

**Randolph Township Schools  
Randolph High School**

**Human Behavior  
Curriculum**

*“The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind.”  
--William James*

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**Randolph Township Schools  
Department of Social Studies  
Human Behavior**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of Social Studies**  
**Human Behavior**

**Introduction**

The course in human behavior is a semester elective designed as an enrichment course offering by the Department of Social Studies. It prepares students for further study in psychology. Upon completion of the course, students will earn 2.5 credits toward graduation. This study of human behavior is centered on the following thematic strands: biology and behavior, human growth and development, human learning, psychological function and dysfunction, and how humans adapt to and interact with a variety of environments. The class will engage in an exploration of the background of human behavior, the determinants of human behavior, and the personality characteristics of individuals.

**COURSE OBJECTIVES**

- Students will explore the genesis of the field and science of psychology.
- Students will study the core concepts and theories of psychology.
- Students will recognize the difference between hypothetical and theoretical perspectives as they become efficient in the application of the Scientific Method to the study of behavior.
- Students will continually explore the fundamental question embedded in the study of behavioral science known as the “nature versus nurture” controversy.
- Students will gain understanding of four basic theoretical orientations in the study of psychology: Behavioral, Humanistic, Biological, and Psychoanalytical.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Human Behavior**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>2 weeks</b>	<b>I</b>	Psychology's Roots, Big Ideas, and Critical Thinking Tools
<b>3 weeks</b>	<b>II</b>	The Biology of Mind and Consciousness
<b>2 weeks</b>	<b>III</b>	Learning
<b>2 weeks</b>	<b>IV</b>	Memory & Thinking
<b>2 weeks</b>	<b>V</b>	Personality
<b>2 weeks</b>	<b>VI</b>	Human Development Through the Lifespan
<b>3 weeks</b>	<b>VII</b>	Psychological Disorders and Treatment
<b>2 weeks</b>	<b>VIII</b>	Social Psychology

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**UNIT I: Psychology's Roots, Big Ideas, and Critical Thinking Tools**

**TRANSFER:** Students will be able to apply their understanding of the foundations of the psychological field to further comprehend why and how psychology is relevant and important to their lives.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b></p> <p>IA-1.1 Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic perspectives.</p> <p>IA-2.1 List and explain the major subfields of psychology.</p>	<p>Relying on the scientific method, psychological questions are answered using a cycle of observing events, forming theories, and then refining theories in light of new observations.</p>	<ul style="list-style-type: none"> <li>● How does inquiry advance psychological science?</li> </ul>
<p>IA-6.1 Discuss psychology's roots in philosophy and natural science.</p>	<p>Psychological research must follow certain ethical considerations for research to be valid.</p>	<ul style="list-style-type: none"> <li>● Why are ethics important when conducting psychological research?</li> </ul>
<p>IA-6.2 Describe the emergence of experimental psychology.</p>	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
<p>IA-6.3 Recognize the diversity of psychological theories in the 20th and 21st centuries.</p> <p>IA-3.1 Describe the elements of an experiment.</p> <p>IA-3.2 Explain the importance of sampling and random assignment in psychological research.</p> <p>IA-3.3 Describe and compare quantitative and qualitative research strategies.</p> <p>IA-4.1 Define descriptive statistics and explain how they are used by behavioral scientists.</p> <p>IA-4.2 Explain and describe measures of central</p>	<p><b>Students will know:</b></p> <p>Psychology initially developed as a combination of biology and philosophy.</p> <p>Historical figures, such as Wilhelm Wundt and William James, introduced ideas that led to the scientific study of psychology, such as structuralism and functionalism, and psychologists such as Sigmund Freud, John B. Watson, B.F. Skinner, Carl Rogers, and Abraham Maslow developed theories that ultimately led to the contemporary perspectives of the study of psychology.</p>	<p><b>Students will be able to:</b></p> <p>Describe how philosophical perspectives shaped the development of psychological thought through a series of classroom discussions.</p> <p>Explain in writing the connections between historical foundations of psychology and its contemporary practices.</p> <p>Describe the major figures in the development of psychology after actively listening to classroom instruction.</p>

<p>tendency and variability.</p> <p>IA-4.3 Describe the concept of correlation and explain how it is used in psychology.</p> <p>IA-4.4 Recognize how inferential statistics are used in psychological research.</p> <p>IA-5.1 Identify ethical issues in psychological research.</p> <p><b>NJSLS- ELA Companion Standards:</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</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. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>	<p>Psychology can help avoid common flaws in intuitive thinking, such as hindsight bias, overconfidence, and perceiving patterns in random events.</p> <p>Contemporary approaches to psychology include contributions from biological psychologists, developmental psychologists, cognitive psychologists, personality psychologists, social psychologists, counseling psychologists, health psychologists, clinical psychologists, industrial-organizational psychologists, community psychologists.</p> <p>Scientific research contains many components such as variables, groups, and possible confounding variables, all of which influence the outcome of the experiment.</p> <p>Ethical principles were developed by the American Psychological Association to encourage psychologists to use specific standards in their research.</p> <p><b>VOCABULARY &amp; KEY TERMS:</b>  psychology, behaviorism, humanistic psychology, cognitive psychology, cognitive neuroscience, psychology, critical thinking, biopsychosocial approach, culture, nature-nurture issue, dual processing, positive psychology, hindsight bias, theory, hypothesis, operational definition, replication, case study, naturalistic observation, survey, population, random sample, correlation, experiment, random assignment, experimental group, control group, placebo, double-blind procedure, placebo effect, independent variable, confounding variable, dependent</p>	<p>Assess in a classroom discussion how the study of psychology can be used to avoid flaws in intuitive thinking.</p> <p>Differentiate between the various contemporary approaches to the study of mental processes and behavior after a close reading of texts on the topic.</p> <p>Assess how research design drives the reasonable conclusions that can be drawn in a small group discussion in the classroom.</p> <p>Describe how ethical and legal guidelines protect research participants and promote sound ethical practice through the reading and study of APA guidelines; write using APA format.</p>
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<p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>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.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>variable, informed consent, debriefing, testing effect, SQ3R</p>	
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Researching and writing about various careers in psychology.
- Applying the fundamental ideas of each psychological perspective to case studies and/or examples in popular media.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of psychology.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will engage in a lego-building activity in which students will have to identify independent, dependent and confounding variables and operationally define the variable measurements.

