

**TOMS RIVER REGIONAL SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM
AND PACING GUIDE**

Content Area: Social Studies

Course Title: Human Growth and Socialization

Grade Level: 11 & 12

Unit Plan 1 Approaches to Psychology and Psychological Research Methods	3 weeks
Unit Plan 2 Biological Basis of Behavior	4 weeks
Unit Plan 3 Developmental Psychology	4 weeks
Unit Plan 4 Learning	4 weeks
Unit Plan 5 Motivation and Emotion	2 weeks
Unit Plan 6 Personality	5 weeks
Unit Plan 7 States of Consciousness	3 week
Unit Plan 8 Abnormal Psychology / Therapy Theories	5 weeks
Unit Plan 9 Social Psychology	4 weeks
	34 weeks

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Board Approved:

TOMS RIVER REGIONAL SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM
Unit 1 Overview

Content Area: Social Studies

Unit Title: Approaches to Psychology and Psychological Research Methods

Target Course/Grade Level: Human Growth and Socialization, 11 & 12

Unit Summary

This unit introduces psychology as a science. Students will examine and evaluate research methods and the major theorists who contributed to the field of psychology.

Primary interdisciplinary connections: History, Math, Science, Life and Careers, Critical Thinking and Problem Solving

21st century themes: Global Awareness, Civic Literacy, Health Literacy and Environmental Literacy

Learning Targets

Standards

5.1 Science Practices: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.

RH.11-12.7, RI.11-12.1, W.11-12.10, RI.11-12.5 and RST.11-12.3

Content Statements

5.1.12. A.3: Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence.

5.1.12. B.3 Empirical evidence is used to construct and defend arguments.

CPI #	Cumulative Progress Indicator (CPI)
5.1.12.A.3	Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.
5.1.12.B.3	Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
W.11-12.1	. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Unit Essential Questions <ul style="list-style-type: none"> • How did psychology form as a field? • Which theorists shaped the formation of psychology? • What are the major perspectives in psychology? • What research methods and statistics do psychologists use? • What are the advantages and disadvantages of each? • What careers are subfields of psychology? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Establish psychology as a science and the birth of psychology from other disciplines • The theorists who contributed to the field of psychology • The perspectives of psychology; humanistic, psychodynamic, cognitive, behavioral, biological and evolutionary • Case study, naturalistic observation, laboratory observation, test, survey, correlation study, experiment
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Compare and contrast the major perspectives of psychology • List and explain the major sub-fields of psychology • Provide examples of an experiment • Evaluate strengths and weakness of the method of research through collaborative projects • Demonstrate their comprehension of the scientific method by creating psychological experiments • Analyze ethical issues in psychological research and write an explanation of what ethics are, and their importance on research 	

Evidence of Learning

Formative Assessments

- Key Terms/Key People Quizzes
- Study Groups
- Daily journal writing and reflections
- Elements of experiments
- Debates

Summative Assessments

The assessments provided are suggestions for the teacher. Depending on the needs of the class, the assessments may vary in the form of essays, quizzes, tests, PowerPoint, oral reports, simulations, homework, webquests and any other forms of measurement used by the teacher.

Assessments Projects: See Teacher Notes for details

- Perspective chart
- Experiment design
- Newspaper Project
- History Heads Project
- Chart of APA ethical guidelines.
- Psychology in the news

Modifications (ELLs, Special Education, Gifted and Talented)

Graphic organizer, study guides, repeated instructions, small group discussions, follow all Individualized Education Plans (IEP)'s and 504 plans and extra time

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Textbook: *Psychology Principles in Practice*, copyright 2003, Holt Publishers
- Copies of handouts
- Newspapers
- PowerPoint/Projector
- Teacher made materials

Teacher Notes:

Students will create a chart of the 6 major perspectives in their notebooks. Under each section, the student must describe two facts about his own life correlating with the specific perspective.

-Completion of chart

Students will work in groups to design their own experiment, using all of the elements in experimentation, including control and experimental groups, independent and dependant variables. Groups will present their experiment and findings to the class

-Presentation

Read a newspaper, cut out and highlight any headlines relating to the field of psychology. Have students share the headlines they have highlighted and explain why and how they relate to psychology in the form of a scrapbook.

-Newspaper highlights and discussion

Read corresponding pages in textbook. Together create a chart on the board and in their notebooks of the five ethical guidelines established by the APA for experimentation with human subjects.

-Chart of APA ethical guidelines.

Invite the school psychologist, social worker, guidance counselor, SAC, and LDTC to guest speak to the students. Have them explain the type of work they are involved in, degrees required, nature of the job and past research experiences. Have students choose one to interview.

