

Parsippany-Troy Hills School District

# SST504 – HUMAN BEHAVIOR I

## SOCIAL STUDIES – ONE SEMESTER COURSE

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## STATEMENT OF PURPOSE

From earliest times, human beings have attempted to fathom the mystery of their own being. Philosophers and poets have agreed that self-understanding is essential if individuals ever hope to achieve control over their own destinies. This course is designed to provide students with the opportunity to study and analyze how behavior develops. This knowledge will enable students to understand how socio-cultural influences affect how an individual views their local and global environments.

This one semester, elective course is open to juniors and seniors of all academic levels. The course is aligned with the New Jersey Student Learning Standards for English Language Arts, Social Studies, 21<sup>st</sup>-Century Life and Careers, Science, and the New Jersey Technological Literacy Standards. Given a variety of materials and resources, the course reinforces and augments the educational skills of scientific interpretation, problem-solving, critical analysis, and technology research. District initiatives in assessment and critical reading and writing skills are also emphasized.

Through the use of a hands-on approach and practical application, Human Behavior I students can develop a sense of self-awareness that will strengthen their ability to discover realistic alternatives for the challenges of a multi-faceted humanistic and technologically interrelated world.

**Modifications and Adaptions:** For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link - <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

## **THE LIVING CURRICULUM**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

## **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

## COURSE GOALS AND TOPICS

UNITS OF STUDY	Essential Questions	Enduring Understandings	Standards
Unit 1: Identify psychology as a social science and define the key components of human behavior.	What is psychology?  How did early influences impact the development of psychology?  How are psychology and science related?  Why is psychology approached in multiple forms?	Psychology is the scientific study of behavior and mental processes.  Families influence our development through factors of heredity and the environment.	5.1 6.3 8.1 9.1 9.2 9.3 9.4 RH.11-12 WHST.11-12 CRP 2, 4, 6-8, 11
Unit 2: Analyze Personality Development by evaluating the evolving personal characteristics of an individual.	What is personality?  Why are various theories needed when studying personality?  Why is gaining an identity critical to us as individuals?  What is the impact of situation and stage of life on personality?  Why are personalities assessed?  How does personality affect development?	There are various approaches and theories of Personality.  There is a relationship between personality and behavior in terms of both situation and life span.  There are different methods used to assess personality.	5.1 6.3 9.1 9.3 9.4 RH.11-12 WHST.11-12 CRP 2, 4, 6-8, 11
Unit 3: Explore the systematic structure of consciousness in the application of Psychoanalysis.	What is Psychoanalysis?  What is the work of psychologists?  Why do we dream?	We develop coping mechanisms that define us as individuals.  Freud has greatly contributed to the field of Psychoanalysis.	5.1 6.2 6.3 8.1 9.1 9.3 9.4 RH.11-12 WHST.11-12 CRP 2, 4, 6-8, 11

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<p>Unit 4: Identify Behaviorism by measuring the consequences of shaping behavior in response to environmental stimuli.</p>	<p>What is Behaviorism? Why are psychologists needed? What is learning? How do we learn? How do people learn prejudice? Why do people obey authority?</p>	<p>There are various approaches and theories of Learning.  Rewards and punishments have a great impact on an individual.  Classical and Operant Conditioning lead to learning.</p>	<p>5.1 6.3 8.1 9.1 9.4 RH.11-12 WHST.11-12 CRP 2, 4, 6-8, 11</p>
<p>Unit 5: Explain the Humanistic approach by assessing human worth and achievement.</p>	<p>What is Humanism? What motivates behavior? How are motivation and emotion connected?</p>	<p>Motivation and emotion affect the physical and psychological needs and wants of an individual.  Becoming a self- actualized person is a life-long process.</p>	<p>5.1 8.1 9.1 9.4 RH.11-12 WHST.11-12 CRP 2, 4, 6-</p>
<p>Unit 6: Examine Abnormal Psychology by categorizing atypical patterns of thoughts and behaviors.</p>	<p>What is normal? What makes people' thoughts and behaviors abnormal? How do Psychological conditions affect individuals?</p>	<p>There are different causes, symptoms, and treatments for each psychological condition.</p>	<p>5.1 6.2 6.3 8.1 9.1 9.4 RH.11-12 WHST.11-12</p>
<p>Unit 7: Classify Cognitive Psychology through studying how people think, remember, perceive, speak, and solve problems.</p>	<p>What influences how individuals act? How does memory affect performance?</p>	<p>Intelligence is gained/learned through multiple factors in an individual's life.  There is a way to improve memorization skills.</p>	<p>5.1 9.4 CRP 2, 4, 6-8, 11</p>
<p>Unit 8: Compare the interrelated physiological components of human behavior through the Biological Approach.</p>	<p>How does the brain affect our functions? What is the difference between sensation and perception? How does sensory information relate to</p>	<p>Our perceptions influence our behaviors towards others and in different situations.  Each part of the brain has a specific structure and function.</p>	<p>8.1 9.1 9.4 RH.11-12 WHST.11-12 CRP 2, 4, 6-8, 11</p>

<p>Unit 9: Identify Social Psychology by interpreting how the feelings and behaviors of individuals are influenced by the actions of others.</p>	<p>How does social interaction affect individual behavior?  What is social psychology?  How do individuals function in groups?</p>	<p>Social factors affect aggression, perception, attitudes, and individual behavior.  Ethnicity, gender and socioeconomic status play a large role in personality development.</p>	<p>8.1 9.1 9.4 RH.11-12 WHST.11-12 CRP 2, 4, 6-8, 11</p>
<p>Unit 10: Use research methods and experiments to test and evaluate scientific data.</p>	<p>What is the scientific method?  What are the basics of statistical measures and how are they used in psychology?  How are research and ethics interrelated?</p>	<p>The scientific method is a tool for determining cause and effect.  There are a variety of research methods and tools psychologists use to gather and interpret data.</p>	<p>5.1 8.1 9.1 9.4 RH.11-12 WHST.11-12 CRP 2, 4, 6-</p>

## GRADING PROCEDURES

### Social Studies Grading Procedures Grades 9-12

Substantial assessments	Daily (short-term) assessments
70%	30%
<p style="text-align: center;">May include, but not limited to, the following:</p> <p style="text-align: center;"><b>Tests, Exams</b> <b>Long-term projects</b> <b>Extended written assessments</b></p>	<p style="text-align: center;">May include, but not limited to, the following:</p> <p style="text-align: center;"><b>Quizzes</b> <b>Homework</b> <b>Classwork</b></p>

These categories may include a variety of assessments suitable for all learners.

Final Grade – Semester Course	
<p><b>Semester Course</b></p> <p>*Each marking period shall count as 40% of the final grade – no midterm assessment will be administered.</p>	<p>The final assessment, which will take place at the end of marking period 2 for semester one courses, and at the end of marking period 4 for semester two courses, will count as 20% of the final grade.</p>



## **BENCHMARK ASSESSMENTS**

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. \*Special Note: Only final exams are administered at the end of quarter courses and semester courses.

# PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS COURSE PROFICIENCIES

Course: **SST 504**

Title: **HUMAN BEHAVIOR I**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

The student will be able to:

**Unit 1: Identify Psychology as a social science and define the key components of human behavior.**

1. Define the specialties within psychology and explore their work in these subfields.
2. Recognize there are a variety of theories and perspectives that explain behavior.
3. Analyze the historical contributions of significant psychologists and their theories.

**Unit 2: Analyze Personality Development by evaluating the evolving personal characteristics of an individual.**

4. Speculate the impact of inherited predispositions versus environmental influences on personality development.
5. Identify the changes in personality over a person's lifespan.
6. Appraise the uniqueness of personality traits versus broad personality patterns.

**Unit 3: Explore the systematic structure of consciousness in the application of Psychoanalysis.**

7. Understand how the psychoanalytic psychologists viewed personality.
8. Analyze how defense mechanisms function as protectors of personality.
9. Identify Freud's structures of the mind and levels of consciousness.
10. Criticize Freud's interpretation of an individual's stages of development.
11. Analyze and illustrate the key components of the Psychodynamic perspective.

**Unit 4: Identify Behaviorism by measuring the consequences of shaping behavior in response to environmental stimuli.**

12. Analyze and explain the impact of rewards and punishments on an individual.
13. Demonstrate how classical and operant conditioning leads to learning.
14. Identify the different ways people learn through association.
15. Examine and explain multiple theories proposed by various behaviorists.

**Unit 5: Explain the Humanistic approach by assessing human worth and achievement.**

16. Develop an understanding of theories proposed by various humanists.
17. Explain the effects of motivation and emotion on the physical and psychological needs and wants of an individual.
18. Define the goals and process of becoming self-actualized.

**Unit 6: Examine Abnormal Psychology by categorizing atypical patterns of thoughts and behaviors**

19. Identifying the causes, symptoms and treatments of various psychological conditions.
20. Compare and contrast abnormal behavior with normal activity.
21. Empathize with people exhibiting abnormal behavior.

