

HUMAN BEHAVIOR GRADES 10-12

EWING PUBLIC SCHOOLS
2099 Pennington Road
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Introduction to Human Behavior

The Human Behavior course introduces students to the study of psychology – the scientific study of human behavior and the mental processes. As the name of the course implies, students will spend significant time analyzing human behavior through the study of theories, case studies, and hands-on experimentation. Students will glean from the course a much deeper understanding of why they behave the way they do in various situations. Topics covered include: learning, personality theory, memory and thought, stress and conflict, sensation and perception, motivation and emotion, altered states of consciousness, human development, and psychological disorders.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration - The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (9- 10)

Unit 1: Introduction to Psychology [7 Days]

Why Is This Unit Important?

This unit introduces the student to psychology. It is important for students to understand why it is useful to study psychology. This unit describes the main goals of psychology as a social science. It explores the relatively brief history of psychology and previews the large number of professions available to those interested in psychology. This is important for the students as they begin to make career choices.

Big Ideas: Nature vs. Nurture, Psychology vs. Psychiatry, Mind vs. Brain, Basic vs. Applied Science, Multiple Intelligences, Careers in Psychology

Enduring Understandings:

- Students will be able to identify various approaches to the study of psychology (overarching).
- Students will describe how, through the study of psychology, people can discover psychological principles that have the potential to enrich the lives of humans (overarching).
- Students will be able to summarize how psychologists are trained to observe, analyze and evaluate behavior patterns (topical).

Essential Questions:

- Do you think human behavior is free or determined?
- Why study psychology?
- Should we have an optimistic or pessimistic view of the world?

Acquired Knowledge:

- Identify the general concept of multiple intelligence theory.
- What are some of the practical solutions psychology provides to problems that plague society?
- Describe the work of a clinical psychologist, a counseling psychologist, a developmental psychologist and a community psychologist.

Acquired Skills:

- Create a timeline showing significant events in the history of psychology.
- Use a graphic organizer to name eight specialty fields in psychology.
- Compare the views of a psychoanalyst, a behaviorist and a humanist.

Assessments

Formative Assessment:

- Create a display about the influence of psychology in the popular media. Collect newspaper and magazine articles that cite behavioral studies.
- After designing a timeline showing major events in the history of psychology, discuss major changes or trends in psychology.

Summative Assessment:

- Unit test and quizzes; Multiple choice, short answer, essay

Benchmark Assessment:

- Students will research careers in Psychology, and write a paper about the daily responsibilities and educational requirements for a field of Psychology that interests them.

Alternative Assessment:

- Students create a slideshow or short video documenting the history and development of Psychology as a Social Science

Instructional Resources

Core:

- Understanding Psychology, Pages 7-28

Supplemental:

- Video: "Psychology: Past, Present and Promise" (*Discovering Psychology series*)
- Video: "Careers in Psychology" (American Psychological Association)

Suggested Learning Experiences and Instructional Activities:

- Discovering Psychology video: "Psychology-Past, Present and Promise" - Purpose of psychology, history and where psychology is headed
- American Psychological Association video: "Careers in Psychology"
- Guest Speaker: EHS School Psychologist discussing the job
- Student skit to demonstrate purposes of psychology
- I/O Psychology job application demonstration

Accommodations or Modifications:

- Rephrase written directions, as needed
- Preferential seating, as needed
- Give study guide before test
- Extended test-taking time

Technology Integration:

- Students research figures who contributed to the history of psychology, such as the Greeks, Descartes, Locke, Watson, Pavlov, Freud and Skinner

2022 APA Standards:

- Scientific Inquiry and Research Methods Foundation (1, 2, 3 and 4

EHS Curriculum Link:

- **APA Standards:** <http://www.apa.org/education/k12/psychology/curricula.pdf>
- **NJSLS**
- **Essential questions and enduring understandings for multiple subjects**
- **<http://www.nj.gov/education/aps/njscp/Phase1allAreas.pdf>**

Unit 2: Principles of Learning [7 Days]

Why Is This Unit Important?

This unit covers different principles that explain how we learn. It explores how we learn through associations, rewards and punishments. It also delves into the cognitive aspect of learning, assuming that our learning is self-directed and purposeful. It is important because the students will learn about the ways they learn most effectively. They will also learn self-control and ways to improve their own study habits.