TOMS RIVER REGIONAL SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM
Unit 2 Overview

Content Area: Social Studies

Unit Title: Biological Basis of Behavior

Target Course/Grade Level: Human Growth and Socialization, 11 & 12

Unit Summary

This unit examines the brain structures and functions. Students will identify the major areas of the brain and assess the interaction of the human brain on our behavior.

Primary interdisciplinary connections: Health, Science, Biology and Anatomy

21st century themes: Global Awareness, Civic Literacy, Health Literacy and Environmental Literacy

Learning Targets

Standards

5.1 Science Practices: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.

RH.11-12.2, RH.11-12.3, L.11-12.3, W.11-12.3 and RST.11-12.4

Content Statements

5.1.12.A.3 Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence

5.1.12. B.3 Empirical evidence is used to construct and defend arguments.

CPI #	Cumulative Progress Indicator (CPI)
5.1.12.A.3	Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.
5.1.12.B.3	Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective

	technique, well-chosen details, and well-structured event sequences
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
Unit Essential Questions <ul style="list-style-type: none"> • How do the various structures of the brain and the interaction of these areas help to control our every thought and behavior? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Identify each of the lobes of the brain as well as the functions of other structures, and the major part of functions of neurons leads to an understanding of the interaction of the human brain on our behavior.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Use diagrams to identify the structure and function of different parts of a neuron and neural communication • Describe the process of synaptic transmission • Create a model of the brain, label its major parts and describe the functions • Cite an example of how one human behavior is controlled or influenced by each brain structure • Compare and contrast the influences on brain function between the right and left hemispheres, as well as the functions of the four lobes of brain • Diagram the key parts of the endocrine system and indicate what role they play in our behaviors • Differentiate the responsibilities of the central and peripheral nervous system 	

Evidence of Learning

Formative Assessments

- Labs and Demonstrations
- Debates
- Supplemental technological/media resources
- Daily journal writing and reflections
- Brain Rap battles/songs
- Create-a-brain

Summative Assessments

The assessments provided are suggestions for the teacher. Depending on the needs of the class, the assessments may vary in the form of essays, quizzes, tests, PowerPoint, oral reports, simulations, homework, webquests and any other forms of measurement used by the teacher.

Assessments Projects: See Teacher Notes for details

- Completion of neuron diagram
- Nervous Systems Group Project
- Create-a-Brain
- Case Study: Phineas Gage
- Class music video/song/poem
- Completion of handouts, series of multiple choice questions on quiz/test
- Coloring book of brain
- Peer evaluation

Modifications (ELLs, Special Education, Gifted and Talented)

Graphic organizer, study guides, repeated instructions, extended time, follows all IEP's and 504 plans.

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Textbook: *Psychology Principles in Practice, copyright 2003, Holt Publishers*
 - Copies of handouts
 - Video: Awakenings
 - Video: Human Body; Pushing the Limits
 - Video: Brain Games
 - Assorted construction material and glue, scissors, tape and paper plates

Teacher Notes:

Completion of neuron model

Students will color and label a coloring book copy of a neuron and a synapse. On a paper plate they will assemble the components of an individual neuron. The following day, the class will assemble their neurons to make a "neural network" and discuss how neurons communicate. Students will receive a handout on synaptic transmission to read and discuss

Students will work in groups both in class and at home to create models of the brain using clay, play-dough, beads, pipe cleaners and any other materials they chose. They must accurately label ten structures.
-Brains will be graded for accuracy

Class music video/song/poem

Students will participate in the creation of a group poem/song/music video of the brain. Students will write lyrics and perform.

Completion of handouts, series of multiple choice questions on quiz/test - Students will diagram a brain with the appropriate left and right brain skills. Then they will take a hemispheric mode test to determine which hemisphere they themselves most frequently use. Discuss results and role play to show how each hemisphere would look at a problem differently.

Using textbooks, students will work in groups to design illustrate and annotate a life size chart of each of the nervous systems including the human endocrine system explaining how the various glands affect human behavior. Charts will be displayed in the classroom afterward, and evaluated by the class for accuracy

Students will complete final coloring book entry of an eye and ear, diagramming and labeling its components.

- Quiz on function of each

TOMS RIVER REGIONAL SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM
Unit 3 Overview

Content Area: Social Studies

Unit Title: Development

Target Course/Grade Level: Human Growth and Socialization, 11 & 12

Unit Summary

This unit examines the stages of infancy, childhood, adolescence, adulthood and old age from a cognitive, moral, psycho-social and psycho sexual perspective.

