

Southern Regional High School District Course of Study

Department Social Studies

Course Title: Critical Issues in Human Behavior – Course #4516
Revised 5/30/07

Essential Questions of the Course:

- 1. How does Psychology affect human behavior?**
- 2. How does the study of Psychology impact the individual?**
- 3. How does Cognitive Psychology explain methods of learning and theories of intelligence?**
- 4. What are the major Psychological Theories? How do they apply to the growth and development of human beings?**
- 5. How can the study of Abnormal Psychology be applied to everyday life?**

Assessments:

- 1. The students will be assessed by appropriate unit tests.**
- 2. Students will write expository essays on critical issues in human behavior.**
- 3. Students will be evaluated on a variety of cooperative learning activities.**
- 4. Students will be given homework assignments which emphasize exploration of new material or reinforcement of information previously presented.**
- 5. Students will be provided the opportunity to complete extra credit assignments which enable them to delve more deeply into the subject matter.**

Unit of Study

Unit Title: Introduction of Psychology – Unit I

Essential Questions of the Unit:

- 1. How does Psychology differ from other non-scientific explanations of human behavior?**
- 2. How can Psychology be applied to students' life experiences?**
- 3. How has the study of human behavior evolved through the years?**
- 4. How do psychological theories apply to everyday life?**

Assessments:

- 1. Students will write an essay in which they analyze the application of psychology to their life experiences.**
- 2. Students will create a timeline tracing the evolution of behavioral theories.**
- 3. Students will complete teacher-made tests.**

I-1

Content:

- **Definition of Psychology**
 - Science versus Pseudo Science**
 - Aspects of human behavior**
 - Use of animals in experiments**

- **Reasons to Study Psychology**
 - To acquire basic knowledge of behavior**
 - To apply this knowledge to practical situations, clinical situations, social problems and personal understanding.**

- **Development of the theory of Psychology**
 - Early explanations of human behavior**
 - Nineteenth century theories**
 - Twentieth century theories**

Skills:

1. **Students will compare and contrast psychology with pseudo-scientific explanations of human behavior. Students will use horoscopes and hand writing analysis exercises to make this comparison.**
2. **Students will write an essay in which they evaluate their reasons for taking psychology.**

Purpose / Rationale of the unit:

This unit will serve as an overview of the study of psychology. Students will gain an understanding of possible applications to their life experiences.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: Two weeks

Instructional Activities:

- **Pseudo Science Activity**
- **Essay Writing: Uses of Psychology**
- **Time Line Creation**
- **Common Sense Test**

Materials and Resources:

- **Psychology: Principles in Practice Text**
- **Handwriting Analysis and Horoscope texts**
- **Handouts and activities**
- **Student centered experiements**

Unit of Study

Unit Title: Sensation and Perception – Unit II

Essential Questions of the Unit:

1. How does the process of sensation affect our understanding of the environment?
2. How do we use the process of perception to make sense of our environment?
3. How can our perceptions become confused?
4. Why are scientists skeptical of “extra-sensory perception”?

Assessments:

1. Students will write a short evaluation of how their perception has been created by a variety of environmental influences.
2. Students will participate in a collaborative exercise in which they determine the use of monocular depth perception cues used by artists in their work.
3. Students will complete teacher made tests.

Content:

- **Sensation**
 - How the senses work
 - Principles of Sensation
 - Practical Applications of sensory research
- **Influences on the perceptual process**
 - Perceptual set, needs, moods, values, prejudices, attitudes, collective perception
 - Perceptual cues: sound and depth perception cues
- **Gestalt methods of organizing information**
- **Perceptual illusions**
- **Extra-Sensory Perception**
 - Types of ESP
 - Criticisms of ESP

Skills:

- 1. Students will discuss applications of the research on sensation.**
- 2. Students will evaluate influences which affect their perception.**
- 3. Students will be able to identify examples of depth perception cues in the work of landscape painters.**
- 4. Students will recognize the possibility that their organizational skills can be distorted by optical illusions.**
- 5. Students will be able to compare and contrast psychological theories of perception with ESP theories of perception.**

Purpose / Rationale of the unit:

This unit stresses the importance of physiological processes involved in taking in and organizing information. Students are also alerted to the possibilities that these processes may be distorted by illusions. Extra-Sensory perception is also discussed in a scientific context.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: Two weeks

Instructional Activities:

- **Applications of Sensory Research: Soap box packaging is emphasized**
- **Students will write about the effects of perceptual organization on a personal experience**
- **Art books exercise: Students will find examples of depth perception cues used by landscape artists**
- **Students will be shown various examples of optical illusions**
- **Students will take part in an ESP experiment highlighting telepathy**
- **Students will analyze a TV show by .use their sense of sight and sound separately.**
- **Students will also listen to different TV theme songs and have to identify what show it is based on a short clip. Demonstrating how their sense of sound is lined to their memory.**
- **Context clues-English Worksheet**
- **Blind-Fold Hand Shake-Guess the Gender**
- **Kevin Montahoff aroma therapy activity**

Materials and Resources:

- **Psychology Principles in Practice Text : Chapter 4**
- **Various art books on file in the library**
- **Soap boxes brought in by students**
- **Shallow Hal Movie (Clips)**
- **Zenner Cards**
- **CD sounds (clips)**
- **TV sitcom show (Fullhouse or Saved by the Bell)**
- **Optical Ilusion-Lesson 11 –Handout 29**
- **Extension Activity 2-Seal Act or Costume Ball**
- **Ambiguous Figures Lesson 12-Handout 28**

Unit of Study

Unit Title: Learning Theories – Unit III

Essential Questions of the Unit:

- 1. What is a learned behavior? How does it differ from a natural reflex?**
- 2. What is classical conditioning?**
- 3. How does the use of classical conditioning impact our everyday lives?**
- 4. What is operant conditioning?**
- 5. What impact does operant conditioning have on human behavior?**

Assessments:

- 1. Students will be able to give examples of classical conditioning in everyday life and explain how the theory applies to their examples. This will be a written exercise.**
- 2. Students will work cooperatively determining which “schedule of reinforcement” would be appropriate when presented with a variety of situations.**
- 3. Students will complete teacher-made tests.**
- 4. Students will be able to determine a method of using punishment appropriately that relates to their own experiences growing up.**

Content:

- **Definition of Learning**
 - Reflexes
 - Learned Behaviors: stimulus, response
- **Classical Conditioning**
 - Pavlov's experiments
 - Principles of Classical Conditioning
 - Uses of Classical Conditioning
- **Behaviorism**
 - John Watson and Sensitization
 - Mary Cover Jones and Desensitization
- **Operant Conditioning**
 - Skinner's experiments
 - Principles of Classical Conditioning
 - Uses of Classical Conditioning
 - Punishment, uses and abuses

Skills:

1. **Students will compare and contrast a reflex behavior with a learned behavior.**
2. **Students will be able to describe uses of classical conditioning in advertising.**
3. **Students will be able to compare and contrast operant and classical conditioning theories.**
4. **Students will be able to apply operant conditioning techniques to situations in the real world.**
5. **Students will develop a plan for the use of punishment in child development.**

Purpose / Rationale of the unit:

This unit will explore two theories of learning: operant and classical conditioning. The emphasis will be on the application of these theories in everyday life. This will include the use of propaganda, advertising and behavior modification.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: Two weeks

Instructional Activities:

- **Create a maze in the classroom**
- **Classical conditioning experiment**
- **Student shaping experiment using applause**
- **Positive and Negative reinforcement experiment using the words “good” and “bad”**
- **Cooperative learning exercise using the schedules of reinforcement**
- **Have each student create a punishment formula**

Materials and Resources:

- **Psychology Principles in Practice Text: Chapter 6**
- **Invitation to Psychology Activities 4 and 5**
- **Examples of Conditioning –Worksheet**
- **TV Today: Fears, phobias, and obsessions Video and worksheet**
- **Case study worksheet: The story of Little Albert**
- **Disability Simulation worksheet.**

Unit of Study

Unit Title: Thinking – Unit IV

Essential Questions of the Unit:

- 1. Why is memory important to the thinking process?**
- 2. Why do we forget? How can we improve our memory?**
- 3. What are the different types of reasoning? How do they apply to problem solving?**
- 4. How do we learn language?**

Assessments:

- 1. Students will develop a study plan in which they use memory and study techniques they learned in this section.**
- 2. Students will participate in a cooperative learning exercise using various types of reasoning to solve problems.**
- 3. Students will discuss in writing the advantages of being bilingual in our society today.**
- 4. Students will complete teacher made tests.**

Content:

- **Memory**
 - **Types of memory**
 - **How memory is tested**
 - **Why we forget**
 - **Techniques to improve memory**

- **Building Blocks of Thought**
 - **Images: Eidetic imagery**
 - **Concepts**
 - **Symbols**

- **Reasoning**
 - **Deductive**
 - **Inductive**
 - **Evaluative**

- **Language**
 - **Definition**
 - **How we learn language**
 - **How we understand language**

Skills:

1. Students will be able to describe and use various mnemonic techniques in remembering information.
2. Students will use deductive and inductive reasoning to solve various problems.
3. Students will be able to list and apply the various tools of thinking to practical examples provided by the teacher.

Purpose / Rationale of the unit:

This unit will examine various thinking processes. The emphasis on memory will be a practical one. Students will be given memory aids which will be useful in all their educational experiences. Higher levels of thinking and problem solving skills are also emphasized. The use and acquisition of language are explored.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: Two weeks

Instructional Activities:

- **Memory Exercises including Mega memory techniques of Kevin Trudeau**
- **Students will complete inductive and deductive reasoning activities individually and cooperatively.**
- **Students will be given context exercises which aid in the understanding of language.**
- **Students will create a learning plan for themselves using techniques and ideas from the unit.**
- **Students will play celebrity which is a memory based game.**
- **Students will view clips of 50 First Dates and participate in a discussion about amnesia.**
- **Listen to Mozart –Improves memory**
- **Memory Techniques:Mneumonics, Pegging, Diet**

Materials and Resources:

- **Psychology Principles in Practice Text: Chapter 7 and 8**
- **Extension Activity 6**
- **Group Problem Solving Activity**
- **Clips of 50 First Dates**
- **20/20 Video on memory.**
- **Mozart effect tape**
- **Remembering information-psychology lesson 7 handout 15**
- **Thinking about Thinking worksheet**
- **6 problems to solve worksheet**
- **Foods that sharpen your mind hand outs**