**Unit 7: Classify Cognitive Psychology through studying how people think, remember, perceive, speak, and solve problems**

22. Explore psychological principles that improve memorization skills.
23. Identify the factors of short and long-term memory.
24. Differentiate between deductive and inductive reasoning.
25. Analyze the multiple levels of intelligence used to retain information.

**Unit 8: Compare the interrelated physiological components of human behavior through the Biological Approach.**

26. Categorize the key structures of the brain and their location within the brain.
27. Distinguish between sensation and perception and how they play key roles in gathering information from stimuli in the environment.
28. Investigate the functions of the senses as sources of information for the brain.
29. Identify the role of perception in organizing sensory inputs.

**Unit 9: Identify Social Psychology by interpreting how the feelings and behaviors of individuals are influenced by the actions of others.**

30. Examine the relationship between behavior and attitude.
31. Recognize the positive and negative effects of using the implicit personality theory.
32. Explain the fundamental attribution error by applying the concepts of person versus situation attribution.
33. Identify the observable trends in group dynamics.
34. Examine and explain how the socio-cultural approach views the importance of ethnicity, gender and socioeconomic status in the development of personality.

**Unit 10: Use research methods and experiments to test and evaluate scientific data.**

35. Determine if a given set of data shows a positive or negative correlation.
36. Examine and explain methods of study used to establish facts and findings.
37. Examine the concepts of validity and reliability when examining the quality of a study.

**I. IDENTIFY PSYCHOLOGY AS A SOCIAL SCIENCE AND DEFINE THE KEY COMPONENTS OF HUMAN BEHAVIOR**

**Essential Question(s):** What is psychology? How did early influences impact the development of psychology? How are psychology and science related? Why is psychology approached in multiple forms?

**Enduring Understanding(s):** Psychology is the scientific study of behavior and mental processes. Families influence our development through factors of heredity and the environment.

<b>IDENTIFY PSYCHOLOGY AS A SOCIAL SCIENCE AND DEFINE THE KEY COMPONENTS OF HUMAN BEHAVIOR</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The students will be able to:</b>			<b>The students will:</b>		
1. define the specialties within psychology and explore their work in these sub fields.	9.2.12.C.1 9.2.12.C.3 9.2.12.C.4 SL.11-12.3 RI.11-12.7 CRP 2, 4, 6-8, 11	8.1.12.E.1	<ul style="list-style-type: none"> <li>research a career in the field of Psychology. Create a promotional brochure presenting your career to the class in a mock career fair where you and your partner will share the role of presenter and someone interested in the field of psychology.</li> </ul>	Mock career fair presentation, creation of a brochure  In-class questions and discussion  Teacher-created rubric	<a href="http://www.apa.org/">http://www.apa.org/</a>
2. recognize there are a variety of theories and perspectives that explain behavior.	5.1.12.B.1 9.3.12-JZ.5 SL.11-12.1 SL.11-12.3 RI.11-12.3 RL.11-12.1 RL.11-12.3 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>using notes and demonstrations from the teacher, trace their hand to create a mnemonic device that represents the different perspectives of psychology.</li> <li>using case studies and their knowledge of the different perspectives, speculate on how a behaviorist, psycho-analytic, socio-cultural, etc. psychologist would view and analyze the case study.</li> </ul>	Teacher Observation and Evaluation  1-2 page paper analyzing the situation from each perspective.  Teacher-created rubric	

<b>IDENTIFY PSYCHOLOGY AS A SOCIAL SCIENCE AND DEFINE THE KEY COMPONENTS OF HUMAN BEHAVIOR (cont'd.)</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The students will be able to:</b>			<b>The students will:</b>		
3. analyze the historical contributions of significant psychologists and their theories.	5.1.12D.1, 2 9.3.12.E3.2 9.3.12.E3.6 6.2.12.A.2.A W.11-12.1.a W.11-12.10.a CRP 2, 4, 6-8, 11	8.1.12.A.1-3	<ul style="list-style-type: none"> <li>• create a mock Facebook™ or social networking page detailing the theories, backgrounds and studies of significant and important psychologists.</li> <li>• utilizing the gallery walk presentation method, present their Facebook™ pages and participate in peer assessments.</li> </ul>	<p>This will be evaluated using specified criteria on the rubric.</p> <p>Peer assessment Teacher-created rubric</p>	Utilize Google Docs or Moodle to promote student collaboration.

## II. ANALYZE PERSONALITY DEVELOPMENT BY EVALUATING THE EVOLVING PERSONAL CHARACTERISTICS OF AN INDIVIDUAL.

**Essential Question(s):** What is personality? Why are various theories needed when studying personality? Why is gaining an identity critical to us as individuals? What is the impact of situation and stage of life on personality? Why are personalities assessed? How does personality affect development?

**Enduring Understanding(s):** There are various approaches and theories of personality. There is a relationship between personality and behavior in terms of both situation and life span. There are different methods used to assess personality.

<b>ANALYZE PERSONALITY DEVELOPMENT BY EVALUATING THE EVOLVING PERSONAL CHARACTERISTICS OF AN INDIVIDUAL</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The students will be able to:</b>			<b>The students will:</b>		
4. speculate the impact of inherited predispositions versus environmental influences on personality development	6.3.12.C.1 2.6.12.A.3 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>create a cartoon showing the ways in which the home, birth order and society each play a role in influencing personality. Share with the large group.</li> <li>write a 2-3 page paper explaining how heredity and environment shape who we are.</li> </ul>	Teacher Observation and Evaluation  This will be evaluated using specific criteria on the rubric	
5. identify the changes in personality over a person's lifespan	5.1.12.C.1 2.4.12.C.5 2.2.12.C.1 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>compare and contrast five characteristics of the "real" them with five characteristics of the "ideal" them to help determine if and how a person's personality might change.</li> <li>identify their own cardinal, central, and secondary traits in Gorgon Allport's personality theory.</li> </ul>	Class discussion Teacher observation  Class discussion Teacher observation	

<b><i>ANALYZE PERSONALITY DEVELOPMENT BY EVALUATING THE EVOLVING PERSONAL CHARACTERISTICS OF AN INDIVIDUAL (cont'd.)</i></b>					
<b><i>PROFICIENCIES/OBJECTIVES</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Standards</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The students will be able to:</i></b>			<b><i>The students will:</i></b>		
6. appraise the uniqueness of personality traits versus broad personality patterns.	5.1.12.B.1, 3 6.3.12.C 2.4.12.C.5 9.3.12.E3.2 W.11-12.1.a W.11-12.10.a CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>take several Personality Factor tests to assess the level of each trait (extroversion, emotional stability, etc.) in their personality.</li> <li>write a paper explaining the results of the test and whether or not you agree with them.</li> <li>experiment: Put each student in a hypothetical situation and have them analyze how they are feeling, what they are thinking, and what they are doing. Students will also analyze how and why their reactions were different from their peers.</li> </ul>	<p>Class discussion Teacher observation</p> <p>This will be evaluated using specific criteria on the rubric</p> <p>Teacher observation Peer assessment</p>	<p><a href="http://www.outofservice.com/bigfive/">http://www.outofservice.com/bigfive/</a></p> <p><a href="http://www.bbc.co.uk/science/humanbody/mind/index_surveys.shtml">http://www.bbc.co.uk/science/humanbody/mind/index_surveys.shtml</a></p>

### III. EXPLORE THE SYSTEMATIC STRUCTURE OF CONSCIOUSNESS IN THE APPLICATION OF PSYCHOANALYSIS.

**Essential Question(s):** What is Psychoanalysis? What is the work of psychologists? Why do we dream?

**Enduring Understanding(s):** We develop coping mechanisms that define us as individuals. Freud has greatly contributed to the field of psychoanalysis.

