that promote positive and productive relationships with children.</p> <p>B. Identify reasons for observing young children (e.g. child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class).</p> <p>C. Explain different methods of observation and assessment methods to interpret a child’s growth and development.</p> <p>D. Describe age-appropriate behavioral and developmental expectations.</p> <p>E. List the factors to consider in choosing a method of assessment.</p> <p>F. Identify the advantages and disadvantages of the different methods of observation.</p> <p>G. Discuss and demonstrate properly recorded observations.</p> <p>H. Describe the process involved in interpreting the data.</p>

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	<p>b. stuck in adolescence c. behavior appears romantic to younger teens d. fear, bitterness, alienation e. result of accumulation of problems with previous emotional tasks</p> <p>2. Paralyzing narrowness</p> <p>IV. Eight Developmental Tasks of Adolescence</p> <p>A. Establishing mature social relationships with both sexes B. Achieving a sexual identity C. Accepting physical changes and body image D. Achieving emotional independence from family and adults E. Preparing for marriage and family life F. Preparing for an economic career G. Acquiring a set of values for living life H. Achieving socially responsible behavior</p> <p>Adolescence Unit 3 Vocabulary</p> <ul style="list-style-type: none"> • adolescent • puberty • narcissism • menarche • spermarche • spontaneous erection • nocturnal emission • peer pressure • identity/identity confusion • masculinity • femininity • sexual orientation • homophobia 	<p>A. Demonstrate interpersonal skills that promote positive and productive relationships with children.</p> <p>B. Identify reasons for observing young children (e.g. child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class).</p> <p>C. Explain different methods of observation and assessment methods to interpret a child’s growth and development.</p> <p>D. Describe age-appropriate behavioral and developmental expectations.</p> <p>E. List the factors to consider in choosing a method of assessment.</p> <p>F. Identify the advantages and disadvantages of the different methods of observation.</p> <p>G. Discuss and demonstrate properly recorded observations.</p> <p>H. Describe the process involved in interpreting the data.</p>

Knowledge and Skills	Activities/Outcomes	Assessments
	<ul style="list-style-type: none"> • dating violence • sexual assault • sexual harassment • “red flags” 	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Student drawings • Self assessment

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Perform</p> <p>Describe principles of human growth and development across the life span</p>	<p>Activities; TLW participate in the following activities</p> <p>A. Adolescence Chart B. Stages of Adolescence Survey C. Circle Compliments* D. Erikson’s Task: Identity vs. Identity Diffusion E. Responding to Peer Pressure F. Decision Making Model G. Best Date-Worst Date H. Characteristics of a Healthy Relationship I. Sexual Harassment J. Setting Limits K. Parent Interview L. Examining Media Images M. Advertisement Analysis N. Adolescence Book Report Project</p>	<ul style="list-style-type: none"> • 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. • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Student drawings • Sexual harassment survey
<p>Affective</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>A. Challenge self to higher level of performance</p> <p>B. Apply the decision-making process (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome) as it relates to a healthy lifestyle</p>	<ul style="list-style-type: none"> • Self assessment • Peer assessment • Determine a variety of assessment methods to observe and interpret children’s growth and development.

Knowledge and Skills	Activities/Outcomes	Assessments
<p>CONNECT The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. CCSELA1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. CCSSMC3P1. Students will solve problems (using appropriate technology). CCSSMC3P4. Students will make connections among mathematical ideas and to other disciplines CCSSMC3P5. Students will represent mathematics in multiple ways. MC3D1. Using sample data, students will make informal inferences about population means and standard deviations.</p>		<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Student work • Self assessment
	<p>\</p>	<ul style="list-style-type: none"> •

Knowledge and Skills	Activities/Outcomes	Assessments
QUARTER 4		
<p>Cognitive</p> <p>Standard 6: Human Development Analyze factors that impact human growth and development. (Based on National Standard #12)</p> <p>Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle</p> <p>7-8.1.1 Describe physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body maturation, brain development, social awareness)</p>	<p>Describe principles of human growth and development across the life span.</p>	<p>Competency 6.1.1: List the four areas of human development (i.e., physical, emotional, social, and intellectual)</p>

