

Secaucus
Board of
Education

Social Development
Course Code:2521
Social Studies



Born on December 2016
Aligned to the NJSLS-ELA adopted 2016
Aligned to the Social Studies, Technology, and 21st Century Life and Careers Standards adopted 2014
Adopted by the Secaucus Board of Education on January 19, 2017

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

Social Development is a full year course in which students are provided with an overview of psychology with a focus on societal relations. Students will analyze the values, feelings, and behavior of individuals in groups. They will also explore such issues as peer pressure, self-image, and communication, as well as parent, peer, and group conflict. Communication styles will be emphasized. The concepts are applied by analyzing groups in which the students participate and operate such as sports teams, clubs, peer groups and families.

Social Development is not intended to find an answer to every question or problem the student may have. Instead, it is offered to assist the student in developing a better understanding of himself/herself and others. Social Development will provide the tools necessary to help the student gain insight into their own behavior as well as their relationship with others. It is a necessary tool for adolescents, in an age where young people from elementary school to college are vitally concerned with trying to solve personal and social problems.

Interdisciplinary Connections

- ✓ **Media:** Public speaking, detailed presentations
- ✓ **Social Studies/Sociology:** reflection and analysis of school culture and climate to determine leadership characteristics
- ✓ **ELA:** Journal writing, personal reflections, response to literature

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating

- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit:	Leadership							
Timing:	Approximately two to three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.							
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="621 464 1012 646">Social Studies</td> <td data-bbox="1012 464 1969 646">9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4</td> </tr> <tr> <td data-bbox="621 646 1012 732">Technology</td> <td data-bbox="1012 646 1969 732">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="621 732 1012 818">Career Ready Practices</td> <td data-bbox="1012 732 1969 818">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table>		Social Studies	9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4	Technology	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2	Career Ready Practices	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:						
<ul style="list-style-type: none"> • What are the characteristics of a good leader? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Define the goals of psychology ❖ Identify various approaches to the study of psychology ❖ Explore Schools of Psychology ❖ Define Peer Leadership. ❖ Identify characteristics, risks and rewards of peer leaders. ❖ Analyze leadership styles ❖ Understand that through the study of psychology, people can discover 	<p>Who are the Leaders? – <i>Peer Leadership</i> activity. 1.1</p> <p>The Ideal Leader – <i>Peer Leadership</i> activity 1.2.</p> <p>Leadership Hunt - <i>Peer Leadership</i> activity 1.3</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>“Team on a T-Shirt” – The class must get everyone on a sheet or paper that has been cut out to look like a t-shirt. The shirt must be large enough so that it is “possible” for everyone to fit but small enough so that the task is challenging. Students</p>						

	<p>psychological principles that have the potential to enrich the lives of humans.</p> <ul style="list-style-type: none"> ❖ Understand that becoming a positive role model among peers to help maximize the involvement of others. 	<p>should have a 25-minute time limit. The teacher should then process the activity by asking students for observations, feelings and what they learned. Specific behaviors and communication styles should be noted. Finally, ask students to identify roles people played in the group.</p> <p>Analyze television programs or movies that showcase group situations, i.e. “Survivor,” “Amazing Race,” etc. Ask students to identify different leadership styles and analyze their effectiveness.</p>
Assessments:	Materials:	Resources:
<p>Tests</p> <p>Quizzes</p> <p>Homework assignments</p> <p>Class participation</p> <p>Oral and written assignments</p> <p>Group assignments</p> <p>Projects</p>	<p><i>Peer Leadership</i>, by Thomas Turney</p> <p><i>Understanding Psychology</i>, by Richard A. Kasschau, PhD</p> <p>Newsprint</p> <p>Markers</p> <p>Leadership hunt worksheet</p> <p>Various sized paper for T-shirt activity DVD of television program – from public library</p> <p>Technology (computer and Promethean board)</p> <p>PowerPoint of unit information</p>	<p>High School Student Leadership</p> <p>Top 10 Qualities That Make A Great Leader</p> <p>6 Ways Successful Teams Are Built To Last</p>

Unit:	Humanistic Approach to Learning and Operating in Groups									
Timing:	Approximately four-six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.									
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:								
<ul style="list-style-type: none"> Why do people choose to interact with certain people and not with others? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Improve awareness of self and others ❖ Improve listening skills essential to effective leadership ❖ Discuss why we need friends and the factors involved in choosing friends ❖ Explain why most people tend to obey authority figures. ❖ Identify ways that groups can 	<p>Friendship quotations – Small groups of students will categorize friendship quotes (quotations that attempt to define what a friend or friendship is) according to the three kinds of reward values: stimulation, utility, and ego support.</p> <p>Contact Log – Students keep a “contact log” for a set period of time and record each time a friend initiates contact (to identify the motivating factor underlying each contact – alleviate anxiety, compare experiences, or reduce uncertainty).</p>								

