

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
Social Studies Department*

*Introduction to Behavioral Science
Grades 11 & 12 - Elective*

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[Course Description and Fundamental Concepts](#)

- Introduction to Behavioral Science introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, career opportunities, sensation and perception, motivation, personality, developmental psychology, and treatment of abnormal behavior. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students may apply knowledge gained to their daily lives, college courses and future careers.

[New Jersey Student Learning Standards \(NJSLs\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Era 14. Contemporary United States: Domestic Policies (1970–Today)

Differing views on government’s role in social and economic issues led to greater partisanship in government decision-making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Core Idea	Performance Expectations
Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.	<ul style="list-style-type: none">• 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

Core Idea	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none">• 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Era 16. Contemporary United States: Interconnected Global Society (1970–Today)

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

Core Idea	Performance Expectations
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none">• 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)

The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Core Idea	Performance Expectations
Resources impact what is produced and employment opportunities.	<ul style="list-style-type: none"> • 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

Era 4. Half-Century of Crisis and Achievement: The Era of the Great Wars

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Core Idea	Performance Expectations
There are multiple and complex causes and effects of historical events.	<ul style="list-style-type: none"> • 6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

Era 6. Contemporary Issues

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Core Idea	Performance Expectations
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	<ul style="list-style-type: none"> 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

History, Culture, and Perspective: Historical Sourcing and Evidence

Core Idea	Performance Expectations
Historical sources and evidence provide an understanding of different points of view about historical events.	<ul style="list-style-type: none"> 6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

[English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1, 4	RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
1, 2, 3, 4, 5, 6	RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
1, 4	RH.9-10.3.	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

1, 2, 3, 4, 5, 6	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
	RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
1, 4	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
	RH.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.
1, 4	RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
1, 2, 3, 4, 5, 6	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
	WHST.9-10.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

		<p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>
1, 4	WHST.9-10.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented.</p>
1, 2, 3, 4, 5, 6	WHST.9-10.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	WHST.9-10.5.	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

1, 2, 3, 4, 5, 6	WHST.9-10.6.	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
1, 4	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1, 4	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
1, 4	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
1, 2, 3, 4, 5, 6	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[English Language Arts Companion Standards](#)

List appropriate units below for which standards may be addressed

Unit Addressed	Standard #	Standard Description
1, 4	RH.11-12.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

1, 2, 3, 4, 5, 6	RH.11-12.2.	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or the author's perspective(s) develop over the course of the text.
1, 4	RH.11-12.3.	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
1, 2, 3, 4, 5, 6	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
	RH.11-12.5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	RH.11-12.6.	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
1, 4	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
	RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
1, 4	RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
1, 2, 3, 4, 5, 6	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

	WHST.11-12.1.	<p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
1, 4	WHST.11-12.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. E. Provide a concluding paragraph or section that supports the argument presented.

1, 2, 3, 4, 5, 6	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WHST.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
1, 2, 3, 4, 5, 6	WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
1, 4	WHST.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1, 4	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1, 4	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
1, 2, 3, 4, 5, 6	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 12			
Unit Addressed		Core Idea	Standard / Description
1		There are strategies to improve one's professional value and marketability.	<i>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i>
1		Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<i>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</i>

			<p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
		An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
		Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<p>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>
		Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p> <p>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p>

			<p>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p> <p>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p> <p>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</p>
		There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p>

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1, 6	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
1, 6	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>

<p>1, 5</p>	<p>Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p><i>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</i> <i>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</i> <i>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</i> <i>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</i></p>
	<p>Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p>	<p><i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i> <i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i></p>
	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i> <i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i> <i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>

	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p><i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i></p>
	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>
	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i> <i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>

	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i></p>
5	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i></p>
	<p>Information and Media Literacy: Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>
	<p>Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p><i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i></p> <p><i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i></p>

	<p>Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<p><i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i></p>
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Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
2	Creating	<p><i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i></p>
	Connecting	<p><i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i></p>
1, 2, 4, 5	Performing/ Presenting/ Producing	<p><i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i></p>
	Responding	<p><i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i></p>