- Students will participate in a jigsaw or station activity to learn about the primary research methods and ethical issues in research.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**UNIT I: Psychology’s Roots, Big Ideas, and Critical Thinking Tools**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>2 Weeks</b>	<p><b>Unit I: Psychology’s Roots, Big Ideas, and Critical Thinking Tools</b></p> <ul style="list-style-type: none"> <li>• <b>Psychology’s Roots</b> <ul style="list-style-type: none"> <li>○ psychological science’s birth and development</li> <li>○ contemporary psychology</li> </ul> </li> <li>• <b>How do psychologists ask and answer questions?</b> <ul style="list-style-type: none"> <li>○ The Scientific Method</li> <li>○ description</li> <li>○ correlation</li> <li>○ experimentation</li> <li>○ research design</li> </ul> </li> <li>• <b>Psychology’s Research Ethics</b> <ul style="list-style-type: none"> <li>○ studying and protecting animals</li> <li>○ studying and protecting humans</li> <li>○ values in psychology</li> </ul> </li> </ul>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a></p> <p>Stanley Milgram: <i>Milgram Experiment Video</i>,  <a href="https://www.youtube.com/watch?v=wdUu3u9Web4">https://www.youtube.com/watch?v=wdUu3u9Web4</a></p> <p><i>Genie: The Wild Child PBS documentary</i>,  <a href="https://www.youtube.com/watch?v=VjZolHCrC8E">https://www.youtube.com/watch?v=VjZolHCrC8E</a></p> <p>Crash Course Psychology: <i>Psychological Research</i>,  <a href="https://www.youtube.com/watch?v=hFV71QPvX2I">https://www.youtube.com/watch?v=hFV71QPvX2I</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit II: The Biology of Mind and Consciousness**

**TRANSFER:** Students will be able to apply their learned knowledge about the biological makeup of various body systems to enhance their understanding of their own behavior and the behavior of others.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b></p> <p>IIA-1.1 Identify the neuron as the basis for neural communication.</p> <p>IIA-1.2 Describe how information is transmitted and integrated in the nervous system.</p> <p>IIA-1.3 Analyze how the process of neurotransmission can be modified by heredity and environment.</p> <p>IIA-2.1 Classify the major divisions and subdivisions of the nervous system.</p> <p>IIA-2.2 Differentiate the functions of the various subdivisions of the nervous system.</p> <p>IIA-3.1 Identify the structure and function of the major regions of the brain.</p> <p>IIA-3.2 Recognize that specific functions are centered in specific lobes of the cerebral cortex.</p>	The brain, the nervous system, and the endocrine system all work together to influence our behavior, thoughts, emotions, and personalities.	<ul style="list-style-type: none"> <li>● How do biology and experience interact?</li> </ul>
	Depending on their state of consciousness, people may have more or less awareness of themselves and their surroundings.	<ul style="list-style-type: none"> <li>● How does consciousness and awareness direct our perceptions?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>A neuron is the basic building block of the nervous system; sensory neurons carry incoming messages from the sensory receptors to the brain and spinal cord and motor neurons carry outgoing messages from the brain and spinal cord to the muscles and glands.</p>	<p><b>Students will be able to:</b></p> <p>Identify parts of a neuron; explain the process of transmission of a signal between neurons through listening to classroom instruction.</p>

<p>IIA-3.3 Describe lateralization of brain functions.</p> <p>IIA-4.1 Explain how research and technology have provided methods to analyze brain behavior and disease.</p> <p>IIA-5.1 Describe how the endocrine glands are linked to the nervous system.</p> <p><b>NJSLS- ELA Companion Standards:</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</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. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims,</p>	<p>Neurons communicate with one another via neurotransmitters.</p> <p>The central nervous system is made up of the brain and the spinal cord. The peripheral nervous system is made up of the sensory and motor neurons that connect the central nervous system to the rest of the body.</p> <p>The endocrine system is a glandular system that transmits information and interacts with the nervous system through chemical messengers called hormones.</p> <p>Brain imaging technology has made it possible for today’s scientists to electrically, chemically, and magnetically stimulate various parts of the brain and note the effects.</p> <p>The brain is composed of many different structures each with a unique function.</p> <p>Brain plasticity refers to the way our brain adapts new situations, including modifying itself after brain damage.</p> <p>Our brain’s left and right hemispheres serve different functions. This is known as lateralization.</p>	<p>Identify the most common neurotransmitters and their functions and malfunctions after the analysis of diagrams and charts on the topic.</p> <p>Describe the two major divisions of the nervous system, their subdivisions, and their basic functions.</p> <p>Examine in a classroom discussion the effects of the endocrine system on behavior.</p> <p>Compare and contrast in writing various techniques used to study the brain and identify the benefits and drawbacks of each.</p> <p>Construct a model of the major systems and structures of the brain.</p> <p>Apply the concept of plasticity to real-life examples of brain damage through a peer discussion activity.</p> <p>Discuss the differences between the right and left brains through the creation of a diagram on the topic.</p>
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<p>reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>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.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Consciousness is our awareness of ourselves and our environment.</p> <p>Psychologists offer various reasons behind why we sleep: protection, revoerty, restoration, and creative thinking. Sleep deprivation affects our immune system, mood, and reaction-time.</p> <p>The major sleep disorders are insomnia, narcolepsy, sleep apnea, sleepwalking/talking, and night terrors.</p> <p>There are three primary theories about why we dream: wish-fulfillment, activation-synthesis, and information processing.</p> <p><b>VOCABULARY &amp; KEY TERMS:</b>  plasticity, neuron, dendrites, axon, action potential, synapse, threshold, refractory period, all-or-none response, neurotransmitters, reuptake, opiate, endorphins, nervous system, central nervous system, peripheral nervous system, sensory neuron, motor neuron, interneuron, somatic nervous system, autonomic nervous system, sympathetic nervous system, parasympathetic nervous system, endocrine system, EEG, PET, MRI, fMRI, brainstem, medulla, thalamus, reticular formation, cerebellum, limbic system, amygdala, hypothalamus, hippocampus, cerebral cortex, frontal lobes, parietal lobes, occipital lobes, temporal lobes, motor cortex, somatosensory</p>	<p>Determine the purpose of conscious awareness after close analysis of text on the topic.</p> <p>Evaluate in writing the effects of sleep loss.</p> <p>Identify the major sleep disorders and their effects.</p> <p>Compare and contrast the major theories of dreaming through classroom discussion with peers; debate the validity of these theories.</p>
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	cortex, association areas, corpus callosum, split brain, consciousness, selective attention, inattentional blindness, circadian rhythm, REM sleep, insomnia, narcolepsy, sleep apnea, dream, manifest content, latent content	
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Constructing a model of the human brain that is designed to be used to teach elementary school students the parts of the brain and their functions. For example, students may choose to create a children’s book, board game, video, etc.
- Analyzing their own dream based on one (or all three) of the theories of dreaming discussed in class.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the biology of mind and consciousness.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will create a neuron out of non-traditional materials and label each structure.
- Students will act out the order of neurotransmission based on assigned roles.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit II: The Biology of Mind and Consciousness**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
3 Weeks	<p><b>Unit II- The Biology of Mind and Consciousness</b></p> <ul style="list-style-type: none"> <li>● <b>Neural Communication</b> <ul style="list-style-type: none"> <li>○ A neuron’s structure</li> <li>○ neuron communication process</li> <li>○ how neurotransmitters influence us</li> </ul> </li> <li>● <b>The Nervous System</b> <ul style="list-style-type: none"> <li>○ central nervous system</li> <li>○ peripheral nervous system</li> </ul> </li> <li>● <b>The Endocrine System</b></li> <li>● <b>The Brain</b> <ul style="list-style-type: none"> <li>○ yools of discovery</li> <li>○ structures</li> </ul> </li> <li>● <b>Brain States and Consciousness</b> <ul style="list-style-type: none"> <li>○ attention</li> <li>○ sleep and dreams</li> </ul> </li> </ul>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a></p> <p>Video Discovery: <i>What Happened to Phineas Gage?</i>  <a href="https://www.youtube.com/watch?v=NFO6ts6vZic">https://www.youtube.com/watch?v=NFO6ts6vZic</a></p> <p>Discovery Channel: <i>Human Body: Pushing the Limits</i>  <a href="http://www.discoveryeducation.com/video-in-the-classroom/HUMAN-BODY-Pushing-the-Limits.cfm">http://www.discoveryeducation.com/video-in-the-classroom/HUMAN-BODY-Pushing-the-Limits.cfm</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit III: Learning**