Big Ideas: Classical Conditioning, Operant Conditioning, Social Learning, Rewards vs. Punishment, Positive vs. Negative Reinforcement

Enduring Understandings:

- Students will describe the principles and techniques of classical and operant conditioning and social learning (topical).
- Students will be able to summarize the difference between rewards and punishments and positive and negative reinforcement (topical).
- Students will describe how behaviors can be acquired and extinguished (overarching).

Essential Questions:

- What factors cause us to learn something?
- What is the most effective way to learn?
- Are reinforcements or punishments more effective at bringing about learning?

Acquired Knowledge:

- How do positive and negative reinforcement affect a teenager's choice and purchase of clothes? Provide examples in your answer.
- Under what conditions might a conditioned response become extinct?
- What is the difference between escape conditioning and avoidance conditioning?
- How is a token economy an example of behavior modification?
- Is punishment an effective tool of learning?
- Describe the advantages or disadvantages of using punishment to teach a child a behavior.

Acquired Skills:

- Using principles of operant conditioning, design a plan to teach a puppy a new trick.
- Label an example of classical conditioning using Unconditioned Stimulus (UCS), Unconditioned Response (UCR), Neutral Stimulus (NS), Conditioned Stimulus (CS) or Conditioned Response (CR).
- Devise a plan of behavior modification (such as teaching your dog not to bark indoors or stopping your friend from knuckle cracking) by applying learning principles.

Assessments:

Formative Assessments:

- Create a storyboard to illustrate the steps of Classical Conditioning performed by Pavlov.
- Create and follow through with a plan of Behavior Modification to change something about themselves they want to change.

Summative Assessments:

- Unit test and quizzes; multiple choice, short answer, essay

Benchmark Assessments:

- Learning Essay: students write an essay about different theories on learning tied to the different schools of psychological theory discussed in class.

Alternative Assessments:

- Students record themselves teaching a sibling a new skill utilizing the principles of classical and operant conditioning.

Instructional Resources

Core:

- Understanding Psychology, Pages 241-266

Supplemental:

- Video: "Learning" (*Discovering Psychology* series)

- Article: "Whatever Happened to Baby Albert?"

Suggested Learning Experiences and Instructional Activities:

- Video: "Learning" (Discovering Psychology series)-View actual film of people like Pavlov, Watson and Skinner at work.
- Article: "Whatever Happened to Baby Albert?"-More information about John Watson's famous experiment-relate to classical conditioning.

Accommodations or Modifications:

- Rephrase written directions, as needed
- Preferential seating, as needed
- Give study guide before test
- Extended test-taking time

Technology Integration:

- Students research and then present (through PowerPoint, Prezi, Vodcast, etc.) a method of personal behavior modification.

2022 APA Standards:

- Development and Learning: Learning (1, 2 and 3)

Unit 3: Personality Theory [8 Days]

Why Is This Unit Important?

This unit explores personality-why people act the way they do in specific situations and individuality. This is important for the student to gain a better understanding about their own personality and to recognize that others may have strengths in areas where they do not. This provides the knowledge that it is important to learn to work with others who possess different styles than you do.

Big Ideas: 'Schools of Personality Theory': Psychoanalytic, Behaviorist, Humanistic, Trait theory, Social Cognitive. Nature vs. Nurture, Introversion vs. Extroversion, Defense Mechanisms, Collective Unconscious

Enduring Understandings:

- Explain how personality tests are used to assess personality characteristics and identify problems (topical).
- List the major schools of personality theory (overarching).
- Describe the three components of Freud's psychoanalytic theory: the id, the ego and the superego (topical).
- Determine how behaviorists think some aspects of personality are learned (overarching).
- Explore how positive aspects of human nature are emphasized by the humanistic and cognitive theories (overarching).
- What part of a personality-id, ego or superego-do you feel is the most important? Explain your answer (topical).

Essential Questions:

- What do you think has the greatest influence on the development of personality, nature or nurture? Explain.
- Do you think that you choose your own behaviors freely or do you believe that your current behaviors are determined by previous behaviors and events? Explain.
- Should personality tests be used by employers to make hiring decisions?

Acquired Knowledge:

- Why do you think people have different personalities? How would a behaviorist explain the differences?
- What is the difference between introversion and extroversion?
- What are the common traits that generally describe all people?

- How would a psychoanalytic theorist explain personality disorders/problems?

Acquired Skills:

- Analyze the results of your own personality test.
- Write your own definition of personality. How does your definition compare to the textbook's definition?
- Compare the views of a psychoanalyst, a behaviorist and a humanist.
- Discuss the impact birth order has on personality.