Knowledge and Skills	Activities/Outcomes	Assessments
<p>QUARTER 4</p> <p>COGNITIVE Standards</p> <p>9.5 The student will survey and analyze the human life span from the neonatal period through old age and death including:</p> <p>9.8 The student will examine how sexuality is integrated into the total personality throughout life including</p>	<p>Adulthood Unit</p> <ul style="list-style-type: none"> • major human development theories including those of Erik Erikson, Jean Piaget, Lawrence Kohlberg, Carole Gilligan, Sigmund Freud, and other contemporary theorists. • development patterns, sequence, and rates • physical, cognitive, social and emotional changes that occur in infancy, early childhood, late childhood, adolescence, young adulthood, mature adulthood and old age • factual information, attitudes, customs, and emotional reactions relating to death and grief • aspects of sexuality such as gender, sexual identity, gender roles, sexual decision making, sexual orientation and sexual ethics • sexual development, behaviors, feelings and responses at each stage of life • individual definitions for masculinity and femininity • awareness of gender role expectations and limitations imposed by society facts, theories and societal attitudes concerning sexual orientation 	<p>Demonstrate rule and procedure constantly</p> <p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Student reports, surveys etc. • Self assessment

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Standard 6: Human Development Analyze factors that impact human growth and development. (Based on National Standard #12)</p> <p>Standard 9</p> <ul style="list-style-type: none"> A. Examine how sexuality is integrated into the total personality throughout B. life including C. Describe how cultural diversity enriches and challenges health behaviors (e.g., D. cultural differences related to health care and the treatment of disease, various food E. sources of nutrients available in different cultural and ethnic cuisines) F. Explain how public health policies and government regulations (e.g., food and drug G. labeling, safe food handling and production regulations, community immunization H. programs, regulations regarding waste disposal) influence health 	<p style="text-align: center;">YOUNG ADULT</p> <ul style="list-style-type: none"> I. Integration of the personality at close of adolescent’s long stage of diffusion <ul style="list-style-type: none"> A. Is able to be independent of parents; sets boundaries between self and parents B. The revolt of adolescence has let up; can now appreciate parents realistically Has evaluated parents’ values and has internalized some, but has discarded others C. Has capacity to tolerate tensions and work through difficulties D. Frustrations are handled, and aggressions are channeled constructively E. Is now secure in gender identity; no need to prove masculinity/femininity through compulsive activity, aggressiveness, or sexuality II. Independence of the young adult (both physically and emotionally) from the natal family <ul style="list-style-type: none"> A. Ready to leave home; decisions about occupation and mate begins process B. Has attained adult status; physical maturation; height of physical vigor C. Energy and interests are now directed beyond individual’s own growth and development D. Ready to focus energies and interests, and to renounce alternatives that distract person E. from goal F. Ready to reserve intimacy for one significant person G. Will make two of the most significant 	<ul style="list-style-type: none"> • Pre and Post content assessment • Teacher observation • Parent surveys • Teacher/student discussion • Student surveys • Self assessment • Peer assessment <p>Vocabulary</p>

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<p>Standard 6: Human Development Analyze factors that impact human growth and development. (Based on National Standard #12)</p> <p>Standard 9</p> <ul style="list-style-type: none"> A. Examine how sexuality is integrated into the total personality throughout B. life including C. Describe how cultural diversity enriches and challenges health behaviors (e.g., D. cultural differences related to health care and the treatment of disease, various food E. sources of nutrients available in different cultural and ethnic cuisines) F. Explain how public health policies and government regulations (e.g., food and drug G. labeling, safe food handling and production regulations, community immunization H. programs, regulations regarding waste disposal) influence health 	<p>decisions of his/her lifetime in choosing an occupation and in deciding whether and whom to marry</p> <ul style="list-style-type: none"> 1. these choices will be the result of the individual's entire personality development 2. these choices will determine further personality development <p>III Occupational choice will determine the young adult's way of life</p> <ul style="list-style-type: none"> A. Determines environment, status, social roles, associates, and patterns for living B. Occupations and personality traits are intimately related; kind of occupation is chosen largely because of individual's personality C. Occupation then plays significant part in further shaping of that personality D. Occupation is a matter of choice in U.S. (Unlike most of the world) <ul style="list-style-type: none"> 1. many conscious/unconscious factors affect that choice in U.S. 2. range of choice is dramatically affected by individual's family background, economic status, educational level, genetic inheritance, etc. E. Career is sought for two primary purposes <ul style="list-style-type: none"> 1. as source of satisfaction 2. as source of money and security 3. ideal is a combination of both F. Historically, women have not been as concerned with career choices as have men; more 	