**TRANSFER:** Students will be able to analyze the ways in which people learn and apply their knowledge to how they themselves learn information and specific behaviors. Students will learn how to best address the learning styles of others.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b></p> <p>IVA-1.1 Discuss learning from a psychological viewpoint.</p>	<p>While people may have differing ways of how they learn best, all learning is categorized as relatively permanent behavior change due to experience that helps humans adapt to environments.</p>	<ul style="list-style-type: none"> <li>● How do people learn?</li> </ul>
<p>IVA-1.2 Recognize learning as a vehicle to promote adaptation through experience.</p>	<p>Our learning is largely influenced by associations we make, rewards and punishments we receive, and behavior we observe.</p>	<ul style="list-style-type: none"> <li>● How do our experiences influence our ability to learn?</li> </ul>
<p>IVA-2.1 Describe the classical conditioning paradigm.</p>	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>IVA-3.1 Describe the operant conditioning paradigm.</p>	<p><b>Students will know:</b></p>	<p><b>Students will be able to:</b></p>
<p>IVA-4.1 Explain how observational learning works.</p>	<p>In associative learning, we learn to associate two stimuli; a response and its consequence.</p>	<p>Explain the process of associative learning through classroom discussion with peers and the instructor.</p>
<p><b>NJSLS- ELA Companion Standards:</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary</p>	<p>Classical conditioning occurs when animals learn to associate two stimuli and to anticipate events, thus responding to stimuli that the animal does not control.</p> <p>Operant conditioning occurs when animals learn to</p>	<p>Apply the concept of classical conditioning to real-life scenarios by collaborating with classmates.</p> <p>Apply, in written format, the concept of operant</p>



<p>and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</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. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>associate an action (behavior) and its consequences, thus learning to repeat acts followed by good results.</p> <p>Operant conditioning consists of positive and negative reinforcement and punishment in order to change or create a desired behavior.</p> <p>Both ratio and interval schedules of reinforcement are carefully utilized to encourage initial learning and lasting behavior.</p> <p>Children tend to imitate what a model says and does whether the behavior being modeled is prosocial (positive and constructive) or antisocial (destructive).</p> <p><b>VOCABULARY &amp; KEY TERMS:</b>  learning, associative learning, stimulus, respondent behavior, operant behavior, cognitive learning, classical conditioning, neutral stimulus, unconditioned response, unconditioned stimulus, conditioned response, conditioned stimulus, acquisition, extinction, spontaneous recovery, generalization, discrimination, operant conditioning, law of effect, operant chamber, reinforcement, shaping, positive reinforcement, negative reinforcement, primary reinforcer, conditioned reinforcer, reinforcement schedule, continuous reinforcement, partial (intermittent) reinforcement, fixed-ratio schedule, variable-ratio schedule, fixed-interval schedule, variable-interval schedule, punishment, biological constraints, behaviorism, cognitive map, latent learning, intrinsic motivation, extrinsic motivation, observational learning, modeling, mirror neuron, prosocial behavior</p>	<p>conditioning to real-life scenarios.</p> <p>Differentiate between positive and negative reinforcements and punishments after actively listening to classroom discussion.</p> <p>Assess the importance of reinforcements and punishments to the learning process by engaging in discussion with peers and the instructor.</p> <p>Describe the impact of prosocial and antisocial modeling on the behavior of children after conducting close textual analysis on the subject.</p>
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<p>RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>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.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Completing a writing assignment that applies their personal experiences with both classical and operant conditioning to the terminology and concepts reviewed in class.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of learning.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will apply classical and operant conditioning principles to provided case study scenarios.
- Students will write about their personal experiences with behaviors they have learned through social/observational learning.
- Students will take part in small group discussion about their personal experiences with any of the three forms of conditioning.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit III: Learning**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>2 Weeks</b>	<p><b>Unit III – Learning</b></p> <ul style="list-style-type: none"> <li>● <b>How do we learn?</b></li> <li>● <b>Classical Conditioning</b> <ul style="list-style-type: none"> <li>○ Pavlov’s experiments</li> <li>○ Pavlov’s legacy</li> </ul> </li> <li>● <b>Operant Conditioning</b> <ul style="list-style-type: none"> <li>○ Skinner’s experiments</li> <li>○ Skinner’s legacy</li> <li>○ contrasting classical and operant conditioning</li> </ul> </li> <li>● <b>Learning by Observation</b> <ul style="list-style-type: none"> <li>○ mirrors and imitation in the brain</li> <li>○ applications of observational learning</li> </ul> </li> </ul>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a></p> <p>John Watson: <i>Little Albert Experiment Video</i>,  <a href="https://www.youtube.com/watch?v=9hBfnXACsOI">https://www.youtube.com/watch?v=9hBfnXACsOI</a></p> <p>Albert Bandura: <i>Bobo Doll Experiment Video</i>,  <a href="https://www.youtube.com/watch?v=zerCK0IRjp8">https://www.youtube.com/watch?v=zerCK0IRjp8</a></p> <p>Bandura, A., Ross, D., &amp; Ross, S.A. (1961). Transmission of aggression through imitation of aggressive models. <i>Journal of Abnormal and Social Psychology</i>, 63, 575-582.</p> <p>Crash Course Psychology: <i>How to Train a Brain</i>,  <a href="https://www.youtube.com/watch?v=qG2SwE_6uVM">https://www.youtube.com/watch?v=qG2SwE_6uVM</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**UNIT IV: Memory and Thinking**