Assessments:

Formative Assessment:

- Create a poster describing the qualities of your personality type based on the results of the Myers-Briggs Test.
- Make 10 inkblots using some black and some colorful watercolor paints. Write responses to what you see in the inkblots. Discuss pros and cons of projective tests.

Summative Assessment:

- Unit tests and quizzes; Multiple choice, short answer, essay

Benchmark Assessment:

- Students create a slideshow presentation linking personality theories to learning theories

Alternative Assessment:

- Students create their own, research-based theory on personality.

Instructional Resources

Core:

- Understanding Psychology, Pages 374-404

Supplemental:

- Myers-Briggs Test - <https://www.16personalities.com/free-personality-test>; <http://www.humanmetrics.com/cgi-win/jtypes2.asp>
- Video: "Sigmund Freud: Analysis of a Mind" (*A&E Biography* series)
- Video: "The Self" (*Discovering Psychology* series)
- Video: "Shyness" (*Dateline*)
- Article on birth order and personality

Suggested Learning Experiences and Instructional Activities:

- Discovering Psychology video: "The Self" - History of Self-Concept, analysis of different approaches to personality theory
- Film - 'What About Bob' - demonstration of the behaviorist approach to deal with personality disorders
- Participate in a skit to illustrate one of Freud's defense mechanisms.

Accommodations or Modifications:

- Rephrase written directions, as needed
- Preferential seating, as needed
- Give study guide before test
- Extended test-taking time

Technology Integration:

- Students access various websites to match their Myers-Briggs result to suitable careers, relationships, etc.

2022 APA Standards:

- Social and Personality: Personality (1 and 2)

Unit 4: Memory and Thought [9 Days]

Why Is This Unit Important?

This unit explores how our memory works and the ways by which we think. It explains how we summon unique thoughts and memories to help us perform day to day functions. It shows how memories are formed and provides insight on how to improve memory. It is important because the students will learn problem-solving strategies, how to think more clearly and how to remember more.

Big Ideas: Processes of Memory, Stages of Memory, Types of long-term memory, Units of Thought, Non-Directed vs. Directed thinking, Metacognition

Enduring Understandings:

- Explain the concepts of memory and information processing, including the terms encoding, storage and retrieval (topical).
- Identify units of thought and kinds of thinking (topical).
- Explain strategies for and obstacles to problem solving (overarching).
- Identify the stages of memory (topical).
- Identify the types of long-term memory (topical).
- Apply strategies for improving memory (overarching).

Essential Questions:

- Is intelligence more than just a good memory?
- What factors cause us to learn something?
- How do we solve problems?
- What causes us to easily remember some things but easily forget other things?

Acquired Knowledge:

- What role does meaning play in the creation of memories?
- What is the purpose of maintenance rehearsal?
- What is the purpose of elaborative rehearsal?
- What are the five units of thought?
- Describe the processes of memory

Acquired Skills:

- Evaluate the Units of Thought you use most often.
- Detail how new sensory information becomes a long-term memory.
- Determine the proper type of thinking to solve a problem.
- List the different stages of memory and write an example of each.

Assessments

Formative Assessment:

- Make a poster about one of the key topics regarding 'memory'. The goal is to inform the viewer about the topic in one minute or less.

Summative Assessment:

- Unit test and quizzes; Multiple choice, short answer, essay

Benchmark Assessment:

- Research Paper: students research a notable case of memory loss and write a paper documenting the causes of the amnesia, plus the specific processes of memory affected by the brain damage. Students should include other cognitive abilities that were also affected by the injury.

Alternative Assessment:

- Develop and document a strategy for improving memory and present it as a Ted Talk

Instructional Resources

Core:

- Understanding Psychology, Pages 272-302

Supplemental:

- Activity: Eidetic Memory Test
- Video: "Clive Wearing" (from *The Mind* series)
- Reader's Digest article "Forget Me Not" (about Clive and Deborah Wearing)
- Activity: How Meaning Enhances Recall

Suggested Learning Experiences and Instructional Activities:

- Activity: Sensory storage, short-term and long-term memory limit tests
- Film - 'Regarding Henry' - demonstrates a specific type of memory loss due to lack of oxygen to the brain (anoxia)
- Kinesthetic memory creation activity

Accommodations or Modifications:

- Rephrase written directions, as needed
- Preferential seating, as needed
- Give study guide before test
- Extended test-taking time

Technology Integration:

- Students research how smartphones and the internet have or will impact human beings' memory capacities.

2022 APA Standards:

- Cognition:
 - Cognition (1 and 2)
 - Memory (1 and 2)

Unit 5: Stress [8 Days]

Why Is This Unit Important?