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<p>Standard 6: Human Development Analyze factors that impact human growth and development. (Based on National Standard #12)</p> <p>Standard 9</p> <ul style="list-style-type: none"> A. Examine how sexuality is integrated into the total personality throughout B. life including C. Describe how cultural diversity enriches and challenges health behaviors (e.g., D. cultural differences related to health care and the treatment of disease, various food E. sources of nutrients available in different cultural and ethnic cuisines) F. Explain how public health policies and government regulations (e.g., food and drug G. labeling, safe food handling and production regulations, community immunization H. programs, regulations regarding waste disposal) influence health 	<p>critical choice for woman has been that of mate - that has changed sharply</p> <p>IV. Major task for the young adult period is the development of the capacity for intimacy (with self and, eventually, with a sex partner) rather than a sense of isolation (Erikson)</p> <ul style="list-style-type: none"> A. No young adult develops perfectly <ul style="list-style-type: none"> 1. we all bear some scars of emotional trauma of some sort 2. we even continue to utilize defenses that are no longer needed 3. deficiencies are part of everyone’s human fragility; these should not lock 4. young adult into repetitively seeking solutions to old problems though B. According to Freud, maturity is measured by one’s capacity for genital sexuality <ul style="list-style-type: none"> 1. involves ability to enjoy sexuality in meaningful intimate relationship 2. depends on freedom from fixation at earlier developmental levels C. This is indicated by readiness to give up hard-won independence in order to share with another in a meaningful relationship, usually marriage (interdependence) <p>V. Marital choice (involves love and many other unconscious processes)</p> <ul style="list-style-type: none"> A. Major attachments and meaningful relationships now lie outside the natal family B. Biological and social pressures are both in 	

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<p>Standard 6: Human Development Analyze factors that impact human growth and development. (Based on National Standard #12)</p> <p>Standard 9</p> <ul style="list-style-type: none"> A. Examine how sexuality is integrated into the total personality throughout life B. Describe how cultural diversity enriches and challenges health behaviors (e.g., C. cultural differences related to health care and the treatment of disease, various food D. sources of nutrients available in different cultural and ethnic cuisines) E. Explain how public health policies and government regulations (e.g., food and drug F. labeling, safe food handling and production regulations, community immunization G. programs, regulations regarding waste disposal) influence health 	<p>force; our whole social system pushes young</p> <ul style="list-style-type: none"> C. people toward marriage Falling in love is largely an irrational matter D. Passionate attraction can be mistaken for mature love E. Impulsion to marry includes a variety of feelings <ul style="list-style-type: none"> 1. feelings of incompleteness 2. need to propagate 3. need for sexual gratification F. Motivation to marry involves many reasons other than love, some of which are negative compensation for emotionally empty life <ul style="list-style-type: none"> 1. Sexual outlet 2. Pregnancy 3. gain security 4. hostility (rebound or antagonism against entire sex) 5. “Rescue” situation (get self out of a bad situation by marrying) G. Decision to marry is usually marked by formal engagement <ul style="list-style-type: none"> 1. lengthy engagement seems to result in successful marriages 2. Formal engagement is usually brief 3. informal “engagement” of approximately two years seems best in terms of success of the marriage <p>VI. Marital adjustment has as its goal a mutually satisfying and completing interpersonal relationship</p> <ul style="list-style-type: none"> A. Presupposes from each partner: <ul style="list-style-type: none"> 1. reasonable independence 	

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	<p>provide same for partner</p> <ol style="list-style-type: none"> 2. early sexual adjustment problems usually can be solved 3. physical sources of sexual frustration are common 4. male/female sexual behaviors have similarities and differences 5. potential difficulties for females 6. potential difficulties for males 7. success depends on successful communication <p>J. there are successful marriages without sexual relations</p> <p>VII. Parenthood marks turning point in life cycle Previously dependent person becomes responsible for a new life</p> <ol style="list-style-type: none"> A. Parenthood profoundly influences personality of the parent B. Marital relationship is altered by birth of child C. Child can provoke conflict as easily as promote greater closeness D. Each transition of child into next stage requires an adaptation by the parents E. Ideal is that person becomes a parent only after he/she is reasonably well launched as an adult F. Child centered home can be bad if it means the needs of a child take precedence over all other needs - balance is important <p>VIII. Miscellaneous considerations</p> <ol style="list-style-type: none"> A. Legislation affecting marriage and sexuality 	

