

## Introduction to Behavioral Sciences

<b>Theme</b> <i>Behavioral Science is an introductory survey class that covers the disciplines of psychology and sociology. The course examines human behavior. The psychology component explores individual behavior and the factors that influence that behavior. These influences include both biological and psychological forces. Sociology examines the behavior of groups and how that is influenced by, and influences, individual human behavior. Combined these two subject areas help students better understand themselves and their place in the world as a whole.</i>	
<b>Strand</b> <i>Behavioral Sciences</i>	
<b>Topic</b> <i>Introduction to Psychology</i>	<b>Pacing</b>  1-2 weeks
<b>Content Statement</b>  <b>1. Psychology explores the current main psychological perspectives and the people associated with them.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can define the basic meaning of psychology.</li> <li>I can identify the origins of psychology, both philosophically and scientifically.</li> <li>I can name and describe the early schools of thought in the field of psychology.</li> <li>I can articulate the differences in the six contemporary perspectives in psychology.</li> <li>I can name and describe the major areas of specialization within the field of psychology.</li> <li>I can explain the scientific method and its four general steps.</li> <li>I can identify the major research methods used in psychology, including their advantages and disadvantages.</li> <li>I can explain the role of ethics in psychological research, and explain the major ethical guidelines for treatment of research participants.</li> </ul>	<b>Content Elaborations</b>  Psychology is the study of human behavior and of the mental processes. This unit introduces the topic by first looking at the history of the discipline. It explores the current main psychological perspectives and the people associated with them. After introducing theory, the current areas of psychological research and study are discussed.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>psychology</li> <li>positive psychology</li> <li>basic research</li> <li>variable</li> <li>gestalt</li> <li>placebo</li> <li>double-blind study</li> <li>informed consent</li> <li>psychoanalysis</li> <li>case study</li> <li>survey method</li> <li>empirical research</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>analyze</li> <li>applied</li> <li>cause and effect</li> <li>classify</li> <li>compare</li> <li>contrast</li> <li>correlation</li> <li>develop</li> <li>examine</li> <li>explain</li> <li>interpret</li> <li>predict</li> <li>present</li> <li>recognize</li> </ul>

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	<ul style="list-style-type: none"> <li>• create</li> <li>• describe</li> <li>• write</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Pre-tests (graded but not recorded)</li> <li>• Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</li> <li>• “Thumbs up, thumbs down” by students to indicate their sense of understanding</li> <li>• Pose questions to individual students ongoing during course of lesson</li> <li>• Whole class discussion of lesson with maximum participation; monitor for student understanding</li> <li>• Seek quick individual student responses on white boards</li> <li>• Seek quick choral responses from the whole group of students</li> <li>• “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class</li> <li>• Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li> <li>• Exit slip: responses to prompts at the end of the period</li> <li>• Written homework tasks based upon learning targets, with option to make corrections based on feedback</li> <li>• Quiz (graded but not recorded)</li> <li>• SLO pre-assessment</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)</li> <li>• Observation and participation in community service hours</li> <li>• Research paper based on service work</li> <li>• Personal reflective journals</li> <li>• Analytical essays</li> <li>• Document-based essays</li> <li>• Research-based essays (group or individual)</li> <li>• Oral presentations (group or individual)</li> <li>• Class debates</li> <li>• Class Socratic discussions</li> <li>• SLO post-assessment</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• Text: <a href="#">Essentials of Psychology</a></li> <li>• Programming from television</li> <li>• Supplemental reading/resources</li> <li>• Internet e-sources including primary sources, professional sources, government source, YouTube, TeacherTube, etc.</li> <li>• Video resources</li> <li>• Guest speakers</li> </ul>	<b>Enrichment Strategies</b> <ul style="list-style-type: none"> <li>• Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest.</li> <li>• Connect current and past lesson content to current events in the news.</li> <li>• Students may be invited to read difficult and significant original sources to learn content more in-depth.</li> <li>• Student and teacher collaborate to create additional projects (historical newspaper, diorama).</li> <li>• Students research and then teach a key part of the lesson.</li> <li>• Students may shadow or interview a professional in the field of psychology.</li> </ul>

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### Integrations

- Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes
- Global Culture Studies
- Literature courses
- Native American Studies
- American Political Thought and Radicalism

### Intervention Strategies

- Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: [www.education.ohio.gov](http://www.education.ohio.gov)
- Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org)
- Preferential seating
- Make notes available online using Infinite Campus or other web-based system
- One-on-one instruction during common prep time and/or with academic assistant
- Review sessions before tests and quizzes, and especially before exams
- Extended deadlines
- Modified assignments and tests
- IAT referral