<b>EXPLORE THE SYSTEMATIC STRUCTURE OF CONSCIOUSNESS IN THE APPLICATION OF PSYCHOANALYSIS</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
7. understand how the psychoanalytic psychologists viewed personality.	9.3.12.E.3	8.1.12.A.3 8.1.12.E.1	<ul style="list-style-type: none"> <li>define Psychoanalysis by analyzing various situations through the Psychodynamic perspective.</li> </ul>	Unit Test	PSYCHOANALYSIS <a href="http://www.apsa.org/About_Psychoanalysis.aspx">http://www.apsa.org/About_Psychoanalysis.aspx</a>
8. analyze how defense mechanisms function as protectors of personality.	2.1.12.E.3 6.2.12.C.3.D 6.2.12.C.6.D SL.11-12.4 CRP 2, 4, 6-8, 11	8.1.12.A.3 8.1.12.E.1	<ul style="list-style-type: none"> <li>research ten common defense mechanisms and provide an example for each.</li> <li>in groups, create a 2-3 minute skit that illustrates how one or more of Freud's defense mechanisms can be used in everyday life.</li> </ul>	Examples will be evaluated using specified criteria  Teacher-created rubric Peer assessment	Planet Psych <a href="http://www.planetpsych.com/zPsychology_101/defense_mechanisms.htm">http://www.planetpsych.com/zPsychology_101/defense_mechanisms.htm</a>  Psych Central <a href="http://psychcentral.com/lib/2007/15-common-defense-mechanisms/all/1/">http://psychcentral.com/lib/2007/15-common-defense-mechanisms/all/1/</a>
9. identify Freud's structures of the mind and levels of consciousness.	5.1.12.B.1 SL.11-12.5 RL.11-12.2 RL.11-12.7 CRP 2, 4, 6-8, 11	8.1.12.E.1	<ul style="list-style-type: none"> <li>complete a poster to define and demonstrate how each of the following are related in Freud's theory of personality development:               <ol style="list-style-type: none"> <li>id</li> <li>ego</li> <li>super ego</li> </ol> </li> </ul>	This will be evaluated using specific criteria on the rubric	<a href="http://www.psychology.org/links/People_and_History/">http://www.psychology.org/links/People_and_History/</a>



<b>EXPLORE THE SYSTEMATIC STRUCTURE OF CONSCIOUSNESS IN THE APPLICATION OF PSYCHOANALYSIS</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
9. (cont'd.)			d. conscious e. unconscious  <ul style="list-style-type: none"> <li>view Discovery Education: Freud's Interpretation of Dreams.</li> <li>keep a dream journal to investigate common patterns and reoccurring thoughts of the unconscious mind.</li> <li>view <i>A Cat in the Hat</i> cartoon clip illustrating the roles of the id, ego, and superego to help identify the function of each.</li> </ul>	Class discussion Teacher observation  Teacher evaluation  Graphic organizer	
10. criticize Freud's interpretation of an individual's stages of development.	9.3.12.02.4 W.11-12.3.b CRP 2, 4, 6-8, 11	8.1.12.A.1 8.1.12.E.1	<ul style="list-style-type: none"> <li>determine how many stages of development a person experiences throughout their life. Compare student lists with Freud's 5 Stages of Development.</li> <li>write a short story in the first person illustrating the conflict a person experiences in one of Freud's stages of development.</li> </ul>	Teacher observation Individual assessment Unit test  Teacher-created rubric	

<b>EXPLORE THE SYSTEMATIC STRUCTURE OF CONSCIOUSNESS IN THE APPLICATION OF PSYCHOANALYSIS</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
10. (cont'd.)			<ul style="list-style-type: none"> <li>research Freud's Stages of Development and provide an example of what might result from a conflict in each stage.</li> <li>analyze Shakespeare's play Hamlet and Sophocles' Oedipus to gain a better understanding of Freud's Oedipus and Electra Complex</li> </ul>	<p>Completed research guide</p> <p>Class discussion</p>	<p>Utilize Google Docs or Moodle to promote student collaboration. <a href="http://allpsych.com/psychology101/sexual_development.html">http://allpsych.com/psychology101/sexual_development.html</a></p> <p><a href="http://changingminds.org/disciplines/psychoanalysis/concepts/oedipus_complex.htm">http://changingminds.org/disciplines/psychoanalysis/concepts/oedipus_complex.htm</a></p>
11. analyze and illustrate the key components of the psychodynamic perspective.	9.3.12.E3.6 W.11-12.3.d CRP 2, 4, 6-8, 11	8.1.12.A.3	<ul style="list-style-type: none"> <li>write a journal of daily incidents indicating the various aspects of Freud's Theory (self-awareness).</li> </ul>	Journal entries will be evaluated using specified criteria on the rubric	Utilize Google Docs or Moodle to promote student collaboration.

**IV. IDENTIFY BEHAVIORISM BY MEASURING THE CONSEQUENCES OF SHAPING BEHAVIOR IN RESPONSE TO ENVIRONMENTAL STIMULI.**

**Essential Question(s):** What is Behaviorism? Why are psychologists needed? What is learning? How do we learn? How do people learn prejudice? Why do people obey authority?

**Enduring Understanding(s):** There are various approaches and theories of learning. Rewards and punishments have a great impact on an individual. Classical and Operant Conditioning lead to learning.

<b>IDENTIFY BEHAVIORISM BY MEASURING THE CONSEQUENCES OF SHAPING BEHAVIOR IN RESPONSE TO ENVIRONMENTAL STIMULI</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
12. analyze the impact of rewards and punishments on an individual.	6.3.12.C 8.1.12.B.1 9.3.12.E.1 9.3.12.E1.2 9.3.12.E3.5 SL.11-12.4 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>motivation exercise: Learn an 8 step routine for a prize.</li> <li>role play hypothetical situations to determine the likelihood of repeating a spontaneous behavior based on the severity of the reward and punishment.</li> </ul>	<p>Teacher evaluation</p> <p>Teacher evaluation</p>	
13. demonstrate how classical and operant conditioning leads to learning.	5.1.12.B.3 5.1.12.C.1, 2 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>define Punishment, Omission Training, Positive Reinforcement and Negative Reinforcement and provide an authentic example of each through a poster board or graphic organizer.</li> <li>use the Classical Conditioning equation to disprove superstitions.</li> </ul>	<p>Unit test</p> <p>Completed poster board or graphic organizer</p> <p>Teacher-related criteria</p>	<p><a href="http://www.ar.cc.mn.us/biederman/courses/p1110/conditioning2.htm">http://www.ar.cc.mn.us/biederman/courses/p1110/conditioning2.htm</a></p>

<b>IDENTIFY BEHAVIORISM BY MEASURING THE CONSEQUENCES OF SHAPING BEHAVIOR IN RESPONSE TO ENVIRONMENTAL STIMULI</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
13. (cont'd.)			<ul style="list-style-type: none"> <li>devise an authentic example of classical conditioning.</li> </ul>	Teacher observation	
14. identify the different ways people learn through association.	9.3.12.E3.2 SL.11-12.1.C CRP 2, 4, 6-8, 11	8.1.12.B.2	<ul style="list-style-type: none"> <li>work with a partner and their peer on a new task. The goal is for each student to teach their peers a new skill – something their peer did not know – by using a skill or technique they know.</li> <li>complete a writing prompt giving an authentic example of when you have chosen a specific behavior due to your association to a result in the past.</li> </ul>	Teacher observation Peer assessment  Class discussion	
15. examine and explain multiple theories proposed by various behaviorists.	6.3.12.C.1 9.3.12.E3.2 CRP 2, 4, 6-8, 11	8.1.12.A.3 8.1.12.E.1	<ul style="list-style-type: none"> <li>research the contributions of Pavlov, Watson, and Skinner to the field of Behaviorism.</li> <li>make a poster that illustrates and explains each step of Pavlov's bell/dog/food experiment.</li> <li>utilize an interactive website to conduct Pavlov's</li> </ul>	Unit test  This will be evaluated using specified criteria on the rubric  Teacher evaluation	Utilize Google Docs or Moodle to promote student collaboration.  <a href="http://www.edpsycinterractive.org/topics/behavior/classnd.html">http://www.edpsycinterractive.org/topics/behavior/classnd.html</a>

<i>IDENTIFY BEHAVIORISM BY MEASURING THE CONSEQUENCES OF SHAPING BEHAVIOR IN RESPONSE TO ENVIRONMENTAL STIMULI</i>					
<i>PROFICIENCIES/OBJECTIVES</i>	<i>NJSLS</i>	<i>NJSLS Tech. Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
15. (cont'd.)			<p>experiment using the interactive projector.</p> <ul style="list-style-type: none"> <li>in groups, participate in a simulation/role play the Baby Alert Experiment and be sure to identify general stimulus.</li> <li>write a short essay identifying the Skinner box, shaping, and schedules of reinforcements.</li> </ul>	<p>Teacher evaluation</p> <p>Written response Teacher-created rubric</p>	<p><a href="http://www.nobelprize.org/educational/medicine/pavlov/">http://www.nobelprize.org/educational/medicine/pavlov/</a></p>

**V. EXPLAIN THE HUMANISTIC APPROACH BY ASSESSING HUMAN WORTH AND ACHIEVEMENT.**

**Essential Question(s):** What is Humanism? What motivates behavior? How are motivation and emotion connected?

**Enduring Understanding(s):** Motivation and emotion affect the physical and psychological needs and wants of an individual. Becoming a self- actualized person is a life-long process.