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	<ul style="list-style-type: none"> 1. sex laws vary from state to state 2. marriage laws have common bases, varied specifics <ul style="list-style-type: none"> a. age of consent/age with parental consent b. blood tests, physical exams c. waiting period d. license, ceremony B. Family planning <ul style="list-style-type: none"> 1. birth control 2. infertility 3. birth of handicapped children 4. death of a child C. Non-marital and extra-marital sex Sexual orientation <ul style="list-style-type: none"> 1. heterosexual 2. homosexual 3. bisexual E. Related terms <ul style="list-style-type: none"> 1. transgender 2. transsexual 3. transvestite F. Divorce G. Child Custody <li style="text-align: center;">MATURE ADULT I. Transition to and through middle age is a state of mind more than a biological changing. During this stage the following occur: <ul style="list-style-type: none"> A. The awareness grows that peak years are passing B. Children cease to be major responsibility C. Parents retire or die D. Individuals become aware that they are the 	

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>responsible generation now</p> <p>E. Bodies are slowing down</p> <p>F. Woman’s generative capacities are ending (yet menopause does not occur until well into Middle Age)</p> <p>II Middle years are a time of stock-taking, evaluation</p> <p>A. For most it is a time of fulfillment following years of effort</p> <p>B. For some it is time of regrets and disillusionment</p> <p>C. For all, the balance of life is at least slightly upset as one simply becomes aware -</p> <ol style="list-style-type: none"> 1. of the passing of time 2. of the limits of life span <p>D. A reevaluation occurs whether it leads to a change or not</p> <p>III Physical changes</p> <p>A. Peak of physical abilities has passed</p> <ol style="list-style-type: none"> 1. gray hair, wrinkles, weight gains (these gains are not inevitable, just harder to control) 2. bifocals 3. old injuries cause new problems (knee, back, etc.) <p>B. Renewal and repair of various body systems does not keep up with degenerative changes</p> <ol style="list-style-type: none"> 1. Prone to illness (increasingly) 2. Men between 40 and 50 vulnerable to coronary occlusion 3. Women more vulnerable to cancer (breast and cervical) 	

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	<p>C. Friends’ names are beginning to appear in hospital and obituary notices</p> <p>D. Psychologically disorganizing disease are less common in this period; some depression connected to reevaluation of life may occur</p> <p>IV Satisfaction of middle years</p> <p>A. Good time if life has gone well; bitter time if not</p> <p>B. Most are able to accept and value this period’s advantages along with its limitations</p> <ol style="list-style-type: none"> 1. Some seek younger years’ rewards, fear displacement by younger generations, or try to live through their children 2. Others see it as the chance at renewing old interests, beginning new careers, or as chance to focus on their own needs 3. Men (and many women) are well established in work (are recognized by younger workers, able to guide them, and no longer in direct competition with younger workers) <p>V. Critical problems</p> <p>A. For men (and some women) there may be “promotion depression”</p> <ol style="list-style-type: none"> 1. Unwelcome added burdens that comes with promotion 2. Have a need to leave job but see it as a loss of self-esteem if they do so <p>B. For women it may be empty nest syndrome; she has lost her child-rearing job</p> <p>C. Menopause: Mean age of onset is 48-49</p>	

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	<p>years of age for menopause</p> <ol style="list-style-type: none"> 1. Physiological difficulties arise from changes in hormonal secretion 2. Emotional disturbances (or at least vulnerability) are common 3. Estrogen replacement can alleviate physical discomforts; its use is not yet problem-free <p>VI. Marital relationship helps at this stage if it has been good; breaks if the relationship has been weak</p> <ol style="list-style-type: none"> A. Divorce rate increases during this period B. Strains on marriage are caused by each partner’s need to adjust to changed status (in terms of children leaving or success/failure in job) C. Must learn to use time in new ways; are a couple again after 20 to 25 years of sharing home with children D. Sexual adjustments are likely to be better at this time E. Changes in both man and woman can result in new kinds of sexual problems <p>VII. Middle age is typical time for restitution</p> <ol style="list-style-type: none"> A. Some seek job changes in early part of this period B. The sexual advantages of those in adolescence or young adulthood seem appealing to some in Middle Age C. Some divorce to remarry 	

