

**Randolph Township Schools
Randolph Middle School**

Human Behavior Curriculum

“The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.”
-Jean Piaget

Humanities Department

Lisa DiAgostino
Supervisor

Curriculum Committee

Lisa DiAgostino
Anne Vitale

Curriculum Developed: July 2013
Board approval date: July 2013

**Randolph Township Schools
Humanities
Human Behavior**

Table of Contents

<u>Section</u>	<u>Page(s)</u>
Mission Statement and Education Goals – District	3
Affirmative Action Compliance Statement	3
Educational Goals – District	4
Introduction	5
Curriculum Pacing Chart	6
APPENDIX A	20

Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessment. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION EDUCATIONAL GOALS VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Humanities Department
Human Behavior

Introduction

The course in Human Behavior is a one marking period cycle course designed as an enrichment offering by the Humanities Department.

The class will engage in an exploration of the history of psychology and human behavior, basic research methods of psychology, determinants of human behavior, and the theories of learning, memory and motivation.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Human Behavior
Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
1/2 week	I	Introduction to Psychology
1/2 week	II	Psychology as a Profession
2 weeks	III	History of Psychology
2 week	IV	Problems and Solutions to Research
2 weeks	V	Cognitive Processes: Learning and Memory
2 weeks	VI	Theories of Motivation

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Human Behavior
Unit I: Introduction to Psychology

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
Psychology initially developed as a combination of biology and philosophy; use of the scientific method for the study of psychology transformed the field into a true science.		<ul style="list-style-type: none"> • What makes something scientific? 	
The goals of psychology are to describe, explain predict and control behavior		<ul style="list-style-type: none"> • How can we begin to study behavior? 	
KNOWLEDGE	SKILLS		NJCCCS
<p>Students will know:</p> <p>A scientific theory explains how organized observations can predict behaviors or events.</p> <p>A good theory produces testable predictions called hypotheses.</p> <p>The experimental group is the group exposed to the treatment, that is, to one version of the independent variables.</p> <p>The control group is the group not exposed to the treatment; this contrasts to the experimental group and serves as a comparison for evaluating the effect of the treatment.</p> <p>The independent variable is the experimental factor that is manipulated; the variable whose effect is being studied.</p> <p>The dependent variable is the variable that may change in response to manipulations of the independent variable.</p>	<p>Students will be able to:</p> <p>Describe how research design drives the reasonable conclusions that can be drawn.</p> <p>Identify independent, dependent, and control variables in experimental designs.</p> <p>Design a plan using research methods to study the correlation between hours spent watching television and grades.</p> <p>Predict the validity of behavioral explanations based on the quality of research design.</p>		<p>5.1.8.A.1</p> <p>5.1.8.A.2</p> <p>5.1.8.A.3</p> <p>5.1.8.B.1</p> <p>5.1.8.B.2</p> <p>5.1.8.B.3</p> <p>5.1.8.B.4</p> <p>5.1.8.C.1</p> <p>5.1.8.C.2</p> <p>5.1.8.C.3</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Human Behavior

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
½ week	What is Research?	<p>An Experiment in the Seventh Century B.C. (Kasschau 4)</p> <p>The Wild Boy of Aveyron (Kasschau 5)</p> <p>Quick Lab: How does the media portray adolescents? (Kasschau 104)</p> <p>Quick Lab: Can you determine whether the left or right hemisphere of the brain is dominant? (Kasschau 165)</p> <p>Quick Lab: Can you detect changes in stimuli? (Kasschau 211)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Human Behavior
Unit II: Psychology as a Profession

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
Psychologists are scientists who study the mind and behavior of humans and animals.		<ul style="list-style-type: none"> • How can we begin to study the mind? 	
Psychologists are trained to observe, analyze, and evaluate behavior patterns to develop theories of behavior and to apply what they learned to influence behavior.		<ul style="list-style-type: none"> • What might patterns of behavior tell about a person? • How can patterns of behavior be changed? 	
There are many sub-fields within the field of psychology.		<ul style="list-style-type: none"> • Why study psychology? 	
KNOWLEDGE	SKILLS		NJCCCS
<p>Students will know:</p> <p>The field of psychology is divided into a number of subfields; clinical and counseling psychology are the most popular.</p> <p>Clinical psychologists help people deal with personal problems and emotional disturbances.</p> <p>Counseling psychologists usually work in schools or industrial firms, advising and assisting people with problems of everyday life.</p> <p>Psychiatry is a branch of medical science that deals with mental, emotional or behavioral disorders.</p>	<p>Students will be able to:</p> <p>Differentiate between fields of psychology.</p> <p>Distinguish between the various types of practitioners of psychology</p> <p>Investigate education required for and career opportunities related to psychology.</p>		<p>9.3.8.B.2</p> <p>9.3.8.B.3</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Human Behavior