**TRANSFER:** Students will be able to apply their understanding of the cognitive and memory processes to the ways in which they process and store information in their everyday lives.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>	Cognition refers to all the mental activities associated with thinking, knowing, remembering, and communicating.	<ul style="list-style-type: none"> <li>• How does understanding our own cognition impact our lives?</li> </ul>
	<p style="text-align: center;"><b>KNOWLEDGE</b></p> <p><b>Students will know:</b></p> <p>Memory is our storehouse of accumulated learning.</p> <p>An information-processing model compares human memory to a computer’s operation; it assumes that we must <i>encode, store, and retrieve</i> information in three stages: sensory memory, short-term or working memory, and long-term memory.</p> <p>Automatic processing happens unconsciously and creates implicit memories; effortful processing requires conscious attention and deliberate effort and creates explicit or declarative memories.</p> <p>Effortful processing strategies require closer attention and effort and include chunking and mnemonics to help us form</p>	<p style="text-align: center;"><b>SKILLS</b></p> <p><b>Students will be able to:</b></p> <p>Define memory after engaging in a classroom discussion on the topic with peers.</p> <p>Explain the memory process by carefully reading and analyzing texts on the subject.</p> <p>Differentiate between systems of memory after closely listening to instruction on the topic.</p> <p>Apply effortful processing strategies to their own learning to improve their memory of information and</p>

<p>IVB-3.3 Relate difficulties created by reconstructive memory processes.</p> <p>IVB-4.1 Identify the brain structures most important to memory.</p> <p>IVB-5.1 Identify factors that interfere with memory.</p> <p>IVB-5.2 Describe strategies for improving memory based on our understanding of memory.</p> <p>IVB-6.1 Describe the processes that lead to inaccuracies in memory</p> <p>IVC-1.1 Define thinking as a mental process involved in the manipulation and understanding of information.</p> <p>IVC-1.2 Recognize that information is classified into categories containing similar properties known as concepts</p> <p>IVC-2.1 Identify problem solving as a directed and productive example of thinking.</p> <p>IVC-2.2 Explain the use of creative thinking in problem solving.</p> <p>IVC-2.3 Analyze the obstacles that inhibit problem solving and decision-making.</p>	<p>meaningful and accessible memories.</p> <p>External events, internal moods, and order of appearance affect memory retrieval. These processes include: priming, context-dependent memory, state-dependent memory, and the serial position effect.</p> <p>Forgetting is the inability to access information from long term memory.</p> <p>Algorithms and heuristics are two types of problem solving and decision making.</p> <p>Our judgements and decisions are affected by overconfidence, belief perseverence, and framing.</p> <p>Creativity is the ability to produce novel and valuable ideas and requires divergent thinking.</p> <p>The four stages in language development are babbling, holophrase, telegraphic speech, overgeneralization of speech.</p> <p>Childhood represents a critical period for mastering certain aspects of language before the language-learning window closes.</p> <p><b>VOCABULARY &amp; KEY TERMS:</b></p>	<p>events.</p> <p>Evaluate how retrieval cues enhance or alter our recall of information or an event through an analysis of various sources on the topic of memory.</p> <p>Discern between different types of interference and amnesia after actively listening to classroom instruction and discussion.</p> <p>Compare and contrast algorithms and heuristics and determine the pros and cons of using either to solve a problem or make a judgement.</p> <p>Apply the main errors in judgement to real-life scenarios through a small group discussion with peers in class.</p> <p>Compare and contrast in writing divergent and convergent thinking after carefully reading and analyzing texts on the subject.</p> <p>Identify the milestones of language developent.</p> <p>Assess the validity of ‘critical periods’ in language development during a classroom debate with peers.</p>
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<p>IVC-3.1 Define language as symbols and sounds that convey meaning and facilitate communication.</p> <p>IVC-3.2 Recognize that language is organized in a hierarchical structure.</p> <p>IVC-4.1 Discuss the effects of development on language acquisition.</p> <p>IVC-4.2 Evaluate the theories of language acquisition.</p> <p>IVC-5.1 Examine the influence of language on thought and behavior.</p> <p><b>NJSLS- ELA Companion Standards:</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various</p>	<p>memory, encoding, storage, retrieval, sensory memory, short-term memory, long-term memory, working memory, implicit memory, explicit memory, effortful processing, automatic processing, chunking, mnemonics, spacing effect, semantic memory, episodic memory, flashbulb memory, recall, recognition, relearning, retrieval cue, priming, mood-congruent memory, serial-position effect, amnesia, proactive interference, retroactive interference, repression, misinformation effect, source amnesia, cognition, algorithm, heuristic, insight, confirmation bias, intuition, availability heuristic, overconfidence, belief perseverance, framing, creativity, convergent thinking, divergent thinking, language</p>	
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<p>perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</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. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>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.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant</p>		
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<p>sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Conduct a social experiment for members of the class.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of memory and thinking.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will research the work of Elizabeth Loftus to evaluate the validity and reliability of memory.
- Students will engage in a series of stations featuring cognitive tasks and will apply their problem solving and decision making to terms and concepts learned in class.



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit IV: Thinking and Memory**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<b>2 Weeks</b>	<p><b>Unit IV- Memory and Thinking</b></p> <ul style="list-style-type: none"> <li>● <b>Studying Memory</b> <ul style="list-style-type: none"> <li>○ building memory and encoding</li> <li>○ memory storage</li> <li>○ memory retrieval</li> <li>○ forgetting</li> <li>○ memory construction errors</li> </ul> </li> <li>● <b>Thinking</b> <ul style="list-style-type: none"> <li>○ solving problems</li> <li>○ making decisions and judgements</li> <li>○ thinking creatively</li> </ul> </li> <li>● <b>Language Development</b></li> </ul>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a></p> <p>Elizabeth Loftus' TED Talk: "The Fiction of Memory"  <a href="https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory">https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory</a></p> <p>"Brain Games", <i>Remember This!</i> (Season 1, Episode 3),  <a href="https://www.youtube.com/watch?v=56eJVidTlfg">https://www.youtube.com/watch?v=56eJVidTlfg</a></p> <p>Garmon, Linda, Boyd Estus, Stacy Keach, and Russ Rymer. <i>Secret of the Wild Child</i>. South Burlington, VT: WGBH Educational Foundation, 2006.</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit V: Personality**