Primary interdisciplinary connections: Biology, Anatomy, Science, Health, Life and Careers, Critical Thinking and Problem Solving

21st century themes: Global Awareness, Civic Literacy, Health Literacy and Environmental Literacy

Learning Targets

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

2.1.12.A, 2.1.12.C.3, 8.1.12.D.4, WHST.11-12.4, 2.1.12.E.4, RST.11-12.1, RI.11-12.5

Content Statements

2.1.12. A.1 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

2.1.12. C.3 Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

8.1.12. D.4 Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

2.1.12.E.4 Stress management skills impact an individual’s ability to cope with different types of emotional situations

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness
2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
8.1.12.D.4	Explain the impact of cyber crimes on society.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
RST.11-	Cite specific textual evidence to support analysis of science and technical texts,

12.1	attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging
Unit Essential Questions <ul style="list-style-type: none"> • What stages of development do all human beings pass through as they develop? • Though developmental stages are predictable and orderly, how does individuality affect them? 	Unit Enduring Understandings <ul style="list-style-type: none"> • While each human being is different and unique, as we pass from infancy and childhood, to adolescence, and adulthood, developmental stages are predictive and orderly.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Discuss the course of prenatal development. • Describe the physical and emotional changes of infancy, adolescence and old age • Chart Erickson’s 8 stages of psychosocial development • Chart Freud’s stages of psychosexual development • Chart Piaget’s stages of cognitive development • Chart Kohlberg’s moral development theories • Discuss gender differences in development, both socially and morally • Judge the three parenting styles and their effects on children. • Conduct experiments that coincide with Piaget’s stages of cognitive development and Kohlberg’s theories of moral development. 	

Evidence of Learning

Formative Assessments

- | | |
|---|--|
| <ul style="list-style-type: none"> • Development Charts • Gender Challenge/Debate • Student Interview Assignment • Question and answers | <ul style="list-style-type: none"> • Parenting style skit • Daily journal writing and reflections • Development Scrapbook • Bucket Lists |
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Summative Assessments

The assessments provided are suggestions for the teacher. Depending on the needs of the class, the assessments may vary in the form of essays, quizzes, tests, PowerPoint, oral reports, simulations, homework, webquests and any other forms of measurement used by the teacher.

Assessments Projects: See Teacher Notes for details

- Child Interview Project
- Elderly Interview Project
- My Secret Self
- Letter to Self – including a Bucket List

- Development Scrapbook- through the students eyes

Modifications (ELLs, Special Education, Gifted and Talented)

Graphic organizer, study guides, repeated instructions, extended time, follow all IEP's and 504 plans, additional help, optional supplemental readings for more information

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Textbook: *Psychology Principles in Practice, copyright 2003, Holt Publishers*
- Copies of handouts
- PowerPoint/Projector
- YouTube video clips: Piaget stages of development
- Development videos: Curiosity; Life Before Birth and Ainsworth; Strange Situation

Teacher notes:

Students will interview a child and an adult and write an analysis on their findings. They will explain the child's answers through research of key developmental theorists as well as the adults and discuss their observations and thoughts.

-child observation project

Students will sit in a large circle and discuss their opinions of the morally right thing to do in a situation. Teacher will begin by introducing the Heinz Dilemma.

-students' justification to dilemma questions

Students will examine the sources and consequences of differential expectations for boys and girls by passing reading a story and completing a handout.

My Secret Self: Students will view 20/20 "My Secret Self" and write a reflection about the challenges that transgendered children face.

-Students will evaluate gender and society

Development Scrapbook: Students will create a scrapbook (baby book) through their eyes, experiences, and memories. They will follow a detailed outline of requirements to include in their scrapbook which can be created in a variety of ways. *No outside purchases are required or necessary for this assignment.

Letters to self. The students write a letter to themselves, as well as to one friend in the class. They put their letter in a self-addressed envelope and put their friend's letter in his or her envelope. Students will hold onto the letter and open it in 5 years.

Students should be broken into 2 groups, males, and females. Each group should come up with 10 questions that they think the other group won't be able to answer. Each team will ask the other team his/her questions, and a winner will be determined by the end of the challenge.

TOMS RIVER REGIONAL SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM
Unit 4 Overview

Content Area: Social Studies

Unit Title: Learning

Target Course/Grade Level: Human Growth and Socialization, 11 & 12

Unit Summary

Behavioral psychologists explain the acquisition of behavior through learning processes that include classical conditioning, operant conditioning, and social learning.

Primary interdisciplinary connections: Biology, Anatomy, Science, Life and Careers, Critical Thinking and Problem Solving

21st century themes: Global Awareness, Civic Literacy, Health Literacy and Environmental Literacy

Learning Targets

Standards

9.1 21st-Century Life & Career Skills:

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

RST.11-12.1, RST.11-12.7, WHST.11-12.2, W.11-12.2, L.11-12.3

Content Statements

9.1.12.A.1: The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time

CPI #	Cumulative Progress Indicator (CPI)
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
SL.11-12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. How several human behaviors are classically conditioned? 2. How can averse conditioning be effective for eliminating undesirable behaviors? <ul style="list-style-type: none"> • What behaviors would most likely be acquired through modeling? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Behavioral psychologists explain the acquisition of behavior through learning processes that include classical conditioning, operant conditioning, and social learning.
<p>Unit Learning Targets (Objectives) <i>Students will ...</i></p> <ul style="list-style-type: none"> • Diagram and explain the most significant aspects of classical conditioning according to Pavlov, providing definitions of important terms as well as examples of the process • Diagram and explain the most significant aspects of operant conditioning according to Skinner, providing definitions of the important terms as well as examples of the process • Read and explain the impact of conditioning on Watson’s “Little Albert” study • Compare and contrast observational and social learning with classical and operant conditioning • Illustrate the practical application of positive and negative reinforcement • Discuss how observational learning influences human behavior. 	