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
½ week	Psychology as a Profession	Profiles in Psychology: Jane Goodall, (Kasschau 36) Where Psychologists Work/graph (Kasschau 26)

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Human Behavior
Unit III: A Brief History of Psychology

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
Psychology involves sets of questions, theories, methods and possible answers that have been passed on and changed from generation to generation.		<ul style="list-style-type: none"> • Why do some ideas endure and others do not? 	
The field of psychology evolved through work of individual scientists giving way to various schools of thought and new approaches to the science of behavior.		<ul style="list-style-type: none"> • What is the relationship between theory and fact? 	
KNOWLEDGE	SKILLS		NJCCCS
<p>Students will know:</p> <p>Phrenology, the practice of examining bumps on a person’s skull to determine that person’s intellect and character traits- became an important practice in the United States in the mid 1800s.</p> <p>In the early 1600s, Rene Descartes proposed that a link existed between the mind and body and that the mind controlled the body’s movements.</p> <p>In 1879, Wilhelm Wundt began to study human behavior in a scientific manner; Wundt is generally acknowledged as having established modern psychology as a formal field of study.</p>	<p>Students will be able to:</p> <p>Explain important trends in the history of psychology</p> <p>Identify how various approaches shaped the study of psychology over time.</p> <p>Name major contributors to the foundations of psychology.</p> <p>Describe the theories that advanced the discipline of psychology.</p>		<p>5.1.8.A.1</p> <p>5.1.8.A.2</p> <p>5.1.8.A.3</p> <p>5.1.8.B.1</p> <p>5.1.8.B.2</p> <p>5.1.8.B.3</p> <p>5.1.8.B.4</p> <p>5.1.8.C.1</p> <p>5.1.8.C.2</p> <p>5.1.8.C.3</p>

<p>Sigmund Freud was the first psychologist to advance the notion that unconscious motivations and conflicts are responsible for most human behavior.</p> <p>Ivan Pavlov pioneered work that established conditioning as an element in the development of behavior.</p> <p>Jean Piaget advanced cognitive psychology in the 20th century in studying and advancing theories of how children learn.</p> <p>B.F. Skinner introduced the concept of reinforcement; a response to behavior that increases the likelihood the behavior will be repeated.</p>		
--	--	--

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Human Behavior

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	A History of Psychology	Time Report: Jean Piaget (Kasschau 32) Time Report: Sigmund Freud (Kasschau 33) Phrenology Advertisement, 1893 (Kasschau 15) Painting: Autumn, Giuseppe Arcimboldo 1590 Case Study: The Four Humors, Galen, 150 AD

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Human Behavior
Unit IV: Problems and Solutions in Research

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
Psychologists must recognize and resolve errors while doing research to insure reliability of conclusions.		<ul style="list-style-type: none"> • How do we know when something is true? 	
Psychologists employ specific procedures to avoid bias.		<ul style="list-style-type: none"> • How might people avoid bias? 	
KNOWLEDGE	SKILLS		NJCCCS
<p>A self fulfilling prophecy is a situation in which a researcher's expectations influence that person's own behavior and thereby influence the participant's behavior.</p> <p>A single-blind experiment is an experiment in which the participants are unaware of which participants received the treatment.</p> <p>A double-blind experiment is an experiment in which neither the experimenter nor the participants know which participants received which treatment.</p> <p>The placebo effect is a change in a patient's illness or physical state that results solely from the patient's knowledge and perceptions of the treatment.</p>	<p>Describe an appropriate experiment for using a single-blind approach.</p> <p>Describe a hypothesis that requires a double-blind experiment.</p> <p>Read selected case studies to identify the bias they contain.</p>		<p>5.1.8.A.1 5.1.8.A.2 5.1.8.A.3 5.1.8.B.1 5.1.8.B.2 5.1.8.B.3 5.1.8.B.4 5.1.8.C.1 5.1.8.C.2 5.1.8.C.3</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Human Behavior