**TRANSFER:** Students will be able to identify their own individual personality type and understand how best to apply this knowledge to career and life choices.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	<p><b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b></p> <p>IIIB-1.1 Define personality as the individual's unique way of thinking, feeling, and acting.</p> <p>IIIB-1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena.</p> <p>IIIB-2.1 Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.</p> <p>IIIB-2.2 Identify important contributions to the understanding of personality.</p> <p>IIIB-3.1 Distinguish between objective and projective techniques of personality assessment.</p> <p>IIIB-3.2 Describe tests used in personality assessment.</p> <p><b>NJSLS- ELA Companion Standards:</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and</p>	<p>Personality is an individual's characteristic pattern of thinking, feeling, and acting.</p>
<p>Personality is largely shaped by traits, however, there are various psychological theories about how personality develops.</p>		<ul style="list-style-type: none"> <li>● How is personality shaped throughout a lifespan?</li> </ul>
<p>Personality assessment techniques can be useful in making career and life choices.</p>		<ul style="list-style-type: none"> <li>● What is the importance of assessing personality?</li> </ul>
<b>KNOWLEDGE</b>		<b>SKILLS</b>
<p><b>Students will know:</b></p> <p>There are six major theories and approaches to explaining personality: psychoanalytic, psychodynamic, humanistic, trait, social cognitive, and biological.</p> <p>Psychodynamic theories of personality view human behavior as a lively (dynamic) interaction between the conscious and unconscious mind, and they consider individuals' related motives and conflicts.</p>		<p><b>Students will be able to:</b></p> <p>Compare and contrast the major theories and approaches to explaining personality through a series of classroom discussions.</p> <p>Describe in writing how psychodynamic theories of personalities explain human interactions.</p>

<p>secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</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. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>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.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts,</p>	<p>Freud believed children develop through psychosexual stages, and that failure to resolve conflicts between their id, ego, and superego associated with a particular stage may result in a fixation at that stage.</p> <p>A Neo-Freudian is a psychodynamic theorist who shares Freud's view that unconscious mental processes, inner conflicts, and childhood experiences are important influences on personality.</p> <p>Trait theorists attempt to describe our stable and enduring characteristics. There are two types of trait theories, the nomothetic approach and the idiographic approach.</p> <p>The social-cognitive theory is a combination of the behavioral and cognitive perspective of psychology.</p> <p>Humanistic psychologists such as Maslow and Rogers believe that our self-concept and self-esteem influence our personality.</p> <p>Abraham Maslow believed that if basic human needs were fulfilled, people would strive toward self actualization, the actualization of one's true and unique potential.</p> <p>The Big Five Personality Dimensions,</p>	<p>Identify the five stages of Freud's theory of psychosexual development and apply Freudian defense mechanisms to real-life situations after taking part in classroom discussions on the topic.</p> <p>Evaluate the contributions of Neo-Freudian psychologists to the development of modern personality theory after reading and analyzing texts on the subject.</p> <p>Compare and contrast the nomothetic and idiographic approaches to trait theory through writing and discussion.</p> <p>Apply the social-cognitive theory of personality to various personality traits during a small group discussion with peers in the classroom.</p> <p>Differentiate between the real-self and the ideal-self; identify problems resulting from incongruence after actively listening and applying concepts from classroom discussion.</p> <p>Analyze in writing how Maslow's hierarchy serves as an example of the humanistic approach to personality.</p> <p>Evaluate which of the Big Five Factors provides the</p>
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<p>using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>conscientiousness, agreeableness, neuroticism, emotional stability versus instability, openness and extraversion, offer a reasonable comprehensive picture of personality.</p> <p>While most personality tests are self-report methods, some are psychological in nature. Major personality assessments include the MMPI, the TAT, and the Inkblot.</p> <p><b>VOCABULUARY &amp; KEY TERMS:</b>  personality, psychodynamic theories, psychoanalysis, unconscious, free association, id, ego, superego, psychosexual stages, Oedipus complex, identification, fixation, defense mechanism, repression, collective unconscious, projective test, Thematic Apperception Test, Rorschach inkblot test, hierarchy of needs, self-actualization, self-transcendence, unconditional positive regard, self-concept, trait, factor, Minnesota Multiphasic Personality Inventor (MMPI), personality inventory, reciprocal determinism, social-cognitive perspective, self-efficacy, self-spotlight effect, self-esteem, narcissism, self-serving bias, individualism, collectivism</p>	<p>most useful information about personality variation.</p> <p>Apply various personality tests, such as the MMPI and the TAT to one’s own personality through collaboration and peer research in the classroom.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Applying the main idea of each psychological perspective of personality to explain the behavior of a fictional character in presentation and/or written form.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of personality.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will work with a partner to match Freudian defense mechanisms to real-life scenarios.
- Students will participate in learning stations to identify the contributions of various psychologists to personality theory.
- Students will take an online version of the Myers-Briggs personality inventory and then work in small groups to compare and contrast how different personality types respond to different situations.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit V: Personality**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<p><b>Unit V: Personality</b></p> <ul style="list-style-type: none"> <li>● <b>What is personality?</b></li> <li>● <b>Psychodynamic Theories</b> <ul style="list-style-type: none"> <li>○ Freud’s psychoanalytic perspective</li> <li>○ The Neo-Freudian and later psychodynamic theorists</li> <li>○ assessing unconscious processes</li> <li>○ evaluating freud’s psychoanalytic perspective and modern views of the unconscious</li> </ul> </li> <li>● <b>Humanist Theories</b> <ul style="list-style-type: none"> <li>○ Abraham Maslow’s self-actualizing person</li> <li>○ Carl Roger’s person-centered perspective</li> <li>○ assessing the self</li> <li>○ evaluating humanist theories</li> </ul> </li> <li>● <b>Trait Theories</b> <ul style="list-style-type: none"> <li>○ exploring traits</li> <li>○ assessing traits</li> <li>○ Big Five Factors</li> <li>○ evaluating trait theories</li> </ul> </li> </ul>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a></p> <p>Crash Course Psychology: <i>Rosharch and Freudians</i>, <a href="https://www.youtube.com/watch?v=mUELAIHbCxc">https://www.youtube.com/watch?v=mUELAIHbCxc</a></p> <p>Dr Seuss: <i>Dr. Seuss’ How the Grinch Stole Christmas</i> (1966)</p> <p>The TypeFinder Personality Test Database: <a href="https://www.truity.com/test/type-finder-research-edition">https://www.truity.com/test/type-finder-research-edition</a></p> <p>The Big Five Project Personality Test Database: <a href="http://www.outofservice.com/bigfive/">http://www.outofservice.com/bigfive/</a></p>

	<ul style="list-style-type: none"><li>● <b>Social-Cognitive Theories</b><ul style="list-style-type: none"><li>○ reciprocal influences</li><li>○ assessing behavior</li><li>○ evaluating social-cognitive theories</li></ul></li><li>● <b>Exploring the Self</b><ul style="list-style-type: none"><li>○ benefits of self-esteem</li><li>○ self-serving bias</li><li>○ culture and the self</li></ul></li></ul>	
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit VI: Human Development Through the Lifespan**