<b>EXPLAIN THE HUMANISTIC APPROACH BY ASSESSING HUMAN WORTH AND ACHIEVEMENT.</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
16. develop an understanding of theories proposed by various humanists.	5.1.12.B.1, 3 9.3.12.E3.2 6.3.12.C CRP 2, 4, 6-8, 11	8.1.12.A.3	<ul style="list-style-type: none"> <li>compare and contrast the theories of several humanists by reading primary source material and completing a graphic organizer.</li> <li>take a survey to determine if they believe in humanist or behaviorist ideals.</li> <li>complete a poster describing the pyramid needs illustrated in Maslow’s Hierarchy of Need.</li> </ul>	Annotations and notes on source material  Class discussion  This will be evaluated using specified criteria on the rubric	Use kwiksurvey.com, or Google Docs to create survey.
17. explain the effects of motivation and emotion on the physical and psychological needs and wants of an individual.	5.1.12.D.1, 2 6.3.12.C CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>participate in a shipwreck scenario. Students will focus on how and what needs they will fulfill to survive. Speculate on what would happen if these needs are not met.</li> <li>participate in a film study and utilize their observations of a</li> </ul>	Teacher Observation and Evaluation  Class discussion, completion of a poster	

<b>EXPLAIN THE HUMANISTIC APPROACH BY ASSESSING HUMAN WORTH AND ACHIEVEMENT.</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
17. (cont'd.)			<p>film to track the progress of different characters through Maslow's Hierarchy of needs.</p> <ul style="list-style-type: none"> <li>through art, music, writing, and analysis, define and categorize various human emotions.</li> </ul>	<p>to rubric specifications</p> <p>This will be evaluated using specified criteria on the rubric</p>	
18. define the goals and process of becoming self-actualized.	5.1.12.D.1, 2 2.2.12.A.3 2.4.12.A.1 2.2.12.B.2 W.11-12.2.a CRP 2, 4, 6-8, 11	8.1.12.E.1	<ul style="list-style-type: none"> <li>investigate the life of a person Maslow described as self-actualized and investigate the life of a person the student feels is self-actualized. Students will compare and contrast these people and share their findings in two forms, a one page analysis and short presentation.</li> </ul>	<p>1 page analysis paper</p> <p>This will be evaluated using specified criteria on the rubric</p>	<p><a href="http://www.simplypsychology.org/maslow.html">http://www.simplypsychology.org/maslow.html</a></p>

**VI. EXAMINE ABNORMAL PSYCHOLOGY BY CATEGORIZING ATYPICAL PATTERNS OF THOUGHTS AND BEHAVIORS**

**Essential Question(s):** What is normal? What makes people' thoughts and behaviors abnormal? How do Psychological conditions affect individuals?

**Enduring Understanding(s):** There are different causes, symptoms, and treatments for each psychological condition.

<b>EXAMINE ABNORMAL PSYCHOLOGY BY CATEGORIZING ATYPICAL PATTERNS OF THOUGHTS AND BEHAVIORS</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
19. identifying the causes, symptoms and treatments of various psychological conditions.	5.1.12.C.1 5.1.12.D.1, 2 2.1.12.C.1 2.1.12.C.2 2.3.12.A.1 2.1.12.C.3 2.1.12.C.4 RL.11-12.2 RL.11-12.7 CRP 2, 4, 6-8, 11	8.1.12.A.1 8.1.12.E.1	<ul style="list-style-type: none"> <li>conduct research in order to teach an intricate lesson to their peers about specific psychological conditions.</li> <li>observe behaviors exhibited by characters in Winnie the Pooh and make speculations on the various psychological conditions exhibited by the characters. Use the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) and other reputable sources to conduct research.</li> <li>watch film excerpts featuring people that have psychological conditions and analyze symptoms and treatments to these conditions and complete question</li> </ul>	Specific Rubric Criteria  Teacher evaluation and discussion. Completion of a graphic organizer  Journals and discussion	Utilize Google Docs or Moodle to promote student collaboration. <a href="http://allpsych.com/disorders/dsm.html">http://allpsych.com/disorders/dsm.html</a>
20. compare and contrast abnormal behavior with normal activity.	5.1.12.C.1 5.1.12.D.1, 2 6.3.12.C.1 9.3.12.E1.2 CRP 2, 4, 6-8, 11	8.1.12.A.1 8.1.12.E.1	<ul style="list-style-type: none"> <li>after participating in the addiction simulation exercise, students participate in a mock support group discussion to explain the problems associated with an addiction and how it can</li> </ul>	Discussions and journal entries	Utilize Google Docs or Moodle to promote student collaboration. Students will complete research in relation to addiction using <a href="http://www.freeaddicti">http://www.freeaddicti</a>



<b>EXAMINE ABNORMAL PSYCHOLOGY BY CATEGORIZING ATYPICAL PATTERNS OF THOUGHTS AND BEHAVIORS</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
20. (cont'd.)			<ul style="list-style-type: none"> <li>research a normally functioning person and create a chart that compares their behaviors with several others who have different psychological conditions.</li> </ul>	This will be evaluated using specified criteria on the rubric	<a href="http://onhelpline.com/?gclid=Cln0-fnQ8qwCFcUSNAodXHJaNg">onhelpline.com/?gclid=Cln0-fnQ8qwCFcUSNAodXHJaNg</a> <a href="http://theadictionhotline.com/">http://theadictionhotline.com/</a>
21. empathize with people exhibiting abnormal behavior.	6.3.12.C.1 2.1.12.C.1 2.1.12.C.4 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>write a "Day In the Life" journal narrative of a person with a psychological condition.</li> <li>participate in an addiction simulation exercise. Students will follow rules in which they utilize a desire for ice cubes as a basis for their addiction. Students will take an hourly journal to represent addiction and role-play other parts of an addiction.</li> </ul>	Specific rubric criteria and classroom presentation  Class discussion, hourly journals and self-help meeting	

**VII. CLASSIFY COGNITIVE PSYCHOLOGY THROUGH STUDYING HOW PEOPLE THINK, REMEMBER, PERCEIVE SPEAK AND SOLVE PROBLEMS.**

**Essential Question(s):** What influences how individuals act? How does memory affect performance?

**Enduring Understanding(s):** Intelligence is gained/learned through multiple factors in an individual's life. There is a way to improve memorization skills.

<b>CLASSIFY COGNITIVE PSYCHOLOGY THROUGH STUDYING HOW PEOPLE THINK, REMEMBER, PERCEIVE, SPEAK, AND SOLVE PROBLEMS.</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
22. explore psychological principles that improve memorization skills.	9.3.12.E3.2 9.3.12.J3.1 2.4.12.C.5 2.2.12.B.2 CRP 2, 4, 6-8, 11	8.1.12.A.1, 2, 3 8.1.12.E.1	<ul style="list-style-type: none"> <li>review common problems students have remembering information. Discuss common problems they face and how they help themselves get past these problems.</li> <li>write a letter to a younger student that is having problems in school remembering information. Utilize suggestions mentioned in class discussion and activities.</li> <li>create a visual, auditory or mnemonic device to help someone struggling with memorizing something.</li> </ul>	<p>Discussion and teacher observation</p> <p>1-2 page letter to a struggling learner Teacher observation</p> <p>Rubric criteria</p>	<p>Utilize Google Docs or Moodle to promote student collaboration.</p> <p><a href="http://science.howstuffworks.com/environmental/life/human-biology/human-memory.htm">http://science.howstuffworks.com/environmental/life/human-biology/human-memory.htm</a></p>

<b>CLASSIFY COGNITIVE PSYCHOLOGY THROUGH STUDYING HOW PEOPLE THINK, REMEMBER, PERCEIVE, SPEAK, AND SOLVE PROBLEMS.</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The students will be able to:</b>			<b>The students will:</b>		
23. identify the factors of short and long-term memory.	9.3.12.E3.2 9.3.12.J3.1 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>compare and contrast the differences between short and long-term memory in a graphic organizer.</li> <li>participate in activities and competitions that show the differences between short and long-term memory.</li> <li>discuss the earliest memory they had and speculate on what made that moment so memorable, compare this to the process on how long-term memories are encoded.</li> </ul>	<p>Completion of a Graphic organizer</p> <p>1-2 page reaction paper showing the differences</p> <p>Class discussion and teacher observation</p>	
24. differentiate between deductive and inductive reasoning.	5.1.12.A.1		<ul style="list-style-type: none"> <li>complete word and logic problems to showcase the differences between when and how to use deductive and inductive reasoning.</li> </ul>	Teacher evaluation	
25. analyze the multiple levels of intelligence used to retain information.	2.6.12.A.3 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>complete a graphic organizer focusing on the different learning styles of Gardner's multiple intelligences.</li> <li>participate and perform in a skit to represent the key parts of each learning style.</li> </ul>	<p>Completion of a graphic organizer</p> <p>Participation and planning towards a skit</p>	

<i>CLASSIFY COGNITIVE PSYCHOLOGY THROUGH STUDYING HOW PEOPLE THINK, REMEMBER, PERCEIVE, SPEAK, AND SOLVE PROBLEMS.</i>					
<i>PROFICIENCIES/OBJECTIVES</i>	<i>NJSLS</i>	<i>NJSLS Tech. Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
			<ul style="list-style-type: none"> <li>construct a lesson or activity geared towards each of Gardner's intelligences.</li> </ul>	Written lesson plan activity Teacher evaluation Peer assessment	

**VIII. COMPARE THE INTERRELATED PHYSIOLOGICAL COMPONENTS OF HUMAN BEHAVIOR THROUGH THE BIOLOGICAL APPROACH**

**Essential Question(s):** How does the brain affect our functions? What is the difference between sensation and perception? How does sensory information relate to psychology?

