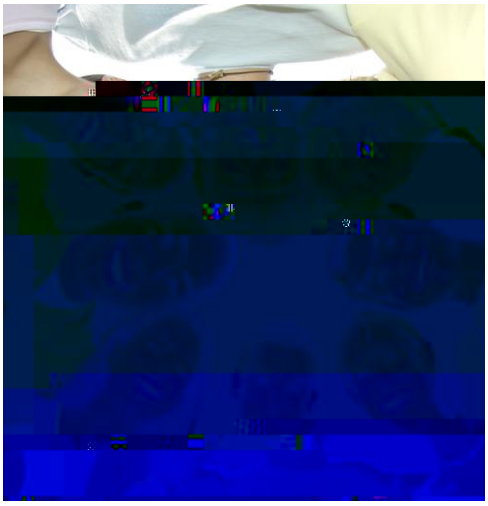
Family and Consumer Sciences

Grades 9-12

Adolescent Psychology



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Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Adolescent Psychology curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings Adolescent Psychology into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

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Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Adolescent Psychology course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. Adolescent Psychology is a cluster level course in the Human Services and Family Studies content area. All Family and Consumer Sciences courses allow students to apply the process skills of communication, leadership, management, and thinking in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Lifespan Studies
- Food and Nutrition
- Clothing and Textiles
- Housing and Environment

Human Services and Family Studies cluster courses:

- Careers in Human Services
- Child Development and Psychology
- Early Childhood Education Program
- Adolescent Psychology
- Parenting
- Family Dynamics
- Gerontology

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Message to the Teacher

Throughout history the period of adolescence, the transition between childhood and adulthood has intrigued scientists and educators alike. Over time, its study has seen dramatic change as contemporary views were

Curriculum Overview ² Adolescent Psychology

1. What is the prerequisite?

The Lifespan Studies Core course is a suggested prerequisite for all cluster-level courses in Human Services and Family Studies. Adolescent Psychology was designed as a 20-week course. If Adolescent Psychology is offered without initial completion of the Lifespan Studies Core course, content topics may be adjusted to include fundamental performance objectives and supporting competencies from the Lifespan Studies course.

2. Who can teach the Adolescent Psychology course?

All Family and Consumer Sciences courses must be taught by certified Family and Consumer Sciences teachers. Certified Family and Consumer Sciences educators may also teach the Careers and Financial Management course required for Career and Technical Education majors. That ½ unit course can be combined with one of the four core Family and Consumer Sciences courses for a full credit in CTE.

3. How is the Adolescent Psychology course organized?

The Adolescent Psychology course is divided into 5 content topics:

- Introduction to Adolescent Psychology (I)
- Fundamental Transitions of Adolescence (FT)
- Essential Tasks of Adolescence (ET)
- The Adolescent in Society (AS)
- Contemporary issues in Adolescence (CI)

Each content topic is introduced with an Essential Question which will allow the students to focus on the process skillfEr>BDC q0.00000912 0 612 792 reW*nBT/F2 12 Tf1 0 0 1 54 341.09Tf1 0 v60.-4(ll)-3(fE92412 0 6s)-

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Adolescent Psychology course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

The Adolescent Psychology course may also be used to fulfill the New York State parenting mandate. Adolescent Psychology content topics align with the National Standards for Family and Consumer Sciences; this curriculum guide incorporates The National Standards for Teaching High School Psychology.

5. **Why is it important for students to enroll in Adolescent Psychology?**

All students are members of current and future families. Understanding the dynamics of relationships is a key to a successful future in home, school, community, and workplace settings. Employers stress the importance of employees demonstrating personal and interpersonal skills in the workplace.

- x Observations
- x Public speaking
- x Written reflections
- x Portfolios

9. How does Adolescent Psychology support positive youth development?

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

Course: Adolescent Psychology

Content Topics:

A. Introduction to Adolescent Psychology (I)
1. Cultural and Historical Perspectives of Adolescence
2. Theories of Psychology
3. Research Strategies in Psychology
4. Career Paths in Adolescence and Psychology

B. Fundamental Transitions of Adolescence (F)
1. Physiological Transitions
2. Cognitive Transitions
3. Psychosocial Transitions

C. Essential Tasks of Adolescence (ET)
1. Identity Formation
2. Relationships
3. Communication Skills
4. Social Reasoning
5. Independence and Autonomy

D. The Adolescent in Society (AS)
1. Family
2. Peers
3. School, Work and Leisure
4. Local and Global Community

E. Contemporary Issues in Adolescence (CI)
1. Health and Wellness
2. Impact of Media and Technology on Adolescents
3. Public Policy and Advocacy
4. Support Systems for Adolescents

Appendices

Appendix A - Best Practices Rubric and Template
Appendix B - Compilation of Performance Objectives and Supporting Competencies
Appendix C - Home and Career Skills Process Skills

A. <u>Introduction to Adolescent Psychology (I)</u> What factors influence the study and practice of Adolescent Psychology?

