

<b>Original Adoption:</b>	August 2018
<b>Created by:</b>	PLC
<b>Revised on:</b>	12/4/18
<b>Revised by:</b>	PLC

Board Approved August 21, 2019

<b>Toms River Regional Schools Social Studies Curriculum</b>	
<b>Content Area: Social Studies</b>	
<b>Course Title: Human Growth</b>	<b>Grade Level: High School Grade : 11th &amp; 12th</b>
Approaches to Psychology and Psychological Research Methods	15 days
Biological Basis of Behavior	20 Days
Developmental Psychology	20 Days
Learning	25 Days
Motivation & Emotion	10 Days
Personality 25	35 Days
Abnormal Psychology/ Therapy Theories	25 Days
Social Psychology	20 Days

<b>Unit 1: Approaches to Psychology and</b>	<b>Duration: 15 Days</b>
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**Standards/Learning Targets**

**Focus Standards (Major Standards)**

**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.

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

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

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.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.11-12.5**

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**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.

**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

**RH.11-12.8**

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RH.11-12.10**

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

● **TECHNOLOGY STANDARDS**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

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- CRP1. Act as a responsible and contributing citizen and employee.
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- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
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- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

**9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

**9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

**9.1.12.C.2**

**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

**9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

**9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**9.3.12.C.2**

**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

**Other Assessments**

**Formative**

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

**Summative**

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

**Benchmark**

- State Standardized Assessments
- Quarterly Benchmark Assessment

**Alternative**

- Portfolio Project
- Modified assignments

<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How did psychology form as a field?</li> <li>● Which theorists shaped the formation of psychology?</li> <li>● What are the major perspectives in psychology?</li> <li>● What research methods and statistics do psychologists use?</li> <li>● What are the advantages and disadvantages of each?</li> <li>● What careers are subfields of psychology?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Establish psychology as a science and the birth of psychology from other disciplines</li> <li>● The theorists who contributed to the field of psychology</li> <li>● The perspectives of psychology; humanistic, psychodynamic, cognitive, behavioral, biological and evolutionary</li> <li>● Case study, naturalistic observation, laboratory observation, test, survey, correlation study, experiment</li> <li>● Compare and contrast the major perspectives of psychology</li> <li>● List and explain the major sub-fields of psychology</li> <li>● Provide examples of an experiment</li> <li>● Evaluate strengths and weakness of the method of research through collaborative projects</li> <li>● Demonstrate their comprehension of the scientific method by creating psychological experiments</li> <li>● Analyze ethical issues in psychological research and write an explanation of what ethics are, and their importance on research</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>

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

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

### Suggested Options for Differentiation

*English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

*Special Education 504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
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*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping

- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials :**

- Shared Google Drive

**Teacher Notes:**

<b>Unit 2: Biological Basis of Behavior</b>	<b>Duration: 20 Days</b>
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
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.

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Model integrity, ethical leadership and effective management.

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**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.khoot.com](http://www.khoot.com)

**Other Assessments**

**Formative**

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share

	<ul style="list-style-type: none"> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● <b>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.</b></li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● <b>How do the various structures of the brain and the interaction of these areas help to control our every thought and behavior?</b></li> <li>● <b>Use diagrams to identify the structure and function of different parts of a neuron and neural communication</b></li> <li>● <b>Describe the process of synaptic transmission</b></li> <li>● <b>Create a model of the brain, label its major parts and describe the functions</b></li> <li>● <b>Cite an example of how one human behavior is controlled or influenced by each brain structure</b></li> <li>● <b>Compare and contrast the</b></li> </ul>
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	<p><b>influences on brain function between the right and left hemispheres, as well as the functions of the four lobes of brain</b></p> <ul style="list-style-type: none"> <li>● <b>Diagram the key parts of the endocrine system and indicate what role they play in our behaviors</b></li> <li>● <b>Differentiate the responsibilities of the central and peripheral nervous system</b></li> </ul>
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<b>Instructional Plan</b>	
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<b>Suggested Activities</b>	<b>Resources</b>
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<ul style="list-style-type: none"> <li>● Completion of neuron model</li> <li>● 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</li> <li>● 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.</li> <li>● -Brains will be graded for accuracy</li> <li>● Class music video/song/poem</li> <li>● Students will participate in the creation of a group poem/song/music video of the brain. Students will write lyrics and perform.</li> <li>● Completion of handouts, series of multiple choice questions on quiz/test <ul style="list-style-type: none"> <li>- 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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Textbook: <i>Psychology Principles in Practice</i>, copyright 2003, Holt Publishers <ul style="list-style-type: none"> <li>○ Copies of handouts</li> <li>○ Video: Awakenings</li> <li>○ Video: Human Body; Pushing the Limits</li> <li>○ Video: Brain Games</li> <li>○ Assorted construction material and glue, scissors, tape and paper plates</li> </ul> </li> <li>●</li> <li>●</li> </ul>
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- 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