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<b>Strand</b> <i>Behavioral Sciences</i>	
<b>Topic</b> <i>Bio-Psychology</i>	<b>Pacing</b> 2-3 weeks
<b>Content Statement</b> <p><b>2. In this unit, the students will explore the biological underpinnings of behavior.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can describe five interesting facts about the brain: size, need for oxygen, how it communicates, neural cell capacity, and resiliency.</li> <li>I can identify the functions of the four lobes of the brain: occipital, parietal, frontal, and temporal.</li> <li>I can distinguish the difference between the two speaking areas of the brain: Broca's Area and Wernicke's Area.</li> <li>I can identify personality characteristics/functions that originate from specific hemispheres/lobes of the brain.</li> <li>I can identify the signs of a stroke and can describe the possible afflictions that are caused by a stroke.</li> <li>I can label the various parts of a neural cell.</li> <li>I can describe how one neural cell communicates to another.</li> <li>I can describe the functions of six neurotransmitters: acetylcholine, dopamine, serotonin, endorphins, norepinephrine, and GABA.</li> </ul>	<b>Content Elaborations</b> <p>In this unit, the students will explore the biological underpinnings of behavior. The ability to sense and make sense of the world, to coordinate movements, and to think, learn, remember, and solve problems is dependent on the functioning biological systems of the human brain and body. The students will explore the workings of the central nervous system, the brain, and the glandular system. The students will investigate the normal functioning of the biological systems in reference to behavior and compare it to the abnormal or damaged systems.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>corpus callosum</li> <li>parietal lobe</li> <li>frontal lobe</li> <li>motor strip</li> <li>temporal lobe</li> <li>somatosensory cortex</li> <li>occipital lobe</li> <li>Deep Brain Stimulation (DBS)</li> <li>soma</li> <li>dendrite</li> <li>dendrite receptors</li> <li>axon</li> <li>vesicles</li> <li>terminal buttons</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>analyze</li> <li>applied</li> <li>cause and effect</li> <li>classify</li> <li>compare</li> <li>contrast</li> <li>correlation</li> <li>develop</li> <li>examine</li> <li>explain</li> <li>interpret</li> <li>predict</li> <li>present</li> <li>recognize</li> </ul>

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<ul style="list-style-type: none"><li>• frontal association area</li><li>• dura</li><li>• alexia</li><li>• dyslexia</li><li>• achromatopsia</li><li>• medulla</li><li>• pons</li><li>• cerebellum</li><li>• reticular formation</li><li>• thalamus</li><li>• basil ganglia</li><li>• hypothalamus</li><li>• amygdala</li><li>• hippocampus</li><li>• action potential</li></ul>	<ul style="list-style-type: none"><li>• synapse</li><li>• neurotransmitters</li><li>• reuptake transporter</li><li>• acetylcholine (Ach)</li><li>• dopamine (DA)</li><li>• serotonin</li><li>• endorphins</li><li>• norepinephrine</li><li>• GABA (gamma-amino-butyric acid)</li><li>• Endocrine System</li><li>• Pituitary Gland</li><li>• Thyroid Gland</li><li>• Adrenal Gland</li><li>• Sex Glands (ovary/testes)</li></ul>	<ul style="list-style-type: none"><li>• create</li><li>• describe</li><li>• write</li></ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"><li>• Pre-tests (graded but not recorded)</li><li>• Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</li><li>• “Thumbs up, thumbs down” by students to indicate their sense of understanding</li><li>• Pose questions to individual students ongoing during course of lesson</li><li>• Whole class discussion of lesson with maximum participation; monitor for student understanding</li><li>• Seek quick individual student responses on white boards</li><li>• Seek quick choral responses from the whole group of students</li><li>• “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class</li><li>• Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li><li>• Exit slip: responses to prompts at the end of the period</li><li>• Written homework tasks based upon learning targets, with option to make corrections based on feedback</li><li>• Quiz (graded but not recorded)</li><li>• SLO pre-assessment</li></ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"><li>• Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)</li><li>• Observation and participation in community service hours</li><li>• Research paper based on service work</li><li>• Personal reflective journals</li><li>• Analytical essays</li><li>• Document-based essays</li><li>• Research-based essays (group or individual)</li><li>• Oral presentations (group or individual)</li><li>• Class debates</li><li>• Class Socratic discussions</li><li>• SLO post-assessment</li></ul>	