**Enduring Understanding(s):** Our perceptions influence our behaviors to others and in different situations. Each part of the brain has a specific structure and function.

<b>COMPARE THE INTERRELATED PHYSIOLOGICAL COMPONENTS OF HUMAN BEHAVIOR THROUGH THE BIOLOGICAL APPROACH</b>					
<i>PROFICIENCIES/OBJECTIVES</i>	<i>NJSLS</i>	<i>NJSLS Tech. Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The student will:</i>		
26. categorize the key structures of the brain and their location within the brain.	9.4.12.J3.04 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>work in groups representing each part of the brain. Utilizing a diagram as a model, students will create a section of the brain out of clay. The main functions of the brain will be presented to the class.</li> <li>through discussion, speculate on detrimental changes that could occur if parts of the brain were damaged.</li> </ul>	Presentation and completion of a graphic organizer  Specific rubric criteria  Peer assessment  1 page analysis paper and discussion	

<b>COMPARE THE INTERRELATED PHYSIOLOGICAL COMPONENTS OF HUMAN BEHAVIOR THROUGH THE BIOLOGICAL APPROACH</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b><i>The students will be able to:</i></b>			<b><i>The student will:</i></b>		
27. distinguish between sensation and perception and how they play key roles in gathering information from stimuli in the environment.	2.5.12.B.3 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>view optical illusions to distinguish between sensation and perception. Participate in a discussion pointing out the reasoning between the differences.</li> <li>view, listen, touch, hear and experience various objects.</li> <li>discuss what the individual brain perceives as they experience and contrast the actual object. (Teacher may wish to</li> </ul>	Class discussion Teacher observation  Teacher observation  Teacher evaluation Teacher created rubric	
28. investigate the functions of the senses as sources of information for the brain.	W.11-12.3 2.5.12.B.3 9.4.12.J3.04 CRP 2, 4, 6-8, 11	8.1.12.A.1 8.1.12.E.1	<ul style="list-style-type: none"> <li>research and discuss the different senses. Representing each sense, students will participate in an in-class debate of which sense is the most important and best.</li> </ul>	5 sided in-class debate, to rubric criteria specifications	Utilize Google Docs or Moodle to promote student collaboration.

<b>COMPARE THE INTERRELATED PHYSIOLOGICAL COMPONENTS OF HUMAN BEHAVIOR THROUGH THE BIOLOGICAL APPROACH</b>					
<i>PROFICIENCIES/OBJECTIVES</i>	<i>NJSLS</i>	<i>NJSLS Tech. Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The student will:</i>		
			<ul style="list-style-type: none"> <li>write a 1-2 page narrative of what someone would experience with only one sense.</li> </ul>	This will be evaluated using specified criteria on the rubric	
29. identify the role of perception in organizing sensory inputs.	2.1.12.C.3 W.11-12.1 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>after conducting research, write a paper explaining how our perception is a necessary tool we use to survive.</li> </ul>	This will be evaluated using specified criteria on the rubric  Peer assessment	

**IX. IDENTIFY SOCIAL PSYCHOLOGY BY INTERPRETING HOW THE FEELINGS AND BEHAVIORS OF INDIVIDUALS ARE INFLUENCED BY THE ACTIONS OF OTHERS.**

**Essential Question(s):** How does social interaction affect individual behavior? What is social psychology? How do individuals function in groups?

**Enduring Understanding(s):** Social factors effect aggression, perception, attitudes, and individual behavior. Ethnicity, gender and socioeconomic status play a large role in personality development.

<b>IDENTIFY SOCIAL PSYCHOLOGY BY INTERPRETING HOW THE FEELINGS AND BEHAVIORS OF INDIVIDUALS ARE INFLUENCED BY THE ACTIONS OF OTHERS.</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The students will be able to:</b>			<b>The students will:</b>		
30. examine the relationship between behavior and attitude.	9.3.12.J3.7 2.4.12.C.5 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>change examples of cognitive dissonance into examples of cognitive consistency.</li> <li>write a 2-3 page paper answering the following: Does behavior determine attitude or does attitude determine behavior?</li> <li>write down examples of cognitive dissonance in your life and explain how you can lessen the inconsistency.</li> </ul>	Teacher observation  Teacher-created rubric  Teacher evaluation	
31. recognize the positive and negative effects of using the implicit personality theory.	2.4.12.C.5 2.4.12.B.4 6.3.12.A.1 CRP 2, 4, 6-8, 11	8.1.12.E.1	<ul style="list-style-type: none"> <li>read several articles and identify stereotypes and give examples of common stereotypes regarding age, religion, race, gender, etc.</li> <li>discuss where stereotypes come from and the advantages and disadvantages of using them.</li> </ul>	Class Discussion  Class Discussion and teacher evaluation	<a href="http://www.facinghistory.org/resources/facingtoday/33?page=9">http://www.facinghistory.org/resources/facingtoday/33?page=9</a>



<b>IDENTIFY SOCIAL PSYCHOLOGY BY INTERPRETING HOW THE FEELINGS AND BEHAVIORS OF INDIVIDUALS ARE INFLUENCED BY THE ACTIONS OF OTHERS.</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
31. (cont'd.)			<ul style="list-style-type: none"> <li>list adjectives to describe famous actors and then determine how you arrived at these words.</li> <li>analyze several photos (homeless person, soldier, screaming child) and participate in a free write describing the person. Listen to a real description of the person to identify the process of the process of the Implicit Personality Theory.</li> </ul>	Class Discussion  Class Discussion and Teacher Evaluation	
32. explain the fundamental attribution error by applying the concepts of person versus situation attribution.	9.3.12.L1.8 CRP 2, 4, 6-8, 11	8.1.12.A.3 8.1.12.E.1	<ul style="list-style-type: none"> <li>read an excerpt and identify the situation and personal attribution through analysis questions.</li> <li>working individually or with a partner, give an authentic example of the Fundamental Attribution Error in verbal or written form.</li> </ul>	Class Discussion  Teacher Evaluation	<a href="http://allpsych.com/psychology101/attribution_attraction.html">http://allpsych.com/psychology101/attribution_attraction.html</a>  Utilize Google Docs to promote student collaboration.

<b>IDENTIFY SOCIAL PSYCHOLOGY BY INTERPRETING HOW THE FEELINGS AND BEHAVIORS OF INDIVIDUALS ARE INFLUENCED BY THE ACTIONS OF OTHERS.</b>					
<b>PROFICIENCIES/OBJECTIVES</b>	<b>NJSLS</b>	<b>NJSLS Tech. Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
33. identify the observable trends in group dynamics.	2.2.12.C.2 9.3.12.E.8 SL.11-12.1.B 2.4.12.A.3 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>complete a question guide as they watch an episode of "What Would You Do?" to determine if the behaviors of people in groups differ from those of individuals.</li> <li>in groups, come to an agreement on a moral dilemma. Report on how they came to their group decision.</li> <li>participate in a group activity where one student in each group will be assigned a managerial role. (authoritarian, uninvolved, indecisive, team player). Once the task is completed the group will analyze what it was like to work in their group.</li> </ul>	Class Discussion Completed question guide  Class Discussion Teacher observation  Teacher observation	
34. examine and explain how the socio-cultural approach views the importance of ethnicity, gender and socioeconomic status in the development of personality.	SL.11-12.1.C 2.4.12.A.3 6.1.12.D.5.D 2.2.12.A.1 CRP 2, 4, 6-8, 11	8.1.12.E.1	<ul style="list-style-type: none"> <li>research whether or not there is a distinct personality trait amongst a certain ethnicity, gender or socioeconomic status in preparation for a class discussion.</li> </ul>	Teacher evaluation and class discussion  Completed research packet	Utilize Google Docs or Moodle to promote student collaboration.

**X. USE RESEARCH METHODS AND EXPERIMENTS TO TEST AND EVALUATE SCIENTIFIC DATA.**

**Essential Question(s):** What is the scientific method? What are the basics of statistical measures and how are they used in psychology? How are research and ethics interrelated?

**Enduring Understanding(s):** The scientific method as a tool for determining cause and effect. There are a variety of research methods and tools psychologists use to gather and interpret data.

