

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

SOCIAL STUDIES CURRICULUM

GRADE

JULY 2018

INDIVIDUAL AND INTERPERSONAL BEHAVIOR

Course Overview

This course stresses the study of individuals as they react to the pressures of everyday life. Emphasis is placed upon such topics as learning theory, personality development, relationships, stress, and emotional illness. Students examine these and other similar topics by using various readings and video, research, discussion and debate. This course is available as an elective for students in grades 11-12.

Unit and Pacing	Essential Questions	Enduring Understandings	Content	Assessment	NJSLC CPI	Interdisciplinary Connections
<p>Unit I The Workings of the Mind and Body 4 Weeks</p>	<p>Why is comprehension of the workings of the mind and body crucial to understanding human behavior?</p>	<p>Human behavior and decision making is driven by processes and chemicals in the brain and the skeletal muscular system that allow the brain and body to work as one.</p>	<p>Describe the systems involved in human behavior.</p> <p>Analyze various brain functions.</p> <p>Analyze sensation, perception, motivation and emotion.</p> <p>Identify how consciousness is affected.</p> <p>Key Terms: Behavior, Nervous System, The Brain, Heredity, Environment, Sensation, Perception, Emotion, Motivation, Consciousness, Unconsciousness</p>	<p>Complete activities interpreting various forms of graphic representations (e.g. charts, graphic organizers).</p> <p>Debate on the use of motivation and emotions in daily life.</p> <p>Written and oral presentations focusing on altered states of consciousness.</p> <p>Use given primary and secondary sources to create an outcome as directed by the question or task.</p> <p>Synthesize information to successfully complete a written assessment.</p> <p>Unit Assessment.</p>	<p>2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p> <p>2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p>	<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>

<p>Unit II Learning and Cognitive Processes 4 weeks</p>	<p>How is human behavior affected by learning and cognitive processes?</p>	<p>Understanding learning and cognitive processes ensures that the individual can process, interpret and act upon new information.</p>	<p>Use knowledge of learning to make decisions.</p> <p>Understand how and why people learn differently.</p> <p>Analyze the necessity of thinking and creativity.</p> <p>Key Terms: Classical and Operant Conditioning, Cognitive and Insight Learning, Memory, Thinking, Intelligence</p>	<p>Analyze, evaluate, and interpret visuals to gain greater understanding of the material</p> <p>Support, modify, or refute a position in small or large group discussions.</p> <p>Written and oral presentations focusing on learning.</p> <p>Use given primary and secondary sources to create an outcome as directed by the question or task.</p> <p>Synthesize information to successfully complete a written assessment.</p> <p>Unit Assessment.</p>	<p>2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>8.2.12.A.3 Research and present information on an existing technological product that has been repurposed for a different function.</p> <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <p>9.3.12.ED.2</p>
---	--	--	---	---	---	--

						<p>Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p>
<p>Unit III Developmental Behavior 3 weeks</p>	<p>Why are development and maturation necessary to understanding human behavior?</p> <p>How does behavior change over time due to human development?</p>	<p>Understanding development and maturation ensures the individual will strive to prevent and control diseases and health conditions throughout one's lifetime</p> <p>Understanding human development and maturation allows the individual to engage in meaningful and healthy relationships with others.</p>	<p>Demonstrate knowledge of the life cycle.</p> <p>Recognize the physical, emotional and intellectual changes that occur as we age.</p> <p>Analyze the stages of the life cycle.</p> <p>Identify the myths of old age.</p> <p>Key Terms: Infancy, Childhood, Adolescence, Adulthood, Gender</p>	<p>Timeline activity to show synthesis of changes that occur in the life cycle.</p> <p>Picture project to demonstrate understanding and accuracy in our view of humans as they age.</p> <p>Support, modify, or refute a position in small or large group discussions.</p> <p>Unit Assessment.</p>	<p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.</p> <p>2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in</p>	<p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>9.3.12.ED-TT.2 Employ knowledge of learning and developmental</p>

					<p>high school and young adulthood.</p> <p>2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</p> <p>2.4.12.C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.</p> <p>2.4.12.C.2 Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.</p> <p>2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information</p>	<p>theory to describe individual learners.</p> <p>9.3.HU-ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.</p>
--	--	--	--	--	---	---

					2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.	
Unit IV Personality and Individuality 2 Weeks	Why are personality and individuality the basis for looking at our similarities and differences? How does personality and individuality guide our behaviors?	Effective interpersonal communication encompasses and creates respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	Identify and differentiate among the various Personality Theories and theorists. Compare and contrast the Personality theories. Evaluate which theory best demonstrates students' personal ideas and viewpoints. Recognize the various types of Personality Tests. Key Terms: Personality, Personality Test	Support, modify, or refute a position in small or large group discussions. Comparison Chart of Personality Theories and Tests. Discussion on why all theories have supporters and detractors.	6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. 2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.	RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 9.3.12.ED.2

						Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Unit V Adjustment and Breakdown 3 weeks	Why are coping and adjusting integral parts of human life? Why do individuals exhibit abnormal behaviors?	Coping skills and adjustment allow individuals to manage life changes and obstacles in a positive healthy way.	Understand the impact of stress on their health. Predict the results of existing stressors. Analyze abnormal behavior. Identify the different approaches to therapy. Evaluate situations which might necessitate therapy. Key Terms: Stress, Stressors, Abnormal Behavior, Therapy	Journaling on personal stress. Analysis of readings on stress. Comparison Chart of the various therapy options. Discussion on the stigmas of mental illness. Written and Oral presentations on the various abnormal behaviors, symptoms, and therapies.	6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. 2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state. 2.1.12.C.4	RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. 9.3.HU.2 Evaluate the role of the family, community and human services in society and the economy. 9.3.HU.6