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<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Text: <u>Essentials of Psychology</u></li> <li>• Programming from television</li> <li>• Supplemental reading/resources</li> <li>• Internet e-sources including primary sources, professional sources, government source, YouTube, TeacherTube, etc.</li> <li>• Video resources</li> <li>• Guest speakers</li> </ul>	<p><b>Enrichment Strategies</b></p> <ul style="list-style-type: none"> <li>• Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest.</li> <li>• Connect current and past lesson content to current events in the news.</li> <li>• Students may be invited to read difficult and significant original sources to learn content more in-depth.</li> <li>• Student and teacher collaborate to create additional projects (historical newspaper, diorama).</li> <li>• Students research and then teach a key part of the lesson.</li> <li>• Students may shadow or interview a professional in the field of psychology.</li> </ul>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• Biological Sciences</li> <li>• Chemistry</li> <li>• Health</li> <li>• Literature</li> <li>• Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes</li> </ul>	<p><b>Intervention Strategies</b></p> <ul style="list-style-type: none"> <li>• Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: <a href="http://www.education.ohio.gov">www.education.ohio.gov</a></li> <li>• Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a></li> <li>• Preferential seating</li> <li>• Make notes available online using Infinite Campus or other web-based system</li> <li>• One-on-one instruction during common prep time and/or with academic assistant</li> <li>• Review sessions before tests and quizzes, and especially before exams</li> <li>• Extended deadlines</li> <li>• Modified assignments and tests</li> <li>• IAT referral</li> </ul>

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<b>Strand</b>	<b>Behavioral Sciences</b>	
<b>Topic</b>	<b>Abnormal Psychology</b>	<b>Pacing</b>  2-3 weeks
<b>Content Statement</b>		<b>Content Elaborations</b>
<b>3. When applying multiple criteria in behavior, abnormal psychology can determine when behavior crosses the line between normal and abnormal.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify the prevalence of psychological disorders in the general population.</li> <li>I can identify the misconceptions associated with mental disorders.</li> <li>I can define the term “abnormal” and explain the criteria used by psychologists as a working definition to determine who is exhibiting behaviors that would need psychological treatment.</li> <li>I can explain the physical causes (nature) and the environmental causes (nurture) leading to mental illness.</li> <li>I can identify the causes and symptoms of anxiety disorders.</li> <li>I can identify the causes and symptoms for dissociative disorders.</li> <li>I can identify the causes and symptoms of somatoform disorders.</li> <li>I can identify the causes and symptoms of mood disorders.</li> <li>I can describe who is at risk for suicide and causal factors leading to suicide.</li> <li>I can identify the symptoms of psychotic disorders.</li> <li>I can identify the causes and symptoms of schizophrenia.</li> <li>I can identify the statistical data connected to and the causes leading to schizophrenia.</li> <li>I can identify the causes and symptoms of the major types of personality disorders.</li> </ul>		The students will apply multiple criteria in determining when behavior crosses the line between normal and abnormal. Mental or psychological disorders are patterns of abnormal behavior associated with significant personal distress or impaired functioning. The students will review several examples of psychological disorders, including anxiety disorders, dissociative and somatoform disorders, mood disorders, schizophrenia, and personality disorders. The unit ends with a discussion of suicide and steps that can be taken to help someone who may be contemplating suicide.

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<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• lobotomy</li> <li>• Thorazine</li> <li>• panic disorder or general anxiety disorder</li> <li>• deinstitutionalization</li> <li>• panic disorders</li> <li>• phobias (specific &amp; social)</li> <li>• agoraphobia</li> <li>• obsessive compulsive (OCD)</li> <li>• post-traumatic stress (PTSD)</li> <li>• dissociative disorders</li> <li>• dissociative amnesia</li> <li>• general amnesia</li> <li>• dissociative identity disorder</li> <li>• mood disorders</li> <li>• dysthymic disorder</li> <li>• clinical or major depression</li> <li>• bipolar disorder</li> <li>• mania</li> <li>• serotonin</li> <li>• psychotic disorders</li> <li>• hallucinations</li> <li>• delusions</li> <li>• schizophrenia</li> <li>• word salads</li> <li>• clang associations</li> <li>• paranoid schizophrenia</li> <li>• hebephrenic schizophrenia</li> <li>• catatonic schizophrenia</li> <li>• narcissism</li> <li>• borderline personality disorder</li> <li>• antisocial personality disorder</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• applied</li> <li>• cause and effect</li> <li>• classify</li> <li>• compare</li> <li>• contrast</li> <li>• correlation</li> <li>• create</li> <li>• describe</li> <li>• develop</li> <li>• examine</li> <li>• explain</li> <li>• interpret</li> <li>• predict</li> <li>• present</li> <li>• recognize</li> <li>• write</li> </ul>
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<ul style="list-style-type: none"> <li>• Quiz (graded but not recorded)</li> <li>• SLO pre-assessment</li> </ul>	
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<b>Integrations</b> <ul style="list-style-type: none"> <li>• Art</li> <li>• Biological Sciences</li> <li>• Chemistry</li> <li>• Global Cultures</li> <li>• Government</li> <li>• Health</li> <li>• History</li> <li>• Literature</li> <li>• Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes</li> </ul>	<b>Intervention Strategies</b> <ul style="list-style-type: none"> <li>• Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: <a href="http://www.education.ohio.gov">www.education.ohio.gov</a></li> <li>• Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a></li> <li>• Preferential seating</li> <li>• Make notes available online using Infinite Campus or other web-based system</li> <li>• One-on-one instruction during common prep time and/or with academic assistant</li> <li>• Review sessions before tests and quizzes, and especially before exams</li> <li>• Extended deadlines</li> <li>• Modified assignments and tests</li> <li>• IAT referral</li> </ul>

