

****Surviving the Teenage Years****

9th-12th Grades

Henry Clay High School

Developed by:

Peggy Workman, Yvette Ray and Denise Lail

Organizer

How do I survive my teenage years?

Academic Expectations and Demonstrators

- 5.4 Students use a decision-making process to make informed decisions among options.
 - *Recognize options; gather information; propose alternative options.*
 - *Predict and analyze consequences of options.*
- 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
 - *Analyze lifestyle decisions that promote healthy family living.*
 - *Analyze personal rights and responsibilities in family relationships.*
 - *Apply skills that promote healthy relationships among family and friends.*
- 2.36 Students use strategies for choosing and preparing for a career.
 - *Assess personal strengths, interests, and abilities.*
 - *Appraise characteristics and requirements of personal career options; evaluate effects on lifestyles and multiple life roles.*
- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
 - *Demonstrate rights and responsibilities of citizenship in real-life situations.*
 - *Predict and evaluate consequences of particular actions or behaviors related to democratic principles.*
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
 - *Expand knowledge by identifying and using technology for a specific purpose.*
 - *Analyze and select appropriate technologies to efficiently complete a task and/or enhance productivity.*

Essential Questions

- What do I want to do with my life?
- How do the choices I make today affect my life tomorrow?
- How can I support my lifestyle choices?

Culminating activity

Over the duration of this unit of study, we will use research and collect data pertaining to career choices, health issues, and legal concerns as they apply to surviving the teenage years and beyond. Students will have the opportunity to use

the "Choices" career software, participate in forums and virtual online discussions with community leaders. As a culminating activity, a "Surviving the Teenage Years" brochure will be developed and distributed to the Henry Clay High School community. The brochure should include information pertaining to career choices, health issues and legal concerns as they apply to teenagers.

Rubric

4	The brochure shows evidence of all four elements (career choices, health issues, legal concerns and brochure design).
3	The brochure shows evidence of three of the four elements (career choices, health issues, legal concerns and brochure design).
2	The brochure shows evidence of two of the four elements (career choices, health issues, legal concerns and brochure design).
1	The brochure shows little evidence of the four elements.

Knowledge (Core Content)

- SS-H-1.3.1
- SS-H-1.3.3
- PL-H-1.1.1
- PL-H-1.1.2
- PL-H-1.1.3
- PL-H-4.1.1
- PL-H-4.2.4

Technology Standards

- 3.1
- 3.2.2
- 6.5
- 6.5.1
- 4.4

Skills and Procedures

- Collect, organize, and display data
- Incorporate media, print, technology and community resources
- Develop conclusions from data

- Synthesize information from multiple sources

Instructional Activities

Lesson Goals

Lesson 1: Career Choices

Objective: Students will determine career interests based on survey within the software "Choices".

Assessment: Students will identify two high interest career choices determined by their responses in the "Choices" software inventory.

Lesson 2: Professional Careers Forum

Objective: Based on the career choices determined, a forum consisting of professionals representing the career choices identified.

Assessment: Evaluation/feedback form on forum

Lesson 3: Legal Concerns Forum

Objective: Persons dealing with legal issues will conduct a question and answer forum with students.

Assessment: Evaluation/feedback form on forum

Lesson 4: Health Issues Forum

Objective: Professionals within the health field will conduct a forum concerning health issues for young adults.

Assessment: Evaluation/feedback form on forum

Lesson 5: Brochure

Objective: Students will create a "Surviving the Teenage Years" brochure based upon research collected on careers, legal concerns and health issues.

Assessment: Rubric

Critical Resources

- Community professionals determined as available
- Computer lab
- Microsoft Publisher
- "Choices" software by CareerWare

- Location for forum (cafeteria, theater, classroom, stadium, soccer field, or lawn - weather permitting)
- Brown bag lunches by cafeteria staff
- Technology Resource Teachers
- LAN technician

Sites

Health Careers: <http://library.thinkquest.org/15569/>

Site for Problems facing Teens: <http://library.thinkquest.org/3354/>

College Admission/Life: <http://library.thinkquest.org/17038/>

Dissect a cat Anatomically correct: <http://library.thinkquest.org/15401/>

Career Search (After High):

http://library.thinkquest.org/C005172/career_search.htm

Life Skills (After High): http://library.thinkquest.org/C005172/teach_skills.htm

Activities (After High): <http://library.thinkquest.org/C005172/activities.htm>

College Talk (After High):

<http://library.thinkquest.org/C005172/collegetalk/index.html>

SAT prep: <http://library.thinkquest.org/C005172/satPrep/index.html>