This unit explores stress and effective ways to deal with stress. The unit investigates sources of stress, reactions to stress and ways in which a student can learn techniques to cope with stress. It is important because stress is an inevitable part of life. Knowing when and how it comes about as well as knowing effective coping strategies helps students to navigate their own lives. Emphasis is also put on the emotion of gratitude to counteract the influence of stress on everyday life.

Big Ideas: Eustress, Distress, Stressors, Common Stressors: Life Changes, Daily Hassles, Conflict Situations, Reactions to Stress, Ways to Cope with Stress

Enduring Understandings:

- Identify various sources of stress (overarching).
- Explain how stress results from our perceptions of demands placed upon us and our evaluations of situations we encounter (overarching).
- Describe the beneficial and harmful reactions people have to stress (overarching).
- Explore the defensive and active coping strategies that people use to deal with stress (overarching)

Essential Questions:

- In what ways might social support reduce stress?
- How could writing about a stressful experience help you cope with it?
- Is stress real?
- Why are some people better able to cope with stress than others?
- Do we ever need stress?

Acquired Knowledge:

- What is the difference between eustress and distress? Should stress always be avoided? Explain.
- Would you feel more stressed about a scheduled exam or a pop quiz? Why?
- What is the flight-or-fight response? Why is it necessary for animals? For humans?
- How do people use denial and intellectualization to cope with stress?
- What are two relaxation techniques that can be used for coping with stress? How do they work?
- What is anxiety? When is it normal? When is it abnormal?

Acquired Skills:

- Create a chart to show examples of different conflict situations.
- Use a graphic organizer to show several active coping strategies for dealing with stress.
- Make a diagram to show five sources of work-related stress.
- Analyze the role that control and self-efficacy play in our perception of stress

Assessments:

Formative Assessment:

- Write a short story, poem or song developed around one or more of the life changes in the Holmes-Rahe Social Readjustment Rating Scale.
- Participate in a skit illustrating irrational assumptions that can cause stress and emphasize constructive alternatives.

Summative Assessment:

- Unit test and quizzes; Multiple choice, short answer, essay

Benchmark Assessment:

- Essay: Students will write about whether personality type affects our overall general stress levels

Alternative Assessment:

- Presentation: Students will present on effective ways to cope with stress in life.

Instructional Resources

Core:

- Understanding Psychology, Pages 413-442

Supplemental:

- Activity: How Stressed Are You?
- Video: "Health, Mind and Behavior" (Discovering Psychology series)
- Type A Personality Test
- 'Who Says Stress is Bad for You' (Newsweek Article: 2/23/2009)

Suggested Learning Experiences and Instructional Activities:

- Activity: Conflict-situation skit - students depict a scenario in which an actor needs to make a decision in the midst of a conflict situation.
- Students write down five things they 'have to do' and then change these 'have to' statements to 'choose to because' statements.
- Students rank life-change stressors from most stressful to least stressful
- Students maintain a gratitude journal: according to Hans Selye (stress research expert), gratitude is the healthiest of all human emotions.

Accommodations or Modifications:

- Rephrase written directions, as needed
- Preferential seating, as needed
- Give study guide before test
- Extended test-taking time

Technology Integration:

- Students research how smartphones and the internet have or will impact human beings' levels of stress.

2022 APA Standards:

- Mental and Physical Health:
 - Health (1 and 2)
 - Therapies (1)

Unit 6: Sensation and Perception [9 Days]

Why Is This Unit Important?

This unit explores human sensation and perception. Sensation occurs every time a change in stimulus activates sensory receptors and perception is the organization of this sensory information into meaningful experiences within the brain. This unit is important because it is easy to take our ability to sense and perceive for granted. Investigating people with limited or lost sensing or perceiving abilities helps students appreciate their own senses and perceptive abilities.

Big Ideas: Sensation, Perception, Thresholds, Weber's Law, Primary Senses, Sense receptors, Kinesthesia, Vestibular Sense, Extra Sensory Perception, Perceptual Inference, Perceptual Readiness, Illusions

Enduring Understandings:

- Understand that sensations occur any time a stimulus activates a receptor and discuss how sensations allow humans to understand reality (topical).
- Outline the principles involved in perception (overarching).
- Examine the existence/relevance of psychic phenomena

Essential Questions:

- Are absolute thresholds absolute?
- Does Extra Sensory Perception exist?
- Which is better: good sensation or good perception?
- Which sense is the most important?

