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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Human Growth and Development |
| **Lesson/Unit Title** | The Teen Years |
| **TEKS Student Expectations** | **130.163. (c) Knowledge and Skills**  (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:  (A) analyze the biological and cognitive development of adolescents  (B) analyze the emotional and social development of adolescents  (E) summarize strategies for optimizing the development of the adolescent |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Explain biological, cognitive, emotional, and social changes in adolescents. * Describe how family and society influence adolescents. * Summarize guidance techniques for adolescents. * Construct a digital comic about adolescent development. |
| **Rationale** | This lesson will help you to better understand yourself and your peers as teenagers. We will explore many of the same topics we did when we discussed preschool and school-aged children, however now with the addition of adolescent development, you will be able to compare and contrast the differences in teaching lessons for each age group. At the end of this lesson, you will create a digital comic on <http://goanimate.com/.> |
| **Duration of Lesson** | Five 45-minute class periods. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Abstract thought:** The capacity to consider “what if” situations, to create sophisticated arguments, and to reason from different points of view  **Adolescence:** The state or process of growing up  **Adolescent:** Teen  **Depression:** Feelings of intense sadness last for long periods of time and prevent a person from leading a normal life  **Estrogen:** A hormone produced by the ovaries  **Personal identity:** A sense of oneself as a unique individual  **Testosterone:** A hormone produced by the testicles |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Presenter/remote * Computer lab with Internet access * Copies of handouts   **PowerPoint:**   * The Teen Years * Presentation Notes for The Teen Years   **TED Talks:**   * Pearl Arredondo: My story, from gangland daughter to star teacher Pearl Arredondo grew up in East Los Angeles, the daughter of a high-ranking gang member who was in and out of jail. Many teachers wrote her off as having a problem with authority. Now a teacher herself, she’s creating a different kind of school and telling students her story so that they know it’s okay if sometimes homework isn’t the first thing on their minds.<http://www.ted.com/talks/pearl_arredondo_my_story_from_gangland_daughter_to_star_teacher>   **Websites:**   * American Academy of Child and Adolescent Psychiatry Facts for families: Normal adolescent development part I * BBC Health Teenagers * Medline Plus Adolescent development<http://www.nlm.nih.gov/medlineplus/ency/article/002003.htm> * Virginia Cooperative Extension Adolescent growth and development * World Health Organization Maternal, newborn, child, and adolescent health: Adolescent development This site gives details on the developmental changes that occur during adolescence.<http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/index.html>   **Graphic Organizer:**   * KWHL Chart – The Teen Years   **Handouts:**   * Goanimate Instructions * Notetaking – The Teen Years * The Teen Years Project |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Before class begins: Obtain copies of several different popular magazines and place them in the center of the tables for the students to see as they enter the classroom.  As class begins, let the students look through the magazines.  Ask the following questions:   * What do you think the magazines have to do with teenagers? * How can magazines influence teenagers? * What other types of media influence teenagers? |
| **Direct Instruction \*** | Introduce objectives, terms, and definitions.  Distribute graphic organizer, KWHL Chart – The Teen Years, and have students fill out the first three columns of the chart. Ask students to write down what they already know about the topic in the first column, what they want to learn about the topic in the second column and how they can locate more information about the topic in the third column. The last column will be completed during lesson closure.  Distribute handout, Notetaking – The Teen Years, and introduce PowerPoint, The Teen Years. Students will be expected to take notes while viewing the slide presentation.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing assistance with note-taking * providing extra time for oral response * frequent feedback |
| **Guided Practice \*** | Distribute handout, The Teen Years Project. Inform students that they will be creating an electronic presentation about the topic “The Teen Years”, preferably utilizing <http://goanimate.com/.> Alternative electronic presentation options include PowerPoint and <http://prezi.com.> For the purposes of this lesson, a rubric for a Go Animate presentation has been included , however you may develop a different rubric, Online beginner’s tutorials may be found at <http://goanimate.com/video-maker-tips/topic/tutorials/goanimate-tutorials/.>  Inform students that the assignment may be prepared individually or with a partner. Explain that information will be expected to be retrieved only from reliable sources. Provide students with project rubric and thoroughly review all components so that students understand how their projects will be accessed. Provide due date within three class periods.  Students must present summative information in an oral presentation. Analyze rubrics for each oral presentation so that students are aware of assessment procedures. Assist students with research and Go Animate presentation. Keep students focused and on task.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will work independently or with a partner researching and collecting data for their assignment. At the end of each class period have each student or group give a brief status report on their assignment. Students will complete their assignments and begin presentations.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review objectives, terms, and definitions.  Complete graphic organizer, KWHL Chart – The Teen Years, to analyze what they have learned about educating students during adolescents. |