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>VIII. Vocational problems</p> <ul style="list-style-type: none"> A. Many realize that career expectations won't be met B. Many modify expectations and settle for the security of what they have C. Successful ones are not always able to stop competing, cannot accept being bested by younger workers <p>IX. Health problems are realistic difficulties of this period</p> <p>X. Children and grandchildren are source of joy or disappointment depending on earlier relationships with parents.</p> <p style="text-align: center;">Old Age</p> <ul style="list-style-type: none"> I. General Characteristics <ul style="list-style-type: none"> A. Erikson's task: Integrity vs. Despair—an acceptance of one's own responsibility for what your life is and was and its place in the flow of history. If a person is disgusted with the way life has gone, then there is an extreme feeling of despair and disappointment with himself or herself and others B. Retirement can be made to be a desirable, calm, dignified closure of life's work C. Retirement can be a hollow survival of feeling useless, unneeded and burdensome II. Problems of Old Age <ul style="list-style-type: none"> A. The end of life must be faced 	

Knowledge and Skills	Activities/Outcomes	Assessments
	<ul style="list-style-type: none"> B. Physical and mental infirmities come about C. Society has trouble coping with the elderly D. We have just begun (in the U.S.) to make it possible for many more elderly to live out their last years with security, independence and dignity E. The elderly will become increasingly dependent on their children and others of the younger generation F. As aging continues, the secondary sexual characteristics and physical strength fade <p>III. Three phases of Old Age</p> <ul style="list-style-type: none"> A. Elderly <ul style="list-style-type: none"> 1. Time of retirement 2. Many remained unchanged from mature adult 3. Capable, complete and competent to take care of self and their affairs B. Senescence <ul style="list-style-type: none"> 1. Physical and environmental changes force him/her to become reliant on others 2. Life's circumstances may force dependence C. Senility <ul style="list-style-type: none"> 1. Brain no longer serves essential function as an organ of adaptation 2. May never go through this stage 3. In second childhood or "dotage"; cannot function on his/her own 4. Alzheimer's Disease is a serious problem <p>IV. Attitudes about being old</p> <ul style="list-style-type: none"> A. Many have mixed feelings 	

Knowledge and Skills	Activities/Outcomes	Assessments
	<ul style="list-style-type: none"> B. Hope for years ahead are modest C. Many still want to be useful (religious activities and community service provide an outlet) D. Many dread the thought of life ending in a nursing home or severely ill E. Friends are very few because of deaths F. May become close to distant relatives—no one else is left V. Social Problems <ul style="list-style-type: none"> A. Other cultures treat the elderly differently because of their usefulness or their drain on society B. Eskimos—the old go off and lay down and die C. Chinese—they revere (high respect); they continue to make decisions for the family D. Natives of the tropics—abundance of land in the tropics allow elderly to remain with their families E. families F. In the U.S., we don't always value wisdom of the past because our society is rapidly changing G. Socially mobile families leave little room for an elderly family member VI. Financial/Medical Problems <ul style="list-style-type: none"> A. Many of the elderly are not covered with adequate insurance B. Some do not get to the doctor because they cannot afford it C. cannot afford it D. Medication is very expensive E. Much planning has to take place for there to 	

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>be enough money available to live comfortably</p> <p>VII. Benefits for the elderly</p> <p>A. Senior citizens get discounts on meals, travel tickets, plays, shows, credit cards and other services.</p> <p>B. People are living longer from the benefits of advanced medicines and health eating and exercise</p> <p>C. Many start new careers in life at this age— there is time and focus to put together a lifetime of information, and use it well</p> <p>D. Some people fall in love at this stage of life and decide to marry</p> <p>Adulthood Unit Vocabulary</p> <p>Young Adult</p> <ul style="list-style-type: none"> • intimacy/isolation • marriage • commitment • passion • compatibility • ero/philos/agape • physical peak • career • Peter Pan syndrome <p>Death/Dying</p> <ul style="list-style-type: none"> • mortality • living will • “pull the plug” • last will and testament • funeral • eulogy 	