Unit of Study

Unit Title: Intelligence – Unit V

Essential Questions of the Unit:

- 1. What are the characteristics of an intelligent person?**
- 2. Is intelligence a natural “genetic” factor or a function of environment?**
- 3. Are measurements of intelligence reliable?**
- 4. How does one nurture creativity?**

Assessments:

- 1. Students will write an expository essay in which they determine whether nature or nurture is more important in determining intelligence.**
- 2. Students will develop a plan to nurture creativity in children.**
- 3. Students will complete teacher made tests.**
- 4. Personal creativity assignment created and developed by students.**
- 5. Student debate on Nature vs Nurture.**

Content:

- **Intelligence**
 - **Definition**
 - **Characteristics of intelligence**
 - **New concepts on intelligence**

- **Intelligence testing**
 - **Early intelligence tests**
 - **Uses of Intelligence tests**
 - **Criticisms of intelligence tests: reliability and cultural bias**

- **Nature vs. Nurture**
 - **Nature arguments (Jenson and Hernstein studies)**
 - **Nurture arguments (Milwaukee study, Twin studies, Asian studies)**

- **The Range of Human intelligence**
 - **Gifted (Terman characteristic, stereotypes)**
 - **Mentally Handicapped (causes, characteristics and treatment)**

- **Creativity**
 - **Definition**
 - **Nurturing creativity**
 - **Characteristics of creative people**

Skills:

- 1. Students will compare and contrast various theories of intelligence.**
- 2. Students will evaluate intelligence tests.**
- 3. Students will construct an essay defending their point of view concerning the nature vs. nurture issue.**
- 4. Students will be able to describe characteristics of gifted and mentally challenged individuals.**
- 5. Students will develop a plan for nurturing creativity in children.**

Purpose / Rationale of the unit:

This unit will demonstrate to the student the different theories of intelligence and creativity. Students will be exposed to a variety of points of view concerning natural and environmental factors relating to intelligence. Students will determine methods of nurturing creativity and be able to differentiate creativity and intelligence.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: Two weeks

Instructional Activities:

- **Students will create a graph of IQ scores demonstrating the bell curve.**
- **Students will select a theory of intelligence which they feel best suits the needs of our society.**
- **Students will write an expository essay in which they support nature or nurture as the dominant component of intelligence.**
- **Students will demonstrate personal examples of creativity.**
- **Students will develop a plan to nurture creativity for themselves**
- **Student debates**

-Nature vs. Nurture about IQ

-Debate on the quality of life (Terry Shivo Case)

Materials and Resources:

- **Psychology Principles in Practice Text: Chapter 9**
- **Newsweek Article on Edith Stern**
- **Activities in Psychology: “Are you a MENSA candidate?”**
- **Invitation to Psychology text: Activity #8**
- **Online IQ test: smart or stupid**
- **Extension activity 8: Sample IQ tests Q’s**
- **Howard Gardners Multiple Intelligence Survey**
- **The Edith Project Article**

Unit of Study

Unit Title: Developmental Psychology – Unit VI

Essential Questions of the Unit:

- 1. How does the study of human development relate to student experience?**
- 2. What are the developmental tasks and problems of adolescents?**
- 3. How do psychologists evaluate moral development?**
- 4. What are the major factors that contribute to longevity?**
- 5. How does psychology help one adjust to loss?**

Assessments:

- 1. Students will collaboratively construct examples of comparative and longitudinal studies.**
- 2. Students will write an autobiography in which they discuss their progress through the first four stages of development as defined by Erik Erikson.**
- 3. Students will write about a loss in their lives, and describe it in the stages as outlined by Elizabeth Kubler-Ross.**
- 4. Students will complete teacher made tests.**

Content:

- **Methods of studying development**
 - Comparative
 - Longitudinal
- **Erik Erikson's theory of Psycho-Social Development**
 - Trust vs. Mistrust 0-1 yr
 - Autonomy vs. Doubt 2-3 yrs
 - Initiative vs. Guilt 4-5 yrs
 - Industry vs. Inferiority 6-11 yrs
 - Identity vs. Role Confusion 12-18 yrs
 - Intimacy vs. Isolation Late Adolescence thru early middle age
 - Generativity vs. Self Absorption Middle Age
 - Integrity vs. Despair Later life
- **Adolescence**
 - Finding your identity
 - Problems of adolescence
- **Kohlberg's Theory of Moral Development**
- **Factors in Longevity**
- **Elisabeth Kubler-Ross, Adjustment to Death and Terminal Illness**

Skills:

- 1. Students will be able to give examples of comparative and longitudinal studies.**
- 2. Students will apply the theory of Erik Erikson to a personal autobiography.**
- 3. Students will evaluate the theory of moral development as presented by Lawrence Kohlberg, determining its application in modern society.**
- 4. Students will assess their lifestyles and compare them to the factors of longevity presented in the chapter.**
- 5. Students will describe the process by which they dealt with loss in their lives and assess how their experience compares to the theory of Elisabeth Kubler-Ross.**