Evidence of Learning

Formative Assessments

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| <ul style="list-style-type: none"> • Question and answers • Classical Conditioning (water gun) • Behavior modification brochure | <ul style="list-style-type: none"> • Daily journal writing and reflections • Social Media and Role Models • Research Paper (Temple Grandin) |
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Summative Assessments

The assessments provided are suggestions for the teacher. Depending on the needs of the class, the assessments may vary in the form of essays, quizzes, tests, PowerPoint, oral reports, simulations, homework, webquests and any other forms of measurement used by the teacher.

Assessments Projects: See Teacher Notes for details

- Homework on classical and operant conditioning
- Behavior Modification Paper: Super Nanny
- Bobo Doll – Reaction paper
- Temple Grandin Research Paper

Modifications (ELLs, Special Education, Gifted and Talented)

Graphic organizer, study guides, repeated instructions, extended time, follow all IEP’s and 504 plans, additional help, optional supplemental readings for more information

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Textbook: *Psychology Principles in Practice, copyright 2003, Holt Publishers*
- Copies of handouts
- PowerPoint/Projector

- Bobo doll: YouTube Clip
- DVD: Temple Grandin

Teacher Notes:

Students will diagram steps of classical conditioning in their notebooks.

-Completion of worksheets, diagram of Pavlov, test on materials

Students will view an episode of “Super Nanny”. They will look at reinforcement principles, punishment and negative reinforcement and complete a behavior modification form.

Students will diagram examples to compare and contrast principles of conditioning. Students will come up with examples of their own life to review

-Diagram of conditioning principles, test on material

Students will view a clip of the “Bobo Doll” experiment and write a reaction paper, justifying how modeling and violence in the media may influence children’s’ behaviors.

-Reaction paper

Students will view and assess the DVD: Temple Grandin and complete a Research Paper focusing on an aspect of development or learning (focus for paper will be based on the documented life of Temple Grandin).

TOMS RIVER REGIONAL SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM
Unit 5 Overview

Content Area: Social Studies

Unit Title: Motivation and Emotion

Target Course/Grade Level: Human Growth and Socialization, 11 & 12

Unit Summary

This unit explores motives, motivation and the related theoretical perspectives as well as emotions, the components or elements to emotions and the respective theoretical framework.

Primary interdisciplinary connections: Biology, Anatomy, Science, Life and Careers, Critical Thinking and Problem Solving

21st century themes: Global Awareness, Civic Literacy, Health Literacy and Environmental Literacy

Learning Targets

Standards

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

RI.11-12.3, RI.11-12.7, SL.11-12.4, RH.11-12.8, 2.2.12.B.1 and RST.11-12.5.

Content Statements

2.3 Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

2.1 Stress management skills impact an individual's ability to cope with different types of emotional situations.

CPI #	Cumulative Progress Indicator (CPI)
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making

	on oneself, friends, family, and others.	
2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.	
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.	
Unit Essential Questions <ul style="list-style-type: none"> • How does biology play a role in human motives and emotions? • Why humans are intrinsically motivated for some things and extrinsically motivated for others? • How do social motives impact behavior? • What are the steps of Maslow’s hierarchy, and how do they affect one’s personality? • How do psychologists explain the process of emotional acquisition? 	Unit Enduring Understandings Psychologists explain motivation and emotion, and why we experience it in different ways through instinct, drive-reduction, incentives, and cognitive theories.	
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Compare/contrast the different theories of emotion. • Explain the physical causes for basic drives, motivations, and emotions. • Analyze the different social motives of human beings. • Analyze the steps of Maslow’s hierarchy 		

Evidence of Learning

Formative Assessments

- Question and answers
- Comparison charts of motivational and emotional theories
- Daily journal writing and reflections
- Cross-cultural debate

Summative Assessments

The assessments provided are suggestions for the teacher. Depending on the needs of the class the assessments may vary in the form of essays, quizzes, tests, PowerPoint, oral reports, simulations, homework, webquests and any other forms of measurement used by the teacher.