Knowledge and Skills	Activities/Outcomes	Assessments
	<ul style="list-style-type: none"> • obituary • grief • denial • anger • bargaining • depression • acceptance 	
<p>Perform Standard6</p> <p>List hereditary and environmental factors that impact human growth and development</p> <p>6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)</p> <p>6.4.1 Describe social skills for building and maintaining positive relationships at school, work and home (e.g., positive communication, cooperation, respect)</p>	<p>Activity/Project Ideas</p> <ul style="list-style-type: none"> • Young Adult Chart • Planning Your Future • Career Data Sheet • Career Interview • Love Questions/Compatibility Test • Sexual Ethics • Commitment Project • Fair Fighting • Mature Adult Chart • Domestic Violence • Understanding Parent Teen Behavior • Values Auction • Adult Interview • Old Age Brainstorming Activity • Aging: Myth or Reality • Personal Feelings About Old Age • My Views • Old Age Interview • Kubler-Ross: Stages of Acceptance of Death • Personal Reflections on Death 	<ul style="list-style-type: none"> •

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Affective Understand physical, emotional, social, and intellectual development at various ages or stages</p> <p>6.3.2 Understand ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)</p>	<p>A.</p>	

Knowledge and Skills	Activities/Outcomes	Assessments
<p><i>Connect</i></p> <p>CCSSLA11W2. The student demonstrates competence in a variety of genres.</p> <p>CCSSLA11W3. The student uses research and technology to support writing.</p> <p>CCSSLA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.</p> <p>CCSSLA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</p> <p>CCSSMC3P1. Students will solve problems (using appropriate technology</p> <p>CCSSLA Use information from several sources</p> <p>CCSSLA6.2.3 Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text; e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words, context clues, word reference aids – dictionary, glossary, thesaurus, base words</p> <p>CCSSLA6.3.4 Use prewriting strategies; e.g., brainstorming, graphic organizers, outlining</p> <p>CCSSLA 8.4.3 Speak for different purposes; e.g., group discussions, research presentations and demonstrations).</p>		<ul style="list-style-type: none"> •

Essential Questions

1. How can a mother's distress affect her unborn child?
2. How can a mother's poor diet and lack of exercise affect her unborn child?
3. How does heredity affect my growth and development?
4. What are some characteristics of healthy relationships?
5. How do friends and family influence decisions and values?
6. In what ways can I establish and communicate personal boundaries?
7. How is it helpful to discuss questions about sex with my parents or trusted adults? What are positive ways to express interest in others?
8. What are the physical and emotional benefits of sexual abstinence? What are some challenges of adolescent parenting?
9. How can unhealthy relationships affect an unborn child?
10. How can goal setting create a safe environment for myself and my friends and family?
11. How does a mother's being overweight/obese affect her unborn child?
12. What are some physical, mental, social and emotional changes that I can expect from adolescence through late adulthood?

13. In what ways does my developing brain affect behavior, and when is my brain fully mature?
14. How do I know if I am in a healthy relationship?
15. What can I do to develop and maintain healthy relationships, now and in the future?
16. How can becoming a teen father or mother affect my educational and financial future?
17. As a parent, why will it be important to talk about sex with my children?
18. What laws relate to sexual behavior?
19. 8What are the physical and emotional benefits of sexual abstinence before marriage?
20. What are the financial responsibilities of raising a family
21. How can unhealthy relationships affect an unborn child?

CLIP Related Activities

Research:

- Students will research, list and explain reasons persons may choose to raise a child. What does it mean to be ready? If possible, employ the use of an electronic infant simulator <http://www.childdevelopmentinfo.com/> is a comprehensive site related to child development.
- Students will research and discuss the information on difficult pregnancies found at <http://www.obfocus.com/>
- Discuss how the state of health of the mother at the time of conception can impact the development of the fetus.
- Research the use and impact of technology on prenatal care and development.
- Research and arrange in order of occurrence a list of physical characteristics that occur during prenatal development.
- Have students research the development of the unborn and newly born child. <http://www.pbs.org/wholechild/abc/index.html>. Write a summary of their findings and illustrate the research. Examine, too, the site for early care providers on child development at <http://www.pbs.org/wholechild/providers/index.html> This site has resources, role plays, and activities for students to complete, as well as related web sites to explore for even more information. Have students select a topic (there are many) and report on their reading and complete an assignment.
- Students research immunizations and record information regarding their need and the reactions a child could have. Develop a time line marking when childhood immunizations should occur. Have students make posters that alert parents to signs of illness and display them in public places.
- Have students research personal safety and security issues related to home and vehicle safety. Have them develop a presentation and present the information (video, power-point, script)
- Have students investigate three websites that provide information on child development and parenting. Provide or develop a rubric to critique the sites. Have students justify the critiques.