**TRANSFER:** Students will be able to apply their understanding of human development to their own experiences as children and adolescents.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b></p> <p>III A-1.1 Describe physical, social, and cognitive changes from the prenatal period throughout the life span.</p> <p>III A-1.2 Examine the nature of change over the life span.</p> <p>III A-1.3 Identify the complex cognitive structures found in the early development of infants and young children</p>	Developmental psychologists study physical, mental and social changes throughout the lifespan.	<ul style="list-style-type: none"> <li>How and why do people change over time?</li> </ul>
	Developmental psychologists focus on three major issues: nature and nurture, continuity and stages, and stability and change.	<ul style="list-style-type: none"> <li>How does our genetic inheritance interact with our experiences to influence our development?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>III A-1.4 Apply life span principles to personal experience.</p> <p>III A-2.1 Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study.</p> <p>III A-3.1 Explain various developmental models.</p> <p>III A-3.2 Recognize how biological and cultural notions of gender shape the</p>	<p><b>Students will know:</b></p> <p>Twin and adoption studies help us understand the effects of nature and nurture.</p> <p>There are five main motor reflexes that we are born with that ensure survival: rooting, grasping, sucking, moro, and babinski.</p> <p>Piaget’s theory of cognitive development asserts that</p>	<p><b>Students will be able to:</b></p> <p>Evaluate the impact of nature and nurture on development through various written assignments in the classroom.</p> <p>Analyze the maturation of brain and motor skills during infancy by engaging with peers in classroom discussions.</p> <p>Identify the stages in Piaget’s theory of cognitive</p>



<p>experiences of men and women.</p> <p>IIIA-3.4 Explore developmental theories as they relate to cultural bias.</p> <p>IIIA-4.1 Describe the role of critical periods in development.</p> <p>IIIA-4.2 Explain the issues of continuity/discontinuity and stability/instability in development.</p> <p><b>NJSLS- ELA Companion Standards:</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</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. Evaluate authors’ differing</p>	<p>children construct their understanding of the world as they ineract with it and that their minds go through spurts of change.</p> <p>Erikson’s theory of psychosocial development asserts that our social and personality development is determined by conflicts that unfold at eight separate stages throughout the lifespan.</p> <p>The four main parenting styles are authoritarian, authoritative, permissive, and negligent.</p> <p>Infants can show secure or insecure attachments to caregivers in which they are either comfortable in their environment or experience anxiety and distrust of relationships.</p> <p>Kohlberg’s theory sought to describe the development of moral reasoning or how individuals think about right and wrong.</p> <p><b>VOCABULARY &amp; KEY TERMS:</b>  developmental psychology, genes, heredity, environment, interaction, reflex, temperament, monozygotic twins, dizygotic twins, maturation, critical period, cognition, schema, assimilation, accommodation, sensorimotor, object permanence, preoperational, conservation, egocentrism, concrete operational, formal operational, stranger anxiety, attachment, basic trust, adolescence, identity, intimacy, cross-sectional study, longitudinal study</p>	<p>development and apply to real-life scenarios after carefully listening to classroom instruction.</p> <p>Define the stages of Erikson’s theory of psychosocial development, and apply Erikson’s identity versus role confusion conflict in adolescence to their own lives.</p> <p>Evaluate the effects of each parenting style on a person’s development by collaborating with peers in classroom discussion.</p> <p>Explain why secure and insecure attachments as an infant matter in future relationships after analyzing various texts on the subject.</p> <p>Critique in writing Kohlberg’s theory of moral development.</p>
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<p>perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>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.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Creating a developmental timeline of their own lives using the major theories of development (cognitive, social, moral, etc.).
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to developing through the lifespan.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will watch various video clips from popular television shows and movies to identify the different parenting styles.
- Students will engage in a show-and-tell activity with a small group in which they create a toy that fits one of Piaget's stages of cognitive development and then present to the whole class.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit VI: Human Development Through the Lifespan**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>2 Weeks</b>	<p><b>Unit VI - Developing Through the Lifespan</b></p> <ul style="list-style-type: none"> <li>● <b>Developmental Psychology’s Major Issues</b> <ul style="list-style-type: none"> <li>○ nature and nurture</li> <li>○ continuity and stages</li> <li>○ stability and change</li> </ul> </li> <li>● <b>The Newborn</b> <ul style="list-style-type: none"> <li>○ the competent newborn</li> <li>○ twin and adoption studies</li> <li>○ parenting and attachment</li> </ul> </li> <li>● <b>Cognitive Development</b></li> <li>● <b>Social Development</b></li> <li>● <b>Moral Development</b></li> </ul>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a></p> <p>Harry Harlow: <i>Monkey Study Video</i>,  <a href="https://www.youtube.com/watch?v=OrNBEhzjg8I">https://www.youtube.com/watch?v=OrNBEhzjg8I</a></p> <p>John Hubley: <i>Everybody Rides the Carousel</i>,  <a href="https://www.youtube.com/watch?v=hKt7__yeszw">https://www.youtube.com/watch?v=hKt7__yeszw</a></p> <p>The Heinz Dilemma - Lawrence Kohlberg (Kohlberg, Lawrence (1981). <i>Essays on Moral Development, Vol. I: The Philosophy of Moral Development.</i>)</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit VII: Psychological Disorders and Treatment**

**TRANSFER:** Students will be able to recognize feelings, thoughts, and behaviors that resemble a psychological disturbance and apply the theories of treatment to real-life scenarios, including those in their own lives, if applicable.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b></p> <p>VA-1.1 Distinguish the common characteristics of abnormal behavior.</p> <p>VA-1.2 Cite examples of abnormal behavior.</p> <p>VA-1.3 Relate judgments of abnormality to contexts in which those judgments occur.</p> <p>VA-1.4 Describe major explanations for the origins of abnormality.</p> <p>VA-2.2 Characterize the advantages and limitations of different research methods for studying abnormal behavior.</p> <p>VA-3.1 Discuss major categories of abnormal behavior.</p> <p>VA-3.2 Explore the challenges associated with accurate diagnosis.</p> <p>VA-4.1 Consider factors that influence vulnerability to abnormal behavior.</p> <p>VA-4.2 Discuss the stigma associated with abnormal behavior.</p>	A psychological disorder has a specific set of criteria as outlined by medical professionals.	<ul style="list-style-type: none"> <li>• How should we distinguish between normal behavior and psychological disorder?</li> </ul>
	There are a number of criteria that determine the abnormality of a behavior, but diagnosis can be subjective.	<ul style="list-style-type: none"> <li>• How and why do we classify psychological disorders?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Abnormal behavior is characterized by thoughts, emotions, or behaviors that are dysfunctional or maladaptive.</p> <p>The American Psychiatric Association’s <i>Diagnostic and Statistical Manual of Mental Disorders</i>, Fifth Edition is the most commonly used tool for describing and predicting psychological disorders.</p>	<p><b>Students will be able to:</b></p> <p>Identify the main criteria of abnormal behavior and discuss various case studies to apply said criteria.</p> <p>Evaluate symptoms of psychological disorders and classify disorders by reading passages from the DSM-V.</p>

