

**Senior 1**  
**Specific Learning Outcomes**

## Senior 1 Specific Learning Outcomes

It is expected that the student will:

<b>GLO 1. Family Relationships</b> <i>Family Life Cycle</i>	<b>GLO 2. Human Development</b> <i>Adolescent Development</i>	<b>GLO 3. Caregiving through the Life Cycle</b> <i>Self and Basic Needs</i>
<p><b>1.2 Family Functions and Forms</b></p> <p>S1 1.2.1 define, describe, and analyze the functions families play in society</p> <p>S1 1.2.2 identify responsibilities of family members to each other and to the family unit</p> <p>S1 1.2.3 identify and describe varieties of family forms, e.g., nuclear, extended, single parent, blended, teen parenting, single—never married, divorce, common law, widowhood, separation, refilled nest, sandwich generation</p> <p>S1 1.2.4 compare and contrast the strengths and challenges of different family forms</p> <p>S1 1.2.5 examine the role of adolescents in families in past and present societies</p>	<p><b>2.1 Growth</b></p> <p>S1 2.1.1 identify and describe the stages of physiological growth and development in adolescents and how each stage can be nurtured</p> <p>S1 2.1.2 distinguish between puberty and adolescence</p>	<p><b>3.1 Human Needs</b></p> <p>S1 3.1.1 describe Maslow’s theory of human needs and how it applies to individuals and families</p> <p>S1 3.1.2 examine the role of family in meeting the basic needs of individual family members</p> <p>S1 3.1.3 identify and discuss external factors that influence human needs, e.g., parents, siblings, grandparents, friends, teachers, media</p> <p>S1 3.1.4 examine the factors that influence how teenagers meet their needs and wants</p>
	<p><b>2.2 Development</b></p> <p>S1 2.2.1 identify and describe the physical, intellectual, emotional, moral, and social theories of development during adolescence, e.g., Piaget, Erikson, Maslow, Kohlberg</p> <p>S1 2.2.2 analyze influences that have an impact on growth and development during adolescence, e.g., heredity and environment</p>	



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	<p><b>2.3 Reproduction</b></p> <p>S1 2.3.1 describe the male and female reproductive systems and the process by which fertilization takes place</p> <p>S1 2.3.2 evaluate the role of abstinence in relationships, e.g., mental health, pregnancy prevention, physical health—STIs, emotional health</p>	
	<p><b>2.4 Contraceptive Options</b></p> <p>S1 2.4.1 differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm method</p>	



<p><b>GLO 4. Individual Relationships and Communication</b> <i>Friendship</i></p>	<p><b>GLO 5. Personal Decisions and Community Connections</b> <i>Personal Development</i></p>	<p><b>GLO 6. Diversity in Society</b> <i>Personal Differences</i></p>
<p><b>4.1 Communication</b></p> <p>S1 4.1.1 identify, analyze, and demonstrate effective communication skills to create healthy relationships, e.g., sending a clear message, effective listening, barriers to communication, negotiation, decision making</p> <p>S1 4.1.2 identify and provide examples of verbal, non-verbal, and symbolic communication</p> <p>S1 4.1.3 identify and discuss harmful communication patterns (e.g., bullying, verbal abuse, harassment) and recommend methods of improving communication</p>	<p><b>5.1 Character Development</b></p> <p>S1 5.1.1 discuss factors that influence self-concept</p> <p>S1 5.1.2 define personality and personality traits</p> <p>S1 5.1.3 identify behaviours that promote health and wellness</p> <p>S1 5.1.4 define, classify, and determine personal values and goals</p> <p>S1 5.1.5 examine how decisions affect one's well-being</p> <p>S1 5.1.6 identify different family values, activities, and customs/traditions in a variety of cultures, e.g., Christmas, Baptisms, Sage Picking, Weddings, Ramadan, Bar/Bat Mitzvahs</p> <p>S1 5.1.7 define and discuss perception and its influence on oneself and others</p>	<p><b>6.1 Community</b></p> <p>S1 6.1.1 discuss cultural components of near environment, e.g., church, community club, school</p> <p>S1 6.1.2 explain how individuals can influence their community</p> <p>S1 6.1.3 discuss relationship of adults and youth in the community</p>