Communication:

- Talk a medical professional (nurse/ midwife) address the importance of prenatal and post natal care.
- Chart the stages of prenatal development.
- Utilize the “empathy belly”.
- Have students consider the implications of the information on these sites related to C sections and the birthing process. Discuss their perceptions of the information.
<http://www.thebusinessofbeingborn.com/> <http://www.mybestbirth.com/>
- Participate in infant observations. Plan and demonstrate to classmates, activities that promote intellectual development of a child. Interview parents to determine adjustments to be made with the addition of a baby or how toddlers show autonomy.
- Read reference material concerning diseases and how they are affected by lifestyle choices.
- Students will develop a family mission statement. This may begin as a lengthy paragraph or essay. Revise until it becomes a brief statement that reflects a positive goal for the family’s interaction
- Students will create an environment (including clothing, housing/ furniture, toys and equipment, safe transportation) for a child 2 months to 5 years. Have baskets that indicate specific details about “their“child: Age, gender, ethnicity, disabilities, first language, etc. Have student select 1 slip from each basket. This may be done in small groups, pairs, or singles. Divided into groups, students describe ways that play provides development in a specific area. Have students bring a toy that they used to evaluate its appropriateness for children. Students present information related to the toy and its selection.
- Select and read age appropriate books to preschoolers.
- Make a collage of pictures of children from ages six through twelve. Note physical changes.

Journaling:

- Students should keep a journal in class to write on given topics as well as chosen issues and thoughts.
- **Suggested use: building vocabulary, various writing assignments, comprehension of text, analyzing**
- Students will journal a week’s menu for a child of a specific age. Create a nutritious snack for preschoolers. Create a nutritious “fast food” style lunch that would appeal to a preschooler and is inexpensive.

- Observe the motor skills of children ages three, four, and five. Create a chart to record the skills as they develop. Journal, record and interpret the speech of preschool children.

Interpret Data from Complex Text

- Have students discuss the sentence: “Play is a child’s work.” Divided into groups, students describe ways that play provides development in a specific area. Students bring a toy that they used to evaluate its appropriateness for children. Students will present information related to that toy and why selected. Have students design improvements to the toy.
- Develop a rubric to evaluate the caregivers, programs, and services of child care facilities. Chart a variety of curriculums that details the philosophy and structure of several child development programs.

Culminating Assessment

As a high school student, you plan to continue your education and enter a profession related to children and families. Students will research a selected career, utilizing a variety of resources and methods such as web searches, interviewing local professionals, etc. From the research, students will develop a display to enter in the show case review event.

RELATED WEBSITES:

- **.S. Census Bureau** www.census.gov/population/www/socdemo/hh-fam.html families and living arrangements from U.S. Census
- **Federal Interagency Forum on Child and Family Statistics** www.childstats.gov statistics on children and families
- **National Institute of Child Health and Human Development** www.nichd.nih.gov news, articles and other resources for child health and human development <http://www.ces.ncsu.edu/depts/fcs/Child.html> Resources from North Carolina State University
- [PARENTING](#) Highly recommended webquest
- [The WonderWise Parent at Kansas State University](#)
- [OSU Extension - Human Development and Family Science](#)
- [Howstuffworks How Prenatal Testing Works](#)
- [Adolescents and the Internet Introduction](#)
- [Baby Care Demonstrations Introduction](#)
- [Birth Defects assignment](#)
- [Expenditures on Children by Families, 2007](#)
- [Family and Parenting Links](#)
- [Family Genealogy Can you find yours Introduction](#)
- [Homework Help Page](#)
- [Kearl's Guide to the Sociology of the Family](#)