

Week 1		Standards	Performance Indicators	Assessment	Seat Time
Essential Question	What is the best way to develop, nurture, and maintain relationships with students and how will it benefit the learning that is to occur?				
Outcome	Assignment				
The participants will get to know the participants of the course and their icebreaker techniques.	<p>Assignment 1: How do you build a relationship with students if you don't know them? Your mission, if you choose to accept, is to describe how you would get to know your students through a teamwork activity. All learners must be actively involved and share some piece of personal information that will help you to "get to know" them. Post your idea by Tuesday and respond to fellow learners by participating in their teamwork activity. Let's get to know US!</p>	<p>ELA #4: Language for Social Interaction: Listen, speak, read, and write for social interaction. Use social communication to enrich their understanding of people and their views.</p>		Initiated discussion about how teachers lay a foundation for strong relationships with teens using icebreakers. Responded to fellow learners, providing substantive comments in a constructive manner.	45 minutes
The participant will apply the knowledge of students' developmental levels to determine appropriate techniques.	<p>Assignment 2: Brains are "a work in progress" and we must recognize that during construction chaos should be expected. Take some time to peruse the Frontline website via this link: http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/adolescent.html Take some time to reflect on the Zits comic strip. How does the comic strip effectively demonstrate the actions or inactions of the typical teenage brain? Post your response and respond to at least 2 other learners' posts to build a discussion about teens and their "absent-mindedness".</p>	<p>ELA #4: Language for Social Interaction: Listen, speak, read, and write for social interaction. Use social communication to enrich their understanding of people and their views.</p>		Completed response in ice breaker thread that addresses all parts of the questions.	1 hour 30 minutes
Week 2		Standards			
Essential Question	When does a brain become an "adult"? How do you know what can be reasonably expected from teens?				
Outcome	Assignment				
The participants will recognize the purpose of the different areas of the brain.	<p>Assignment 1: Read: The Adolescent Brain. A Work in Progress at: http://www.teenpregnancy.org/resources/reading/pdf/BRAIN.pdf</p>	<p>ELA # 3: Language for Critical Analysis and Evaluation: Analyze experiences, ideas, information, and issues.</p>			2 hours 30 minutes

The participant will assess how brain development affects decision-making in teens.	Assignment 2: Discuss the following question with fellow learners: By understanding the anatomy of the adolescent brain, we can become more familiar with our students. How can educators use this information and knowledge to alter their approach to teens and modify their expectations of these sometimes complex and unstable individuals? Be sure to respond to fellow learners to increase the depth of your understanding and the applicability of this information.	ELA #4: Language for Social Interaction: Listen, speak, read, and write for social interaction. Use social communication to enrich their understanding of people and their views.		Response to question is posted and includes possible, feasible ideas of how educators can apply the knowledge of brain development to teaching practices. Response to other learners provides clarification to posted ideas and attempts to answer some questions identified by other learners.	45 minutes
Week 3		Standards			
Essential Question	What is the best way to develop, nurture, and maintain relationships with students and how will it benefit the learning that is to occur?			Assessment	
Outcome	Assignment				
The participants will identify effective strategies for building relationships.	Assignment 1: View Power Point slideshow focusing on slides labeled "Strategies that Work" used by the Even Start family literacy program to develop, build, and maintain relationships with teen students. Comment in a posting which strategies you believe are the most effective, most surprising, or most difficult to implement. Be sure to comment to at least 2 others' postings.	ELA #4: Language for Social Interaction: Listen, speak, read, and write for social interaction. Use social communication to enrich their understanding of people and their views.		Post identifies strategies included in Power Point and comment includes rationale for the strategies' importance. Response to other learners include thought provoking question or comment that encourages discussion.	30 minutes
The participant will develop a plan for building positive relationships with students.	Assignment 2: Do's and Don'ts: Check out the Zits comic strip. Obviously, there are unwritten rules about working with teens! Create your own "Teen Constitution" that outlines your beliefs and ideas about the best ways to develop strong, positive relationships with teens. Constitution should include the actions you will take and the actions required of the teen; this will help the teen and you to understand your roles in building a relationship. *If you can't see the comic strip here, try this link: http://www.arcamax.com/pic/26267/473137	ELA #4: Language for Social Interaction: Listen, speak, read, and write for social interaction. Use social communication to enrich their understanding of people and their views.		Constitution includes what is expected of teen and adult to build a strong relationship. Roles are logical and clearly defined. Response to other posts includes constructive criticism and/or thought-provoking questions.	2 hours 30 minutes
Week 4		Standards		Assessment	
Essential Question	How do you know what can be reasonably expected from teens?				
Outcome	Assignment				