					<p>Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p> <p>2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness.</p> <p>2.3.12.A.1 Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p>2.3.12.C.3 Analyze the societal impact of substance abuse on the individual, family, and community.</p>	<p>Explain how human development principles enhance the wellbeing of individuals and families.</p> <p>9.3.HU-CMH.6 Choose appropriate counseling and therapy techniques to serve identified needs.</p>
<p>Unit VI Social Behavior 2 weeks</p>	<p>Why is understanding our social context and its impact on our behavior so important?</p>	<p>Individual behavior and group behavior are driven by factors developed in concert with our minds and the world and people around us.</p>	<p>Analyze the impact of social relationships on personal behavior.</p> <p>Evaluate your view of authority and how it impacts behavior.</p> <p>Key Terms: Conformity, Compliance, Obedience, Peer</p>	<p>Poster project on personal social context.</p> <p>Use given primary and secondary sources to create an outcome as directed by the question or task.</p> <p>Synthesize information to successfully complete a written assessment.</p>	<p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>2.2.12.A.1</p>	<p>RJ.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>

			<p>Pressure, Discrimination, Prejudice, Attraction, Aggression, Social Role. Bystander</p>		<p>Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</p> <p>2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p> <p>2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</p>	<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.</p>
--	--	--	--	--	--	--

Bibliography

Cognitive Processes in Education by Sylvia Farnham-Diggory, Harpercollins College Div; 2nd edition (Februrary 1992)

Textbook of Transpersonal Psychiatry and Psychology by Bruce W. Scotton, Basic Books (April 1996)

Theories of Developmental Psychology by Patricia A. Miller Worth Publishers 4th Edition (April 10, 2001)

Personalkity and Individuality by Julia Seton, Kessinger Publishing (December 2005)

Growing Up in the Digital Age: How Stress Impacts Our Younger Generations by M.D. Obi Dora Chizea, Dora Chizea Productions (January 15, 2005)

Dealing with People You Can't Stand, Rick Brinkman; RR Donnelly and Sons (1994)

A Primer of Freudian Psychology, Calvin Hall and & Vernon Nordby; Signet (1973)

A Primer of Jungian Psychology, Calvin Hall & Veron Nordby; Signet (1979)

Webliography

<http://www.apa.org/helpcenter/workout.aspx>

This website discusses how there may be a correlation between exercise and fitness and mental processing.

<https://www.healthline.com/human-body-maps>

This website highlights the various systems of the human body and provides articles about each of the systems.

<https://www.brainfacts.org/>

This website highlights the various functions of the brain.

<https://destiny.https.us/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home>

Hillsborough High School Library Media Center Catalog: Allows access to a variety of databases and other resources from their page. They are helpful as a starting point for student research as they provide biographies, primary sources, timelines, videos and other images, maps and charts that are listed under categories such as:

- Databases: Social Studies, Controversial Issues
- Geography, Country Studies, Almanacs, Atlases & Maps
- Presidents of the United States
- Federal and State Government and Representatives links

<http://scholar.google.com/>

Google Scholar: Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources. Google Scholar aims to rank documents the way researchers do, weighing the full text of each document, where it was published, who it was written by, as well as how often and how recently it has been cited in other scholarly literature.

<http://www.pbs.org/teachers/classroom/9-12/social-studies/resources/>

PBS Teachers: Social Studies: 9-12: lesson plans, teaching activities, on-demand video assets, and interactive games and simulations. These resources are correlated to state and national educational standards and are tied to PBS' on-air and online programming like NOVA, Nature, Cyberchase, Between the Lions and more.

<http://www.npr.org/?refresh=true>

National Public Radio: interviews, updated news and alerts, news blogs, streaming audio, downloadable multimedia content, and free access to archives, and NPR Podcasts.

<http://www.youtube.com/education>

Youtube-Education: Access to various lessons and video clips including speeches relevant to the time periods covered throughout the US I and II curriculum.

<http://www.nationalgeographic.com/>

National Geographic: Lesson plans, various types of maps, advertisements from throughout the eras of study

<https://listenwise.com/>

Listenwise: Current Events & Comprehension: Interactive online media sources which provides scaffolded leaning resources, activities, and assessments which correlate with current events and topics of the past.

https://www.tolerance.org/classroom-resources/lessons?f%5B0%5D=facet_lesson_grade_level%3A35

Great resource about promoting peace and understanding among diverse people. Includes great resources about slavery as well as many US I and US II topics.

<http://www.socialpsychology.org/>

This website promote peace, social justice, and sustainable living through public education, research, and the advancement of psychology. The network is dedicated to psychology research and teaching.

<https://www.psychologytoday.com/us>

This website highlights articles written by therapists and academics writers about various behavior topics.

Videos:

Inside the Teenage Brain: WBGH Education Foundation, 2004

Inside Out (emotion, perception, motivation, cognitive processing)

Ferris Bueller's Day Off (personality, abnormal behavior)

Mean Girls (social behavior)

National Geographic Society Brain Games

Understanding The Amazing Brain; Discovery Communications, Inc. 2000