

Course: *Psychology*
Unit #4: Individual Variations and Human Development

Year of Implementation: 2022-2023

Curriculum Team Members: *Dennis Sweeney* dsweeney@lrhsd.org, *Devon Cummings* dcummings@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

New Jersey Core Curriculum Content Standards

<https://www.state.nj.us/education/cccs/2020/>

New Jersey Core Curriculum Content Standards 21st Century Life and Careers

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

APA National Standards for High School Psychology Curriculum

<https://www.apa.org/education/k12/national-standards>

- **Unit Standards:**

- **Content Standards**

- **APA National Standards for Psychology:**

- **Standard Area: LifeSpan Development**

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- 2.1 Discuss theories of cognitive development.
- 2.2 Discuss theories of moral development.
- 2.3 Discuss theories of social development.
- 3.1 Describe physical development from conception through birth and identify influences on prenatal development.
- 6.1 Identify major physical changes.
- 6.2 Describe the development of reasoning and morality.
- 6.3 Describe identity formation.
- 6.4 Discuss the role of family and peers in adolescent development.

- **Standard Area: Personality**

- 1.1 Evaluate psychodynamic theories.
- 1.2 Evaluate trait theories.
- 1.3 Evaluate humanistic theories.
- 1.4 Evaluate social-cognitive theories.
- 2.2 Discuss the reliability and validity of personality assessment techniques.
- 3.1 Discuss biological and situational influences.
- **Standard Area: Motivation**
 - 1.1 Explain biologically based theories of motivation.
 - 1.2 Explain cognitively based theories of motivation.
 - 1.3 Explain humanistic theories of motivation.
 - 1.4 Explain the role of culture in human motivation.
 - 2.1 Discuss eating behavior.
 - 2.2 Discuss sexual behavior and orientation.
 - 2.3 Discuss achievement motivation.
- **Standard Area: Emotion**
 - 1.1 Explain the biological and cognitive components of emotion.
 - 1.2 Discuss psychological research on basic human emotions.
 - 1.3 Differentiate among theories of emotional experience.
 - 2.1 Explain how biological factors influence emotional interpretation and expression.
 - 2.2 Explain how culture and gender influence emotional interpretation and expression.
 - 2.3 Explain how other environmental factors influence emotional interpretation and expression.
 - 3.1 Identify biological and environmental influences on the expression and experience of negative and positive emotions, such as fear and happiness.
- **21st Century Life & Career Standards**
 - 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures
 - 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
 - 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
 - 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
- **English Companion Standards**
 - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and

relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words..

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>

○ ***Interdisciplinary Content Standards***

- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

○ ***NJ Statutes:***

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to analyze how motivation, emotion, and personality influence individual variations in human behavior and development at various stages of the lifespan.

As aligned with LRHSD Long Term Learning Goal(s):

- choose and analyze appropriate sources to gain content knowledge
- apply acquired content to connect past and present day events
- collaborate and interact with others in a diverse and ever-changing world

Enduring Understandings

Students will understand that. . .

EU 1

throughout the lifespan, organisms are impacted by processes that contribute to behavioral, social, and cognitive changes.

EU 2

biological, social, and cultural factors motivate behavior and influence emotion.

Essential Questions

EU 1

- Do theories of cognitive development adequately account for differences in children, adolescents, and adults?
- How does the interaction of nature and nurture affect socialization?
- Do the theories of maturation and development account for differences in culture?
- Which types of development do you find to be the most important and why: social, emotional, cognitive, or physical?

EU 2

- What are the impacts of biological and social motives on an individual's motivation?
- Can self-actualization be achieved and maintained?
- Does intrinsic or extrinsic motivation shape behavior more than the other?
- How do biological and psychological needs interact to shape behavior throughout the course of one's life?
- What theory of emotion best explains human emotions?

EU 3

EU 3

psychological research has generated major theories of how humans develop, enduring patterns of behavior and personal characteristics that influence how others relate to them.