Acquired Knowledge:

- What are the four categories of skin sensation?
- What are the six primary vapors (for the sense of smell)?
- What are the primary flavors that we taste?
- How do illusions demonstrate the difference between sensations and perceptions?
- Explain Weber's Law and provide an example of how it could be applied

Acquired Skills:

- Complete a chart listing the five senses and their absolute thresholds.
- Label the parts of an eyeball.
- Debate the existence of ESP.
- Analyze processes in the brain responsible for vision.
- Students locate their own blind spot on each eyeball.

Assessments:

Formative Assessment:

- Kahoot! to properly label component parts of the eyeball

Summative Assessment:

- Unit test and quizzes; Multiple choice, short answer, essay

Benchmark Assessment:

- Essay: Students write about how sensation and perception affects learning.

Alternative Assessment:

- Performance Task (**GRASPS**):
 - **Goal:** Students will explore their own absolute thresholds and discuss noticeable differences.
 - **Role:** Students will take on the role of the subject and experimenter.
 - **Audience:** Members of the class.
 - **Situation:** Design an experiment to test your own version of the absolute thresholds and discuss noticeable difference for one of the senses discussed.
 - **Product:** Experiment results based on student collection of data

Instructional Resources

Core:

- Understanding Psychology, Pages 206-237

Supplemental:

- Video: "Sensation and Perception" (*Discovering Psychology* series)
- Video: "Secrets of the Psychics" (NOVA)
- Video: "Stranger in the Mirror" (NOVA)
- Video: "How Does the Brain Work" (NOVA ScienceNOW)

Suggested Learning Experiences and Instructional Activities:

- Activity: students look at dot and a plus sign with one eye closed and move in and out to find their blind spot.
- Optical illusion examples to show how perceptions can be tricked.
- Taste experiment to map the tongue for flavor sensitivity.
- Hearing demonstration to show the importance of two ears for locating the source of sounds.
- Students given discussion topics intended to alter the way they perceive an image.

Accommodations or Modifications:

- Rephrase written directions, as needed
- Preferential seating, as needed
- Give study guide before test
- Extended test-taking time

Technology Integration:

Students find and share new examples of optical illusions

2022 APA Standards:

- Biological: Sensation (1 and 2)
- Cognition: Perception (1 and 2)

Unit 7: Motivation and Emotion [9 Days]

Why Is This Unit Important?

This unit explores human motivation and emotions. We cannot see motivation, yet we know it's there because of observable, goal-directed behavior. Likewise, we can see the behavioral aspect of emotions, but we don't always know what causes these emotions. This unit is therefore very theoretical. Theories on motivation try to explain why we act. Theories on emotion seek to convey how emotions are formed. Often times, emotions can serve as the driving force behind our behavior and therefore the study of emotions is very much tied to the study of motivation. This unit is important because it allows students to better understand what exactly is motivating their behavior. The unit can also help students get a better handle on their own emotions.

Big Ideas: Motivation, Emotion, Drives, Needs, Incentives, Intrinsic vs. Extrinsic Motivation, Homeostasis, Emotional Intelligence

Enduring Understandings:

- Analyze the fundamentals of emotional intelligence (overarching).
- List reasons for the physiological and psychological factors associated with motivation and emotion (overarching).
- Describe the three parts of emotions: the physical, cognitive and behavioral aspects (topical).
- Analyze common sources of motivation, including: the need to achieve, the need for approval, the fear of failure and the fear of success.

Essential Questions:

- What motivates people to do the things they choose to do?
- How important are emotions? Would life be better if we didn't experience certain emotions?
- Which form of motivation is more powerful: intrinsic or extrinsic?

Acquired Knowledge:

- Describe how fundamental, psychological and self-actualization needs differ.
- Analyze theories on motivation.
- Analyze theories on emotions.
- Evaluate the manipulation of emotions used in deception.
- Describe the many motivating factors involved in eating.

Acquired Skills:

- Complete a questionnaire and chart envisioning yourself as a parent of a boy to see if you would be encouraging independence training (and the development of the need to achieve).
- Compare and contrast two theories of motivation by using a Venn diagram.
- Explain the theory on emotions that makes the most sense to you.
- Discuss ways in which you've been motivated intrinsically and extrinsically.
- Evaluate the concept and real-world applications of micro-expressions.
- Determine your own emotional intelligence score and evaluate ways to improve your own emotional intelligence.