Purpose / Rationale of the unit:

This unit describes the process of human development. The student will explore several theories of social, physical and psychological development .They will apply these theories to their own personal experiences.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: Two weeks

Instructional Activities:

- **Students will construct an autobiography in which they describe their progress through the first four stages of life as described by Erik Erikson.**
- **Students will identify the major problems of adolescence and relate them to psychological theories of development.**
- **Students will complete an activity in which they determine various levels of moral development reflected in activities.**
- **Students will consider a list of factors of longevity and assess their own progress in this area.**
- **Students will recall a loss that they have encountered and compare their adjustment to the theory described by Elisabeth Kubler-Ross.**
- **Students will identify what is the hardest aspect about being a teenager and write an essay on it.**

Materials and Resources:

- **Psychology Principles in Practice Text: Chapter 10, 11, 12**
- **Invitation to Psychology: Activity #11, Identity Rating test, Coddington Life Activities Stress Test**
- **Longevity test**
- **Moral Dilemmas worksheet**
- **Kohlberg's stages of Moral development**
- **Online activity-Realage.com**

Unit of Study

Unit Title: States of Consciousness – Unit VII

Essential Questions of the Unit:

- 1. What are the levels of human consciousness and how are they experienced?**
- 2. What is the importance of sleep?**
- 3. Does meditation and hypnosis have meaning in our lives?**
- 4. What effects does drug use have on the individual?**

Assessments:

- 1. Students will attempt to keep a dream diary and assess the meaning of their dreams.**
- 2. Given an organizer, students will be able to compare and contrast hypnosis and meditation.**
- 3. Students will construct a list of drugs, their effects and the reasons people use them.**
- 4. Teacher created test.**

Content:

- **Definition of Learning**
 - Reflexes
 - Learned Behaviors: stimulus, response
- **Waking Consciousness Characteristics: focus, structure, categorizing mechanism, flow**
- **Sleeping and Dreaming**
 - Sleep cycle
- **Meaning of dreams**
- **Hypnosis Characteristics and Uses**
- **Meditation Characteristics and Uses**
- **Drug Induced Consciousness**
 - Reasons for drug use
 - Types of drugs
 - Characteristics of drug users

Skills:

1. **Students will be able to describe the characteristics of waking consciousness.**
2. **Students will be able to describe the sleep cycle and discuss the importance of REM to sound mental health.**
3. **Students will be able to evaluate the theories of the meaning of dreams.**
4. **Students will be able to compare and contrast the characteristics and uses of hypnosis and meditation.**
5. **Students will be able to describe the categories of drugs and their effects.**

Purpose / Rationale of the unit:

This unit will describe to students the various states of consciousness. They will also explore the characteristics of each state and the applications of the research on sleep and drug use on their personal lives.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: Two weeks

Instructional Activities:

- **Students will analyze their dreams in a dream diary.**
- **Dream Interpretation and Symbols.**
- **Students will evaluate waking consciousness by completing an organizer.**
- **Students will compare and contrast hypnosis and meditation.**
- **Students will categorize the various drugs and their effects.**
- **Students will meditate in class.**
- **Students will experience hypnosis in class as well**
- **Students write a 1pg summary comparing and contrasting the two.**
- **Resource officers will speak to students on Drugs in our community.**

Materials and Resources:

- **Psychology: Principles in Practice Text: Chapter 5**
- **Audio tape: Monmouth Ethical Hypnosis Services
“Relaxation and Suggestion”**
- **Invitation to Psychology: Extension activity #16**
- **Working with Dreams by Montague Ullman**
- **Audio Tapes on meditation**
- **Consciousness Survey**
- **Health Journey Audio tape:Stress**
- **Wellness Music CD: Relaxation and Meditation**

Unit of Study

Unit Title: Theories of Personality – Unit VIII

Essential Questions of the Unit:

- 1. How do psychologists test personality?**
- 2. How do the theories of personalities help us to explain human behavior?**

Assessments:

- 1. Students will complete an organizer identifying defense mechanisms. They will then apply them to themselves and their immediate friends and family.**
- 2. Students will complete a birth order evaluation of personality traits relating to their position in the family.**
- 3. Students will choose a TV show and list all positive and negative traits modeled in that show.**
- 4. Students will complete an organizer in which they evaluate possible thinking distortions which they encounter through out their day.**

Content:

- **Personality Tests**
 - Objective
 - Projective
- **Psychodynamic Theory**
 - Freud (Structure of Personality, Defense Mechanisms)
 - Adler (Birth Order, Theory of Inferiority)
- **Jung (Introvert-Extravert, Collective Unconscious)**
- **Behaviorist Theory of Skinner**
- **Social Learning of Bandura**
- **Humanistic Theory**
 - Abraham Maslow (Hierarchy of Needs)
 - Carl Rogers (Unconditional Love)
- **Cognitive Theory of Ellis and Burns**
 - Cognitive Distortions

Skills:

1. Students will evaluate their personalities based on results of personality tests.
2. Students will develop an understanding of Freud's theory of personality.
3. Students will be able to identify various defense mechanisms.
4. Students will assess examples of the media to find positive and negative traits modeled.
5. Students will evaluate their own thought processes as they search for mental distortions.