<i>USE RESEARCH METHODS AND EXPERIMENTS TO TEST AND EVALUATE SCIENTIFIC DATA</i>					
<i>PROFICIENCIES/OBJECTIVES</i>	<i>NJSLS</i>	<i>NJSLS Tech. Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
35. determine if a given set of data shows a positive or negative correlation.	5.1.12.B.1 5.1.12.C.1 5.1.12.D.1 9.3.12.E3.9 9.3.12.O.2 CRP 2, 4, 6-8, 11	8.1.12.A.1 8.1.12.E.1	<ul style="list-style-type: none"> <li>compare data charts to determine the correlation of variables in various experiments.</li> <li>create two data charts: one that shows a positive correlation and one that shows a negative.</li> <li>determine if correlations exist lining up, and having them arrange themselves based on their responses to a series of questions. Students will note the positive or negative correlation.</li> </ul>	<p>This will be evaluated using specified criteria on the rubric</p> <p>This will be evaluated using specified criteria on the rubric</p> <p>Teacher evaluation</p>	Utilize Google Docs or Moodle to promote student collaboration.

<i>USE RESEARCH METHODS AND EXPERIMENTS TO TEST AND EVALUATE SCIENTIFIC DATA</i>					
<i>PROFICIENCIES/OBJECTIVES</i>	<i>NJSLS</i>	<i>NJSLS Tech. Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
36. examine and explain methods of study used to establish facts and findings.	5.1.12.B.1, 3 - 4 9.3.12.G.2.1 CRP 2, 4, 6-8, 11	8.1.12.A.2, 3 8.1.12.E.1	<ul style="list-style-type: none"> <li>• write a report using the scientific method to carry out an experiment.</li> <li>• conduct a cross sectional study that observes different groups at one time.</li> <li>• research a present day longitudinal study that focuses on one group over a long period of time.</li> </ul>	<p>This will be evaluated using specified criteria on the rubric</p> <p>This will be evaluated using specified criteria on the rubric</p> <p>Teacher evaluation</p>	<p>Utilize Google Docs or Moodle to promote student collaboration.</p> <p>Utilize Google Docs or Moodle to promote student collaboration.</p>
37. examine the concepts of validity and reliability when examining the quality of a study.	9.3.12.E3.2 CRP 2, 4, 6-8, 11		<ul style="list-style-type: none"> <li>• use three different methods to create a test assessing a particular subject. Determine the reliability of the scores.</li> <li>• give examples of an invalid test and explain in written form and verbal form the importance of validity.</li> </ul>	<p>Teacher observation Class discussion</p> <p>Teacher observation Debate</p>	

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### **SUPPLEMENTAL TEXTBOOK MATERIALS**

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### **RESOURCES**

TOPSS – Teachers of Psychology in Secondary Schools Unit Lesson Plans – May 2010

Horchler, Judith A. (2010) Psychology. The Center for Learning. USA.

Pittijohn, Terry. (2007) Classic Edition Sources: Psychology. Contemporary Learning Series. Dubuque, IA.

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Bolt, Martin. (2011) Teacher's Resource Binder to Accompany Myer's Psychology for AP. Worth Publishers. New York, NY.

**WEBSITES**

2011 National Standards for High School Psychology Curriculum - <http://www.apa.org/education/k12/national-standards.aspx>

American Psychological Association - <http://www.apa.org/>

Teaching High School Psychology Blog - <http://teachinghighschoolpsychology.blogspot.com/>

Resources for the Teaching of Psychology – CROW Project - <http://jfmuller.faculty.noctrl.edu/crow/>

Society for the Teaching of Psychology (STP) - <http://teachpsych.org/>

AP Psychology Listserv – [http://www.collegeboard.com/student/testing/ap/sub\\_psych.html](http://www.collegeboard.com/student/testing/ap/sub_psych.html)

Encyclopedia of Psychology – [http://www.psychology.org/links/People\\_and\\_History/](http://www.psychology.org/links/People_and_History/)

American Psychoanalytic Association – [http://www.apsa.org/About\\_Psychoanalysis.aspx](http://www.apsa.org/About_Psychoanalysis.aspx)

Planet Psych - [http://www.planetpsych.com/zPsychology\\_101/defense\\_mechanisms.htm](http://www.planetpsych.com/zPsychology_101/defense_mechanisms.htm)

Psych Central - <http://psychcentral.com/lib/2007/15-common-defense-mechanisms/all/1/>

Simply Psychology - <http://www.simplypsychology.org/maslow.html>

<http://www.nobelprize.org/educational/medicine/pavlov/>

<http://allpsych.com/>

<http://www.edpsycinteractive.org/topics/behavior/classcnd.html>

[http://changingminds.org/disciplines/psychoanalysis/concepts/oedipus\\_complex.htm](http://changingminds.org/disciplines/psychoanalysis/concepts/oedipus_complex.htm)

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<http://theadddictionhotline.com/>

**APPENDIX A AUTHENTIC ASSESSMENT**

## PSYCHOLOGY CAREER INVESTIGATION PROJECT

In order for you to major in psychology at your university of choice, the Psychology Department has asked you to complete a detailed brochure/pamphlet highlighting a career field of psychology.

**Background:** Psychologists specialize in a host of different areas within the field and identify themselves with many different labels. Some work primarily in research, through which they learn extensively about human behavior. Some others work primarily in education, teaching others the intricacies of a detailed field. Others work in practice, applying what they know to better and improve the lives of humans.

### **Instructions:**

It will be your job to choose and research a career in the field of psychology. You will utilize your research to create a promotional brochure that will be presented to a panel consisting of your peers, teacher, and additional staff members.

### **Instructions for Promotional Brochure:**

You will create a large brochure focusing on your career. This brochure must be larger than a standard piece of paper, so it is recommended that you use a large sheet or construction paper or poster board. Your brochure must be creative, colorful, and include at least the following information. Remember, you are trying to convince your peers, teacher, and additional staff members that your career is the best!

- Title of the occupation
- Concise but detailed description of the occupation
- Responsibilities
- Personal characteristics and qualities necessary to succeed in this field
- Level of education and training required (include colleges known for their psychology programs)
- Experience necessary (Internships, student teaching, etc)
- Who do you serve? Who are your patrons? (Families, athletes, military, etc.)
- Approximate salary (starting and ceiling)
- Famous people of the same or similar career (OR references to the occupation in entertainment or mass media)
- How does your occupation relate to the field of psychology?
- Where you would work? Describe the typical work environment/setting where a person in this profession may be found (indoors, outdoors, with lots of people, private, government, etc.)
- A short “want ad” advertising the career, formatted similarly to what one would see in a newspaper (less than 200 words)

\*\*\*\*\*Optional\*\*\*\*\* *An interview with someone in the field, featuring at least 10 questions and answers.*



**Instructions for Career Fair:**

It will be your job to present your career in a large forum. This will not simply consist of standing in-front of the class and reading from a paper to the entire class.

In this career fair, you will make a 4-5 minute presentation of your topic to the panel.

**Panel Members:** As a member of the panel you must listen to each presentation, you will be responsible for answering several questions. These questions will be: **(1)** Provide a brief overview of the career's responsibilities. **(2)** What about the occupation interested you? **(3)** Would you choose this as a career? Why or why not?

**Other Details and Specifics:**

- Present information in a neat, interesting, attractive, readable, creative, professional, and colorful manner. Your target audience includes high school students, college students, high school staff members, and additional guests, including college/university psychology department members.
- Use photographs, pictures, and computer graphics to enhance your product. Be sure they are appropriate to your topic.
- Use reputable sources and make sure all information is current.
- Proofread!
- Dress professionally and prepare an effective and detailed presentation for the job fair.