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<b>Strand</b>	<b>Behavioral Sciences</b>	
<b>Topic</b>	<b>Theories of Learning and Personality</b>	<b>Pacing</b>  2-3 weeks
<b>Content Statement</b>	<p><b>4. Discovering how humans learn or change behaviors as a result of everyday experiences is essential for people to be able to adapt.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can give an example of how an animal or human can be classically conditioned to respond in a particular way by making associations between a natural stimulus and a neutral stimulus repeatedly until a conditioned response is produced.</li> <li>• I can explain classical conditioning and give an example from my life experiences.</li> <li>• I can explain how emotion plays a significant role in learning.</li> <li>• I can identify Maslow's Hierarchy of Needs and give examples of how each stage affects a person's learning.</li> <li>• I can explain operant conditioning and give an example from my life experiences.</li> <li>• I can distinguish the difference and give examples of positive reinforcement, negative reinforcement, and punishment.</li> <li>• I can identify the four types of partial schedule of reinforcement and give an example of each.</li> <li>• I can explain observational learning and give an example from my life experiences.</li> <li>• I can explain cognitive learning and give an example from my life experiences.</li> <li>• I can explain Sigmund Freud's beliefs about personality: What influences personality? When does personality develop? How does our unconscious express itself?</li> <li>• I can describe Sigmund Freud's Structure of Personality, including the id (pleasure principle), the ego (reality principle), and the super-ego</li> </ul>	
<b>Content Elaborations</b>	<p>Students will discover how humans learn or change behaviors as a result of everyday experiences. This learning is essential for people to adapt to the demands of their environments. This unit will focus on classical conditioning, emotional conditioning, operant conditioning, observational learning, and cognitive learning.</p> <p>This unit will also encourage students to explore different models of personality and ways of measuring it. Psycho-dynamic perspective and unconscious conflicts will be evaluated as to the extent of their influence on personality. The social-cognitive perspective will compare how both inward and outward experiences play a role in shaping behavior. The humanistic perspective argues for conscious choice and personal freedom as the core feature in personality. The students will also examine the many methods psychologists have developed to measure personality.</p> <p>While studying this specific unit the students will research and evaluate the many historical theorists in psychology including Ivan Pavlov, John Watson, B.F. Skinner, Abraham Maslow, Albert Bandura, E.C. Tolman, Sigmund Freud, Carl Jung, Alfred Adler, Karen Horney, Erik Erikson, and Carl Rogers.</p>	

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<p>(morality principle).</p> <ul style="list-style-type: none"> <li>• I can explain Sigmund Freud's five stages of development (psychosexual development) and give examples of problems (or fixations) that arise from each level if the person does not successfully deal with the conflict of each stage.</li> <li>• I can describe Carl Jung's theory of personality and explain how it differed from Freud's.</li> <li>• I can describe Alfred Adler's theory of personality and explain how it differed from Freud's.</li> <li>• I can describe Karen Horney's theory of personality and explain how it differed from Freud's.</li> <li>• I can identify Erik Erikson's eight stages of Psychosocial Development and give an example of the problems associated with each stage if a person does not successfully work through the conflict.</li> <li>• I can define Humanism.</li> <li>• I can describe Carl Rogers' beliefs on personality.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• learning</li> <li>• conditioning</li> <li>• classical conditioning</li> <li>• Ivan Pavlov</li> <li>• Pavlov's dogs</li> <li>• emotional conditioning</li> <li>• John Watson</li> <li>• "Little Albert"</li> <li>• stimulus generalization</li> <li>• extinction</li> <li>• operant conditioning</li> <li>• B.F. Skinner</li> <li>• reinforcement</li> <li>• primary and secondary reinforcement</li> <li>• Abraham Maslow</li> <li>• Maslow's Hierarchy of Needs</li> <li>• positive and negative reinforcement</li> <li>• Albert Bandura</li> <li>• cognitive learning</li> <li>• Wolfgang Kohler</li> <li>• insight learning</li> <li>• E.C. Tolman</li> <li>• cognitive maps</li> <li>• Sigmund Freud</li> <li>• psychoanalysis</li> <li>• personality</li> <li>• libido</li> <li>• id</li> <li>• ego</li> <li>• super-ego</li> <li>• Oedipus conflict</li> <li>• Electra complex</li> <li>• Carl Young</li> <li>• collective unconscious</li> <li>• archetypes</li> <li>• persona</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• applied</li> <li>• cause and effect</li> <li>• classify</li> <li>• compare</li> <li>• contrast</li> <li>• correlation</li> <li>• create</li> <li>• describe</li> <li>• develop</li> <li>• examine</li> <li>• explain</li> <li>• interpret</li> <li>• predict</li> <li>• present</li> <li>• recognize</li> <li>• write</li> </ul>