### Suggested Options for Differentiation

#### *English Language Learners*

- Provide clear and specific directions
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#### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
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#### *504 Plans*

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#### *Gifted and Talented*

- Extension activities
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- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive
- Text support material

**Teacher Notes:**

<b>Unit 3:</b> Development	<b>Duration:</b> 20 Days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
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

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CRP11. Use technology to enhance productivity.

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**9.1.12.C.1**

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**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

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**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

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**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

**9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**9.3.12.C.2**

**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

**Evidence of Student Learning**

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**Formative**

- Observation

	<ul style="list-style-type: none"> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● <b>What stages of development do all human beings pass through as they develop?</b></li> <li>● <b>Though developmental stages are predictable and orderly, how does individuality affect them?</b></li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● <b>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.</b></li> <li>● <b>Discuss the course of prenatal development.</b></li> <li>● <b>Describe the physical and emotional changes of infancy, adolescence and old age</b></li> <li>● <b>Chart Erickson’s 8 stages of</b></li> </ul>
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	<p><b>psychosocial development</b></p> <ul style="list-style-type: none"> <li>● <b>Chart Freud’s stages of psychosexual development</b></li> <li>● <b>Chart Piaget’s stages of cognitive development</b></li> <li>● <b>Chart Kohlberg’s moral development theories</b></li> <li>● <b>Discuss gender differences in development, both socially and morally</b></li> <li>● <b>Judge the three parenting styles and their effects on children.</b></li> <li>● <b>Conduct experiments that coincide with Piaget’s stages of cognitive development and Kohlberg’s theories of moral development.</b></li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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<ul style="list-style-type: none"> <li>● Development videos: Curiosity; Life Before Birth and Ainsworth; Strange Situation Teacher notes:</li> <li>● 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.</li> <li>● -child observation project</li> <li>● 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.</li> <li>● Students’ justification to dilemma questions</li> <li>● Students will examine the sources and consequences of differential expectations for boys and girls by passing reading a story and completing</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook: <i>Psychology Principles in Practice</i>, copyright 2003, Holt Publishers</li> <li>● Copies of handouts</li> <li>● PowerPoint/Projector</li> <li>● YouTube video clips: Piaget stages of development</li> </ul>
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<p>a handout</p> <ul style="list-style-type: none"> <li>● My Secret Self: Students will view 20/20 “My Secret Self” and write a reflection about the challenges that transgendered children face.</li> <li>● Students will evaluate gender and society</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>	
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**Suggested Options for Differentiation**

- English Language Learners*
- Provide clear and specific directions
  - Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
  - Provide class notes ahead of time to allow students to preview material and increase comprehension
  - Provide extended time
  - Simplify written and verbal instructions
  - Allow the use of an online dictionary to look up the definition and hear the

pronunciation of unknown words

*Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

504 Plan

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling

- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive

**Teacher Notes:**

<b>Unit 4:</b> Learning	<b>Duration:</b> 20 Days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p>2.1.12. A.1 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p> <p>2.1.12. C.3 Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</p>	
<p><b>Primary Interdisciplinary Connections:</b> Infused within the unit are connections to the NJSLs for Language Arts Literacy</p> <p>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</p> <p>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.</p> <p>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.</p> <p>RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6</p>	

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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

RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

**[www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

#### **9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

#### **9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

#### **9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

#### **9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

#### **9.1.12.C.2**

**Analyze the common traits of effective state, national, or international leaders.**

#### **9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

#### **9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

#### **9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

#### **9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

#### **9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

#### **9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

#### **9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

#### **9.3.12.C.2**

**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

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<b>Evidence of Student Learning</b>
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<p><b>Performance Tasks/Use of Technology:</b>  <a href="http://www.kahoot.com">www.kahoot.com</a></p>	<p style="text-align: center;"><b>Other Assessments</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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<b>Knowledge and Skills</b>
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<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How several human behaviors are classically conditioned?</li> <li>● How can aversive conditioning be effective for eliminating undesirable behaviors?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Behavioral psychologists explain the acquisition of behavior through learning processes that include classical conditioning, operant conditioning, and social learning.</li> </ul>
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<ul style="list-style-type: none"> <li>• What behaviors would most likely be acquired through modeling?</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Read and explain the impact of conditioning on Watson’s “Little Albert” study</li> <li>• Compare and contrast observational and social learning with classical and operant conditioning</li> <li>• Illustrate the practical application of positive and negative reinforcement</li> <li>• Discuss how observational learning influences human behavior.</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
<p>Students will diagram steps of classical conditioning in their notebooks. -Completion of worksheets, diagram of Pavlov, test on materials</p> <p>Students will view an episode of “Super Nanny”. They will look at reinforcement principles, punishment and negative reinforcement and complete a behavior modification form.</p> <p>Students will diagram examples to compare and contrast principles of conditioning. Students will come up with examples of</p>	<ul style="list-style-type: none"> <li>• Textbook: <i>Psychology Principles in Practice</i>, copyright 2003, Holt Publisher</li> <li>• Copies of handouts</li> <li>• PowerPoint/Projector</li> <li>• Bobo doll: YouTube Clip</li> <li>• DVD: Temple Grandin</li> </ul>

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).

### Suggested Options for Differentiation

#### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

#### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
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- Provide extended time
- Simplify written and verbal instructions

#### *504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions

- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

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- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- **Google Shared Drive**

**Teacher Notes:**

**Unit 5:** Motivation & Emotion

**Duration:** 10 Days

**Standards/Learning Targets**

## Focus Standards (Major Standards)

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

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

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.

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By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

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- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

**9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

**9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

**9.1.12.C.2**

**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

**9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

**9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**9.3.12.C.2**

**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

**Other Assessments**

**Formative**

	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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<b>Knowledge and Skills</b>
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<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How does biology play a role in human motives and emotions?</li> <li>● Why are humans intrinsically motivated for some things and extrinsically motivated for others?</li> <li>● How do social motives impact behavior?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Psychologists explain motivation and emotion, and why we experience it in different ways through instinct, drive-reduction, incentives, and cognitive theories.</li> <li>● Compare/contrast the different theories of emotion.</li> <li>● Explain the physical causes for basic drives, motivations, and emotions.</li> <li>● Analyze the different social motives of</li> </ul>
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<ul style="list-style-type: none"> <li>• What are the steps of Maslow’s hierarchy, and how do they affect one’s personality?</li> <li>• How do psychologists explain the process of emotional acquisition?</li> </ul>	<p>human beings.</p> <ul style="list-style-type: none"> <li>• Analyze the steps of Maslow’s hierarchy</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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<p>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</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Textbook: <i>Psychology Principles in Practice</i>, copyright 2003, Holt Publishers</li> <li>• Copies of handouts</li> <li>• PowerPoint/Projector</li> <li>• Gymnasium/track/athletic equipment</li> <li>• Supplemental video/media resources</li> </ul>
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-light physical activities will be performed either in gymnasium or outside (proper attire suggested in advance)

### Suggested Options for Differentiation

#### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

#### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
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- Provide extended time
- Simplify written and verbal instructions

#### *504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

#### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities

- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive

**Teacher Notes:**

<b>Unit 6 : Personality</b>	<b>Duration: 25 Days</b>
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
2.2 Integrated Skills: All students will develop and use personal and interpersonal	

skills to support a healthy, active lifestyle.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

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

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.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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CRP1. Act as a responsible and contributing citizen and employee.

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**9.1.12.A.1**

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**9.1.12.B.1**

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**9.1.12.C.1**

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**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