- Which theories and approaches to explaining personality are most useful today?
- How can psychologists most accurately investigate personality?
- Does nature or nurture have a bigger influence on personality?
- What traits make up the core of one's personality?

Knowledge

Students will know . . .

EU 1

- the typical physical and motor development of human beings throughout the lifespan.(3.1, 6.1)
- the atypical development of feral children.(6.4)
- Piaget's stages of cognitive development.(2.1)
- Kohlberg's stages of moral development and Carol Gilligan's differing perspective.(2.2)
- Baumrind's parenting styles.(6.4)
- Freud's psychosexual stages of development and how they can impact future behavior.(2.3)
- Erikson's psychosocial stages of development and how they shape one's behavior.(2.3)
- Ainsworth's "Strange Situation" research and Bowlby's attachment styles and how they impact relationships through adulthood.(6.4)
- the research of Harlow and Kellogg and how their findings inform understanding of critical periods in development.
- Marcia's categories of adolescent identity.(2.2,2.3)
- the physical and sexual development of adolescents.(6.1)
- gender roles and stereotypes.(6.4)
- theories of gender development.(3.1)
- cognitive changes in adulthood and old age.(2.1)
- Kubler-Ross's five stages of grief.(6.4)

Skills

Students will be able to . . .

EU 1

- compare and contrast various theoretical models' impact on the development of behavior throughout the lifespan.(1.1,2.1,2.2,2.3)
- debate the impact of parenting styles on an individual's behavior.(6.4)
- utilize information from a case study to predict the progression of human behavior throughout different life stages.(2.1,2.2,2.3)

EU 2

- the instinct theory of motivation.(1.1)
- the incentive theory of motivation.(1.2)
- the drive-reduction theory of motivation.(1.1)
- the difference between intrinsic and extrinsic motivation.(1.2, 2.3)
- the arousal theory and Yerkes-Dodson Law.(1.1,1.2)
- the Sensation Seeking Scale.(1.1,1.2)
- the evolutionary theories of motivation.(1.4)
- the theories of sexual orientation.(2.2)
- how hunger impacts motivation.(2.1)
- how fear of failure and a need for achievement influences motivation.(2.3)
- Maslow's hierarchy of needs.(1.3)
- the different components of emotions.(1.1, 1.2)
- the universal facial expressions of emotions.(2.1, 2.3)
- the James-Lange theory of emotion.(1.3)
- the Cannon-Bard theory of emotion.(1.3)
- the opponent-process theory of emotion.(3.1)
- the two-factor theory of emotion.(2.1)

EU 3

- the various contemporary approaches (studied in Unit One) applied to personality.(1.1)
- the id, ego, and superego and how they influence personality and behavior.(1.1)
- Freud's defense mechanisms and Freudian slips.(1.1)
- the possible effects of birth order on personality.(1.4, 3.1)
- Carl Jung's theories of the collective unconscious and archetypes.(1.1)
- behavioral and social factors that influence personality.(1.4)
- how locus of control affects personality.(1.4)
- how self-efficacy affects behavior and personality.(1.4)

EU 2

- apply motivational concepts to the behavior of humans and other animals.(1.1)
- compare and contrast the different theories of motivation.(1.2,1.3)
- explain their own behavior through motivational factors.(1.2, 2.3)
- compare and contrast the different theories of emotion.(1.3)
- evaluate the impact of emotion on their own behavior and decision-making.1.1, 2.3,3.1)

EU 3

- identify the role of the id, ego, and superego in various situations.(1.1)
- apply Freud's defense mechanisms in different scenarios. (1.1)
- debate the role that birth order plays in personality. (1.4)
- evaluate the validity of the differing views of personality.(2.2)
- compare and contrast the different trait theories of personality.(1.1, 1.2, 1.3, 1.4, 3.1)
- distinguish between objective and projective techniques of personality assessment.(2.2)