Standards Connections

Introduction to Adolescent Psychology supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness and 2 ±A Safe and Healthy Environment; NYS Career Development and Occupational Studies Standards 1 ±Career Development, 3a ±Universal Foundation Skills and 3b ±Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to provide opportunities for students to explore the foundations of psychology in relation to the developmental period of adolescence. Students will develop knowledge of the breadth of career paths related to adolescent psychology. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to principles of adolescent psychology.

Key Ideas

Performance Objectives and Supporting Competencies for Introduction to Adolescent Psychology

Introduction to Adolescent Psychology Performance Objective 1

I.1 Investigate how cultural and historical perspectives have influenced Adolescent Psychology

I.1.1. Trace important historical perspectives that have influenced the understanding of psychology

I.1.2. Compare and contrast the historical definitions of adolescence

I.1.3. Examine cultural perspectives regarding the adolescent

Introduction to Adolescent Psychology Performance Objective 2

I.2 Examine how theories of psychology have influenced adolescence

I.2.1. Review fundamental theories in psychology including, but not limited to, behavioral, biological, cognitive, developmental, humanistic, psychodynamic, and sociocultural

I.2.2. Explore fundamental psychological theories as they relate to adolescence

Introduction to Adolescent Psychology Performance Objective 3

I.3 Evaluate research strategies used by psychologists to explore behavior and mental processes

I.3.1. Examine types of psychological studies and methods for collecting and using data

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B. <u>Fundamental Transitions of Adolescence (F)</u> What are the key factors that impact the transitions of adolescence?

Standards Connections

Fundamental Transitions of Adolescence supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness, 2 ±A Safe and Healthy Environment and 3 ±Resource Management; and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 3a ±Universal Foundation Skills and 3b ±Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to explore the transition between childhood and adulthood that pose many changes and challenges during adolescence. Students will identify the research and theories related to physiological, cognitive, and psychosocial transitions. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to principles of adolescent psychology.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to creacuu6c[M)4(anc6 2.28 ref575.02 671.86

NYS CDOS 3b Human and Public Servic

C. Essential Tasks of Adolescence (ET) What are the essential tasks of adolescence?

Standards Connections

Essential Tasks of Adolescence supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness, 2 ±A Safe and Healthy Environment and 3 ±Resource Management; and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 2 ± Integrated Learning, 3a ±Universal Foundation Skills and 3b ±Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to understand the importance of identity formation and autonomy during adolescence. Students will recognize responsible personal and social behaviors in home, school, work, and community settings. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to principles of adolescent psychology.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
1 - Ethical/Legal Responsibilities
NYS CDOS 3b Human and Public Services
2 - Communication

NYS CDOS 3b Human and Public Services
4 - Human Growth and Development
NYS CDOS 3b Human and Public Services
5 - Interpersonal Dynamics
NYS CDOS 3b Human and Public Services
7 - Thinking/Problem Solving
NYS CDOS 3b Human and Public Services
8 - Personal Resource Management
NYS CDOS 3b Human and Public Services
9 - Wellness

Performance Objectives and Supporting Competencies for Essential Tasks of Adolescence

Essential Tasks of Adolescence Performance Objective 1

ET.1 Determine the impact of identity formation during adolescence

- ET.1.1. Analyze psychological theories as they relate to identity formation during adolescence
- ET.1.2. Determine changes in self concept and self esteem during adolescence
- ET.1.3. Review the effects of genetics and environment on personal identity and personality
- ET.1.4. Examine the effects of gender, ethnicity and culture on personal identity

Essential Tasks of Adolescence Performance Objective 2

ET.2 Understand the many factors that influence relationships with others

- ET.2.1. Analyze how personal needs and characteristics impact relationships
- ET.2.2. Analyze the functions and expectations of various relationships including, but not limited to, peers, family, dating, and friendships
- ET.2.3. Evaluate effective conflict prevention and management techniques in relationships
- ET.2.4. Compare and contrast how personal standards guide behavior in relationships
- ET.2.5. Define, identify and analyze how groups function
- ET.2.6. Identify personal characteristics of leaders, and leadership styles
- ET.2.7. Define and understand the importance of mentoring