Assessments Projects: See Teacher Notes for details

- Maslow’s Hierarchy project
- Goal Setting Project
- Cultural comparison chart

Modifications (ELLs, Special Education, Gifted and Talented)

Graphic organizer, study guides, repeated instructions, extended time, follow all IEP's and 504 plans, additional help, optional supplemental readings for more information

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Textbook: *Psychology Principles in Practice*, copyright 2003, Holt Publishers
- Copies of handouts
- PowerPoint/Projector
- Gymnasium/track/athletic equipment
- Supplemental video/media resources

Teacher Notes:

Students will create a list of the most important things they need in their life. Class will compare and look for common items to predict what items are in Maslow's hierarchy of needs.

-Correctly predicting Maslow's Hierarchy of Needs

Students will construct a booklet about what they would like to accomplish by the end of the year; in 2 years; 5 years, 10 years, 20 years; and by the end of their lifetime. They will be instructed to set realistic and attainable goals for themselves. Each goal will be allotted 2 pages in the booklet. One page will have a paragraph describing the goal and how it will be attained, and the other page will serve as a visual illustration of the goal, with a one sentence caption underneath. All projects should be graded with comments, and returned to the students so they can check back through the years and see if their goals are accomplished.

Students will develop an emotional scale where they measure the difference between the causes of physical, mental, internal and external emotions and how those emotional states are controlled.

-light physical activities will be performed either in gymnasium or outside (proper attire suggested in advance)

TOMS RIVER REGIONAL SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM
Unit 6 Overview

Content Area: Social Studies

Unit Title: Personality

Target Course/Grade Level: Human Growth and Socialization, 11 & 12

Unit Summary

Personality is made up the characteristic patterns of thoughts, feelings, and behaviors that make a person unique. This unit evaluates various personality theories and testing while involving students in the process.

Primary interdisciplinary connections: History, Math, Science, Life and Careers, Critical Thinking and Problem Solving

21st century themes: Global Awareness, Civic Literacy, Health Literacy and Environmental Literacy

Learning Targets

Standards

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3

WHST.11-12.1, WHST.11-12.2, WHST.11-12.5, RH.11-12.1, RST.11-12.1, RST.11-12.7

Content Statements

2.2.12.C.2: Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

CPI #	Cumulative Progress Indicator (CPI)
WHST.11-12.1	Write arguments focused on <i>discipline-specific content</i> .
WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
WHST.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
RH.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question

or solve a problem.	
Unit Essential Questions <ul style="list-style-type: none"> • How does an understanding of personality theory help us to better cope with the world around us? 	Unit Enduring Understandings <ul style="list-style-type: none"> • An understanding of the major theories of personality development leads to a better knowledge about our own personalities and how we cope with adjustment and conflict.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Define id, ego, and superego and to demonstrate the meaning of these terms by completing a Venn diagram. • Analyze the various defense mechanisms and how and why they are used • Explain the purpose of psychological testing • Compare and contrast the different types of personality tests • Describe symptoms of personality disorders • Define terms related to psychoanalysis and relate the concept of the unconscious to personal experiences. • Evaluate Jung's conclusions regarding the collective unconscious in human behavior. • Compare and contrast psychoanalytical theories of personality development with those of Horney and Adler. • Create their own theories of personality and review the concepts introduced in this unit. 	

Evidence of Learning

Formative Assessments

- Key Terms
- Study Groups
- Personal Analysis
- Daily journal writing and reflections
- Defense Mechanism Skit
- Projective Tests

Summative Assessments

The assessments provided are suggestions for the teacher. Depending on the needs of the class, the assessments may vary in the form of essays, quizzes, tests, PowerPoint, oral reports, simulations, homework, webquests and any other forms of measurement used by the teacher.

Assessments Projects: See Teacher Notes for details

- Project
- Skit
- Create a projective test
- Id, Ego, Superego project

Modifications (ELLs, Special Education, Gifted and Talented)

Graphic organizer, study guides, repeated instructions, extended time, follow all IEP's and 504 plans, additional help, optional supplemental readings for more information

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Textbook: *Psychology Principles in Practice, copyright 2003, Holt Publishers*
- Copies of handouts
- Materials for symbolism project

Teacher Notes:

Students will take a personality test to construct their personality profile. They will then complete a project on the tests they have taken in the computer lab. Students will compare and analyze the tests and judge whether they are valid, reliable, etc.

-completion of project

Discuss defense mechanisms and have students create a skit in which the rest of the class guesses which defense mechanism is being displayed

-Completion of skit

-Students will use paint to create their own inkblots. They must interview their classmates' reactions to their inkblots and write an analysis of the findings. Students will analyze the results using components of projective testing

-Written reaction

(1)Freud's birthday – Research a famous psychologist from the list provided. Bring food according to the id, ego and superego.

(2)Personal Symbolism- create a poster using a chosen symbol to represent the self while identifying the id, ego and superego within the symbol.