| **Summative/End of Lesson Assessment \*** | Student oral presentations will be assessed with appropriate rubric provided during Guided Practice.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * Brisbane, H. (2010). The developing child. Columbus, OH: Glencoe/McGraw-Hill.   **Websites:**   * American Academy of Child and Adolescent Psychiatry Facts for families: Normal adolescent development part I This website discusses changes teenagers go through as the normal part of development. * BBC Health Teenagers This site gives details on the developmental changes that occur during adolescence. * Medline Plus Adolescent development This site gives details on the developmental changes that occur during adolescence.<http://www.nlm.nih.gov/medlineplus/ency/article/002003.htm> * Virginia Cooperative Extension Adolescent growth and development This site gives details on the developmental changes that occur during adolescence. * World Health Organization Maternal, newborn, child, and adolescent health: Adolescent development This site gives details on the developmental changes that occur during adolescence.<http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/index.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Promote the use of the pre-reading strategy prediction.  Print and discuss Maternal, newborn, child, and adolescent health: Adolescent development from the World Health Organization |
| **Quotes** | Critical thinking skills begin to develop during puberty, and no one is quite sure when these skills stop developing. Children entering the teen life stage are now able to think in gray areas. No longer is everything black and white. **-Denise Witmer**  During adolescence imagination is boundless. The urge toward self-perfection is at its peak. And with all their self-absorption and personalized dreams of glory, youth are in pursuit of something larger than personal passions, some values, or ideals to which they might attach their imaginations. **-Louise J. Kaplan** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal entries:**   * Over the years, I have changed in the following ways…. * I like \_\_\_\_\_\_\_\_ about myself most because…… * When I am upset, I feel like I can always talk to \_\_\_\_\_\_\_\_\_\_ because……… * What is the biggest difference between teaching elementary students and adolescents? * As a future educator, it is important to know….   **Writing strategy:**  RAFT (Role, Audience, Format, and Topic) writing strategy:   * Role: Friend * Audience: Friend * Format: Letter writing * Topic: Write a letter to a friend who is having a difficult time dealing with pressures from school, parents, and society. Give positive advice to your friend in dealing with the situation. |
| **Communication**  **90 Second Speech Topics** | * How can society influence teenagers? * How can teenagers develop a healthy self-image? * Describe how parents and teenagers can develop a close bond. * How can educators best teach teenagers? |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Conduct an interview of students ranging in age from 11 – 19 years on one of the following topics:   * Biological development * Cognitive development * Social development * Emotional development   Ask a variety of questions. Record both the questions and responses, along with the age of the student. Compare and contrast the answers from the students.  **TED Talks:**  TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.   * Pearl Arredondo: My story, from gangland daughter to star teacher Pearl Arredondo grew up in East Los Angeles, the daughter of a high-ranking gang member who was in and out of jail. Many teachers wrote her off as having a problem with authority. Now a teacher herself, she’s creating a different kind of school and telling students her story so that they know it’s okay if sometimes homework isn’t the first thing on their minds.<http://www.ted.com/talks/pearl_arredondo_my_story_from_gangland_daughter_to_star_teacher> |
| **Family/Community Connection** | Invite guest speakers from the community to speak on teen health issues such as friendships, nutrition, depression, anxiety, parents, teen pregnancy… |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  STAR Events:   * Leadership – An individual event, recognizes participants who actively evaluate and grow in their leadership potential. Participants use the Student Leadership Challenge and supporting materials, to investigate their leadership ability and develop a mentorship relationship to further their leadership development. * Life Event Planning – An individual or team event – recognizes participants who apply skills learned in Family and Consumer Sciences courses to manage the costs of an event.   **Texas Association of Future Educators (TAFE)**  <http://tafeonline.org>  TAFE Events:   * Chapter Yearbook Contest – This contest is a team event where members work together to create a historical record of their chapter’s projects and activities throughout the year. The yearbook events that can be included are the chapter’s participation in the previous year’s Teach Tomorrow Summit and all the events up to the current year’s Teach Tomorrow Summit. Participants must prepare a Chapter Yearbook and an oral presentation describing the activities of the chapter and summarizing the projects. * Ethical Dilemma – This is a team event. In this competition, the chapter must debate an ethical education-related dilemma. This competition requires members to think deeply about an ethical issue and to employ critical-thinking skills and use persuasive communication techniques to collaboratively debate an ethical dilemma. Participants must prepare a presentation describing the process the chapter went through to reach a consensus. * Lesson Planning and Delivery – CTE – This competition is an individual event where future educator will plan, prepare, and deliver a lesson of their choosing to an actual CTE classroom of students. Self-reflection following the lesson is an essential component of this competition as future educators begin the practice of honing their own teaching skills. Participants will prepare a lesson plan and a 10-minute video teaching the lesson to a class. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see <http://www.servicelearning.org.>  Possible idea:  Have students assemble self-care kits for students in need to be kept in the school clinic. Examples of items could include: deodorant, toothbrush, toothpaste, body spray, razors, shave gel, hair brush, lip balm, sanitary napkins, etc. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)