Purpose / Rationale of the unit:

This unit will develop an awareness in students of a variety of schools of personality. It will give students the opportunity to evaluate themselves and determine the reasons for their behavior.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: Two weeks

Instructional Activities:

- **Students will take a variety of personality tests.**
- **Students will participate in a role playing exercise in which they will identify the components of Freud's theory of personality.**
- **Students will complete a hand out based on the life of Marilyn Monroe, illustrating Adler's theory of inferiority.**
- **Using Adler's theory, students will determine how birth order has influenced their personality.**
- **Students will choose a TV and determine the positive and negative traits modeled in that show and determine the different personalities of the show.**
- **Students will receive and excerpt from David Burns' book Feeling Good. They will evaluate themselves based on this information.**

Materials and Resources:

- **Psychology: Principles in Practice Text: Chapter 14, 15**
- **Invitation to Psychology Worksheet B, Extension Activity #18, 19**
- **Feeling Good by David Burns**
- **Lessons in Psychology, "Adler's individual Psychology, Birth Order and Personality**
- **Myers-Briggs Test, Short form**
- **TV show (Fullhouse or Saved by the Bell)**
- **-Apply Defense Mechanisms –Lesson 24**

Unit of Study

Unit Title: Psychological Disorders – Unit 9

Essential Questions of the Unit:

- 1. How do Psychologists determine what is “normal” and what is “abnormal”?**
- 2. What are the symptoms of so-called neurotic behaviors? Can these ailments be treated?**
- 3. What are the symptoms of so-called psychotic behaviors? Can these ailments be treated?**
- 4. Where can one go for help if symptoms of either ailment show up?**
- 5. What can an individual do to increase their chances of leading a mentally healthy life?**

Assessments:

Students will construct a chart of abnormal behavior including the following: anxiety disorders, dissociative disorders, somatoform disorders, mood disorders, schizophrenia and personality disorders. This chart will count as 50 points and will be due at the end of the unit.

Content:

- I. Abnormal Behavior (models)**
 - A. Society**
 - B. Legal**
 - C. Medical**

- II. Neurotic Behaviors**
 - A. Characteristics**
 - 1. Neurotic Paradox**
 - 2. Excessive Anxiety**
 - 3. Overuse of defense mechanisms**
 - B. Types of neurosis**
 - 1. Anxiety States**
 - 2. Phobias**
 - 3. Obsessive-Compulsive Disorders**
 - 4. Hypochondria**
 - 5. Conversion Hysteria**
 - 6. Amnesia and Fugue**
 - 7. Multiple Personalities**
 - 8. Neurotic Depression**

- III. Psychotic Disorders**
 - A. Characteristics**
 - 1. Lose touch with reality**
 - 2. Delusion**
 - 3. Paranoia**
 - 4. Catatonia**
 - B. Types of psychotic disorders**
 - 1. Schizophrenia**
 - 2. Paranoia**
 - 3. Affective Psychosis-Bipolar**

- IV. Causes of Abnormal Behaviors**
 - A. Chemical Imbalance**
 - B. Genetic**
 - C. Child Rearing**
 - D. Social and Environmental Factors**

- V. Treatment of Abnormal Behaviors**

Skills:

1. To be able to recognize abnormal behavior.
2. The causes of abnormal behavior.
3. How abnormal behavior is treated.
4. How to stay mentally healthy.

Purpose / Rationale of the unit:

Students will look at the various causes, symptoms, and treatments of a variety of abnormal and aberrant behaviors.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: 1 – 2 weeks

Instructional Activities:

- 1. Have students work in groups. Find as many examples for each model of abnormal behavior as they can remember or make up.**
- 2. Use Extension Activity #22 to allow students to test their own neurotic tendencies.**
- 3. Use Lessons in Psychology exercises on “The Case of A.H., Phobias, and Obsession.”**
- 4. Use Washington Post article, “Trials of Andrea Biaggi” to illustrate multiple personality.**
- 5. Show 48 Hours film on Multiple personality.**
- 6. Give students Psychology Today article on “Howard Hughes, Psychological Autopsy”. This illustrates several neurotic ailments.**
- 7. Show the film Beautiful Mind**
- 8. Show 20/20 film on depression: symptoms and treatments.**
- 9. Use article, “What do voices in the head sound like”: schizophrenia and teenagers.**
- 10. Use Extension Activity #21 and #23 to review case histories of neurotic and psychotic people.**
- 11. Ask Mr. Turner to come to class and describe what a counseling session is like.**

Materials and Resources:

- Invitation to Psychology, chapters 12 and 13**
- Invitation to Psychology, Teachers Resource manual, exer. 21, 22, 23**
- Lessons in Psychology, as noted above. “Phobias, Obsessive Compulsive Disorders. The Case of A.H.”**
- Article, Andrea Biaggi, “Voices in the Head”**
- Movies: Front Line, Schizophrenia; 20/20, Depression; 48 Hours, Multiple Personalities/Beautiful Mind**

Southern Regional High School District Course of Study

Department Social Studies _____

**Course Title: Critical Issues in Sociology and Human Behavior
Course #4516**

Essential Questions of the Course:

- 1. What is Sociology?**
- 2. What and how is sociology research conducted?**
- 3. What is culture and how is it organized?**
- 4. What are the major cultural institutions and how are they practiced in the world?**
- 5. What are some of the most pressing social problems today?**
- 6. How is culture organized?**
- 7. What is the American Value system?**
- 8. Why does culture change?**
- 9. How are societies organized?**
- 10. What shapes our personality?**
- 11. Why don't all people follow the norms of society?**
- 12. What is social stratification?**

Assessments:

Students will be able to:

- Conduct original sociological research project**
- Pass appropriate unit tests**
- Complete various unit projects**
- Demonstrate the ability to work in groups**
- Complete individually or as a group cooperative learning activities**

Unit of Study

Unit Title: Unit 1 Introduction to Sociology

Essential Questions of the Unit:

- 1. Why is it difficult to learn new materials?**
- 2. What is meant by hemispheric dominance?**
- 3. What is Bloom's Taxonomy?**
- 4. In what way are the behavioral sciences different from the exact/absolute sciences?**
- 5. What is Sociology?**
- 6. What people contributed to Sociology as an important behavioral science?**
- 7. What is the Scientific Method of Research and how does it apply to Sociology?**

Assessments:

Students will be able to:

- Pass tests**
- Be involved in cooperative learning projects in class**
- Complete homework assignments**

Content:

Definition of Sociology

Notes on brain facts and how the brain learns

Discussion of Bloom's Taxonomy

Behavioral vs Absolute Sciences

The development of Sociology as a Science

Skills:

Application of Bloom's Taxonomy to brain facts

Self test on Hemispheric Dominance

Reading/Extrapolating/Presenting information on the Founders of Sociology

Purpose / Rationale of the unit:

Overview of the Social Sciences with a concentration on the newest social science, Sociology

Students also will gain an understanding of why it is so difficult to learn new material sometimes.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit:

One week

Instructional Activities:

Sociology Treasure Hunt Game
Role Playing Activity
Handouts on the Brain
Test on Hemispheric Dominance
Activity on Bloom's Taxonomy
Quiz on Social Sciences
Common Sense Quiz

Materials and Resources:

Xeroxed copies of reading on Founding Fathers of Sociology
Teacher made quiz
Treasure hunt worksheet
Common Sense Worksheet
Hemispheric Dominance Test

Unit of Study

Unit Title: Unit 2
Conducting Sociological Research

Essential Questions of the Unit:

- 1. How is Sociological Research conducted?**
- 2. What are the methods used to gather data while conducting research?**
- 3. What are the 3 different perspectives a sociologist could use to conduct research?**

Assessments:

- 1. Students will conduct a Field Study Observation using the 3 different sociological perspectives.**
- 2. Students will write an essay based on their observation using the 4 tools of a sociologist (observe, describe, analyze, and predict).**
- 3. Students will read the Milgram Shock Experiment and apply the Scientific Method of research to it.**

Content:

4 tools of a Sociologist

Explanation of the 3 different sociological perspectives

How to write a hypothesis and build a research design

Different Methods of “gathering data”

- observation**
- case studies**
- historical analysis**
- statistical analysis**
- experiments**
- polls**

Skills:

- 1. Observation of a class**
- 2. Analyzing a class by applying the tools of a sociologist**
- 3. Reading/Interpreting/Discussion on the Milgram Shock Experiment.**
- 4. Organizing information**
- 5. Applying data to life experiences.**

Purpose / Rationale of the unit:

This unit stresses the importance of group interaction and the impact an individual can have on a group and vice versa.

The unit also concentrates on observation and evaluation skills and how to conduct authentic scientific research.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit:

One week

Instructional Activities:

Observation of another class

Conduct a Field Study and write up

Reading on Milgram Shock Experiment

Writing a Hypothesis Activities

Drops on a penny experiment

Case studies in which the students must apply the Scientific Method of research to them.

Materials and Resources:

Teacher generated materials/ handouts/ activities

Sociological Perspectives Worksheet

Unit of Study

Unit Title: Unit 3
Introduction to Cultures

Essential Questions of the Unit:

- 1. What is culture?**
- 2. What is ethnocentrism and relativism and how does it pertain to culture?**
- 3. Are cultures different? Why are they the same?**
- 4. What are cultural universals?**
- 5. Why is it important to understand other cultures?**

Assessments:

- 1. Students will participate in an activity on greetings from around the world.**
- 2. Students will write an essay evaluating a culture different from ours, from an ethnocentric/relativistic viewpoint.**
- 3. Students will complete cooperatively a picture activity.**
- 4. Students will write an evaluative essay on the Nacirema.**

Content:

Definition of culture

Definition of relativism and ethnocentrism

Notes on Cultural Continuum

Explanation of cultural variation

Stories of cultures outside the United States

Discussion of the importance of environment on culture

Cultural universals

Skills:

Students will be able to

Compare and contrast a variety of cultures

Evaluate an outside culture using the ethnocentric and relativistic point of view

Identify culture clues that will explain rituals or rites of passage form around the world

Discuss the importance of understanding cultures outside our own

Purpose / Rationale of the unit:

This unit concentrates on the relationship between environment and its impact on a culture by giving students the opportunity to look at cultures outside the United States.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit:

2 weeks

Instructional Activities:

Pictures of various cultures

Greetings game

Handout on Naricema

Movie: Not Without My Daughter

Samples of your culture activity.