The participant will apply knowledge of brain development to set appropriate expectations of teens.	Assignment 1: Given the following scenario with a "typical" (if there is such a thing) teenager, identify the unreasonable expectations and how you would modify the approach to meet the developmental needs and abilities of the teenager. (Develop the scenario)	ELA #4: Language for Social Interaction: Listen, speak, read, and write for social interaction. Use social communication to enrich their understanding of people and their views.		Post includes identification of reasonable and unreasonable expectations of teens and includes the outline of a plan the adult will use to foster a positive relationship with the teen keeping in mind the developmental needs and abilities of that teen.	1 hour
	Assignment 2: Respond to at least 2 other learners' posts and ask questions to promote deeper thinking about this scenario and other similar situations.			Response includes constructive feedback to other learners' ideas. Post contains thought-provoking questions.	30 minutes
Week 5		Standards			
Essential Question	What is the best way to develop, nurture, and maintain relationships with students and how will it benefit the learning that is to occur?				
Outcome	Assignment				
The participant will investigate the importance of recognizing and maintaining appropriate boundaries.	Assignment 1: Read "Brain Development in Teens" at: http://www.chw.org/display/displayFile.asp?docid=20792&filename=/Groups/CAPFund/cap_Teen_Brain_development.pdf . Discuss in a post how you can apply this information to the relationships you will build with your students. How does this information enlighten your view of teens and the ways in which they respond to excitement, frustration, depression, etc? Be sure to respond to at least 2 fellow learners' posts.	ELA # 3: Language for Critical Analysis and Evaluation: Analyze experiences, ideas, information, and issues.		Post addresses the question of how this information will be applied to your practice to understand teens and their relationships. Response to others' posts is constructive and encourages discussion.	45 minutes
	Assignment 2: Post a list of similarities between the toddler brain and the teen brain. Identify how this information will guide your practice in your classroom of teens avoid intense, possibly disruptive situations. What are some strategies you are already employing and are working? What can you improve?	ELA # 3: Language for Critical Analysis and Evaluation: Analyze experiences, ideas, information, and issues.		Post includes a list of similarities and opinions about how this list can help inform practice. Opportunities for improvement are identified.	45 minutes
Week 6		Standards			
Essential Question	Why do some teachers put so much time and effort into building relationships with students?				

Outcome	Assignment			Assessment	
<p>The participant will develop a personal philosophy that addresses the techniques and rationale that will be used to build strong, positive relationships with teen students.</p>	<p>Assignment 1: Develop your own personal philosophy on building relationships with teens. Be sure each idea included in your philosophy is grounded in brain research. Post your assignment and begin a dialogue with your fellow learners about the philosophies. Be sure to identify the similarities between the developing toddler brain and teen brain. Are there more similarities or more differences? How will this knowledge affect your approach to teens?</p>	<p>ELA #4: Language for Social Interaction: Listen, speak, read, and write for social interaction. Use social communication to enrich their understanding of people and their views.</p>		<p>Personal philosophy contains clearly defined techniques and will serve as a reminder for future relationship building opportunities. Learner compares and contrasts the toddler and teen brain and explains how this knowledge will benefit the learner in future situations.</p>	<p>3 hours</p>
	<p>Course Assessment</p>				<p>15 minutes</p>
				<p>Total Seat Time</p>	<p>15 hours</p>