TOMS RIVER REGIONAL SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM

Unit 7 Overview

Content Area: Social Studies

Unit Title: States of Consciousness

Target Course/Grade Level: Human Growth and Socialization, 11 & 12

Unit Summary

This unit examines Freud’s levels of conscious on functioning and behavior. Students will explore the brain during altered states of consciousness, such as hypnosis, sleep and under the influence of drugs and alcohol. Students will also be introduced to sleep disorders and multiple states of consciousness that affect mental processes, thinking, and behavior.

Primary interdisciplinary connections: History, Life and Careers, Critical Thinking and Problem Solving

21st century themes: Global Awareness, Civic Literacy, Health Literacy and Environmental Literacy

Learning Targets

Standards

5.1 Science Practices All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

RH.11-12.3, RST.11-12.6, RST.11-12.8, WHST.11-12.6 and WHST.11-12.4

Content Statements

5.1.12.B.3 Empirical evidence is used to construct and defend arguments

9.4.12. H.(2).1 All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

2.3.12. B.1 There are immediate and long-term consequences of risky behavior associated with substance abuse.

CPI #	Cumulative Progress Indicator (CPI)
5.1.12.B.3	Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries

RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain		
RST.11-12.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.		
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.		
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
9.4.12.H.(2).1	Communicate information within a healthcare classroom and demonstrate how to convey this information to appropriate departments and professionals in a timely manner to facilitate sharing of key diagnostic information used in treating patients.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Questions <ul style="list-style-type: none"> • What happens to our brains when we are in an altered state of consciousness? • What does it mean to be conscious, subconscious or unconscious? </td> <td style="width: 50%; vertical-align: top;"> Unit Enduring Understandings <ul style="list-style-type: none"> • How the brain functions during hypnosis, sleep and drug/alcohol use. • Freud’s theory of consciousness </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> • What happens to our brains when we are in an altered state of consciousness? • What does it mean to be conscious, subconscious or unconscious? 	Unit Enduring Understandings <ul style="list-style-type: none"> • How the brain functions during hypnosis, sleep and drug/alcohol use. • Freud’s theory of consciousness
Unit Essential Questions <ul style="list-style-type: none"> • What happens to our brains when we are in an altered state of consciousness? • What does it mean to be conscious, subconscious or unconscious? 	Unit Enduring Understandings <ul style="list-style-type: none"> • How the brain functions during hypnosis, sleep and drug/alcohol use. • Freud’s theory of consciousness 		
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Create and label a graph that shows the five major stages of sleep and the behaviors that can be observed during these stages in terms of recorded EEG patterns, overt behavior and/or cognitive behaviors • Assess various sleep disorders • Analyze a dream from the point of view of the various dream theories and relate their own experiences to examples of states of consciousness provided in the textbook. • Evaluate the effect of sleep deprivation on behavior • Explain the difference between conscious, subconscious and unconscious and relate these concepts to their own experiences. • Classify drugs into their major categories. 			

Evidence of Learning

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> • Key Terms • Study Groups • Creative Story | <ul style="list-style-type: none"> • Daily journal writing and reflections • Dream Analysis • Comparison Chart |
|---|---|

Summative Assessments

The assessments provided are suggestions for the teacher. Depending on the needs of the class, the assessments may vary in the form of essays, quizzes, tests, PowerPoint, oral reports, simulations, homework, webquests and any other forms of measurement used by the teacher.

Assessments Projects: See Teacher Notes for details

- Vision Boards
- Dream analysis project
- PowerPoint or brochure on assigned sleep disorder
- Drug poster

Modifications (ELLs, Special Education, Gifted and Talented)

Graphic organizer, study guides, repeated instructions, follow all IEP's and 504 plans, extended time, small discussion groups, extra help

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Textbook: *Psychology Principles in Practice, copyright 2003*, Holt Publishers
- Copies of handouts
- Oprah Winfrey segment on dreaming
- Video - NOVA: What dreams are made of
- Video – NOVA: Drugs and the teenage brain
- PowerPoint/Projector
- Hypnosis script

Teacher Notes:

Students will listen to a hypnosis script. After completing the visualization, they will conclude how visualization techniques can help them achieve their goals.

-Written paper describing their experience and how it can be applied to a personal goal they would like to achieve.

Students will keep dream logs for one week. They will use dream books and the internet to explore symbols and analyze the meaning of their dreams

- Dream journal will be submitted

Students will work in groups to research sleep disorders and prepare a PowerPoint presentation or a brochure on a specific disorder. Give to the nurses for display in their office when finished.

-Class participation , completion of sleep log, quiz

Students will compare and contrast various drugs and the effects each has on the brain. Students will then create a poster of a major drug category. On the poster they will put major substances in that category, explain how it reacts on the body, and the effects it has on the body.

