

ADOLESCENT DEVELOPMENT

Consumer and Family Education

Curriculum Standard One: The student will explore the variety of developmental changes that occur during adolescence.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will explore the physiological changes relating to puberty and maturation that occur in adolescence.</p>	<p>A. Can the student identify the physical changes adolescents experience?</p> <p>B. Can the student identify the possible effects that physiological changes could initiate?</p>	<ul style="list-style-type: none"> • The student will complete a reproductive anatomy chart for male and female, that includes labels and functions. • The student will compare the pre-adolescent functions and body proportions with the adolescents.
<p>2. The student will explore the psycho-social changes relating to identity, self-image, self-esteem, and interdependence that occur in adolescence.</p>	<p>A. Can the student identify different theories on how adolescents establish identity, self-image, self-esteem, and interdependence?</p> <p>B. Can the student apply knowledge of developmental theories to the adolescent experience?</p>	<ul style="list-style-type: none"> • The student will complete a comparison chart of established theories relating to adolescent development. • The student will create a collage of images of current-day adolescent experiences and how they might fit into the established theories.
<p>3. The student will explore the social changes relating to peers, family, and society that occur in adolescence.</p>	<p>A. Can the student identify the changes that adolescents typically experience in his/her social relationships and why they might occur?</p>	

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Curriculum Standard Two: The student will explore the role of the adolescent in society.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine societal stereotypes of adolescents and their origins.</p>	<p>A. Can the student gather information about society’s perception of adolescents and where those perceptions originated?</p>	<ul style="list-style-type: none"> • The student will create and administer a survey of a variety of adults regarding their perceptions of adolescents and the origins of those perceptions.
<p>2. The student will examine societal pressures that are specific to the adolescent years.</p>	<p>B. Can the student evaluate whether society’s perceptions are based on actual experience or stereotypes?</p>	<ul style="list-style-type: none"> • The student will evaluate the results of the survey and the origins of society’s perceptions.
<p>3. The student will examine similarities and differences of attitudes by or about adolescents over time.</p>	<p>A. Can the student identify the pressures placed on them by society?</p>	<ul style="list-style-type: none"> • The student will brainstorm societal pressures on adolescents. • The student will brainstorm the variety of ways adolescents respond to these pressures and their positive or negative results.
<p>3. The student will examine similarities and differences of attitudes by or about adolescents over time.</p>	<p>A. Can the student identify current attitudes about adolescents and how they compare to attitudes in the past?</p>	<ul style="list-style-type: none"> • The student will compare results of survey (see #1) to publish attitudes from previous generations.

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Curriculum Standard Three: The student will explore issues relating to goal setting, decision-making, and self-esteem.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine the role that values and beliefs play in decision making and goal setting.</p>	<p>A. Can the student evaluate the decision-making process and a variety of models for setting goals and for making good decisions?</p> <p>B. Can the student identify the influencing factors that affect a person’s goals and decisions (i.e., values, beliefs, type of decision, family, etc.)?</p> <p>C. Can the student relate a person’s ability to make thoughtful decisions to its effect on his/her self-concept and self-esteem?</p>	<ul style="list-style-type: none"> • The student will compare and contrast a variety of decision-making and goal setting models and their components. • The student will identify the essential components for good decision-making and goal setting. • The student will create a list of many of the factors that can influence a person’s goals and decisions (positively and negatively). • The student will practice a goal setting decision-making experience using one of the models. • The student will do a role-play of a variety of the influencing factors on the decision-making process. • The student will keep a decision-making journal for one week and explain how those decisions advanced toward or detracted from his/her identified goals and how he/she felt about himself/herself following those decisions.

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<p>2. The student will examine the processes involved in setting long-term and short-term goals.</p> <p>3. The student will examine the relationship between values, goals and decisions, and self-esteem.</p> <p>4. The student will explore ways to improve/enhance self-esteem in self and others.</p>		

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Curriculum Standard Four: The student will explore a variety of communication methods and skills.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine the elements of effective and poor communication.</p>	<p>A. Can the student identify the elements and problems of effective and poor communication?</p>	<ul style="list-style-type: none"> • The student will evaluate samples of communication styles and identify the elements and patterns of effective and poor communication.
<p>2. The student will observe and explore patterns of communication, how they develop, and likely consequences of those patterns.</p>	<p>A. Can the student identify the sources of communication patterns (+ or -) and anticipate the likely effects those patterns can have on relationships with others?</p>	<ul style="list-style-type: none"> • The student will brainstorm possible sources where individuals learn their communication patterns. • The student will evaluate the potential for perpetuating either positive or negative communication patterns and the possible effects this might have on future relationships.
<p>3. The student will practice positive communication techniques and taking responsibility for one's own feelings.</p>	<p>A. Can the student identify and practice more effective communication techniques?</p>	<ul style="list-style-type: none"> • The student will research a variety of current thoughts regarding communication and identify the recommended communication techniques. • The student will either write a script or enact a role-play showing both negative and positive scenarios regarding communication.

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	<p>B. Can the student describe the relationship between the acceptance of responsibility for his/her own feelings and the improvement of his/her communication?</p>	<ul style="list-style-type: none">• The student will identify the likely results to a relationship of blaming others vs. acceptance of responsibility of one's own feelings.• The student will keep a log of observed communications of a set period of time and evaluate them for positive and negative patterns and the effects on the communication process.