Unit Addressed	Content / Standard #	Standard Description
1	Math S-IC B	<p><i>Making Inferences and Justifying Conclusions S-IC B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies</i></p>
2	Science HS-LS1-2	<p><i>Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</i></p>

2	Visual and Performing Arts 1.5.12.prof.Cr1b	<i>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</i>
3	Physical Education 2.1.12.SSH.1	<i>Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</i>
3	Physical Education 2.1.12.PGD.2	<i>Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</i>
4	Physical Education 2.1.12.EH.2	<i>Analyze factors that influence the emotional and social impact of mental health illness on the family.</i>
4	Physical Education 2.1.12.CHSS.1	<i>Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</i>
4	Physical Education 2.3.12.HCDM.6	<i>Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).</i>
4	Physical Education 2.3.12.ATD.1	<i>Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</i>
5	Math S-IC A	<i>Understand and evaluate random processes underlying statistical experiments</i>
5	Math S-IC B	<i>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</i>
6	Science HS-LS3-1	<i>Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.</i>
6	Physical Education 2.1.12.EH.1	<i>Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</i>

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:

Unit Addressed	Performance Expectations
1	<p>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America. The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
1, 5	<p>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
1, 2, 3, 4	<p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards</p>

<p>1, 3, 4, 5, 6</p>	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
<p>1</p>	<p>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12) A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.</p>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p align="center">Unit 1 Psychology’s History & Approaches Research Methods:Thinking Critically with Psychological Science Careers in the Field of Psychology</p>	<p align="center">September (~19 days)</p>
<p align="center">Unit 2 Biological Bases of Behavior Sensation and Perception</p>	<p align="center">October (~19 days)</p>
<p align="center">Unit 3 Developmental Psychology Motivation, Emotion and Stress</p>	<p align="center">November (~16 days)</p>
<p align="center">Unit 4 Psychological Disorders and Treatment Personality</p>	<p align="center">December (~15 days)</p>
<p align="center">Semester course</p>	<p align="center">January (~18 days)</p>
<p align="center">Unit 1 Psychology’s History & Approaches Research Methods:Thinking Critically with Psychological Science Careers in the Field of Psychology</p>	<p align="center">February (~18 days)</p>
<p align="center">Unit 2 Biological Bases of Behavior Sensation and Perception</p>	<p align="center">March (~15-20 days)</p>
<p align="center">Unit 3 Developmental Psychology Motivation, Emotion and Stress</p>	<p align="center">April (~15-20 days)</p>
<p align="center">Unit 4 Psychological Disorders and Treatment Personality</p>	<p align="center">May (~18 days)</p>
<p align="center">Semester course</p>	<p align="center">June (~15 days)</p>

Units Scope and Sequence

Unit Name: 1. Psychology's History & Approaches

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

–6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

–6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

–6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

–6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

–6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

NJSLS - Career Awareness, Exploration, Preparation, and Training

NJSLS - Life Literacies and Key Skills

NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- How did psychology develop into a scientific discipline?
- What important scientists and thinkers have been influential in the development of psychology?
- How do both nature and nurture influence behavior and mental processes?
- How can biology, psychology and social-cultural influences explain a particular behavior?
- What are the major subfields of psychology?

Learning Objectives

Students will be able to...

- Define psychology as a discipline and identify its goals as a science
- Describe perspectives employed to understand behavior and mental processes (LGBTQ+ and People with Disabilities)(DandI)
- Explain how psychology evolved as a scientific discipline
- Discuss the value of both basic and applied psychological research with human and non-human animals
- Describe the major subfields of psychology LGBTQ+ and People with Disabilities)(DandI)

Unit Name: 2. Biological Bases of Behavior

Learning Goals: What do I want my students to learn?