<p><b>NJSLS- ELA Companion Standards:</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</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. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p>	<p>Anxiety disorders are marked by distressing, persistent anxiety; there are three main anxiety disorders: generalized anxiety disorder, panic disorder, and specific phobia disorder.</p> <p>Obsessive-Compulsive Disorder is characterized by persistent, unwanted thoughts and repetitive behaviors as a response to those thoughts.</p> <p>Posttraumatic Stress Disorder includes haunting memories, nightmares, social withdrawal, jumpy anxiety, numbness of feeling, and sleep issues following a traumatic event.</p> <p>Major Depressive Disorder and Bipolar Disorder differ.</p> <p>Schizophrenia is characterized by delusions, hallucinations, disorganized speech, and/or diminished, inappropriate emotional expression.</p> <p>Dissociative disorders, such as dissociative identity disorder, are controversial and rare disorders in which conscious awareness is separated from previous memories, thoughts, and feelings.</p> <p>Personality disorders are inflexible and enduring behavior patterns that impair social functioning.</p> <p>There are five main perspectives that address the treatment of abnormal behavior: humanistic,</p>	<p>Research and present the criteria for primary anxiety disorders.</p> <p>Identify symptoms of obsessive-compulsive disorder through analysis of case studies.</p> <p>Identify symptoms of Posttraumatic Stress Disorder through analysis of case studies.</p> <p>Compare and contrast the primary mood disorders through the analysis of case studies and discussion.</p> <p>Identify the main biological causes of schizophrenia and distinguish between positive and negative symptoms of the disorder in classroom discussion.</p> <p>Critique the credibility of a diagnosis of dissociative identity disorder through discussion and debate.</p> <p>Discuss and role-play the symptoms of the most common personality disorders.</p> <p>Compare and contrast the effectiveness of each perspective that addresses the treatment of abnormal</p>
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<p>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.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>behavioral, cognitive, and somatic approaches.</p> <p><b>VOCABULARY &amp; KEY TERMS:</b>  psychological disorder, attention-deficit/hyperactivity disorder (ADHD), medical model, epigenetics, DSM-5, anxiety disorders, generalized anxiety disorder, panic disorder, obsessive-compulsive disorder (OCD), posttraumatic stress disorder (PTSD), psychoactive drug, substance use disorder, tolerance, withdrawal, depressants, alcohol use disorder, barbiturates, opiates, stimulants, nicotine, cocaine, amphetamines, methamphetamine, Ecstasy (MDMA), hallucinogens, near-death experience, LSD, THC, major depressive disorder, bipolar disorder, mania, schizophrenia, psychotic disorders, delusions, acute schizophrenia, chronic schizophrenia, anorexia nervosa, bulimia nervosa, binge-eating disorder, dissociative disorder, dissociate identity disorder (DID), personality disorder, antisocial personality disorder, psychotherapy, biomedical therapy, eclectic approach, psychoanalysis, resistance, interpretation, transference, psychodynamic therapy, insight therapies, person-centered therapy, active listening, unconditional positive regard, behavior therapy, counterconditioning, exposure therapies, systematic desensitization, virtual reality exposure therapy, aversive conditioning, token economy, cognitive therapy, cognitive-behavioral therapy (CBT), group therapy, family thereapy, evidence-based practice, therapeutic alliance,</p>	<p>behavior and the strategies utilized by each perspective.</p>
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	antipsychotic drugs, antianxiety drugs, antidepressant drugs, electroconvulsive therapy (ECT), repetitive transcranial magnetic stimulation (rTMS), psychosurgery, lobotomy, resilience, posttraumatic growth	
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Applying criteria of psychological disorders to examples of mental illness in popular culture.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to psychological disorders and treatment.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will engage in a “speed-dating” or jigsaw activity in which they teach each other about the various personality disorders.
- Students will work in small groups to analyze a case study and use criteria from the *Diagnostic and Statistical Manual of Mental Disorders V* to diagnose abnormal behavior and will share their diagnoses with the entire class in a large discussion setting.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**Unit VII: Psychological Disorders and Treatment**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p><b>Unit VII: Psychological Disorders and Treatment</b></p> <ul style="list-style-type: none"> <li>● <b>What is a psychological disorder?</b></li> <li>● <b>Anxiety Disorders, OCD, and PTSD</b> <ul style="list-style-type: none"> <li>○ anxiety disorders</li> <li>○ Obsessive-Compulsive Disorder (OCD)</li> <li>○ Posttraumatic Stress Disorder (PTSD)</li> </ul> </li> <li>● <b>Substance Use Disorders and Addictive Behaviors</b> <ul style="list-style-type: none"> <li>○ tolerance and addictive behaviors</li> <li>○ depressants</li> <li>○ stimulants</li> <li>○ hallucinogens</li> <li>○ understanding substance use disorders</li> </ul> </li> <li>● <b>Major Depressive Disorder and Bipolar Disorder</b> <ul style="list-style-type: none"> <li>○ Major Depressive Disorder</li> <li>○ Bipolar Disorder</li> <li>○ suicide and self-injury</li> </ul> </li> <li>● <b>Schizophrenia</b></li> <li>● <b>Other Disorders</b> <ul style="list-style-type: none"> <li>○ eating disorders</li> </ul> </li> </ul>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a></p> <p><i>Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition</i></p> <p>Rosenhan, D. L. (1973). On being sane in insane places. <i>Science</i>, 179, 250-258.</p> <p>Crash Course Psychology: <i>Depressive and Bipolar Disorders</i>,  <a href="https://www.youtube.com/watch?v=ZwMIHkWKDwM">https://www.youtube.com/watch?v=ZwMIHkWKDwM</a></p> <p>Crash Course Psychology: <i>Personality Disorders</i>,  <a href="https://www.youtube.com/watch?v=4E1JiDFxFGk">https://www.youtube.com/watch?v=4E1JiDFxFGk</a></p> <p>Crash Course Psychology: <i>Getting Help</i>,  <a href="https://www.youtube.com/watch?v=6nEL44QkL9w">https://www.youtube.com/watch?v=6nEL44QkL9w</a></p> <p>Psychology in Context by Robin S. Rosenberg and Stephen Kosslyn: <i>I Have Dissociative Identity Disorder, Quiet Storm</i></p>