Materials and Resources:

Teacher generated Handouts and pictures

Movie Not Without my Daughter

Greeting Handouts

Picture of various cultures

Unit of Study

**Unit Title: Unit 4
Cultural Organization**

Essential Questions of the Unit:

- 1. How is culture organized?**
- 2. What are American values?**
- 3. What are the differences between types of norms?**
- 4. How does a society enforce its norms?**
- 5. How does a society transmit its norms?**
- 6. What can we learn from a culture by studying its patterns?**

Assessments:

Students will:

- 1. Complete homework on cultural organization and create a cultural pattern that tells us something about American society.**
- 2. An activity on the American Ethos Structure**
- 3. Take a test on Cultural Organization**
- 4. Demonstrate an understanding of why cultures are different by studying cultural patterns**
- 5. Offer explanations for changes in the American Ethos Structure**
- 6. Demonstrate an understanding of how culture is transmitted via a language activity**

Content:

Cultural Organization: Patterns, complexes, traits

Levels/Types of Norms

Kite on our Value Structure

The American Ethos Structure

--How is it determined?

--Changes within the Ethos Structure

--Factors influencing cultural transmission

Skills:

Interpersonal (group) activity on Ethos Structure

Discussion

Essay

Language changes/interpretations

Purpose / Rationale of the unit:

This unit emphasizes the organizational structure of culture. The importance of studying patterns and norms are explored as well as the way culture is transmitted.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: 2 weeks

Instructional Activities:

Robyn Williams study of the American Ethos Structure

Culture Patterns activity

Notes and Discussion on the above

Handouts on “Gang Slang”

Activity on how language has changed over the years

Walk around SRHS (an outside view)

Materials and Resources:

Teacher generated handouts/activities/readings

Unit of Study

**Unit Title: Unit 5
Culture Change**

Essential Questions of the Unit:

- 1. What factors create culture changes?**
- 2. What cultures change the fastest?**
- 3. What is meant by social control?**
- 4. Why do people sometimes resent change?**

Assessments:

**Homework on readings
Yearbook Project**

Content:

Notes/Discussion on Sources of Social Change

Definition of ideology, social movements, values, beliefs, diffusion

Influence of technology on cultural changes

Role of invention, population changes, war and conquest and physical environment play in creating cultural changes

Discussion of factors that make people resent change such as ethnocentrism, cultural lag and vested interests

Yearbook Analysis to see up close and personal how the culture of SRHS has changed since its inception

Skills:

Research and Analysis skills

Interpersonal skills while working in groups

Organizational skills

Presentation skills

Purpose / Rationale of the unit:

This unit is centered around a project. Students will peruse Southern Archives (yearbooks and newspapers) to gather data through sociological technique of historical analysis. They will then analyze the data using the 4 tools of a sociologist and present their findings to the class.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: 2 weeks

Instructional Activities:

Handouts on social change

Activity on sociological changes caused by technology

Jigsaw Project on Yearbook

Reading on being a housewife in the 1950's

Students will write an essay on being a housewife today

Materials and Resources:

Handouts

Southern Archives/yearbook

Reading on how to be a good housewife

Unit of Study

**Unit Title: Unit 6
Social Structure**

Essential Questions of the Unit:

- 1. How is society organized?**
- 2. What is the difference between formal and informal groups?**
- 3. What is the difference between roles and statuses?**
- 4. What is a bureaucracy? How is it different from an informal group?**
- 5. What are the different types of leaderships that develop?**

Assessments:

Students will complete reading assignment and questions dealing with social organization

Students will create a visual on their statuses/roles in society, identifying ascribed and achieved statuses and their master status

Students will pass a test on the unit

Students will create an ideal school bureaucracy and present to the class

Content:

Definitions of status, roles, achieved status, ascribed status, master status, formal and informal organization

Notes/Discussion on formal groups vs. informal groups

Discussion on how significant/generalized others impact us

Socializing Agents: Role strain

Formal Institutions: Purpose, organization, importance

Skills:

Contrast formal and informal groups

Interpersonal skills via group project

Technology skills in researching mission statements

Unit test

Handouts to read and react to

Purpose / Rationale of the unit:

This unit examines how society is organized. It emphasizes the multiple roles each of us plays in the society. It also explores the different groups we belong to.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: 2 weeks

Instructional Activities:

Activity on statuses (diagram)

Activity on socializing agents

Audio-Visual activity: creation of a perfect school bureaucracy and present findings to class

Social Class structure activities

Making Group Decision activity #4

Pursuit of Happiness video

Activity on what it is like to be poor.