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<ul style="list-style-type: none"> <li>• punishment</li> <li>• shaping</li> <li>• Skinner box</li> <li>• schedules of reinforcement</li> <li>• observational learning</li> <li>• Alfred Adler</li> <li>• Karen Horney</li> <li>• Erik Erikson</li> <li>• humanism</li> <li>• Carl Rogers</li> </ul>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Pre-tests (graded but not recorded)</li> <li>• Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</li> <li>• “Thumbs up, thumbs down” by students to indicate their sense of understanding</li> <li>• Pose questions to individual students ongoing during course of lesson</li> <li>• Whole class discussion of lesson with maximum participation; monitor for student understanding</li> <li>• Seek quick individual student responses on white boards</li> <li>• Seek quick choral responses from the whole group of students</li> <li>• “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class</li> <li>• Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li> <li>• Exit slip: responses to prompts at the end of the period</li> <li>• Written homework tasks based upon learning targets, with option to make corrections based on feedback</li> <li>• Quiz (graded but not recorded)</li> <li>• SLO pre-assessment</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)</li> <li>• Observation and participation in community service hours</li> <li>• Research paper based on service work</li> <li>• Personal reflective journals</li> <li>• Analytical essays</li> <li>• Document-based essays</li> <li>• Research-based essays (group or individual)</li> <li>• Oral presentations (group or individual)</li> <li>• Class debates</li> <li>• Class Socratic discussions</li> <li>• SLO post-assessment</li> </ul>
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	<ul style="list-style-type: none"> <li>Students may shadow or interview a professional in the field of psychology.</li> </ul>
<b>Integrations</b> <ul style="list-style-type: none"> <li>Art</li> <li>Biological Sciences</li> <li>Chemistry</li> <li>Global Cultures</li> <li>Government</li> <li>Health</li> <li>History</li> <li>Literature</li> <li>Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes</li> </ul>	<b>Intervention Strategies</b> <ul style="list-style-type: none"> <li>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: <a href="http://www.education.ohio.gov">www.education.ohio.gov</a></li> <li>Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a></li> <li>Preferential seating</li> <li>Make notes available online using Infinite Campus or other web-based system</li> <li>One-on-one instruction during common prep time and/or with academic assistant</li> <li>Review sessions before tests and quizzes, and especially before exams</li> <li>Extended deadlines</li> <li>Modified assignments and tests</li> <li>IAT referral</li> </ul>