## PSYCHOLOGY CAREER FAIR RUBRIC

<u>SKILLS</u>	<u>Advanced</u>	<u>Proficient</u>	<u>Developing</u>	<u>Beginner</u>
<b>Content:</b> the extent to which the content exhibits sound understanding, analysis, and explanation, of the task	Appropriately focused topic with a clearly communicated understanding of the purpose for the presentation and brochure.	Focused topic with partially demonstrated understanding of the purpose for the presentation and brochure.	Somewhat focused topic or a vague sense of the purpose for the presentation and brochure, which require the audience to make assumptions.	A lack of focus or confused purpose, which result in confusion on the part of the audience.
<b>Development:</b> the extent to which ideas are elaborated using specific and relevant details and/or evidence to support the project	Clear and convincing command of facts and information with insightful explanations of responsibilities and parts of the career.  Provides a clear and thorough demonstration and explanation of the career.	Clear use of facts and information with partially developed explanations.  Provides an appropriate demonstration and explanation of the career.	Partially clear use of facts and information with limited or incomplete explanations of causes, symptoms, and treatments.  Lacks an appropriate demonstration and explanation.	Confusing or incomplete facts with little and/or confusing explanations of causes, symptoms, and treatments.  Does not demonstrate or explain. Lacks necessary detail.
<b>Construction and Presentation:</b> the overall product value and construction quality of the project	<ul style="list-style-type: none"> <li>• skillfully establish and maintain consistent focus during presentation</li> <li>• exhibit logical and coherent structure</li> <li>• the project is completed and constructed in a professional matter</li> </ul>	<ul style="list-style-type: none"> <li>• effectively establish and maintain consistent focus</li> <li>• exhibit a logical sequence of claims, evidence, and interpretations to support the project</li> <li>• the project is completed according to the requirements</li> </ul>	<ul style="list-style-type: none"> <li>• establish and maintain focus</li> <li>• exhibit a logical sequence of claims, evidence, and interpretations but ideas are inconsistently organized</li> <li>• the project is incomplete or sloppily done</li> </ul>	<ul style="list-style-type: none"> <li>• fails to maintain focus</li> <li>• organization is lacking and incomplete</li> <li>• make little attempt to adhere to production value or</li> </ul>
<b>Depth and Detail:</b> of presented material	Project contains a very detailed amount of material on the subject.  Project goes beyond requirements.	Project contains a lot of material, and provides a detailed depth of information on the project.	Project barely meets minimum requirements.	Project does not follow directions and is missing necessary information.
<b>Necessary elements:</b> as stated by the project requirements	Project contains all necessary requirements and is completed fully.	Project contains necessary elements but lacks in detail or elaboration.	Project is missing some required parts, and may contain incorrect or incomplete information.	Project does not meet requirements.
<b>Accuracy:</b> of content and sources	Project presents accurate information in a detailed way.	Project has minor errors or omissions.	Project has several errors or inaccuracies.	Project contains many errors and inaccuracies.

## EXPRESSING EVERYDAY EMOTIONS

An emotion is a mental and physiological state associated with a wide variety of feelings, thoughts, and overt behaviors. Emotions can be expressed through words, hand gestures, body movements, facial expressions, art, pictures, songs, and dance.

### Assignment:

In order to promote the Human Behavior course to incoming high school students, parents, and Board of Education members you are going to choose **three** different emotions and illustrate them in **three** different ways. The object here is to express **YOUR** interpretation of the emotion. Be as expressive as possible!

### Choose **three** of the following emotions:

joy, trust, fear, surprise, sadness, disgust, anger, anticipation, hatred, revenge, shame, envy, jealousy, anxiety, calmness, pride, compassion, courage, sympathy, love (must discuss with me first), stress, elation, cheerful, blissful

### Choose **three** of the following ways to express an emotion:

- Write a poem to express or represent ONE emotion
- Draw or paint a picture illustrating ONE emotion
- Make a collage illustrating ONE emotion
- Choreograph a dance to illustrate ONE emotion
- Create a video/story to illustrate ONE emotion
- Create and perform a song to illustrate ONE emotion
- Take photographs to illustrate ONE emotion (a picture is worth 1,000 words) (5 pictures)
- Interview a friend or family member: question how and to what degree they express their emotions, if their emotions control their actions, does music and/or the colors they wear have an effect on their emotions or vice versa, etc. (minimum of ten questions with thorough answers)

### Along with each expression, you must include (in a short paper):

- Definition of each emotion and practical examples of them displayed in everyday life
- Explanation of the symbols presented within your projects and explanation of their themes, symbolism, etc.

## OBSERVATIONAL LEARNING

Please answer the following questions using complete sentences.

1. What are different ways in which you can teach someone something new? List and explain your various methods of instruction.

---

2. Write down a skill that you have but that some other students in your class may not have. For example, drawing something, saying something in a different language, making something, physically doing something like whistling, etc.

---

3. Write a detailed explanation of how to perform your skill. Be specific and do not assume that the person who is learning the task already knows how to do any of the steps.

---

4. Now it is time to teach your skill. Get a partner and have them listen to you verbally explain how to perform the skill. Then have your partner perform the skill. Write a brief evaluation of how well your partner performed the skill and how long it took your partner to perform the skill at a level of expertise.

---

5. What teaching methods did you use to teach your skill?

---

6. What other method could you have used? Could another method have been better?

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## EXPRESS AN EMOTION – PROJECT RUBRIC

<b>CATEGORY</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Content</b>	All content throughout the project is accurate. There are no factual errors. Project includes all material needed to gain a comfortable understanding of the topic.	Most of the content is accurate but there is one piece of information that might be somewhat inaccurate / not clear. Project includes most material for understanding of the material but is lacking one key element.	The content is generally accurate, but two pieces of information are inaccurate or not clear. Project is missing two key elements.	Content is typically confusing or contains more than two factual errors. Project is lacking more than two key elements and has inaccuracies.
<b>Originality</b>	Project shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Project shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Project shows an attempt at originality and inventiveness on 1-2 slides.	Project is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
<b>Relevance of Visuals (If applicable)</b>	All the pictures, diagrams and other illustrations are relevant to the information provided in the presentation. Illustrations are used wherever necessary.	One piece of information lacks a necessary illustration. OR: One of the illustrations (or its format) is irrelevant to the information.	Two pieces of information lack necessary illustrations. OR: Two of the illustrations (or their formats) are irrelevant to the information.	More than two pieces of information lack necessary illustrations. OR: Three or more of the illustrations (or their formats) are irrelevant to the information.
<b>Copyright</b>	Sources are given for each text quoted and item (picture, photo, etc) used. References are included.	References are included. For one quotation or "borrowed" item the source is not given.	Some references are included. For two quotations or "borrowed" items the sources are not mentioned.	There is no reference included. More than two items / quotations lack sources.

## EXPRESS AN EMOTION – SHORT PAPER RUBRIC

<b>Skills</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginner</b>
<b>Content &amp; Discussion</b>	<ul style="list-style-type: none"> <li>- Major points are stated clearly and include supporting details.</li> <li>- Content is accurate.</li> <li>- Purpose of the writing is clear.</li> </ul>	<ul style="list-style-type: none"> <li>- Content is complete and accurate.</li> <li>- Major points are addressed and easy to understand.</li> </ul>	<ul style="list-style-type: none"> <li>- Content is complete, but may include a few inaccuracies.</li> <li>- Major points are addressed, but not well supported or discussed.</li> </ul>	<ul style="list-style-type: none"> <li>- Content is incomplete.</li> <li>- Major required topics are lacking, not included or poorly discussed.</li> </ul>
<b>Organization &amp; Structure</b>	<ul style="list-style-type: none"> <li>- Introduction previews major points.</li> <li>- Paragraph transitions are logical.</li> <li>- Conclusion is effective, as it summarized the main points of the paper and relates to the overall body of paper.</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of the paper is clear.</li> <li>- Paragraph transitions are logical for the most part.</li> <li>- Conclusion summarized several, but not all of the main points of the paper.</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of the paper is not easy to follow.</li> <li>- Introduction does not preview all major points.</li> <li>- Paragraph transitions need improvement.</li> <li>- Conclusion was brief and did not summarize the main points of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>- Structure detracts from the message of the writer.</li> <li>- Introduction and/or conclusion are missing.</li> <li>- Paragraphs are disjointed and lack transition of thoughts.</li> </ul>
<b>Grammar, Punctuation &amp; Spelling</b>	<ul style="list-style-type: none"> <li>- Paper contains less than 1-2 errors in grammar, punctuation or spelling.</li> <li>- Language is clear and precise.</li> </ul>	<ul style="list-style-type: none"> <li>- Paper contains few grammatical, and a few punctuation and spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Paper contains some grammatical, punctuation, and spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Paper contains numerous grammatical, punctuation, and spelling errors.</li> </ul>
<b>Research and References</b>	<ul style="list-style-type: none"> <li>- Provided exceptional and thorough research with good references.</li> <li>- 5 or more references made.</li> </ul>	<ul style="list-style-type: none"> <li>- Research and references are evident, but brief.</li> <li>- 3 to 4 references made.</li> </ul>	<ul style="list-style-type: none"> <li>- Research minimal, 1 or 2 references made, several mistakes made, and missing important information.</li> </ul>	<ul style="list-style-type: none"> <li>- Nonexistent, Inaccurate and/ or extremely inadequate.</li> </ul>

## PSYCHOLOGICAL CONDITIONS

### Research Project and Lesson Presentation

**Task:** In order to become a finalist for an academic scholarship, The American Psychological Association has asked that you take on the role of a teacher to instruct your peers on a psychological condition of your choice. In addition, your presentation must be accompanied by an essay titled “Day in the Life,” which will serve as a narrative of someone suffering from the disorder presented.