Students will create a vision board including a list of goals and achievements they hope to reach in their future.

TOMS RIVER REGIONAL SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM
Unit 8 Overview

Content Area: Social Studies

Unit Title: Abnormal and Treatment

Target Course/Grade Level: Human Growth and Socialization, 11 & 12

Unit Summary

Abnormal psychology is a branch of psychology that deals with psychopathology and abnormal behavior. The term covers a broad range of disorders and various treatments. Counselors, clinical psychologists and psychotherapists often work directly in this field

Primary interdisciplinary connections: History, Math, Science, Life and Careers, Critical Thinking and Problem Solving

21st century themes: Global Awareness, Civic Literacy, Health Literacy and Environmental Literacy

Learning Targets

Standards

9.4 Career and Technical Educational students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees

RH.11-12.7, WHST.11-12.1, RH.11-12.6.

Content Statements

- 6.3.12. A.1 Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- 9.4.12.H.(4). Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations.
- 9.4.12.H.(2).2 All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.
- 9.4.12.H.(1).5 Technical knowledge and skills play a role in all careers within the cluster and pathway.

CPI #	Cumulative Progress Indicator (CPI)
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
9.4.12.H.(4).1	Review, differentiate, assess, and enhance responsibilities and task performance in order to safely follow established internal and external guidelines and provide effective, high quality support.
9.4.12.H.(2).2	Demonstrate knowledge of how to explain procedures and goals to patients/clients accurately and effectively, using a range of response strategies to address patient/client questions and concerns.

9.4.12.H.(1).5	Demonstrate knowledge of the protocols for using patient/client health status information within scope of practice to document, evaluate, and adapt treatment plans.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.1	Write arguments focused on <i>discipline-specific content</i> .
RH.11-12.6.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Unit Essential Questions • How does knowledge about mental disorders and their diagnoses/treatments give us a better understanding of the world around us?	Unit Enduring Understandings An overview of some of the common psychological disorders a broad perspective on the range of abnormal behaviors.
Unit Learning Targets (Objectives) <i>Students will ...</i>	
<ul style="list-style-type: none"> • Explain the difference between normal and abnormal behavior • Examine the importance of using the Diagnostic Statistical Manual 5th edition in diagnosing disorders • Identify the symptoms and categories of various disorders • Recognize major drugs used in therapy • Trace historical changes in the treatment of the mentally ill • Explain different therapy treatments 	

Evidence of Learning

Formative Assessments

- Key terms/key people
- Study Groups
- Socratic Circle
- Daily journal writing and reflections
- Comparison Chart
- Group Presentations

Summative Assessments

The assessments provided are suggestions for the teacher. Depending on the needs of the class, the assessments may vary in the form of essays, quizzes, tests, PowerPoint, oral reports, simulations, homework, webquests and any other forms of measurement used by the teacher.

Assessments Projects: See Teacher Notes for details

- Graphic Organizer
- You be the Doctor, diagnose the disorders
- Skits on disorders
- Treatment: role play therapy
- charts, graphs and group research on disorders
- Create your own mini-DSM
- Interview someone living with mental illness

Modifications (ELLs, Special Education, Gifted and Talented)

Graphic organizer, study guides, repeated instructions, extended time, follow all IEP's and 504 plans, additional help, optional supplemental readings for more information

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Textbook: *Psychology Principles in Practice*, copyright 2003, Holt Publishers
- Copies of handouts
- Three Faces of Eve, DVD
- Born Schizophrenic, discovery health
- Sybil, DVD
- "Born Sad" or other videos showing depression
- Various videos on disorders
- Various videos on treatment; example Intervention

Teacher Notes:

After examining disorders, students will put their diagnostic skills to the test by examining case studies.

-completion of studies, test

Diagnose characters on a television show or movie.

Students work on groups, select a program and write a case study report on the characters.

Students will view a video on therapy and drug therapy. They will take notes on the major drugs used and class will discuss them

-Discussion on treatment and therapy options available for mentally ill patients

You are the doctor

Practice diagnosing non-fictional and fictional cases of disorders

Students will role-play therapy sessions where other students guess what perspective of therapy they are using

-Role play and answers

Guest speakers (if possible) – Invite various guest speakers to speak about mental illness.

TOMS RIVER REGIONAL SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM
Unit 9 Overview

Content Area: Social Studies

Unit Title: Social Psychology

Target Course/Grade Level: Human Growth and Socialization, 11 & 12

Unit Summary

The scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others.

Primary interdisciplinary connections: History, Math, Science, Life and Careers, Critical Thinking and Problem Solving

21st century themes: Global Awareness, Civic Literacy, Health Literacy and Environmental Literacy

Learning Targets

Standards

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

WHST.11-12.2, RH.11-12.7

Content Statements

6.1.12. A.5.c The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.

6.2.12.D.5.d Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.

