DATE: May 2012

PROPOSED GRADE LEVEL(S): 10th

GRADING: A-F

PREREQUISITES: None

SUBJECT AREA: Elective

COURSE LENGTH: One Semester

NUMBER OF CREDITS: 5 per semester

COURSE DESCRIPTION:
In this course, students will develop a Personal Strategic Plan (PSP) based on self-reflection and analysis and short and long term goals. The purpose of the PSP is to guide students in determining what is truly important in their lives and how make choices and decisions that will help them reach their goals. Units of study will focus on issues and choices faced by today’s adolescents and how these issues and decisions can affect their future success. Students will explore their own character and sense of identity, how to establish positive relationships and avoiding negative influences. Topics such as diversity, dating, gender roles, stereotypes and the influence of media on teens will be discussed. Students will explore and learn about a variety of career options by planning and presenting a Career Research Project. Students will use the 7 Habits of Highly Effective Teens and as they develop their PSP in order to determine priorities, make educational and career choices, and create more balance in their school, home and social life.

GENERAL GOALS/PURPOSES:
By the end of the course, each student will:
- Create a Personal Strategic Plan and better understand the importance of setting goals and preparing for college and career readiness.
- Examine their own character and personality traits and determine how the decisions and choices they make in high school can affect their future.
- Better understand the unique social, physical and emotional issues faced by teens today.
- Understand the social dynamics of life during and after high school as it relates to physical and emotional wellness.
- Learn what is needed to build positive relationships.
- Learn and practice the 7 Habits of Highly Effective Teens.
- Learn the skills necessary to communicate and interact with others effectively.
- Research and create and present a multimedia presentation.

STUDENT READING COMPONENT:
Students will be required to:
- Use the Internet for research and surveys.
- Read and comprehend test questions and answers.
- Read articles and handouts.

STUDENT WRITING COMPONENT:
Students will be required to:
- Reflect and respond to a variety of writing prompts.
- Develop a Personal Strategic Plan.
- Career research project.
**STUDENT ORAL COMPONENT:**
Students will be required to:
- Respond to questions and participate in class discussions.
- Participate in question/answers sessions with guest speakers.
- Present a variety of speaking situations, including descriptive, persuasive and informative.

**DETAILED UNITS OF INSTRUCTION:**

**UNIT 1** Self-Identity - Me, Myself and I
- Physical, Emotional and Mental Wellness
- Character Counts
- Gender Roles
- Media and our Identity
- Cliques and Social Circles

**UNIT 2** Relationships - Friends, Family and Dating
- Effective Communication
- Dating and Love Languages
- Tolerance for Differing Points of View

**UNIT 3** Choices and Consequences
- Decision making skills
- Avoiding risky behavior
- Recognizing good vs. bad influences

**UNIT 4** Planning For the Future—Developing a Game Plan
- The Importance of Setting Goals
- Career Choices
- College Readiness

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage
1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
4.3.G Demonstrate effective communication skills within healthy dating relationships.
4.1.G Analyze how interpersonal communication affects relationships.
5.5.G Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
8.1.G Encourage and support safe, respectful, and responsible relationships. Evaluate the risks and responsibilities associated with teen driving and auto accidents.
1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.
4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
5.1.S Apply a decision-making process to avoid potentially dangerous situations.
7.5.S Assess characteristics of harmful or abusive relationships.
4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
4.2.A Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.

2.1.M Analyze the internal and external issues related to seeking mental health assistance.

5.1.M Monitor personal stressors and assess techniques for managing them.

5.2.M Compare various coping mechanisms for managing stress.

5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.

7.1.M Assess personal patterns of response to stress and use of resources.


7.4.M Practice respect for individual differences and diverse backgrounds.

8.2.M Promote a positive and respectful environment at school and in the community.

8.3.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.

Textbooks/Materials:
- Selective readings from *Creative Living* by Linda Glosson
- Career and college readings and research will be done through [http://test.californiacareers.info/](http://test.californiacareers.info/)
- Selective readings from *The Seven Habits of Highly Effective Teens* by Sean Covey
- Selective readings from *The Five Love Languages of Teenagers* by Gary Chapman
- Selective readings from *What Do You Really Want? How to Set a Goal and Go for It! A Guide for Teens* by Beverly K. Bachel
- Selective readings from *Success Express for Teens: 50 Life-Changing Activities* by Roger Lessie
- Selective readings from *The Six Most Important Decisions You’ll Ever Make: A Guide for Teens* by Sean Covey

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE CSTs:**
Writing, Reading, and Language Arts

**LAB FEE IF REQUIRED:**
None

**DISTRICT ESLRs TO BE ADDRESSED:**
- **Self Directed Learners:** Students will utilize their knowledge of financial responsibility to understand its relation to money management. In order to do so, this requires intrinsic motivation which is the essence of self-direction.

- **Effective Communicators:** Students will be able to use PowerPoint to convey cogent arguments with proper public speaking skills on topics related to finance and careers.

- **Quality Producers/Performers:** Students will take pride in their quality of work and who will use time management and organizational skills to produce a quality product.

- **Constructive Thinkers:** Students are able to take learned information and integrate it into a construct, and a holistic perspective, that allows for free and independent thought processes when dealing with finance and careers.

- **Collaborative Workers:** Students will work cooperatively and collaboratively with a wide diversity of fellow students to facilitate an understanding of the coursework.

- **Responsible Citizens:** Students will practice democratic values with integrity and responsibility within the classroom to help foster a positive learning environment for all students.