

# **Human Relations**

8670

April 2011

## Human Relations

<b>Course Description:</b>	The Human Relations course is designed to help young people gain perspective through understanding themselves and others. Students will explore their attitudes, expectation and questions concerning various individual, family and social issues.
<b><i>Grade Level:</i></b>	11-12
<b>Length of Course:</b>	Full Year
<b>Prerequisites:</b>	None
<b>Textbook:</b>	<u>Changes &amp; Choices: Personal Development and Relationships</u> by Ruth E. Bragg
<b>Expected Level of Achievement</b>	Students will be required to maintain a 70% or better. They will be required to come to class prepared to learn. 93-100% = A 85 - 92% = B 77 - 84% = C 70 - 76% = D Below 70% = F

## Northern York County School District Curriculum

<b>Course Name:</b>	Human Relations
<b>Content:</b>	Understanding Yourself
<b>Key Learning(s):</b>	The students will understand how they grow and change, their basic needs, goals, personality and character development, and decision making.
<b>Essential Question(s)</b>	<p>How do adolescents change during puberty?</p> <p>What changes result from increased independence, Maslow's Hierarchy of needs, the developmental tasks of adolescents, and how do goals, resources and standards influence behavior?</p> <p>What are your personality traits, the parts of your personality, methods for improving your personality and how do heredity and environment affect the development of your personality?</p> <p>What is the importance of character to a persons' life, how do values and standards affect behavior and character and how do you make ethical decisions?</p> <p>What are common major and minor decisions, the six steps of the decision making process, factors that affect your decision making alternatives and some of the advantages of using the decision making process?</p>
<b>Vocabulary</b>	Adolescence, Adolescents, Physical growth, Emotional growth, Social growth, Intellectual growth, Puberty, Growth spurt, Emotions, Suppressed anger, Peers, Heredity, Traits, Environment, Independence, Need, Self-Actualization, Developmental Tasks, Personality, Self-image, Self-esteem, Introvert, Extrovert, Ambivert, Defense Mechanism, Aggressive, Assertive, Character, Conscience, Values, Value conflict, Core values, Virtue, Vice, Code of conduct, Personal standards, Ethics, Decision Making Process, Sequence, Trade-off, Evaluate, Want, Priority, Reasoning, Critical thinking, Creative thinking
<b>Grade Level</b>	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11.A	Read and understand essential content of informational texts and documents in all academic areas.	<p>Students will read text and complete study guide.</p> <p>Students will identify bodily changes that occur during adolescence.</p> <p>Students will suggest ways teens can deal positively with emotions.</p> <p>Students will explain how heredity and environment can effect intellectual growth.</p>	<p>Study Guide</p> <p>Packet</p> <p>Teacher generated worksheets</p> <p>Projects</p> <p>Review</p> <p>Test</p>	<p>Textbook</p> <p>Project Supplies</p> <p>Internet</p> <p>Tough Decisions By Ann Bourman</p> <p>Magazines</p> <p>Powerpoint</p>
11.2.12.B	Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.	<p>Students will read textbook and complete study guide.</p> <p>Students will describe changes that result from increased independence.</p> <p>Students will interpret Maslow's theory of basic needs.</p> <p>Students will list developmental tasks of adolescence.</p> <p>Students will explain how goals, resources, and standards influence behavior.</p>	<p>Study Guide</p> <p>Packet</p> <p>Teacher generated worksheets</p> <p>Projects</p> <p>Notes</p> <p>Presentation</p> <p>Review</p>	

1.2.11.A	Read and understand essential content of informational texts and documents in all academic areas.	<p>Students will read textbook and complete study guide.</p> <p>Students will illustrate and describe some of their own personality traits.</p> <p>Students will explain how heredity and environment affect the development of personality.</p> <p>Students will relate methods for improving their personality.</p>	<p>Test</p> <p>Study Guide</p> <p>Packet</p> <p>Teacher generated worksheets</p> <p>Projects</p> <p>Review</p> <p>Test</p>	
11.2.12.A	Justify solutions developed by using practical reasoning skills.	<p>Students will read textbook and complete study guide.</p> <p>Students will explain the importance of character to a person's life.</p> <p>Students will identify how values and standards affect behavior and character.</p> <p>Students will determine how to make ethical decisions.</p>	<p>Study Guide</p> <p>Packet</p> <p>Tough Decisions Packet</p> <p>Teacher generated worksheets</p> <p>Projects</p> <p>Review</p> <p>Test</p>	