	<ul style="list-style-type: none"><li>○ dissociative disorders</li><li>○ personality disorders</li><li>● <b>The Psychological Therapies</b><ul style="list-style-type: none"><li>○ psychoanalysis and psychodynamic therapy</li><li>○ humanist therapies</li><li>○ behavior therapies</li><li>○ cognitive therapies</li><li>○ group and family therapies</li></ul></li><li>● <b>Evaluating Psychotherapies</b></li><li>● <b>The Biomedical Therapies</b><ul style="list-style-type: none"><li>○ drug therapies</li><li>○ brain stimulation</li><li>○ psychosurgery</li></ul></li><li>● <b>Preventing Psychological Disorders and Building Resilience</b><ul style="list-style-type: none"><li>○ preventive mental health</li><li>○ building resilience</li></ul></li></ul>	(1992)
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**UNIT VIII: Social Psychology**

<b>TRANSFER:</b> Students will be able to recognize and evaluate how the behavior of themselves and their peers is shaped by social influences.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>  VC-2.1 Identify basic social and cultural categories.  VC-2.2 Discuss how social and cultural categories affect behavior.  VC-3.1 Describe effects of the presence of others on individual behavior.  VC-3.2 Describe how social structure can affect intergroup relations.  VC-3.3 Explore the nature and effects of bias and discrimination.  VC-3.4 Describe circumstances under which conformity and obedience are likely to occur.  VC-3.5 Discuss the nature of altruism in society.  VC-3.6 Discuss the significance of aggression.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Our attitudes are subject to change due to experiences throughout the course of life.	<ul style="list-style-type: none"> <li>● How do attitudes and actions affect each other?</li> </ul>
	The fundamental attribution error describes how we tend to explain others' behavior in terms of internal factors.	<ul style="list-style-type: none"> <li>● How do we explain the behavior of ourselves and others?</li> </ul>
	The power of the group is very influential and can positively or negatively impact behavior.	<ul style="list-style-type: none"> <li>● How is behavior influenced by the presence of others?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b>  The fundamental attribution error has ramifications.  Attitudes are feelings, often based on our beliefs,	<b>Students will be able to:</b>  Apply attribution theory to our everyday lives by sharing everyday experiences with peers in classroom discussion.  Identify examples of attitudes in a large group

<p>VC-3.7 Discuss factors influencing attraction.</p> <p><b>NJSLS- ELA Companion Standards:</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</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. Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s claims,</p>	<p>which can influence how we respond to particular objects, people, and events.</p> <p>Persuasion efforts generally take two forms: peripheral route persuasion and central route persuasion.</p> <p>People may conform either to gain social approval (normative social influence) or because they welcome the information others provide (informational social influence).</p> <p>There are a variety of group dynamics, such as social facilitation, social loafing, social impairment, group polarization, groupthink, and deindividuation.</p> <p>Certain circumstances, such as the presence of an authority figure, make people more likely to be obedient.</p> <p>There are psychological and cognitive factors that influence prejudice, discrimination, and stereotypes.</p> <p>There are two types of aggression: instrumental and hostile.</p> <p>There are three main characteristics that influence our attraction to others: proximity, similarity, and</p>	<p>discussion on the topic.</p> <p>Compare and contrast in writing the peripheral and central routes to persuasion.</p> <p>Describe conformity after actively listening to instruction on the topic in the classroom.</p> <p>Identify the influence of famous studies on our understanding of conformity.</p> <p>Analyze the functions of different types of group behavior through a close reading and analysis of texts on the subject.</p> <p>Identify the factors that influence obedience through researching and evaluate the ethical implications of famous studies on obedience.</p> <p>Explain, in a classroom discussion, the difference between prejudice, discrimination, and stereotypes.</p> <p>Distinguish in writing between the two types of aggression and evaluate the causes of aggression.</p> <p>Describe the variables that contribute to attraction.</p>
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<p>reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>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.</p> <p>WHST.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>physical attractiveness.</p> <p><b>VOCABULARY &amp; KEY TERMS:</b>  social psychology, fundamental attribution error, attitude, peripheral route persuasion, central route persuasion, foot-in-the-door phenomenon, role, cognitive dissonance theory, conformity, normative social influence, informational social influence, social facilitation, social loafing, deindividuation, group polarization, groupthink, prejudice, stereotype, discrimination, just-world phenomenon, ingroup, outgroup, ingroup bias, scapegoat theory, aggression, frustration-aggression principle, mere exposure effect, passionate love, compassionate love, equity, altruism, bystander effect, reciprocity norm, social-responsibility norm, conflict, self-fulfilling prophecy</p>	
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Designing their own persuasion campaign to encourage students or staff to meet a school-wide goal.
- Defining and creating an example of a term or terms assigned to them from this unit.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to social psychology.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will watch clips from social experiments such as Stanley Milgram’s obedience study. Then, they will work in groups to analyze the behavior in terms of social influences, as well as ethical principles.
- Students will engage in simulations designed to illustrate ingroup/outgroup bias, just-world phenomenon, love and attraction, as well as other social psychology concepts.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Human Behavior**  
**UNIT VIII: Social Psychology**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>2 Weeks</b>	<p><b>Unit VIII: Social Psychology</b></p> <ul style="list-style-type: none"> <li>● <b>Social Thinking</b> <ul style="list-style-type: none"> <li>○ The fundamental attribution error</li> <li>○ attitudes and actions</li> </ul> </li> <li>● <b>Social Influence</b> <ul style="list-style-type: none"> <li>○ conformity and obedience</li> <li>○ group influence</li> </ul> </li> <li>● <b>Social Relations</b> <ul style="list-style-type: none"> <li>○ prejudice</li> <li>○ aggression</li> <li>○ attraction</li> <li>○ altruism</li> </ul> </li> <li>● <b>Conflict and Peacemaking</b></li> </ul>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a></p> <p>Biography.com: “Kitty Genovese”,  <a href="https://www.biography.com/people/kitty-genovese-120415">https://www.biography.com/people/kitty-genovese-120415</a></p> <p>Stanley Milgram: <i>Milgram Experiment Video</i>,  <a href="https://www.youtube.com/watch?v=wdUu3u9Web4&amp;t=37s">https://www.youtube.com/watch?v=wdUu3u9Web4&amp;t=37s</a></p> <p>Philip Zimbardo: <i>Stanford Prison Experiment Video</i>,  <a href="https://www.youtube.com/watch?v=760lwYmpXbc">https://www.youtube.com/watch?v=760lwYmpXbc</a></p> <p>Soloman Asch: <i>Conformity Experiment Video</i>,  <a href="https://www.youtube.com/watch?v=TYIh4MkcfJA">https://www.youtube.com/watch?v=TYIh4MkcfJA</a></p> <p>Brain Games: <i>Peer Pressure</i> (Season 5, Episode 8),  <a href="https://www.youtube.com/watch?v=Kcp4MtGWYoA">https://www.youtube.com/watch?v=Kcp4MtGWYoA</a></p>