*Your main objective is to understand what it would be like to have this condition. Please choose from one of the following:*

- Agoraphobia
- Autism Spectrum
- Dyslexia, Hypochondriasis
- Mental Retardation
- Panic Disorder
- Substance Abuse Related Disorder
- Alzheimer’s disease and Dementia
- Bipolar Disorder
- Major Depressive Disorder
- Munchausen syndrome (and by proxy)
- Post-Traumatic Stress Disorder
- Tourette’s Syndrome
- Eating Disorders (Anorexia and Bulimia)
- Body Dysmorphic Disorder
- Kleptomania
- Narcolepsy
- Schizophrenia
- Antisocial Personality Disorder
- Attention Deficit Hyperactivity Condition
- Dissociative Disorder (formerly multiple personality)
- Pyromania and other Impulse-Control Disorders
- Obsessive-Compulsive, Disorder
- Social Anxiety Condition

*Please refer to the following to assist you in your research.*

Part One - *Condition Presentation: "Teaching the class about your disorder"*

- You will be graded on the following criteria:
  - Creativity in presenting a planned lesson on your topic to your peers
  - Must have at least two different kinds of visuals (video clips, pictures, stat graphs, posters) to enhance the value of your lesson
  - Must be clear and actively engage your peers to check for understanding
    - Asking questions, having them complete a small worksheet, etc.
- You must clearly define at least the following information in the content of your lesson:
  - Detailed description of the condition
  - Causes of the condition
  - Symptoms of the condition
  - Treatments of the condition
  - Description or demonstration of what it would be like to have the condition
- You will be responsible for creating a lesson plan detailing your ideas for approaching the content. I will provide you with an example of the format and what is required.
- You will also provide an organized and detailed notes sheet for the notebooks of your peers.
- You will create and email me 2 open-ended test questions and 2 multiple choice questions about your topic.
- You will be teaching for half of the class period, so plan for your presentation to be **AT LEAST** 15 Minutes long. Points will be taken off for presentations that do not make the time requirement.

Part Two - "Day in the Life" Narrative

*You will complete a writing assignment utilizing your research to write a "Day in the Life" narrative of someone suffering from your disorder.*

**You will be responsible for the following:**

You will write as if you were a person suffering from your psychological disorder.

- This paper will be at least 2 pages, and must detail the factors someone who has a disorder goes through in a normal day.
- Your focus will be on the impact the disorder has on everyday "normal" actions and activities, including school, work, social interactions, friends, family and etc.
- In addition, you will talk about any treatments that may exist and how the disorder makes the person feel emotionally.
- This narrative should be a first person narrative and will utilize the research you've completed to teach your lesson. Keep it truthful and do not patronize people who suffer from this disorder by bending reality.
- Your paper must be typed, double-spaced in Times New Roman font.
- You will use the questions and information provided as a guide.



## PSYCHOLOGICAL CONDITION PRESENTATION RUBRIC

<b>Skills</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginner</b>
<b>Topic/ Description</b>	Appropriately focused topic with a clearly communicated understanding of the purpose for the presentation	Focused topic with partially demonstrated understanding of the purpose for the presentation	Somewhat focused topic or a vague sense of the purpose for the presentation, which require the audience to make assumptions	A lack of focus or confused purpose, which result in confusion on the part of the audience
<b>Research Analysis</b>	Clear and convincing command of facts and information with insightful explanations of causes, symptoms, and treatments.	Clear use of facts and information with partially developed explanations of causes, symptoms, and treatments.	Partially clear use of facts and information with limited or incomplete explanations of causes, symptoms, and treatments.	Confusing or incomplete facts with little and/or confusing explanations of causes, symptoms, and treatments.
<b>Visuals/ Demo</b>	Skillful use of at least two visuals greatly enhance the effectiveness of the presentation and provides a clear and thorough demonstration and explanation of condition	Effective use of at least one visual enhances the effectiveness of the presentation and provides an appropriate demonstration and explanation of condition.	An attempt to use at least one visual but it does not enhance the effectiveness of the presentation and it lacks an appropriate demonstration and explanation of condition	No attempt to use a visual to enhance the meaning of the presentation; presentation does not demonstrate or explain condition
<b>Clarity/ Engagement of Peers</b>	Student presents information in logical, interesting sequence which audience can follow and thoroughly engages their peers.	Student presents information in logical sequence which audience can follow with a means of engaging their peers.	Audience has difficulty following presentation because student jumps around and does not straightforwardly engage their peers.	Audience cannot understand presentation because there is no sequence of information or engagement of peers.
<b>Delivery</b>	A combination of appropriate and effective eye contact, clarity and projection of voice, tone and pace, and gestures significantly enhance the speaker's words	A combination of appropriate eye contact, clarity and projection of voice, tone and pace, and gestures are used but without the smoothness of level four	Inconsistent use of eye contact, clarity and projection of voice, tone and pace, and/or gestures interrupt the flow of the presentation	Lack of eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures make the presentation difficult to follow
<b>Overall Effectiveness</b>	Speaker remains enthusiastic, audience attention is maintained, and the purpose of the presentation is achieved	Speaker shows some enthusiasm, the audience remains mostly interested, and the purpose of the presentation is achieved	Speaker shows limited enthusiasm, audience interest is not sustained, and the purpose of the presentation is only partially achieved	Speaker lacks enthusiasm, the audience shows a lack of interest, and the purpose of the presentation is not achieved
<b>Lesson Plan, Notes + questions</b>	Lesson plan follows and exceeds the requirements. An accurate and deep notes page is provided.	Lesson plan meets requirements. An accurate notes page is provided.	Lesson plans need more work. Notes page is inaccurate and does not meet requirements.	Lesson plans are not deep and do not meet requirements. Notes are not accurate or complete.

## WRITING RUBRIC

<b>Skills</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginner</b>
<b>Content &amp; Discussion</b>	<ul style="list-style-type: none"> <li>- Major points are stated clearly and include supporting details.</li> <li>- Content is accurate.</li> <li>- Purpose of the writing is clear.</li> </ul>	<ul style="list-style-type: none"> <li>- Content is complete and accurate.</li> <li>- Major points are addressed and easy to understand.</li> </ul>	<ul style="list-style-type: none"> <li>- Content is complete, but may include a few inaccuracies.</li> <li>- Major points are addressed, but not well supported or discussed.</li> </ul>	<ul style="list-style-type: none"> <li>- Content is incomplete.</li> <li>- Major required topics are lacking, not included or poorly discussed.</li> </ul>
<b>Organization &amp; Structure</b>	<ul style="list-style-type: none"> <li>- Introduction previews major points.</li> <li>- Paragraph transitions are logical.</li> <li>- Conclusion is effective, as it summarized the main points of the paper and relates to the overall body of paper.</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of the paper is clear.</li> <li>- Paragraph transitions are logical for the most part.</li> <li>- Conclusion summarized several, but not all of the main points of the paper.</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of the paper is not easy to follow.</li> <li>- Introduction does not preview all major points.</li> <li>- Paragraph transitions need improvement.</li> <li>- Conclusion was brief and did not summarize the main points of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>- Structure detracts from the message of the writer.</li> <li>- Introduction and/or conclusion are missing.</li> <li>- Paragraphs are disjointed and lack transition of thoughts.</li> </ul>
<b>Grammar, Punctuation &amp; Spelling</b>	<ul style="list-style-type: none"> <li>- Paper contains less than 1-2 errors in grammar, punctuation or spelling.</li> <li>- Language is clear and precise.</li> </ul>	<ul style="list-style-type: none"> <li>- Paper contains few grammatical, and a few punctuation and spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Paper contains some grammatical, punctuation, and spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Paper contains numerous grammatical, punctuation, and spelling errors.</li> </ul>
<b>Research and References</b>	<ul style="list-style-type: none"> <li>- Provided exceptional and thorough research with good references.</li> <li>- 5 or more references made.</li> </ul>	<ul style="list-style-type: none"> <li>- Research and references are evident, but brief.</li> <li>- 3 to 4 references made.</li> </ul>	<ul style="list-style-type: none"> <li>- Research minimal, 1 or 2 references made, several mistakes made, and missing important information.</li> </ul>	<ul style="list-style-type: none"> <li>- Nonexistent, Inaccurate and/ or extremely inadequate.</li> </ul>

**APPENDIX B NEW JERSEY STUDENT LEARNING STANDARDS**

## HYPERLINKS TO STANDARDS

To access the standards for a specific content area, please click on the hyperlink.

Standard	Content Area	State Board Adoption Date	Required District Implementation of Revised Curricula
1	<a href="#">Visual and Performing Arts</a>	July 9, 2014	September 2015
2	<a href="#">Comprehensive Health and Physical Education</a>	July 9, 2014	September 2015
3	<a href="#">English Language Arts</a>	May 4, 2016	September 2017
4	<a href="#">Mathematics</a>	May 4, 2016	September 2017
5	<a href="#">Science</a>	July 9, 2014	Grades 6-12 Sept. 2016
			Grades K-5 Sept. 2017
6	<a href="#">Social Studies</a>	July 9, 2014	September 2015
7	<a href="#">World Languages</a>	July 9, 2014	September 2015

Standard	Content Area	State Board Adoption Date	Required District Implementation of Revised Curricula
8	<a href="#">Technology</a>	October 1, 2014	September 2015
9	<a href="#">21st Century Life and Careers</a>	October 1, 2014	September 2015