## Introduction to Behavioral Sciences

<b>Theme</b>	<i>Behavioral Science is an introductory survey class that covers the disciplines of psychology and sociology. The course examines human behavior. The psychology component explores individual behavior and the factors that influence that behavior. These influences include both biological and psychological forces. Sociology examines the behavior of groups and how that is influenced by, and influences, individual human behavior. Combined these two subject areas help students better understand themselves and their place in the world as a whole.</i>	
<b>Strand</b>	<b>Behavioral Sciences</b>	
<b>Topic</b>	<b>Introduction to Sociology and Culture</b>	<b>Pacing</b>  2-3 weeks
<b>Content Statement</b>	<p><b>5. Sociology is a broad field that encompasses all human interaction.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can define sociology.</li> <li>• I can identify six leading historical sociologists.</li> <li>• I can discuss the leading theories of sociology.</li> <li>• I can briefly describe the history of modern sociology.</li> <li>• I can define culture.</li> <li>• I can identify the two components of culture—material and nonmaterial—and give examples of each.</li> <li>• I can define and recognize examples of culture shock.</li> <li>• I can compare and contrast ethnocentrism and cultural relativism.</li> <li>• I can give examples of the five components of symbolic culture: gestures, language, values, norms, and technology.</li> <li>• I can explain why language is so important.</li> <li>• I can identify the five effects of language.</li> <li>• I can explain the Sapir-Whorf hypothesis.</li> <li>• I can define sanctions and give examples of positive, negative, formal, and informal sanctions.</li> <li>• I can define values and identify the 15 values of American society.</li> <li>• I can give examples of value clusters.</li> <li>• I can give examples of value contradictions.</li> <li>• I can give examples of the five emerging values.</li> <li>• I can describe the difference between mores and folkways and give examples of each.</li> <li>• I can define a subculture and a counterculture and give examples of each.</li> <li>• I can give a real life example of culture wars and values as blinders.</li> </ul>	
<b>Content Elaborations</b>	<p>Sociology is a broad field that encompasses all human interaction. The history of the discipline and its modern practice is the subject for the beginning of this unit. This unit also examines culture. All human groups possess culture – gestures, language, values, norms, and material objects that are passed from one generation to the next. The class will examine how culture is always in a state of evolution and will examine the methods that cause culture to change. The way that these components play out in the world today is covered in this unit.</p>	

## Introduction to Behavioral Sciences

<ul style="list-style-type: none"> <li>• I can compare ideal versus real culture.</li> <li>• I can give examples of cultural universals.</li> <li>• I can define culture lag, cultural diffusion, and cultural leveling and explain each.</li> <li>• I can explain how cultures change.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• culture</li> <li>• culture shock</li> <li>• ethnocentrism</li> <li>• material culture</li> <li>• nonmaterial culture</li> <li>• cultural relativism</li> <li>• language</li> <li>• values</li> <li>• norms</li> <li>• mores</li> <li>• folkways</li> <li>• taboos</li> <li>• ideal culture</li> <li>• real culture</li> <li>• cultural lag</li> <li>• ideology</li> <li>• Ralph Linton</li> <li>• cultural transmission</li> <li>• value contradictions</li> <li>• cultural diffusion</li> <li>• cultural variation</li> <li>• Sapir-Whorf hypothesis</li> <li>• social change</li> <li>• sanctions</li> <li>• narcissism</li> <li>• William Sumner</li> <li>• Robin Williams</li> <li>• value clusters</li> <li>• moral holiday</li> <li>• internalization</li> <li>• society</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• applied</li> <li>• cause and effect</li> <li>• classify</li> <li>• compare</li> <li>• contrast</li> <li>• correlation</li> <li>• create</li> <li>• describe</li> <li>• develop</li> <li>• examine</li> <li>• explain</li> <li>• interpret</li> <li>• predict</li> <li>• present</li> <li>• recognize</li> <li>• write</li> </ul>
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<ul style="list-style-type: none"> <li>• Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li> <li>• Exit slip: responses to prompts at the end of the period</li> <li>• Written homework tasks based upon learning targets, with option to make corrections based on feedback</li> <li>• Quiz (graded but not recorded)</li> <li>• SLO pre-assessment</li> </ul>	
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Strand	Behavioral Sciences		
Topic	Socialization	Pacing	1-2 weeks
Content Statement	Content Elaborations		
<p>6. Socialization is shaped by nature and nurture.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"><li>I can discuss the ongoing debate over what most determines human behavior: “nature” (heredity) or “nurture” (social environment) and cite evidence that supports each position.</li><li>I can explain the impacts of social isolation and institutionalization on human beings and why social interaction is essential for healthy human development.</li><li>I can understand, distinguish between, and state the respective strengths and limitations of the following theorists’ insights into human development: Charles Horton Cooley, George Herbert Meade, Jean Piaget, Lawrence Kohlberg, Carol Gilligan, and Sigmund Freud.</li><li>I can explain what is meant by gender socialization and how family, media, and other agents of socialization teach children how to act masculine and feminine based on their gender.</li><li>I can list the major agents of socialization in American society and explain how each of these teach and influence people’s attitudes, behaviors, and other orientations toward life.</li><li>I can define the term “resocialization” and provide examples of situations where it may be necessary.</li><li>I can understand why socialization is a lifelong process and summarize the needs, expectations, and responsibilities that typically accompany each stage of life.</li></ul>		Socialization is the process in which humans learn their culture. Are humans shaped more by nature or by nurture? The unit follows socialization through the life course and studies the impact of isolation on humans. Other socialization factors such as gender and socioeconomics are also included.	
Content Vocabulary	<ul style="list-style-type: none"><li>socialization</li><li>George Herbert-Meade – Taking</li></ul>	<ul style="list-style-type: none"><li>latent function</li><li>Charles Cooley – Looking Glass</li></ul>	<p>Academic Vocabulary</p> <ul style="list-style-type: none"><li>analyze</li><li>develop</li><li>applied</li><li>examine</li></ul>