Assessments:

Formative Assessments:

- Achievement Motivation self-assessment
- Maslow's Hierarchy of needs tied to magazine advertising assignment
- Summative Assessment:
 - Unit test and quizzes; Multiple choice, short answer, essay

Benchmark Assessment:

- Students conduct an accurate and reliable poll in order to deduce human motivations as they pertain to moral/ethical dilemmas. Students will write up a summary of their polling results

Alternative Assessment:

- Students create their own theories of motivation (physiological, psychological) combining historical / current theories into a new theory

Instructional Resources

Core:

- Understanding Psychology, Pages 312-339

Supplemental:

- Film: 'Alive'
- Article: 'It's Written All Over Your Face' (about micro-expressions)
- Emotional Intelligence self-assessment
- 'Letter' from Nando Parrado (www.parrado.com)
- Activity: 'Achievement Motivation'
- Article: 'The Need for Approval'

Suggested Learning Experiences and Instructional Activities:

- Activity: Murder Mystery to demonstrate the manipulation of emotions involved in deception
- Emotional charades competition: Students act out some emotions listed on index cards.
- Discussions on: the fear of failure, the fear of success and the need for approval.
- Students read questions about issues related to the emotion of anger and then discuss their answers with the group.
- Students analyze magazine advertisements and identify which of Maslow's Needs were targeted by the advertisers.

Accommodations or Modifications:

- Rephrase written directions, as needed
- Preferential seating, as needed
- Give study guide before test
- Extended test-taking time

Technology Integration:

- Students use social media to poll people on what they would do in an 'impossible' situation.
- Students research the current ability of artificially-intelligent humanoid robots to accurately display emotions.

2022 APA Standards:

Social and Personality: Motivation and Emotion (1, 2, 3, 4 and 5)

Unit 8: Altered States of Consciousness [7 Days]

Why Is This Unit Important?

We spend a good deal of our lives in altered states of consciousness. Sleep alone accounts for one-third of our lives. When you factor in other altered states, like daydreaming - we probably spend about half of our lives in altered states of consciousness. In this unit, sleep and sleep disorders are introduced. Strategies for getting more and better sleep are also introduced. Other altered states, like hypnosis, biofeedback and meditation are also explored. Furthermore, the altered states of consciousness produced by psychoactive drugs are analyzed. This unit is important because the effective use of altered states of consciousness allows our conscious experiences to be fuller and more productive.

Big Ideas: Stages of sleep, Insomnia, Sleep Apnea, Night Terrors, Theories on Dreaming, Hypnosis, Meditation, Biofeedback, Drugs and Consciousness

Enduring Understandings:

- Discuss the stages of sleep and periods of dreaming (topical).
- Describe research into such techniques as biofeedback and meditation (topical).
- Describe psychoactive drugs and how they interact with the central nervous system to alter consciousness (topical).
- Analyze theories on why we dream (overarching).

Essential Questions:

- Why do humans need sleep?
- What's the purpose of dreaming?
- Can a conscious person do all the same things a hypnotized person can do?

Acquired Knowledge:

- What types of medical conditions can be helped through biofeedback?
- Identify and describe six sleep disorders.
- What are the various theories on why we dream?
- Identify the various categories of psychoactive drugs and provide an example of each.

Acquired Skills:

- Use a flowchart to describe the five stages of sleep.
- Using a cause and effect diagram, describe the effects of three drugs on consciousness.
- Determine the most plausible theory on why we dream.
- Evaluate the various types of meditation and their effectiveness.

Formative Assessment:

- Create a 'Sleep and Dream Log' for a period of 7 days.
- Students debate the various theories on why we dream.

Summative Assessment:

- Unit test and quizzes; Multiple choice, short answer, essay

Benchmark Assessment:

- Research and present strategies and tips for achieving more consistent, restful sleep

Alternative Assessment:

- Create brochures promoting the benefits of the different types of meditation

Instructional Resources

Core:

- Understanding Psychology, Pages 182-202

Supplemental:

- Film: "Alive"
- Article: "The Myth of the Eight-Hour Sleep"
- <http://www.bbc.com/news/magazine-16964783>
- Article: "Why Letting Teens Sleep in Could Save Lives"
- <http://www.cnn.com/2016/04/14/health/teens-sleep-school-start-times>
- Article: "What Damage Does Alcohol Do To Our Bodies"
- <http://www.bbc.com/news/health-15114325>
- Video: "The Mind: Asleep and Awake" (*Discovering Psychology* series)
- Video: "The Mind: Hidden and Divided" (*Discovering Psychology* series)
- Article: 'Why Do We Dream' (Psychology Today)

Suggested Learning Experiences and Instructional Activities:

- Activity: Students act out some common dreams and explain their possible metaphorical meaning.
- Students debate the various theories on why we dream.
- Discuss tips for insomniacs.
- Discuss the practicality and benefits of 'segmented sleep'.