10.2.12.D	Examine and apply a decision-making process to the development of short and long term health goals.	<p>Students will read textbook and complete study guide.</p> <p>Students will identify common major and minor decisions.</p> <p>Students will list the six steps of the decision-making process.</p> <p>Students will apply the six steps of the decision making process.</p> <p>Students will describe factors that affect decision-making skills.</p> <p>Students will explain some of the advantages of using the decision-making process.</p>	<p>Study Guide</p> <p>Packet</p> <p>Notes</p> <p>Teacher generated worksheets</p> <p>Projects</p> <p>Review</p> <p>Test</p>	
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## Northern York County School District Curriculum

<b>Course Name:</b>	Human Relations
<b>Content:</b>	Your Roles and Relationships
<b>Key Learning(s):</b>	Students will understand their roles, relationships, how to communicate effectively and cope with conflict and stress.
<b>Essential Question(s)</b>	<p>What is role development, your family, peer-group, and community roles, factor that affect role expectations and how do you handle role conflict?</p> <p>What are the different types of relationships and factors that affect them, the differences between healthy and unhealthy relationships, how do relationships change and the impact of personal standards on relationships?</p> <p>What are the different types of communication, techniques for effective communication, the 5 levels of communication, the 4 communication zones, blocks to communication, and ways to improve your communication skills?</p> <p>What are possible sources of conflict, ways to prevent conflict, some responses to conflict, how to use the conflict management process, changes that can cause stress and suggestions for coping with stress?</p> <p>What are traits that build positive relationships and manners that should be used in various areas or school as well as someone else's home, at the table and on the telephone?</p>
<b>Vocabulary</b>	<p>Role, Multiple roles, Role Development, Inherited Role, Assigned Role, Authority Figure, Culture, Custom, Role model, Lifestyle, Role conflict, Acquaintance, Mentor, Equity, Technology, Grief, Communication, Verbal Communication, Nonverbal Communication, Body language, Mass media, Feedback, Slang, Active listening, Communication Zones, Constructive Communication, Destructive Communication, Prejudice, Stereotype, Racism, Biased, Plagiarized, Conflict, Conflict Management Process, Negotiation, Compromise, Mediator, Peer mediation, Stress</p>
<b>Grade Level</b>	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.6.11.E	Participate in small and large group discussion and presentations.	<p>Students will read textbook and complete study guide.</p> <p>Students will explain the significance of role development.</p> <p>Students will determine their family, peer-group, and community roles.</p> <p>Students will list factors that affect role expectations.</p> <p>Students will explain how to handle role conflict.</p>	<p>Study Guide</p> <p>Packet</p> <p>Teacher generated worksheets</p> <p>Projects</p> <p>Review</p> <p>Test</p>	<p>Textbook</p> <p>Project Supplies</p> <p>Internet</p> <p>Magazines</p>
1.1.11.H	Demonstrate fluency and comprehension in reading.	<p>Students will read textbook and complete study guide.</p> <p>Students will identify different types of relationships.</p> <p>Students will describe factors that affect relationships.</p> <p>Students will compare healthy and unhealthy relationships.</p> <p>Students will explain how relationships can change.</p>	<p>Study Guide</p> <p>Packet</p> <p>Teacher generated worksheets</p> <p>Projects</p> <p>Review</p> <p>Test</p>	