**9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

**9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**9.3.12.C.2**

**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

**Other Assessments**

**Formative**

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets

	<ul style="list-style-type: none"> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How does an understanding of personality theory help us to better cope with the world around us?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Define id, ego, and superego and to demonstrate the meaning of these terms by completing a Venn diagram.</li> <li>● Analyze the various defense mechanisms and how and why they are used</li> <li>● Explain the purpose of psychological testing</li> <li>● Compare and contrast the different types of personality tests</li> <li>● Describe symptoms of personality disorders</li> <li>● Define terms related to</li> </ul>
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	<p>psychoanalysis and relate the concept of the unconscious to personal experiences.</p> <ul style="list-style-type: none"> <li>● Evaluate Jung’s conclusions regarding the collective unconscious in human behavior.</li> <li>● Compare and contrast psychoanalytical theories of personality development with those of Horney and Adler.</li> <li>● Create their own theories of personality and review the concepts introduced in this unit.</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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<p>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.</p> <p>-completion of project</p> <p>Discuss defense mechanisms and have students create a skit in which the rest of the class guesses which defense mechanism is being displayed</p> <p>-Completion of skit</p> <p>-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</p> <p>-Written reaction</p> <p><input type="checkbox"/> Freud’s birthday – Research a famous psychologist from the</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook: <i>Psychology Principles in Practice</i>, copyright 2003, Holt Publishers</li> <li><input type="checkbox"/> Copies of handouts</li> <li><input type="checkbox"/> Materials for symbolism project</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> A variety of cultural interviews discussing societal norms</li> <li><input type="checkbox"/> Cards for stereotype activity</li> <li><input type="checkbox"/> Videos of original and present day Milgram and Zimbardo experiments</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>
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list provided. Bring food according to the id, ego and superego.

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

### Suggested Options for Differentiation

#### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

#### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
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- Provide extended time
- Simplify written and verbal instructions

#### *504 Plan*

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#### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges

- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive

**Teacher Notes:**

<b>Unit 7 : States of Consciousness</b>	<b>Duration: 15 Days</b>
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p>2.3 Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.</p> <p>2.1 Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p> <p>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</p>	

acquire to be proficient in science.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLS for Language Arts Literacy

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

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**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

**9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

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**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

**9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

**9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**9.3.12.C.2**

**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

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**Other Assessments**

**Formative**

- Observation
- Homework
- Class Participation
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- Notebook Checks
- Writing Prompts
- Exit Tickets

	<ul style="list-style-type: none"> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● What happens to our brains when we are in an altered state of consciousness?</li> <li>● What does it mean to be conscious, subconscious or unconscious?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● How the brain functions during hypnosis, sleep and drug/alcohol use.</li> <li>● Freud’s theory of consciousness</li> <li>● 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</li> <li>● Assess various sleep disorders</li> <li>● 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.</li> <li>● Evaluate the effect of sleep deprivation on behavior</li> <li>● Explain the difference between conscious, subconscious and</li> </ul>
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	<p><b>unconscious and relate these concepts to their own experiences.</b></p> <ul style="list-style-type: none"> <li>• <b>Classify drugs into their major categories.</b></li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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<p>Students will listen to a hypnosis script. After completing the visualization, they will conclude how visualization techniques can help them achieve their goals.</p> <p>-Written paper describing their experience and how it can be applied to a personal goal they would like to achieve.</p> <p>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</p> <p>- Dream journal will be submitted</p> <p>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.</p> <p>-Class participation , completion of sleep log, quiz</p> <p>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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook: <i>Psychology Principles in Practice, copyright 2003</i>, Holt Publishers</li> <li><input type="checkbox"/> Copies of handouts</li> <li><input type="checkbox"/> Oprah Winfrey segment on dreaming</li> <li><input type="checkbox"/> Video - NOVA: What dreams are made of</li> <li><input type="checkbox"/> Video – NOVA: Drugs and the teenage brain</li> <li><input type="checkbox"/> PowerPoint/Projector</li> <li><input type="checkbox"/> Hypnosis script</li> <li><input type="checkbox"/></li> </ul>
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**Suggested Options for Differentiation**

### *English Language Learners*

- Provide clear and specific directions
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- Extension activities
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- Tiered Activities

### *Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
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- Graphic Organizers

- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive

**Teacher Notes:**

<b>Unit 8 : Abnormal &amp; Treatment</b>	<b>Duration: 25 Days</b>
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p>2.3 Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.</p> <p>2.1 Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p> <p>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.</p> <p>6.3.12. A.1 Determine the credibility and value of information, while also considering</p>	

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CRP12. Work productively in teams while using cultural global competence.