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Problems and Solutions in Research	The Milgram Experiment, 1960 The Case of Clever Hans, 1911 Quick Lab: Do some people really have psychic powers? (Kasschau p. 54)

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Human Behavior
Unit V: Cognitive Processes: Learning and Memory

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
Some learning is acquired through conditioning processes that also tend to shape behavior.		<ul style="list-style-type: none"> • How do humans learn? 		
There are three processes involved in memory: encoding, storage, and retrieval.		<ul style="list-style-type: none"> • Why do we remember some things and forget others? 		
KNOWLEDGE		SKILLS		NJCCCS
<p>People acquire certain behaviors through classical conditioning, a learning procedure in which associations are made between an unconditioned stimulus and a neutral stimulus.</p> <p>Operant conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again.</p> <p>Memory is the storage and retrieval of what has been learned or experienced.</p> <p>Encoding is the transformation of information so that the nervous system can process it.</p> <p>Storage is the process by which information is maintained over a period of time.</p> <p>Retrieval is the process of obtaining information that has been stored in memory.</p>		<p>Cite personal examples of classical conditioning that influenced learning and behavior.</p> <p>Conceive and explain examples of operant conditioning that shape behavior.</p> <p>Explain the processes involved in memory.</p> <p>Posit ways you can improve study habits through conditioning.</p>		<p>5.3.8.D.2 5.3.8.D.3</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Human Behavior

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Cognitive Processes: <ul style="list-style-type: none"> • Learning • Memory 	Case Study: Too Late for Words: The Case of Genie (Kasschau 69) Improving Study Habits: SQ3R and PQ4R (Kasschau 265) The Skinner Box The Case of Little Albert (Kasschau 249) Time Reports: Glimpses of the Mind (Kasschau 180) Quick Lab: Can you improve your memory? (Kasschau 287) Readings in Psychology: Memory's Ghost (Kasschau 292)

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Human Behavior
Unit VI: Theories of Motivation

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
Motivation is the internal state of a person that activates behavior and directs it toward a goal; motivation can be driven by instinct, need and incentive.		<ul style="list-style-type: none"> • How are people motivated? 	
Biological and social needs are motivators; biological needs are physiological whereas social needs are learned through experience.		<ul style="list-style-type: none"> • What motivates you? Are the same motivators effective for everyone? Why or why not? 	
KNOWLEDGE	SKILLS		NJCCCS
<p>Instincts are natural or inherited tendencies of an organism to make a specific response to certain stimuli without involving reason.</p> <p>Motivations from need are prompted by the lack of something desirable or useful.</p> <p>Incentives are reinforcers or rewards that motivate behavior.</p> <p>Extrinsic motivators reduce biological needs or help people obtain external rewards.</p> <p>Intrinsic motivators are those that are personally rewarding or fulfill our beliefs and expectations.</p> <p>Abraham Maslow believed that human needs fit into a hierarchical scheme starting with fundamental/biological needs, psychological needs and finally, self-actualization needs; his theory is known as Maslow’s Hierarchy of Needs.</p>	<p>Differentiate between extrinsic and intrinsic motivators.</p> <p>Propose incentives to influence the behavior of others for defined purposes.</p> <p>Explain how specific advertisements motivate people.</p> <p>Categorize behaviors and actions from daily life by motivator (instinctual, need based, extrinsic, and intrinsic).</p> <p>Describe which groups of needs on Maslow’s Hierarchy are met on a personal level.</p> <p>Describe how fundamental psychological and self-actualization needs differ.</p> <p>Discuss how needs, fulfilled and unfulfilled, affect thoughts and behaviors.</p>		<p>2.2.8.B.1</p> <p>2.2.8.B.2</p> <p>2.2.8.C.3</p> <p>5.3.8.D.2</p> <p>5.3.8.D.3</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Human Behavior

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	Theories of Motivation	The Hawthorne Study, 1939 Harlow's Monkeys, 1959 Quick Lab: What reinforcement schedules operate in your classroom? (Kasschau 253)

Appendix A – Teacher Resources:

Kasschau, Richard A. *Glencoe Understanding Psychology: with Features from Time*. New York, NY: Glencoe/McGraw-Hill, 2001. Print.

Online Resources:

American Psychological Association Website

Glossary of Psychological Terms:

<http://www.apa.org/research/action/glossary.aspx>

Psych Central Website

Encyclopedia of Psychology Terms

<http://psychcentral.com/encyclopedia/>