

Name: Portfolio Planning Guide

Stage of
Development:

Late adolescence: 14-18

Essential Question:

How can I make a positive impact on the lives of those that I teach

Goals: Identify 2-3 specific goals you hope to achieve during the semester and explain how these goals will facilitate student's development.

1. I want to learn more about how to help those children that are struggling with their sense of self and to help them have healthy self perception.
2. I would like to learn how to help those children that are struggling with family troubles. I understand that I will not be a school counselor but I will want my students to know that my classroom is a place of safety.

Based on your chosen developmental stage, capture evidence from the "what you might observe" column and explain what this might look like in the classroom. Then capture evidence from the "implications" column and explain how this might support their development

Model:

<p>Late Adolescence(14-18)</p>	<p>What you might observe: “As teenagers continue to mature, they lose some of the gawky, uneven features of early adolescence and blossom into attractive young adults. With an intensified desire to make their own decisions, young people find acceptance in peer groups, where they can experiment with adult roles”(13-14). Explanation: Students are becoming who they want to be in the long run.</p> <p>Implications: “some risky behaviors (e.g, Drinking alcohol, taking drugs, having unprotected sex and drinking while impaired reliving personal information on the internet)”(159). Explanation: We can support their development by providing them with the necessary information that the students will need to practice safe behaviors. We can also encourage them to make better choices.</p>
<p>Physical (Page 159) OR Brain Development (Page 183-185) Week #5</p>	<p>What you might observe: “Given the significant transformations that brains are going through in the teenage years, young people are able to look beyond the surface of things.the capacity to consider multiple ideas simultaneously allows for comparison among different facets of concepts and culminates in abstract thinking”. Explanation: During the time theses students are in school are working on the developments that will eventually lead to who they are as a human being in the world to come. Implications: “Of course, precisely how youth respond to impetuous feelings depends a great deal on the expectation of adults and the conduct of friends”. Explanation: students tend to care about how their peers think of them rather than how adults think of them.</p>
<p>Cognitive Development (228)</p>	<p>What you might observe: “abstract thinking through scientific reasoning skills becoming prevalent especially in familiar topics”</p>

Week #6	<p>Explanation: students are learning how to not just give an answer but will know how to justify their answer with critical thinking.</p> <p>Implications: “study academic depths; introduce complete explanations”.</p> <p>Explanation: By giving the students more critical thinking questions they will engage parts of their brain and encourage them to think more.</p>
Cognitive Processes (page 252) Week #7	<p>What you might observe: “Ability to attend to one single task of personal interest for lengthy periods”(252).</p> <p>Explanation being able to work on one single task allows the student to be invested in their work and want to do it.</p> <p>Implications: “Occasionally give assignments that require focus on a topic for an extended period”(252)</p> <p>Explanation: allowing students to have time in classroom to complete their large projects that they want to work on,</p>
Theories of Intelligence (295) Week #8	<p>What you might observe: “ Success on test items that involve defining infrequently encountered words, distinguishing of relating abstract word, interpreting proverbs and breaking down complex geometric figures in to coronet parts”(295).</p> <p>Explanation: some students will find that taking tests are hard and will perform badly on them when pressured.</p> <p>Implications: “provide activities for teenagers that are gifted”(295).</p> <p>Explanation: those students that are gifted, providing them with more challenging material allows them to work on cultivating their knowledge. .</p>
Emotional Development (434-435) : Week #9	<p>What you might observe: “ seeking emotional intimacy with same-sex and opposite-sex peers”</p> <p>Explanation: students are wanting to create more personal relationships</p>

	<p>with everyone in their grade.</p> <p>Implications: "When adolescents are in minor conflicts with parents, help them see that parents want the best despite their different perspectives"(435)</p> <p>Explanation: when students are struggling with their relationships with their parents some times it comes out during school. We need to be patient and talk to them about what is going on to understand what they are going through.</p>
<p>Sense of Self, Social Understandings (456) Week #10</p>	<p>What you might observe: " Decrease in the self-consciousness that was obvious in early adolescence"(456).</p> <p>Explanations: when it comes to self consciousness, many students struggle to find their confidence when they do not understand themselves.</p> <p>Implications: "Provide opportunities for adolescents to explore diverse belief systems and try on a variety of occupational "hats." "(456).</p> <p>Explanation: when you allow students to explore different options, and different experiences they will be able to find who they are.</p>
<p>Self Regulation, Motivation (513) Week #11</p>	<p>What you might observe: "Ability to postpone immediate pleasures in order to gain long-term rewards."(513).</p> <p>Explanation: as students get older they are able to control their impulses for the most part.</p> <p>Implications: "Point out the relevance of academic domains for long-term goals"(513).</p> <p>Explanation: When studnets set goals in the classroom they are not just</p>

	being held accountable by themselves they are also healed aboutable by their teacher
Moral Development (545-546) Week #12	<p>What you might observe:"For many, decreasing aggressive behavior, often after forming intimate relationships with others"(546) Explanation: with a decrease in aggressive behavior this shows that the students brain is developing and is able to to work though more complicated problems and ideas.</p> <p>Implications: "be on the lookout for teens whose self worth seems especially dependent on peers' opinions; help them discover areas of talent that can generate a stable sense of self-worth."(546). Explanation: Helping those students that have self worth issues work through those issues with learning how to increase their intrinsic motivation is important.</p>
Peers, Schools, and Society (583) Week #13	<p>What you might observe:"Emerging understanding that relationships with new friends do not threaten long-standing friendships"(583). Explanation: allowing students to understand that they are able to make new friends without compromising their longstanding relationship with other something that will help them in their future situations.</p> <p>Implications:"In literature and history, assign readings with themes of interest to adolescents (e.g., loyalty and self-disclosure)"(583). Explanation: when students are able to see how relationships are cultivated through literature it lets them make a connection with the book and their fellow students.</p>