Materials and Resources:

Handouts on reading charts (teacher made)

Newsprint/pens/etc. for project

Characteristics of social class worksheet

Making group decision worksheet

Pursuit happiness

Unit of Study

Unit Title: Unit 7

Socialization: The Development of the Social Self

Essential Questions of the Unit:

- 1. What is the social self?**
- 2. What is the difference between a psychological and sociological view of the social self?**
- 3. What role does nature and nurture play in the development of the social self?**
- 4. What happens if someone is denied socialization?**
- 5. What is adolescence?**
- 6. What are the stages of development?**

Assessments:

Essay on “Being Human”

Movie and analysis of “The Genie Experiment”

Self-test on Personality on computer

Personality graphs/essay on results

Test on Socialization

Content:

Socialization: Definition

Comparison of sociological view and psychological view

Feral children: Genie, Victor, Anna, Isabelle

Role of Nature vs. Nurture on Personality Development

Theories of the Social Self: Locke, Cooley, Mead

I-self and Me-self

Agents of socialization

Role of Gender, Birth Order, and family in personality development

Skills:

Compare and Contrast

Computer skills

Discussion skills

Interpersonal (group) skills

Presentation skills

Essay Writing skills

Purpose / Rationale of the unit:

This unit concentrates on the role nature and nurture play in the development of personality. After viewing a movie on feral children, students will analyze the impact of socializing agents on their own personality

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: 2 weeks

Instructional Activities:

Movie: The Genie Experiment

Graphs on Personality

Personality test on the computer

Birth Order Characteristics

Cases of Anna and Isabella

Students decide which one out of the five socializing agents has the greatest impact.

Child abuse debate what it is?

Materials and Resources:

Teacher generated handouts

Movie

Cases studies of Anna and Isabella

Child abuse worksheet

Unit of Study

**Unit Title: Unit 8
Deviant Behavior**

Essential Questions of the Unit:

- 1. What is meant by deviant behavior?**
- 2. What are the psychological explanations for deviant behavior?**
- 3. What are the sociological explanations for deviant behavior?**
- 4. What are the internal and external mechanisms fostering social control?**
- 5. What are the different types of crimes?**
- 6. Does the criminal justice system work?**

Assessments

:

Test on unit

Activity on ranking deviant behavior

Notes/Discussion/Reading and answering questions on deviant behavior

Web Quest on criminal behavior

Content:

Definition of deviancy

Pro's and Con's of deviancy

Theories of deviant behavior: Psychological and Sociological

Mechanisms of social control: Internalization of norms, formal methods of social control

Groups that are considered deviant

Charles Manson: Profile of a Deviant

Crime

Components of the criminal justice system

Definition of recidivism

Crime statistics

Good Samaritan Law

Furman vs. Georgia

Skills:

Compare and Contrast

Computer skills

Discussion skills

Interpersonal skills

Presentation skills

Essay Writing skills

Purpose / Rationale of the unit:

This unit will explore the nature of deviancy and the criminal justice system.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: 1 week

Instructional Activities:

Movie: Charles Manson

Activity on ranking criminal behavior

Trip to the Prison

Debate on what makes a crime

Look at famous court cases and discuss the decisions of each one.

Handouts

Students will view the movie the Fugitive

Materials and Resources:

Handouts

Video: Manson

Court case studies

Students will view the Fugitive

Handout with different example of crimes that the students will discuss and debate.

Unit of Study

Unit Title: Unit 9
Social Stratification

Essential Questions of the Unit:

- 1. Why is it important to study Social Class Structure?**
- 2. What is meant by life chances?**
- 3. What are the different types of social class structures?**
- 4. How is America's social class structure usually determined?**
- 5. What are the consequences of poverty in America?**

Assessments:

Unit test

Essay on "Your life chances"

Activity on randomly drawn life chances

Reaction to movie on Homeless in America

Content:

Definition of Social Class, Differentiation, Stratification

**3 Types of social class systems: caste, transitional, class
Theories of Stratification**

American Class Structure: 21st century classicism and traditional class structure

Poverty in America: Destroying the Myths, Causes, Impact on individual, Impact on society

Life Chances

How do we break the culture of poverty?

Skills:

Compare and Contrast

Computer skills

Interpersonal skills

Essay Writing skills

Purpose / Rationale of the unit:

This unit concentrates on the American social class system. The impact of being in the lower class is explored in relation to life chances for an individual in our society.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: 1 week

Instructional Activities:

Video: Homeless in America

Social Stratification and status activity

Game- Poverty assignment to see if the students can make it on a monthly budget.

Chart: Breaking the culture of poverty

Materials and Resources:

Video

Teacher generated handout

Poverty assignmnet

Unit of Study

Unit Title: Unit 10

Authentic Assessment: Applying the Sociological Method of Research

Essential Questions of the Unit:

1. Can students apply the information they learned this semester by taking on the role of a sociologist and conduct original sociological research?

Assessments:

Presentation of the research project on final exam day.

Content:

Identification of a sociological problem

Hypothesis/Research design

Constructing/Tabulating/Analyzing a poll

Conducting 2 other types of research to collect data to test hypothesis

Interpreting data

Presentation of research

Skills:

Students will demonstrate research skills necessary to be a sociologist.

Purpose / Rationale of the unit:

Give students an opportunity to apply Sociological Research to an issue of importance.

New Jersey Core Curriculum Content Standards:

N/A

Time Frame of Unit: 2 weeks

Instructional Activities:

Pre-Reading

Hypothesis Writing

Creating polls

Analyzing data

Making charts and graphs

Materials and Resources:

Computers

Poster Board

Magazines

Newspapers

Audio-Visual Equipment