- humanistic views of personality according to Maslow and Rogers.(1.3)
- trait theories of Allport, Cattell, and Eysenck.(1.2)
- behaviorist view on personality according to Skinner, Mischel, Bandura, Pavlov. (1.4)
- the Big Five factors of personality.(1.2)
- the difference between objective and projective personality tests and the most common examples of each. (1.1)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Teacher notes and PowerPoint presentations on key concepts of development throughout the lifespan (Childhood, Adolescence, Adulthood). (A, EU1)
- View “Brain Games” episodes to do interactive activities on gender, age differences, learning, motivation, emotion, etc. DVD (M, EU1)
- Complete a survey on traits of importance to parents in raising children. (M, EU1)
- Read short stories of moral dilemmas; rank and debate the morality of the characters. (M, EU1)
- View “Wild Child: The Story of Feral Children” and answer corresponding video questions (<https://youtu.be/wqflmQ5TaFQ> , questions available on google -drive). (M, EU1)

- View the documentary “Babies” to see cultural differences in child rearing. (A, EU1)
- View an episode of “Nanny 911” or “Supernanny” to evaluate parenting styles and their impacts as well as operant conditioning techniques used as parenting strategies. (M, EU1)
- Complete a survey to identify categories of adolescent identity as defined by James Marcia. (M, EU1)
- Activity on the socialization of gender roles - boys and girls look at gender-related quotes and identify what they’ve heard growing up and what they might repeat to their own children. (T, EU1)
- **Activity to predict personal lifespan - adding or subtracting years to their life depending on lifestyle and habits. (M, T, EU1)**
- Create a “bucket list” of life goals. (M, T, EU1)
- View PBS documentary “Living Old” and answer corresponding questions. <https://youtu.be/SN4BqqZNIyo> (A, EU1)
- Create a video of cognitive development tests conducted with children. (T, EU1)
- Attachment Style online test <http://www.simplypsychology.org/mary-ainsworth.html> (M, EU1)
- Attachment Style activity to predict behavior in adult romantic relationships; creation of mock match.com profiles reflecting this information. (assignment description available on google drive). (M, EU1)
- Interview your parents. (ask your parents what their parenting style is and how they developed it) (M, EU1)
- Parenting Styles skits and discussion. (T, EU1)
- Facilitate a class discussion on how to navigate parenting issues with raising young children and dealing with adolescence and puberty (M, T, EU1)
- View “Cyber Seniors” and discuss types of intelligence in senior citizens (M, EU1)
- Developmental Timeline Project. Students provide pictures and descriptions of themselves accomplishing various developmental milestones outlined on the project sheet and rubric. They must find appropriate examples, explain each, and arrange them chronologically according to the developmental theories covered in class. (available on google drive) (T, EU1)
- Gender role stereotyping discussion-Have students picture their rooms, toys, clothes, etc. from growing up and discuss the possible impact on their behavior and development of gender roles. (M, EU1)
- Cognitive Development Web Quest-debates the utilization of media and electronics on infants (available google drive) (M, EU1)
- Analyze latent learning that may be taken from children’s literature in the form of one book from childhood; present to class. (T, EU1)
- Count the number of acts of violence that occur in a 7-10 minute cartoon and discuss the possible impact on children who view it. Supplement discussion with actual current research on the impact of viewed violence on children’s behavior. (M, T, EU1)
- My Life Scrapbook Project (available on google drive) - create a scrapbook of childhood photos and apply psychological theories discussed in class. The scrapbook must include a complete description of the appropriate stage or period and an original example of the theory applied to real life (T, EU1)
- View the HBO documentary “Thin” (available on YouTube) and discuss the outcomes of the four main women featured. (A, EU1)