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<div>the Role of Others</div> <ul style="list-style-type: none"><li>total institutionalization</li><li>agents of socialization</li><li>anticipatory socialization</li><li>degradation ceremony</li><li>feral children</li><li>isolated children</li><li>institutionalized children</li><li>ego gender role</li></ul>	<div>Self</div> <ul style="list-style-type: none"><li>Harry Harlow – Intimate Contact</li><li>Comfort</li><li>peer group</li><li>resocialization</li><li>self</li><li>significant other</li><li>social environment</li></ul>	<ul style="list-style-type: none"><li>cause and effect</li><li>classify</li><li>compare</li><li>contrast</li><li>correlation</li><li>create</li><li>describe</li></ul>	<ul style="list-style-type: none"><li>explain</li><li>interpret</li><li>predict</li><li>present</li><li>recognize</li><li>write</li></ul>
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<p>government source, YouTube, TeacherTube, etc.</p> <ul style="list-style-type: none"> <li>• Video resources</li> <li>• Guest speakers</li> </ul>	<p>to learn content more in-depth.</p> <ul style="list-style-type: none"> <li>• Student and teacher collaborate to create additional projects (historical newspaper, diorama).</li> <li>• Students research and then teach a key part of the lesson.</li> <li>• Students may shadow or interview a professional in the field of sociology.</li> </ul>
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<b>Strand</b>	<b>Behavioral Sciences</b>	
<b>Topic</b>	<b>Crime Deviance and Criminology</b>	<b>Pacing</b>  2-3 weeks
<b>Content Statement</b>	<p><b>7. The concept of deviance changes depending on time and place.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can define deviance and explain why deviance is relative.</li> <li>• I can explain why humans need norms to exist and why they develop a system of social control for enforcing them.</li> <li>• I can describe some of the sanctions cultures use to enforce norms, including shaming and degradation ceremonies.</li> <li>• I can define street crime and white collar crime and describe the different ways these are perceived by the public.</li> <li>• I can describe the social benefits of deviance.</li> <li>• I can explain how one can be identified as a deviant person.</li> <li>• I can explain and give examples of how deviance changes over time.</li> <li>• I can define the term crime.</li> <li>• I can articulate who is affected by crime.</li> <li>• I can define the four types of violent crime and the four types of property crime as identified by the FBI.</li> <li>• I can gather data from the FBI's data base on crime known as the Uniform Crime Report (UCR).</li> <li>• I can explain the "dark figures of crime."</li> <li>• I can describe "self-reporting" surveys as they are used by sociologists and criminologists.</li> <li>• I can find and gather data from the Department of Justice's data base on crime known as the National Crime Victimization Survey (NCVS).</li> <li>• I can compose a detailed essay on the Social Ecology of Crime (victimization). I can list the general statistics on crime and identify who is more likely to be a victim; where one is most likely to be a victim; when most crime takes place; what age, race, and gender are at the</li> </ul>	
		<b>Content Elaborations</b>  Deviance is a relative term from the sociological perspective. In this unit students will explore how the concept of deviance changes dependent on time and place. The ability of societies to control deviant behavior will be explored as well as the methods used to accomplish this control. This unit will also examine the three perspectives on deviance and elaborate within each to discuss the multiple theories on deviance, including the Symbolic Interactionist Perspective, the Functionist Perspective, and the Conflict Perspective. The class will also examine current trends in crime using FBI and Department of Justice statistical data available online. The class will also evaluate the methods used to enforce its laws by use of judicial decisions including forms of punishment.