**9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

**9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

**9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the**

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**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

**9.1.12.C.2**

**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

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**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

**9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

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**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

### Evidence of Student Learning

#### Performance Tasks/Use of Technology:

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#### Other Assessments

##### Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
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- Writing Prompts

	<ul style="list-style-type: none"> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How does knowledge about mental disorders and their diagnoses/treatments give us a better understanding of the world around us?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● An overview of some of the common psychological disorders a broad perspective on the range of abnormal behaviors.</li> <li>● Explain the difference between normal and abnormal behavior</li> <li>● Examine the importance of using the Diagnostic Statistical Manual 5<sup>th</sup> edition in diagnosing disorders</li> <li>● Identify the symptoms and categories of various disorders</li> <li>● Recognize major drugs used in therapy</li> <li>● Trace historical changes in the treatment of the mentally ill</li> <li>● Explain different therapy treatments</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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<p>After examining disorders, students will put their diagnostic skills to the test by examining case studies. -completion of studies, test</p> <p>Diagnose characters on a television show or movie. Students work on groups, select a program and write a case study report on the characters.</p> <p>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</p> <p>You are the doctor Practice diagnosing nonfiction and fictional cases of disorders</p> <p>Students will role-play therapy sessions where other students guess what perspective of therapy they are using -Role play and answers</p> <p>Guest speakers (if possible) – Invite various guest speakers to speak about mental illness.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook: <i>Psychology Principles in Practice</i>, copyright 2003, Holt Publishers</li> <li><input type="checkbox"/> Copies of handouts</li> <li><input type="checkbox"/> Three Faces of Eve, DVD</li> <li><input type="checkbox"/> Born Schizophrenic, discovery health</li> <li><input type="checkbox"/> Sybil, DVD</li> <li><input type="checkbox"/> “Born Sad” or other videos showing depression</li> <li><input type="checkbox"/> Various videos on disorders</li> <li><input type="checkbox"/> Various videos on treatment; example Intervention</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>
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**Suggested Options for Differentiation**

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
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- Provide extended time
- Simplify written and verbal instructions

### *504 Plan*

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- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

### *Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers

- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive

**Teacher Notes:**

**Unit 9** : Social Psychology

**Duration:** 20 Days

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

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.

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

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

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.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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.

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

RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

**[www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**9.1.12.A.1**

**Apply critical thinking and problem-solving strategies during structured learning experiences.**

**9.1.12.A.2**

**Participate in online strategy and planning sessions for course-based, school-based, or outside projects.**

**9.1.12.B.1**

**Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.**

**9.1.12.C.1**

**Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.**

**9.1.12.C.2**

**Analyze the common traits of effective state, national, or international leaders.**

**9.1.12.C.3**

**Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.**

**9.1.12.C.4**

**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

**9.1.12.C.5**

**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**9.1.12.D.2**

**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

**9.1.12.D.3**

**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

**9.2.12.A.2**

**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**9.3.12.C.2**

**Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.**

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

**Other Assessments**

**Formative**

	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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<b>Knowledge and Skills</b>
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Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How does knowledge about our interaction with others and ourselves provide us a better understanding of the world around us?</li> <li>● What are the structures and functions of different kinds of group behavior?</li> <li>● What is the impact of social and cultural categories on self-concept and relations with others?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Social psychologists study attitudes, social influence, and other social phenomena.</li> <li>● Define norms, roles, status and social class, and provide examples of each</li> <li>● Define and provide an example of prejudice, racism, stereotypes and discrimination</li> <li>● List three components of attitudes</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain why obedience to authority is a common phenomenon</li> <li>● Evaluate theories of attraction</li> <li>● Explain behavior in group settings, concepts of conformity, altruistic behavior and attribution theories</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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<p>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.</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Textbook: <i>Psychology Principles in Practice</i>, copyright 2003, Holt Publishers</li> <li><input type="checkbox"/> Copies of handouts</li> <li><input type="checkbox"/> Eye of the Storm</li> <li><input type="checkbox"/> Quiet Rage: Stanford Prison Experiment</li> <li><input type="checkbox"/> Philadelphia, DVD</li> <li><input type="checkbox"/> “Bullied”, DVD</li> <li><input type="checkbox"/> Mean Girls, DVD</li> <li><input type="checkbox"/> Easy A, DVD</li> <li><input type="checkbox"/> Men of Honor, DVD</li> <li><input type="checkbox"/> A variety of cultural interviews discussing societal norms</li> <li><input type="checkbox"/> Cards for stereotype activity</li> <li><input type="checkbox"/> Videos of original and present day Milgram and Zimbardo experiments</li> <li><input type="checkbox"/></li> </ul>
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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

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