Essential Tasks of Adolescence Performance Objective 3

ET.3 Develop communication skills that contribute to healthy relationships

- ET.3.1. Compare verbal and nonverbal communication
- ET.3.2. Describe and demonstrate components of communication including, but not limited to, sending, receiving, listening, feedback, and communication interference
- ET.3.3. Understand styles of communication including, but not limited to, casual, persuasive, speculative, and personal
- ET.3.4. Differentiate among assertive, aggressive, and passive communication

Essential Tasks of Adolescence Performance Objective 4

ET.4 Recognize responsible personal and social behaviors in home, school, work, and community settings

ET.4.1. Define and discuss social mores and norms

ET.4.2. Examine factors that influence the development of mores and norms

ET.4.3. Recognize global variations in social mores and norms

ET.4.4. Analyze psychological theories as they relate to social reasoning during adolescence

Essential Tasks of Adolescence Performance Objective 5

ET.5 Determine how independence and autonomy are developed in adolescence

ET.5.1. Define independence and autonomy

ET.5.2. Examine developmental tasks including, but not limited to, accepting and adapting to physical changes of the body, developing intellectual and social skills, developing economic and emotional independence, and preparing for independent family living, and they relate living,

AS.4.2. List communication, leadership, management, and thinking skills beneficial to local and global communities

AS.4.3. Identify service learning opportunities available in local and global communities

E. <u>Contemporary Issues in Adolescence (CI)</u> What local and global issues effect the lives of adolescents?

Standards Connections

Contemporary Issues in Adolescence supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness, 2 ±A Safe and Healthy Environment and 3 ±Resource Management; and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 2 ±Integrated Learning, 3a ±Universal Foundation Skills and 3b ±Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to raise δ ρ issues that impact adolescents. Students will develop the knowledge necessary for making informed decisions regarding health and wellness practices, media and technology use, public policy and advocacy development and the utilization of community services. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to principles of adolescent psychology.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
1 - Ethical/Legal Responsibilities
NYS CDOS 3b Human and Public Services
2 - Communication

NYS CDOS 3b Human and Public Services
4 - Human Growth and Development
NYS CDOS 3b Human and Public Services
5 - Interpersonal Dynamics
NYS CDOS 3b Human and Public Services
6 - Safety
NYS CDOS 3b Human and Public Services
7 - Thinking/Problem Solving
NYS CDOS 3b Human and Public Services
8 - Personal Resource Management
NYS CDOS 3b Human and Public Services
9 - Wellness

Performance Objectives and Supporting Competencies for Contemporary Issues in Adolescence

Contemporary Issues in Adolescence (Elective) Performance Objectives

CI.1 Investigate health and wellness practices that enhance the well-being of adolescents

CI.1.1. Analyze factors that influ

CI.1.5.

Appendix A

FAMILY AND CONSUMER SCIENCES ±HIGH SCHOOL COURSES
BEST PRACTICES RUBRIC

	1	2	3	4
Indicators	Falls Below Expectations	Approaches Expectations	Meets Expectations	

ADOLESCENT PSYCHOLOGY
BEST PRACTICES TEMPLATE

NYS LEARNING STANDARDS

Family and Consumer Sciences

1_____

2_____

3_____

Career Development and Occupational Studies

1_____

2_____

3a____

3b____

Adolescent DEVELOPMENT

CONTENT TOPICS:

Introduction ____

Fundamental Transitions____

Essential Tasks ____

Adolescent. In Society ____

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TITLE : _____

GOAL :

STRATEGY :

ASSESSMENT (Attach rubric):

Appendix B

CI.1.4. Examine ways to manage stress
CI.1.5. Identify health and wellness resources available in the community

CI.2 Investigate the impact of media and technology on adolescents

CI.2.1. Identify the impact of various types of media and technology on adolescents
CI.2.2. Analyze ways media promotes products and services that influence adolescent behavior

CI.3 Investigate public policies and advocacy that effect adolescents

CI.3.1. Define public policy and advocacy
CI.3.2. Identify local and global public policies and advocacy related to adolescent issues

CI.4 Investigate intervention services available to adolescents

CI.4.1. Discuss how adolescents can resolve crises, using personal resources and intervention services
CI.4.2. Identify services that advocate for the adolescent
CI.4.3. Identify crises that necessitate professional intervention

Appendix C

HOME AND CAREER SKILLS
PROCESS SKILLS

The information below is excerpted

A. **Communication Skills (C)** How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?

Standards Connections

Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 ± A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 ± Career Development, 2 ± Integrated Learning, and 3a ± Universal Foundation Skills.

