Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit 4: Teens & Dating**

STANDARD 4: I can discuss adolescent attractions to the opposite sex.

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| **Assignment** | **Points****Possible** | **Points****Earned** |
| Write Your Own Fairytale | 10 |  |
| Fairy Tales (notes) | 10 |  |
| Battle of the Sexes | 10 |  |
| Gender Roles (notes) | 10 |  |
| Love Language Quiz | 10 |  |
| Love vs. Infatuation/Types of Love (notes) | 30 |  |
| Love vs. Infatuation Music Activity | 20 |  |
| Are You Ready for Love? (quiz) | 10 |  |
| What Does Love Mean to You? | 10 |  |
| Love/Hate Posters | 20 |  |
| Avenues of Adolescent Attraction (notes) | 10 |  |
| You Attract What You Are | 10 |  |
| Dating Rights | 10 |  |
| Social Etiquette | 10 |  |
| Dining Etiquette | 10 |  |
| Etiquette Meal | 100 |  |
| My Personal Dating Rules | 10 |  |
| Safe Dating | 10 |  |
| Dating Do's & Don't's | 10 |  |
| Breaking Up is Hard to Do | 10 |  |
| Dating Violence & Rape | 30 |  |
| How to Break Up With Someone/Getting Over a Break Up | 20 |  |
| TOTAL |  |  |
|  |  |  |

**Objective 1: I can identify the avenues of adolescent attractions and explore the ways relationships**

 **begin, develop and grow (getting acquainted, friendships, phone calls/texting, socializing**

 **with groups, group dating, double dating, pairing/single dating).**

**Objective 2: I can identify the purposes and the importance of group socialization and examine why each**

 **adolescent is not ready to pair at the same time.**

 a. I can discuss advantages of group socialization rather than paired dating at an early age.

 b. I can discuss the problems and consequences of early pairing.

 c. I can list appropriate ways to end a relationship and deal with an ending relationship.

 d. I can define and discuss dating violence and how to report and/or deal with those situations

 appropriately.

**Objective 3: I can explain the difference between infatuation and love.**

**Objective 4: I can discuss reasons and motives for dating.**

 a. I can identify desirable dating qualities.

 b. I can analyze personal rights that apply to dating (the right to: be yourself, an enjoyable safe date, have your values respected, care for and protect your body, establish and protect your reputation, be free from guilt and fear, say no).

**Objective 5: I can analyze the importance of social etiquette and practice appropriate techniques (phone**

 **calls, thank you notes, table manners, tipping, etc.).**

**Objective 6: I can determine appropriate behaviors related to physical intimacy.**

 a. I can discuss physical intimacy and the accompanying choices and consequences.

 b. I can define sexual harassment and develop assertive behavior skills as a means of protection from

 sexual harassment and abusive situations.

 c. I can define abstinence and discuss how abstinence before marriage strengthens marital bonds.

 d. I can define STD and discuss causes, symptoms and treatments (HIV/Aids, Herpes, Hepatitis, HPV/ Genital Warts, Pelvic Inflammatory Disease, Gonorrhea, Syphilis, Chlamydia, Pubic Lice).

**Objective 7: I can discuss why teenagers are not ready for the demands and responsibilities associated**

 **with parenthood.**

 a. I can define and discuss child abuse (types, factors that cause, sources of help for parents and/or

 children of abuse, ways to prevent).

 • Types: Physical (shaken baby syndrome, fetal alcohol syndrome, drug addicted babies),

 Emotional, Verbal, Sexual and Neglect.