- Discuss how birth order can impact the development of children and adolescents. Have students look at lists of traits often associated with firstborns, middles, last born, and only children and evaluate how accurate or inaccurate they consider them to be. (M, EU1)
- Worksheet on the Heinz Dilemma that requires students to imagine how Heinz would act while occupying each of the six stages of Kohlberg's Theory of Moral Development. (M, EU1)
- View "Boyhood" or "Eighth Grade" to track development issues through childhood and adolescence DVD (M, EU1)
- Latent Learning activity with giving directions to your partner on how to get to a particular location. (M, EU1)
- View YouTube clips of kids demonstrating various stages of cognitive development. (A, EU1)
- Harry Harlow video on critical period and contact comfort <https://youtu.be/znBa3lap5jQ> (A, EU1)
- View YouTube video of Mary Ainsworth's Strange Situation and discuss reactions of children in each of the attachment patterns. <https://youtu.be/JqlbvpXp74k> (A, EU1)
- View "Parenthood" and relate each character back to Erikson's psychosocial stages of development. (available on google drive) (M, EU1)
- **Childcare in Your Community project (available on google drive).(T, EU1)**
- **Plan a developmentally appropriate birthday party for a child (T, EU1)**
- Class discussion on what motivates students in school, athletics, activities, work, etc. and what makes them feel unmotivated. (M, EU2)
- View episodes or clips from the television series "Lie to Me" to learn about the universality of emotions. DVD, Hulu (A, EU2)
- Complete survey on Emotional Expressiveness and compare results by gender. (M, EU2)
- Take the Rotter "Locus of Control" survey and discuss the differences in behavior attributable to internal and external loci. (M, EU2)
- View multiple commercials and apply the various theories of motivation to each in discussion. (T, EU2)
- "Lost" episode one activity using Maslow's Hierarchy (available on google drive) DVD, Hulu (M, EU2)
- Spot the fake smile <http://www.bbc.co.uk/science/humanbody/mind/surveys/smiles/> (T, EU2)
- Facial expression experiment: students must force a smile or frown while viewing various comic strips or cartoons and rating them for "funny;" as a class, compare the ratings of the "smiling" students versus the "frowning" students (google drive). (T, EU2)
- Students view different examples of facial expressions as a class to test their accuracy. (M, EU2)
<http://www.cio.com/article/2451808/careers-staffing/facial-expressions-test.html>
- Love and Neurobiology lesson: Slides on the chemical components of "love"; accompanying articles and discussion on whether love is a product of neurobiology or possibly something more "cosmic" (available on google drive). (M, EU2)
- **Create an Ad Campaign project and presentation; students take on the role of an advertising team creating an ad campaign for a product of their choice and applying theories of motivation through their advertising plan (google drive). (T, EU2)**
- View "Inside Out" and answer questions or write an essay on the importance of emotions and their connections to memory, consciousness, personality, and the brain DVD (M, EU2)
- View the "Mask You Live In" documentary DVD (M, EU2)

- View “Miss Representation” documentary DVD (M,EU2)
- “Barnum Effect” test on personality descriptions (M, EU3)
- Mask assignment: students create masks where the outside portrays the way the world sees them or how they work to have people see them; the inside of the mask portrays things about students that other people may not know, things they are passionate about, things they keep to themselves (available on google drive) (M, EU3)
- Horoscope assignment- record your horoscope for 2 weeks and in the evening analyze if it matched your day (M, EU3)
- Trait activity- go up to 25 different people in your life and ask them to write one word that describes their personality, then write a reaction essay to your list (M, EU3)
- Freud’s defense mechanisms skits. Students are assigned two different defense mechanisms, in groups of three or four and they have to create an original skit to be performed in front of the class. The class guesses what defense mechanism is being portrayed based on the role play. (T, EU3)
- Defense mechanism meme- students can create a meme based on one of Freud’s defense mechanisms (M, EU3)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Introduction to Psychology and Research	30
2	Biological Bases of Behavior, Sensation, Perception and Altered States of Consciousness	30
3	Cognition - Memory, Thinking and Intelligence, Language and Learning	30
4	Motivation, Emotion, and Personality, Human Development	30
5	Stress, Psychological Disorders and Therapy	30
6	Social Psychology	30

Instructional Materials

- Scholastic Choices
- Meyer's Psychology AP Textbook
- ACC/CP- Hockenberry Psychology Textbook
- Lumen Learning
- Sprout videos
- Practical Psychology videos
- Mind field episodes

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.