6.1.12.D.5.d Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.

CPI #	Cumulative Progress Indicator (CPI)
8.1.12.D.4	
6.1.12.A.5.c	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
6.1.12.D.5.d	Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Unit Essential Questions <ul style="list-style-type: none"> • How does knowledge about our interaction with others and ourselves provide us a better understanding of the world around us? • What are the structures and functions of different kinds of group behavior? • What is the impact of social and cultural categories on self-concept and relations with others? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Social psychologists study attitudes, social influence, and other social phenomena.
Unit Learning Targets (Objectives) <i>Students will ...</i> <ul style="list-style-type: none"> • Define norms, roles, status and social class, and provide examples of each • Define and provide an example of prejudice, racism, stereotypes and discrimination • List three components of attitudes • Explain why obedience to authority is a common phenomenon • Evaluate theories of attraction • Explain behavior in group settings, concepts of conformity, altruistic behavior and attribution theories 	

Evidence of Learning

Formative Assessments

- Key terms/key people
- Comparison charts
- Socratic Circle
- Daily journal writing and reflections
- Social Media Project
- Discussions/Debates

Summative Assessments

The assessments provided are suggestions for the teacher. Depending on the needs of the class, the assessments may vary in the form of essays, quizzes, tests, PowerPoint, oral reports, simulations, homework, webquests and any other forms of measurement used by the teacher.

Assessments Projects: See Teacher Notes for details

- Social Groups at TRRHS
- Tally Sheet on discrimination
- Paper researching how “good” people do “bad” things.
- Clips from Philip Zimbardo’s experiments and presentations
- Cross the line reflection
- “Are we equal” – activity and paper
- Just world phenomenon and vivid cases
- Bullied – DVD and project

Modifications (ELLs, Special Education, Gifted and Talented)

Graphic organizer, study guides, repeated instructions, extended time, follow all IEP’s and 504 plans, additional help, optional supplemental readings for more information

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

- Textbook: *Psychology Principles in Practice*, copyright 2003, Holt Publishers
- Copies of handouts
- Eye of the Storm
- Quiet Rage: Stanford Prison Experiment
- Philadelphia, DVD
- “Bullied”, DVD
- Mean Girls, DVD
- Easy A, DVD
- Men of Honor, DVD
- A variety of cultural interviews discussing societal norms
- Cards for stereotype activity
- Videos of original and present day Milgram and Zimbardo experiments

Teacher Notes:

Violate the norms. As a class students will discuss norms in our society. They will each chose one of their own ideas and violate that norm for the day. The following day the students will discuss their experiences

-Written reaction to their feelings as they violated the norms.

Read a story about the murder of a woman (any story retrieved from a credible source). Have student’s read and rank whom they believe is the most responsible for her death to whom is the least responsible. Then read a revised ending to the story. Discuss with class, and note changes. Explain the just-world phenomenon, attitudes, and discrimination.

-Students will write a reaction explaining how the story’s ending may have changed their

perspective

Ask students odd but simple requests. Later asked why they complied. Show a segment of Stanley Milgram's experiment. Then discuss Asch's line experiment and compare/contrast the research. Mimic Asch's experiment if participants are available.

-Comparisons and justification on why people are obedient to authority figures

Have the students read an article about Kitty Genovese and complete a worksheet on the bystander effect. Show YouTube video clips testing the bystander effect out in various settings and situations.

-Case studies in helping behavior worksheet

Show Jane Elliot's "Eye of the Storm" video. Students will discuss how this relates to prejudice and discrimination.

-Debate on prejudice

Students will independently rate people's attractiveness on a PowerPoint Presentation. When finished, class discusses each picture and students will justify their score. The discussion that follows explains why people are drawn to certain features and the media's and societal influence on our perspectives of what is attractive

-Score sheet on attractiveness

Show Zimbardo's Stanford Prison experiment. Have students explain how social roles influence behavior.

-Paper researching how "good" people do "bad" things.

Cross the line activity: Place a piece of masking tape on the floor, dividing the room in half. All students stand on one side of the tape, no talking is permitted. The teacher will ask a question, if it pertains to any student, he/she will cross the line of tape. Once everyone sees who crossed, the students return to the line. Process repeats as the teacher asks more serious questions.

Stereotype activity: 5- 10 students will volunteer for this activity. They will sit in a small circle, with the rest of the class forming a fishbowl around them. Each volunteer receives a different label to place on his forehead, for everyone to see except the person whose head the card is placed upon. The labels will be different stereotypes, such as jock, nerd, popular, etc. The students with the labels will be given a situation to discuss by the teacher, irrelevant to any of the cards. As the volunteers discuss the situation, they treat each other according to the label on their foreheads.

-Reaction paper to feeling of stereotyping