Accommodations or Modifications:

- Rephrase written directions, as needed
- Preferential seating, as needed
- Give study guide before test
- Extended test-taking time

Technology Integration:

- Students use smartphones to track their sleep and dreaming patterns

2022 APA Standards:

- Biological: Consciousness (1, 2, and 3)

Unit 9: Infancy, Child and Adolescent Development [12 Days]

Why Is This Unit Important?

This unit explores human development from birth through adolescence. It is important for students to be aware of changes that occur throughout the life cycle. Social, moral, intellectual, physical and emotional changes are analyzed throughout this unit as they pertain to development. Students will also evaluate specific issues facing adolescents that can sometimes be uncomfortable. This unit is important because it presents students with a new perspective on the changes through which they are going.

Big Ideas: Moral Development, Psychosexual Development, Critical Period Hypothesis, Object Permanence, Conservation, Prenatal Development, Reflexes, Formal Operational Thinking, Puberty, Adolescence vs. Adolescents, Family Interaction Patterns, Anorexia, Bulimia, Suicide, Child Abuse

Enduring Understandings:

- Describe the physical and perceptual development of newborns and children (topical).
- Describe the role of family and peers during adolescence (topical).
- Outline the changes in patterns of reasoning, moral thinking and the development of one's identity during the transition from childhood to adolescence (topical).
- Describe the physical and psychological gender differences of males and females and discuss how beliefs about these differences influence behavior (overarching).
- Outline the process by which we acquire language (topical).

Essential Questions:

- How do we become socialized?
- What are morals?
- What period of time in our lives is the most difficult? ...the easiest?
- When does one become an adult?

Acquired Knowledge:

- What questions do developmental psychologists raise concerning nature versus nurture?
- What does it mean when people say children are egocentric?
- According to Margaret Mead, how does one's culture influence adolescent development?
- What developmental changes occur during adolescence?
- According to the social learning theory, how do children learn gender roles?

Acquired Skills:

- Discuss how children develop emotionally.
- Describe Freud's Theory of Socialization.
- Describe Erikson's Theory of Socialization.
- Explain the Critical Period Hypothesis for Language Development.

Formative Assessment:

- Create a Venn diagram showing similarities and differences between Erikson's and Freud's theories of Socialization.

Summative Assessment:

- Unit test and quizzes; Multiple choice, short answer, essay

Benchmark Assessment:

- Essay: Explain how the principles (or a theory) from a previous unit affects a child's development.

Alternative Assessment:

- With a partner, perform a one-act play personifying nature and nurture and bringing the debate to life

Instructional Resources**Core:**

- Understanding Psychology, Pages 60-125; Page 307

Supplemental:

- Article: "The Stages of Prenatal Development"
- <https://www.verywell.com/stages-of-prenatal-development-2795073>
- Video: "The Miracle of Life" (show part related to development of the fetus)
- Video: "Secret of the Wild Child"
- Video: "Scared Silent" (relates to child abuse)
- Video: "The Developing Child" (from the *Discovering Psychology* series)
- Video: "Language Development" (from the *Discovering Psychology* series)
- Video: "Did Jenny Have to Die?" (teenage suicide)
- Documentary: 'America the Beautiful' (teenage self-image)

Suggested Learning Experiences and Instructional Activities:

- Activity: Students act out some family interaction patterns/parenting styles and the effect they have on children.
- Students discuss the impact of child abuse on development.
- Discussion on signs of depression and thoughts of suicide.
- Discussion on cliques and the pressures of conformity.

Accommodations or Modifications:

- Rephrase written directions, as needed
- Preferential seating, as needed
- Give study guide before test
- Extended test-taking time

Technology Integration:

- Students research contemporary issues facing American teenagers (for example: 'the sexualization of youth').

2022 APA Standards:

- Development and Learning:
 - Lifespan Development (1 and 2)
 - Language (1 and 2)

Unit 10: Psychological Disorders [10 Days]

Why Is This Unit Important?

This unit explores psychological disorders. It is important for the student to understand the difference between abnormal behavior and mental illness. Some of the disorders discussed in this unit include: Obsessive Compulsive Disorder (OCD), Schizophrenia, Dissociative Identity Disorder and Generalized Anxiety Disorder. Various phobias are discussed, as well as strange disorders like boanthropy. This unit is important so that students can develop a respect for the mentally ill and their plight.