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Curriculum Standard Five: The student will explore sexuality issues facing the adolescent.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will explore issues relating to teen pregnancy and parenthood.</p>	<p>A. Can the student identify the potential physical consequences to a mother and child unique to a teen pregnancy?</p> <p>B. Can the student anticipate the potential difficulties and decision facing a teen parent?</p> <p>C. Can the student identify the long-term consequences to communities and society relating to teen parenting?</p>	<ul style="list-style-type: none"> • The student will investigate the potential short-term and long-term consequences to a teen mother and child. • The student will create discussion questions for guest teen parents from a local teen parenting program regarding their experiences. • The student will create poster presentations in small groups. Each poster group will represent different segments of the community/society and demonstrate the effects of teen parenting on their population.
<p>2. The student will explore issues relating the STD's and their treatment and/or prevention.</p>	<p>A. Can the student identify common STD's, their symptoms, treatment, and long-term effects on the individual?</p> <p>B. Can the student identify the risky behaviors that perpetuate the transmission of STD's?</p>	<ul style="list-style-type: none"> • The student will create a chart of the most common STD's, their symptoms, treatment, and long-term effects. • In small groups, the student will create a list of those behaviors that can put a person at risk to contracting a STD.

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<p>3. The student will examine the benefits of choosing abstinence and possible refusal skills and techniques.</p>	<p>C. Can the student identify the barriers that prevent individuals from using safer choices?</p> <p>A. Can the student perform a “cost-analysis” of teens becoming sexually active before they are ready to deal with the risks and responsibilities?</p> <p>B. Can the student perform a “benefit-analysis” for choosing abstinence?</p> <p>C. Can the student practice refusal skills?</p>	<ul style="list-style-type: none"> • In the same groups, the student will discuss why individuals do not take measures to help protect themselves from STD’s. The student will also discuss ways to help teens to overcome those barriers. • In the same small groups, the student will analyze the “costs” of being sexually active as teens and the “benefits” of abstinence. • The student will develop and enact role-play situations that demonstrate refusal skills.

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Curriculum Standard Six: The student will explore issues relating to substance abuse and the adolescent.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will examine the impact of peer pressure on decision making regarding substance abuse.</p> <p>2. The student will examine the impact of media on choices made by adolescents.</p> <p>3. The student will explore the idea of the “attraction of the forbidden” and its impact on decisions.</p>	<p>A. Can the student recognize the significance of peer pressure, media influence, and the lure of the “forbidden” in the decision-making processes of adolescents in regard to substance abuse?</p> <p>B. Can the student develop strategies to counteract negative pressures toward substance abuse?</p>	<ul style="list-style-type: none"> • The student will view and analyze a variety of media sources showing peer pressure and the “glorification” of drug use and describe their impact on adolescents. • The student will prepare a debate on the issue of whether or not drugs should be legalized. • The student will create and develop a presentation on countering negative influence toward substance abuse directed toward middle school students.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The student will examine a variety of substances illegal for adolescents and the impact of their abuse.</p>	<p>A. Can the student recognize a variety of illegal substances and how they operate in the body and the impact of their abuse.</p>	<ul style="list-style-type: none">• The student, in small groups, will research a variety of drug classifications, their method of consumption, how they effect the body, and the long-term effects of their abuse. Each group will present their findings to the class.

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Curriculum Standard Seven: The student will explore the impact adolescents have on society and the marketplace.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will research the positive effects adolescents have had on society.</p>	<p>A. Can the student identify the positive ways that adolescents impact our society?</p> <p>B. Can the student create a way that he/she can make a positive impact on his/her own community?</p>	<ul style="list-style-type: none"> • The student will research, via the internet, a variety of real-life instances when adolescents have made positive contributions to society. • The student will design and implement a community service project to be completed by the class as a whole.
<p>2. The student will explore the impact that advertising and media can have when targeting the adolescent.</p>	<p>A. Can the student analyze the importance of adolescents as a consumer target group?</p>	<ul style="list-style-type: none"> • The student will identify favorite commercials and analyze how those commercials are intentionally targeted a youth audience. • The student will compare youth versions and adult versions of advertisements for the same products.
<p>3. The student will examine personal goals for their own place in society and their future lives.</p>	<p>A. Can the student apply goal setting and decision-making processes to plan his/her future and his/her intended role in society?</p>	<ul style="list-style-type: none"> • The student will prepare a “life map” that will include both personal short-term goals and long-term goals, career goals, lifestyle goals, and a “picture” of where he/she fits in and/or contributes to society.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
		<ul style="list-style-type: none">• The student will identify the key decisions he/she will have to make in order to see that “life map” become a reality.

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Curriculum Standard Eight: The student will explore a variety of career opportunities relating to working with adolescents.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will increase his/her awareness of the variety of career opportunities relating to adolescents.</p> <p>2. The student will explore the educational requirements for careers relating to adolescents.</p>	<p>A. Can the student identify a variety of career opportunities that would allow them to work with adolescents?</p> <p>A. Can the student explore and develop an educational plan to accomplish a career goal working with adolescents?</p>	<ul style="list-style-type: none"> • The student will research an adolescent-related career utilizing a variety of resources: career center, professional interview, guest speakers, internet, library resources, etc. • The student will select a career option and develop an educational plan that leads to that career which includes: types of degrees, number of years of education required, prospective educational institutions with that degree program, experiential requirements (internships, student teaching, etc.).