Rationale

Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. Communication process skills are first experienced and learned within the social environment of the family. The process of learning to be an effective communicator begins in infancy, with babies and care givers engaging in interactive behaviors. As communication learning continues, families, schools, and communities play critical roles in expanding

δ

Communication process skills include listening, speaking, reading, and writing. Together they build a sense of cohesiveness within family, school, work, and community settings. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Conflict management is facilitated when individuals are able to express

Performance Objectives and Supporting Competencies for Communication Skills

Communication Skills Performance Objective 1

C.1 Demonstrate communication skills that contribute to positive relationships.

Communication Skills Objective 1 Supporting Competencies

C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.

C.1.2 Examine communication styles and their effects on relationships.

C.1.3 Describe types of communication and characteristics of effective communication.

- Verbal
- Nonverbal

C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

C.1.5 Distinguish between hearing and listening.

C.1.6 Demonstrate effective (active) listening and feedback techniques.

C.1.7 Examine bar1 0 [ )]TJ3392 0 6sfmcommunication.

B. **Leadership Skills (L)** How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?

Standards Connections

Leadership Skills support the NYS Family and Consumer Sciences Learning Standards 2 ±A Safe and Healthy Environment, 3 ±Resource Management, and NYS Career Development and Occupational Studies S 75.eq2.ar60(1(s)-130(2)]TJETQq31.68 596.14 50.54 75.6 reW*nBT/F7 12 Tf22

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Leadership Skills

Leadership Skills Performance Objective 1

L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

Leadership Skills Objective 1 Supporting Competencies

- L.1.1 Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.
- L.1.2 Identify qualities of effective leaders.
- L.1.3 Identify qualities of effective team members.
- L.1.4 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- L.1.5 Demonstrate strategies to motivate and encourage group members.
- L.1.6 Create strategies to utilize the strengths and limitations of team members.
- L.1.7 Demonstrate techniques that develop team and community spirit.
- L.1.8 Demonstrate ways to organize and delegate responsibilities.
- L.1.9 Create strategies to integrate new members into the team.
- L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.
- L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.
- L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.

C.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Management Skills

Management Skills Performance Objective 1

M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

Management Skills Objective 1 Supporting Competencies

M.1.1 Explain management as it relates to personal, family, and work life.
M.1.2 Compare ways in which different people make different choices in the same situation.

Management Skills Performance Objective 2

M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

Management Skills Objective 2 Supporting Competencies

M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

Management Skills Performance Objective 3

M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.

Management Skills Objective 3 Supporting Competencies

M.3.1 Define needs, wants, values, goals, and standards.
M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.

M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4

M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting**.**

Management Skills Objective 4 Supporting Competencies

M.4.1 Define resources
M.4.2 Classify human, economic, and environmental resources.
M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
M.4.4 Describe several ways to substitute or increase resources by combining them.
M.4.5 Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.
M.4.6 Determine individual and family responsibility in relation to the environmental trends and issues.
M.4.7 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

Management Skills Performance Objective 5

M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.

Management Skills Objective 5 Supporting Competencies

M.5.1 Define decision making.
M.5.2 State sequentially the basic steps in the decision-making process.
M.5.3 Apply the steps sequentially to make a decision.
M.5.4 Apply the decision-making process in family, school, work, and community settings.

Management Skills Performance Objective 6

M.6 Use the problem-solving process to identify appropriate solutions, in a logical and sequential manner, and apply the solution chosen to real-life problem situations.

Management Skills Objective 6 Supporting Competencies

M.6.1 Define problem solving.
M.6.2 State sequentially the basic steps in the problem-solving process.
M.6.3 Apply the steps sequentially to solve a problem situation.
M.6.4 Apply the problem-solving process to solve problems in family, school, work, and community settings.
M.6.5 Explain the appropriateness of alternative solutions.

Management Skills Performance Objective 7

M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

Management Skills Objective 7 Supporting Competencies

M.7.1 Define goal.
M.7.2 Distinguish between long-term and short-term goals.
M.7.3 State sequentially the basic steps in the goal-setting process.
M.7.4 Apply the steps sequentially to achieve a goal.
M.7.5 Apply the goal-setting process to set goals in family, school, work, and community settings.

D. Thinking Skills (T)

Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1

T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
T.1.2 Describe creative thinking skills.
T.1.3 Describe critical thinking skills.
T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.