11.2.12.H	Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.	<p>Students will describe the impact of personal standards on relationships.</p> <p>Students will read textbook and complete study guide.</p> <p>Students will explain how to use communication in daily life.</p> <p>Students will describe different types of communication.</p> <p>Students will use speaking and listening skills that will help send and receive clearer messages.</p> <p>Students will explain the five levels of communication.</p> <p>Students will discuss the four communication zones.</p> <p>Students will describe barriers to communication.</p> <p>Students will list ways to improve communication skills.</p>	<p>Study Guide</p> <p>Packet</p> <p>Teacher generated worksheets</p> <p>Projects</p> <p>Review</p> <p>Test</p>	
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1.2.11.A	Read and understand essential content of informational texts and documents in all academic areas.	<p>Students will read textbook and complete study guide.</p> <p>Students will identify possible sources of conflict.</p> <p>Students will describe ways to prevent conflict.</p> <p>Students will use the conflict-management process.</p> <p>Students will identify the types of and signs of stress and how to prevent and cope with stress.</p>	<p>Study Guide</p> <p>Packet</p> <p>Teacher generated worksheets</p> <p>Projects</p> <p>Review</p> <p>Test</p>	
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## Northern York County School District Curriculum

<b>Course Name:</b>	Human Relations
<b>Content:</b>	Getting Along with Others Diversity
<b>Key Learning(s):</b>	Students will understand traits that build positive relationships and manners that should be used in various areas or school as well as someone else's home, at the table and on the telephone. Students will understand assumptions about diversity, some potential and cultural contributions in United States history, the Hate Pyramid, the Ladder of Prejudice and how to promote tolerance and acceptance.
<b>Essential Question(s)</b>	What are traits that build positive relationships and manners that should be used in various areas or school as well as someone else's home, at the table and on the telephone? What are assumptions about diversity, some potential and cultural contributions in United States history, the Hate Pyramid, the Ladder of Prejudice and how can we promote tolerance and acceptance?
<b>Vocabulary</b>	Empathy, Insight, Gossip, Optimist, Pessimist, Tact, Manners, Diversity, Assumptions, Hate group, Prejudice, Tolerance
<b>Grade Level</b>	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11.A	Read and understand essential content of informational texts and documents in all academic areas.	<p>Students will read textbook and complete study guide.</p> <p>Students will describe traits that build positive relationships.</p> <p>Students will practice manners that should be used in school hallways.</p> <p>Students will explain manners that should be followed when an individual is a guest in someone's home.</p> <p>Students will list rules of table etiquette.</p> <p>Students will demonstrate good telephone manners.</p>	<p>Study Guide</p> <p>Packet</p> <p>Teacher generated worksheets</p> <p>Projects</p> <p>Review</p> <p>Test</p>	<p>Textbook</p> <p>Internet</p> <p>Magazines</p> <p>Videos</p> <p>Project Supplies</p>
1.6.11.D	Contribute to discussions.	<p>Students will list words that are associated with diversity.</p> <p>Students will list where they acquire assumptions made about diversity.</p> <p>Student will share their personal experiences involving diversity.</p>	<p>Teacher generated worksheets</p> <p>Projects</p> <p>Videos</p> <p>Packets of Information</p> <p>Class Discussions</p>	

1.3.11.E	Analyze how a scriptwriter's use of words creates a tone and mood and how choice of words advances the theme or purpose of the world	<p>Student will complete a worksheet while viewing a video that illustrates one type of diversity.</p> <p>Students will interpret a quote made by someone famous and a comic from a newspaper.</p> <p>Students will create a self identity box.</p>	<p>Written Paragraphs</p> <p>Review</p> <p>Test</p>	
8.3.12.A	Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.	<p>Students will compare and contrast definitions or words associated with diversity.</p> <p>Students will view a video of a historical event.</p> <p>Students will examine and discuss various hate group symbols.</p> <p>Students will complete a worksheet while watching a documentary about diversity in the past 10 years.</p>		

1.6.11.E	Participate in small and large group discussion and presentations.	<p>Students will, in groups, create a unique symbol that promotes either or all of the following: tolerance, unity, equality and acceptance.</p> <p>Students will interpret, in written form, their unique symbols and how they would be promoted.</p>		
1.6.11.D	Contribute to discussions.	<p>Students will analyze and discuss all the levels of the hate pyramid.</p> <p>Students will, using the hate pyramid, interpret a documentary video for examples of the items located on the pyramid.</p>		
1.6.11.F	Use media for learning purposes.	<p>Students will view a video illustrating discrimination based on religion.</p> <p>Students will develop a plan to bring positive change to their school, community and personal life.</p>		