Standards

[NJSLs -](#)

–6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

–Science HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

–Science HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Why is studying biology important to understanding psychology?
- How have modern techniques of studying the brain helped our understanding of behavior and mental processes?
- What are the parts of the brain and how do they control our body and behavior?
- Does nature or nurture play a bigger role in our behavior?
- What role does brain anatomy play in various disorders or diseases?

Learning Objectives

Students will be able to...

- Identify the major divisions and subdivisions of the human nervous system
- Identify the parts of the neuron and describe the basic process of neural transmission
- Differentiate between the structures and functions of the various parts of the central nervous system
- Describe lateralization of brain functions
- Discuss the mechanisms and the importance of plasticity of the nervous system
- Describe how the endocrine glands are linked to the nervous system
- Describe the effects of hormones on behavior and mental processes
- Describe hormone effects on the immune system
- Describe concepts in genetic transmission (LGBTQ+ and People with Disabilities)
- Describe the interactive effects of heredity and environment (LGBTQ+ and People with Disabilities)
- Explain how evolved tendencies influence behavior
- Identify tools used to study the nervous system
- Describe advances made in neuroscience
- Discuss issues related to scientific advances in neuroscience and genetics

Unit Name: 3. Developmental Psychology

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

–6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy

–6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

NJSLS - Career Awareness, Exploration, Preparation, and Training

NJSLS - Life Literacies and Key Skills

NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- What is the relative contribution of nature and nurture throughout our lives?
- Does development occur in stages or as a continuous flow from one level to another?
- As we develop, do we generally stay the same or do we experience significant change?
- What are some important factors to healthy prenatal and newborn development?
- What important points about development can we learn from Piaget and Vygotsky?
- Why is becoming attached to a caregiver important?
- How do temperament and parenting styles influence our development?
- Is gender role more greatly influenced by “nature or nurture”?
- How does one form an identity?
- Who has more influence on a person’s behavior and choices: parents or peers?
- Is adulthood only a time of physical deterioration?
- How do adults change cognitively as they age?
- What healthy strategies can one use throughout their lifespan to prolong their life?
- How does Alzheimer's affect the brain and one’s behavior?

Learning Objectives

Students will be able to...

- Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development (LGBTQ+ and People with Disabilities)
- Explain issues of continuity/discontinuity and stability/ change
- Distinguish methods used to study development
- Describe the role of sensitive and critical periods in development
- Discuss issues related to the end of life (LGBTQ+ and People with Disabilities)
- Discuss theories of cognitive development
- Discuss theories of moral development
- Discuss theories of social development
- Describe physical development from conception through birth and identify influences on prenatal development

- Describe newborn's reflexes, temperament, and abilities
- Describe physical and motor development
- Describe how infant perceptual abilities and intelligence develop
- Describe the development of attachment and the role of the caregiver
- Describe the development of communication and language
- Describe physical and motor development
- Describe how memory and thinking ability develops
- Describe social, cultural, and emotional development through childhood
- Identify major physical changes
- Describe the development of reasoning and morality
- Describe identity formation (LGBTQ+ and People with Disabilities)
- Discuss the role of family and peers in adolescent development
- Identify major physical changes associated with adulthood and aging
- Describe cognitive changes in adulthood and aging (LGBTQ+ and People with Disabilities)
- Discuss social, cultural, and emotional issues in aging (LGBTQ+ and People with Disabilities)

Unit Name: 4. Psychological Disorders and Treatment

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

–6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

–6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

–6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How are psychological disorders different from “normal” behavior?
- What are the symptoms, causes and treatments of the most common psychological disorders as explained in the DSM-5?
- How do psychological issues manifest themselves in our general physical well being?
- How can humans unlearn maladaptive behavior?
- What are the different types of treatment and how do we know when they are effective?
- What are common legal, ethical and professional issues in the treatment of psychological disorders?

Learning Objectives

Students will be able to...