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<p><b>4.2 Nurturing Relationships</b></p> <p>S1 4.2.1 describe and explain relationships with friends</p> <p>S1 4.2.2 describe the potential effects of friendship on an individual's well-being</p> <p>S1 4.2.3 identify, describe, and explain the changing nature of friendships experienced during adolescence</p> <p>S1 4.2.4 analyze social issues that affect adolescent relationships, e.g., dating, smoking, drug use, chat rooms, Internet dating</p> <p>S1 4.2.5 identify and analyze conflict/jealousy situations with siblings and friends that affect relationships</p>	<p><b>5.2 Health and Safety</b></p> <p>S1 5.2.1 analyze information from several sources to determine society's changing perception of beauty</p> <p>S1 5.2.2 describe unhealthy eating patterns and body-altering substance abuse, e.g., fad dieting, compulsive eating, anorexia and bulimia, steroids</p> <p>S1 5.2.3 identify and evaluate adolescent mental and physical health issues, e.g., depression, health issues—STIs, alcohol and drug abuse, learning disability, physical disability, family abuse or violence, personal or family illness</p>	<p><b>6.2 Tolerance</b></p> <p>S1 6.2.1 identify issues facing families/self in a multicultural and global society, e.g., sexual tolerance, religious tolerance, racial tolerance</p>
<p><b>4.4 Stress and Lifestyle</b></p> <p>S1 4.4.1 identify sources of positive and negative stress for adolescents</p> <p>S1 4.4.2 analyze and evaluate strategies for building, maintaining, and ending relationships</p>		



## Senior 1 Web Listing (Teacher Resources)

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### 1. Family Relationships

#### *Family Life Cycle*

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#### **Family Functions and Forms**

<http://www.humsci.auburn.edu/parent/>

[http://www.sasked.gov.sk.ca/curr\\_inst/social/coursewarepsychology/family/index.html](http://www.sasked.gov.sk.ca/curr_inst/social/coursewarepsychology/family/index.html)

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### 2. Human Development

#### *Adolescent Development*

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#### **Bullying**

<http://www.antibullying.net/parents.htm>

<http://www.education.unisa.edu.au/bullying/>

<http://www.nobully.org.nz/advicek.htm>

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### 3. Caregiving through the Life Cycle

#### *Self and Basic Needs*

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#### **Human Needs**

<http://www.connect.net/georgen/maslow.htm>

<http://web.utk.edu/~gwynne/maslow.HTM>

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

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### 4. Individual Relationships and Communication

#### *Friendship*

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#### **Nurturing Relationships**

<http://www.aces.edu/teens/parenteen/links/peers-friends/peersfriends.htm>

[http://www.musckids.com/health\\_library/adolescent/reldev.htm](http://www.musckids.com/health_library/adolescent/reldev.htm)

#### **Stress and Lifestyle**

<http://www.extension.umn.edu/distribution/youthdevelopment/DA3083.html>

[http://www.seekwellness.com/wellness/daily\\_reports/march2001/march\\_06\\_2001.htm](http://www.seekwellness.com/wellness/daily_reports/march2001/march_06_2001.htm)

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### 5. Personal Decisions and Community Connections

#### *Personal Development*

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#### **Health and Safety**

<http://www.humsci.auburn.edu/parent/>

<http://www.eating-disorders.com/>

<http://www.mentalhealth.org/schoolviolence/default.asp>

<http://education.indiana.edu/cas/adol/risk.html>

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### 6. Diversity in Society

#### *Personal Differences*

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#### **Tolerance**

<http://www.humanrightsandtolerance.org/>

<http://www.academicinfo.net/Religiontolerance.html>

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