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<p>highest risk; and what the relationship is between the victim and the criminal.</p>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• norms</li> <li>• social control</li> <li>• deviance</li> <li>• folkways</li> <li>• mores</li> <li>• shaming</li> <li>• crime</li> <li>• positive sanction</li> <li>• negative sanction</li> <li>• social order</li> <li>• stigma</li> <li>• Classical Theory of Retribution</li> <li>• capital punishment</li> <li>• moral holiday</li> <li>• Uniform Crime Report (UCR)</li> <li>• violent crime (murder, rape, assault, robbery)</li> <li>• property crime (burglary, larceny, motor vehicle theft, arson)</li> <li>• hate crime</li> <li>• dark figures of crime</li> <li>• National Crime Victimization Survey</li> <li>• victimization</li> <li>• prison</li> <li>• recidivism</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• applied</li> <li>• cause and effect</li> <li>• classify</li> <li>• compare</li> <li>• contrast</li> <li>• correlation</li> <li>• create</li> <li>• describe</li> <li>• develop</li> <li>• examine</li> <li>• explain</li> <li>• interpret</li> <li>• predict</li> <li>• present</li> <li>• recognize</li> <li>• write</li> </ul>
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<b>Theme</b> <i>Behavioral Science is an introductory survey class that covers the disciplines of psychology and sociology. The course examines human behavior. The psychology component explores individual behavior and the factors that influence that behavior. These influences include both biological and psychological forces. Sociology examines the behavior of groups and how that is influenced by, and influences, individual human behavior. Combined these two subject areas help students better understand themselves and their place in the world as a whole.</i>	
<b>Strand</b> <i>Behavioral Sciences</i>	
<b>Topic</b> <i>Sex and Gender</i>	<b>Pacing</b> 1-2 weeks
<b>Content Statement</b>  <b>8. Genders impact on the everyday lives of people.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can define gender stratification.</li> <li>• I can distinguish between sex and gender.</li> <li>• I can understand the discussion over what most accounts for gender differences in behavior, biology, or culture.</li> <li>• I can explain the global nature of gender inequality and provide concrete examples of global gender discrimination.</li> <li>• I can describe how gender and work are related.</li> <li>• I can define feminism.</li> <li>• I can discuss gender relations in the workplace, including the pay gap, the cracking glass ceiling, division of workers, and sexual harassment.</li> <li>• I can explain how and why violence against women continues to be a problem in the United States.</li> </ul>	<b>Content Elaborations</b>  In this unit students learn the impact of gender on their everyday lives and the culture in which they live. The subject is examined from a variety of perspectives. The question of biology versus culture in gender behavior is explored as well as the global perspective in gender.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• gender</li> <li>• sex</li> <li>• gender stratification</li> <li>• feminism</li> <li>• matriarchy</li> <li>• patriarchy</li> <li>• gender inequality</li> <li>• pay gap (glass ceiling)</li> <li>• sexual harassment</li> <li>• violence against women</li> <li>• domestic violence</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• analyze</li> <li>• applied</li> <li>• cause and effect</li> <li>• classify</li> <li>• compare</li> <li>• contrast</li> <li>• correlation</li> <li>• create</li> <li>• describe</li> <li>• develop</li> <li>• examine</li> <li>• explain</li> <li>• interpret</li> <li>• predict</li> <li>• present</li> <li>• recognize</li> <li>• write</li> </ul>

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<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Pre-tests (graded but not recorded)</li> <li>• Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</li> <li>• “Thumbs up, thumbs down” by students to indicate their sense of understanding</li> <li>• Pose questions to individual students ongoing during course of lesson</li> <li>• Whole class discussion of lesson with maximum participation; monitor for student understanding</li> <li>• Seek quick individual student responses on white boards</li> <li>• Seek quick choral responses from the whole group of students</li> <li>• “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class</li> <li>• Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li> <li>• Exit slip: responses to prompts at the end of the period</li> <li>• Written homework tasks based upon learning targets, with option to make corrections based on feedback</li> <li>• Quiz (graded but not recorded)</li> <li>• SLO pre-assessment</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)</li> <li>• Observation and participation in community service hours</li> <li>• Research paper based on service work</li> <li>• Personal reflective journals</li> <li>• Analytical essays</li> <li>• Document-based essays</li> <li>• Research-based essays (group or individual)</li> <li>• Oral presentations (group or individual)</li> <li>• Class debates</li> <li>• Class Socratic discussions</li> <li>• SLO post-assessment</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Text: <u><a href="#">Essentials of Psychology</a></u></li> <li>• Programming from television</li> <li>• Supplemental reading/resources</li> <li>• Internet e-sources including primary sources, professional sources, government source, YouTube, TeacherTube, etc.</li> <li>• Video resources</li> <li>• Guest speakers</li> </ul>	<p><b>Enrichment Strategies</b></p> <ul style="list-style-type: none"> <li>• Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest.</li> <li>• Connect current and past lesson content to current events in the news.</li> <li>• Students may be invited to read difficult and significant original sources to learn content more in-depth.</li> <li>• Student and teacher collaborate to create additional projects (historical newspaper, diorama).</li> <li>• Students research and then teach a key part of the lesson.</li> <li>• Students may shadow or interview a professional in the field of sociology.</li> </ul>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes</li> </ul>	<p><b>Intervention Strategies</b></p> <ul style="list-style-type: none"> <li>• Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be</li> </ul>



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