Big Ideas: How to define abnormality, Schizophrenia, Dissociative Identity Disorder, OCD, Anxiety, Phobias, Delusions, Hallucinations

Enduring Understandings:

- Define psychological disorders. Explore how psychologists draw the line between normal and abnormal behaviors by looking at deviance, adjustment and psychological health (topical).
- Explain how schizophrenia involves confused and disordered thoughts and mood disorders involve disturbances in the experience and expressions of depression (topical).
- Explain the common link connecting anxiety disorders (topical).

Essential Questions:

- When do you think it is advisable for a person to seek help who is suffering from a mild psychological disorder?
- How do you define 'normal'?

Acquired Knowledge:

- What is the DSM-V and how do psychologists use it?
- What is anxiety? When is it normal? When is it abnormal?
- What is the difference between hallucinations and delusions?

Acquired Skills:

- Develop a graphic organizer identifying and describing three approaches psychologists use to identify psychological disorders.
- What is the difference between a conversion disorder and hypochondriasis?
- How do personality disorders differ from other psychological disorders?
- Pick something of which you are afraid. Construct a plan for using systematic desensitization to help you overcome this fear.

Assessments

Formative Assessment:

- Define five different types of phobias and develop visual representations of each on a poster.

Summative Assessment:

- Unit test and quizzes; Multiple choice, short answer, essay

Benchmark Assessment:

- Pick a psychological disorder, look into the differences in diagnoses for the disorder in the DSM-IV compared to DSM-V and write an essay that clearly analyzes these differences

Alternative Assessment:

- Produce a public service announcement (in the vein of NBC's 'The More You Know') that aims to bring awareness and empathy for a psychological disorder

Instructional Resources

Core:

- Understanding Psychology, Pages 446-481

Supplemental:

- Video: "Into Madness" (*HBO*)-schizophrenia
- Video: "Multiple Personalities" (*HBO*)
- Video: "Obsessed" (CBS - 48 Hours)
- Film: 'Benny and Joon'

Suggested Learning Experiences and Instructional Activities:

- Activity: Students act out some phobia
- Students discuss what makes one normal or abnormal
- Students assess their own level of OCD
- Discussion on student phobias

Accommodations or Modifications:

- Rephrase written directions, as needed
- Preferential seating, as needed
- Give study guide before test
- Extended test-taking time

Technology Integration:

- Students gain schizophrenia empathy
 - <http://www.cnn.com/video/data/2.0/video/us/2014/06/09/ac-dnt-schizophrenia-simulator.cnn.html>

2022 APA Standards:

- Mental and Physical Health:
 - Disorders (1 and 2)
 - Therapies (1 and 2)

Sample Standards Integration

21st Century Skills & Career Readiness Practices

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

CRP2. Apply appropriate academic and technical skills. CRP3.

Attend to personal health and financial well-being. CRP4.

Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

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

CRP11. Use technology to enhance productivity.

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

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas in performance tasks and written essays

For Example, In Unit 1 students will identify their own multiple intelligence strengths and look into careers that align to these strengths. Also, in Unit 3, students will complete the Myers-Briggs personality test and align their personality type to good career fits.

9.3.12.AG-

NR.2 Analyze the interrelationships between natural resources and humans.

For Example: In Unit 7 students will evaluate the motivations behind consumerism and hoarding mentalities from various scales, including the scale of national governments competing with one another for scarce resources.

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

For Example: In Unit 5, students assess the credibility and accuracy of digital content in order to prepare an oral report on effective ways to cope with stress.

Interdisciplinary Connection

The Research Simulation Task and Document-Based Questions require students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: Throughout the course students are required to complete assignments on commonlit.org and Newsela that require them to make logical inferences, determine central ideas, and generally interpret words, phrases, and meaning in various texts.

Holocaust Mandate/Resources

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Units 2 and 3 case studies are analyzed for students to see how hatred and bigotry can be formed or learned.

Amistad Mandate/Resources

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: Throughout the course, contributions by Psychologists of Africa descent will be analyzed and compared to other theories, concepts, etc.

LGBTQ/Disabilities Resources

American Psychological Association, [Toolbox to Promote Healthy LGBT Youth](#)
Smith, Blakeslee and Rosenthal, [The Psychology of Sexual Orientation: A modular lesson plan/teaching resource for high school psychology teachers](#)
Dunn, [Changing Attitudes Towards Disability](#)