- Define psychologically abnormal behavior (LGBTQ+ and People with Disabilities)
- Describe historical and cross-cultural views of abnormality (LGBTQ+ and People with Disabilities)
- Describe major models of abnormality (LGBTQ+ and People with Disabilities)
- Discuss how stigma relates to abnormal behavior (LGBTQ+ and People with Disabilities)
- Discuss the impact of psychological disorders on the individual, family, and society (LGBTQ+ and People with Disabilities)
- Describe the classification of psychological disorders (LGBTQ+ and People with Disabilities)
- Discuss the challenges associated with diagnosis (LGBTQ+ and People with Disabilities)
- Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders) (LGBTQ+ and People with Disabilities)
- Evaluate how different factors influence an individual’s experience of psychological disorders (LGBTQ+ and People with Disabilities)
- Explain how psychological treatments have changed over time and among cultures (LGBTQ+ and People with Disabilities)(DandI)
- Match methods of treatment to psychological perspectives (LGBTQ+ and People with Disabilities)

- Explain why psychologists use a variety of treatment options (LGBTQ+ and People with Disabilities)
- Identify biomedical treatments (LGBTQ+ and People with Disabilities)
- Identify psychological treatments (LGBTQ+ and People with Disabilities)
- Describe appropriate treatments for different age groups (LGBTQ+ and People with Disabilities)(DandI)
- Evaluate the efficacy of treatments for particular disorders (LGBTQ+ and People with Disabilities)
- Identify other factors that improve the efficacy of treatment (LGBTQ+ and People with Disabilities)
- Identify treatment providers for psychological disorders and the training required for each (LGBTQ+ and People with Disabilities)
- Identify ethical challenges involved in delivery of treatment (LGBTQ+ and People with Disabilities)(6.3 Civics)
- Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups) (LGBTQ+ and People with Disabilities)(DandI)(6.3 Civics)

Unit Name: 5. Research Methods

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -

–6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

–6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

–6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How can the scientific method help psychologists draw more informed conclusions?
- What is the difference between correlational and experimental methods?
- Why is it important to control variables in an experiment?
- Why is it important for psychologists to follow ethical guidelines in human and nonhuman research?

Learning Objectives

Students will be able to...

- Describe the scientific method and its role in psychology
- Describe and compare a variety of quantitative (e.g. Identify the important role psychology plays in surveys, correlations, experiments) and qualitative (e.g. interviews, narratives, focus groups) research methods
- Define systematic procedures used to improve the validity of research findings, such as external validity
- Discuss how and why psychologists use non-human animals in research
- Identify ethical standards psychologists must address regarding research with human participants (DandI)(Holocaust & Genocide)
- Identify ethical guidelines psychologists must address regarding research with non-human animals
- Define descriptive statistics and explain how they are used by psychological scientists
- Define forms of qualitative data and explain how they are used by psychological scientists
- Define correlation coefficients and explain their appropriate interpretation
- Interpret graphical representations of data as used in both quantitative and qualitative methods
- Explain other statistical concepts, such as statistical significance and effect size
- Explain how validity and reliability of observations and measurements relate to data analysis benefiting society and improving people's lives

Unit Name: 6. Personality

Learning Goals: What do I want my students to learn?

Standards

[NJSLs -](#)

-6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How have Freud's personality theories evolved over time as his followers developed their own ideas?
- What is the unconscious mind and how do we access it?
- How do humanistic theories explain personality?
- What are the "Big Five" personality factors?
- Do personality traits change over a person's lifespan?
- Is personality more greatly influenced by "nature or nurture"?
- What role does birth order play in personality development?

Learning Objectives

Students will be able to...

- Evaluate psychodynamic theories
- Evaluate trait theories
- Evaluate humanistic theories
- Evaluate social-cognitive theories
- Differentiate personality assessment techniques
- Discuss the reliability and validity of personality assessment techniques
- Discuss biological and situational influences
- Discuss stability and change
- Discuss connections to health and work
- Discuss self-concept
- Analyze how individualistic and collectivistic cultural perspectives relate to personality (Dandl)

Please contact the content supervisor for any questions.