	<p>influence an individual’s behavior.</p> <ul style="list-style-type: none"> ❖ Describe the role of family and peers during adolescents. ❖ Identify behaviors that promote and block group progress. ❖ Understand that we depend on others to survive. We are attracted to certain people because of factors such as proximity, reward values, physical appearance, approval, similarity, and complementary. ❖ Understand that people belong to many groups for a variety of reasons. Groups can affect the way individuals behave in different situations. 	<p>Microlab – <i>Peer Leadership</i> activity. 2.2</p> <p>Group Development Questions – <i>Peer Leadership</i> activity. 2.3</p> <p>Line Revolution – <i>Peer Leadership</i> activity. 2.4</p> <p>Progressive Group Sharing – <i>Peer Leadership</i> activity. 2.5</p> <p>Sharing Through Music – <i>Peer Leadership</i> activity. 2.6</p> <p>Family Influence and Peer Influence chart – students list the way these socializing agents influence teen behavior.</p> <p>To illustrate the influence of social norms on individual behavior students will imagine that they have found a way to be invisible for 24 hours.</p> <p>DVD: <i>Prom Night in Mississippi</i> – students create collage representing judgment, tradition, change, love, fear or opportunity. After viewing documentary, students modify displays to reflect new knowledge gained from documentary. Students write responses and answer questions regarding integration.</p>
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Tests</p> <p>Quizzes</p> <p>Homework assignments</p>	<p>Technology (computer and Promethean board)</p> <p>PowerPoint of unit information</p> <p><i>Prom Night in Mississippi</i></p>	<p><i>Prom Night in Mississippi Teachers Guide</i></p> <p><i>The Importance of Friendship</i></p>

Class participation	Dvd player	
Oral and written assignments	Unlined paper or large note card Markers	
Group assignments	iPod speakers/cd player	
Projects	<i>Peer Leadership</i> , by Thomas Turney <i>Understanding Psychology</i> , by Richard A. Kasschau, PhD	

Unit:	Self-Esteem Theory							
Timing:	Approximately four-six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.							
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="548 464 940 646">Social Studies</td> <td data-bbox="940 464 1892 646">9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4</td> </tr> <tr> <td data-bbox="548 646 940 732">Technology</td> <td data-bbox="940 646 1892 732">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="548 732 940 818">Career Ready Practices</td> <td data-bbox="940 732 1892 818">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table>		Social Studies	9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4	Technology	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2	Career Ready Practices	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12
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Career Ready Practices	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12							
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:						
<ul style="list-style-type: none"> • How does our behavior become altered by interacting with others? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Define self-esteem. ❖ Discuss the role self-esteem plays in human behavior. ❖ Identify and explain the four conditions for high self-esteem. ❖ Discuss ways to increase self-esteem of self and others. ❖ Define the consistence of 	<p>Dear Me Letter – <i>Peer Leadership</i> activity 3.8</p> <p>Self-Image Collage – <i>Peer Leadership</i> activity 3.5</p> <p>“Weekly Reaction Sheet” – <i>Peer Leadership</i> activity 3.2</p> <p>The Secret Pal – <i>Peer Leadership</i> activity 3.7</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Self-Esteem Role Play – Divide class into five groups. Each group plans a skit to demonstrate how peer leaders can help others improve their feelings of self-worth using the characteristics of self-esteem. After each group</p>						

	<p>perception theory.</p> <ul style="list-style-type: none"> ❖ Identify ways to overcome the consistence of perception theory ❖ Identify and explain individual human needs. ❖ Identify and explain the elements of self-image. ❖ Understand that adolescents undergo many changes in their social relationships, adjusting to new relationships with parents and the influence of peers. ❖ Understand that all emotions consist of three parts. ❖ Understand that theories of emotion propose that emotions result from physical changes and/or mental processes. ❖ Understand that we explain the behavior of others by making judgments about them. Our judgments are influenced by our perceptions of others. 	<p>performs their skit, they receive a standing ovation from the audience. When all skits have been performed, discuss how realistic the skits were, how did the participants feel about their role in the skits, and what else can be done to help people further improve their self-esteem</p> <p>DVD: <i>Greatest Movie Ever Sold</i> – Students document and analyze types of persuasion used to influence attitudes and perceptions.</p>
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>

Tests	Lined paper	Self-Esteem Activities for Children, Teens, and Young Adults
Quizzes	Envelopes	Self-Concept and Self-Esteem Pdf
Homework assignments	Scissors	Low Self Esteem
Class participation	Construction paper (8 x 11)	
Oral and written assignments	<i>Peer Leadership</i> , by Thomas Turney	
Group assignments	<i>Understanding Psychology</i> , by Richard A. Kasschau, PhD	
Projects	<i>Greatest Movie Ever Sold</i>	
	“Weekly Reaction Sheet” copies	
	Technology (computer and Promethean board)	
	PowerPoint of unit information	
	DVD player	

Unit:	Communication Styles							
Timing:	Approximately four-six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.							
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="548 472 940 651">Social Studies</td> <td data-bbox="940 472 1892 651">9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4</td> </tr> <tr> <td data-bbox="548 651 940 737">Technology</td> <td data-bbox="940 651 1892 737">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="548 737 940 829">Career Ready Practices</td> <td data-bbox="940 737 1892 829">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table>		Social Studies	9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4	Technology	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2	Career Ready Practices	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:						
<ul style="list-style-type: none"> • How can the acquisition of new listening/leadership skills increase my awareness of personality theories and enhance my interaction with others? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Describe the major schools/purposes of personality theories. ❖ Practice the art of paraphrasing using the facilitative responses. ❖ Develop group awareness and continue team building. ❖ Practice active listening skills: asking open ended questions, clarifying and summarizing, 	<p>Facilitative Response Worksheet - <i>Peer Leadership</i> activity 4.1</p> <p>Personality Theory Chart - <i>Understanding Psychology</i> Chapter 14 Sec. 1</p> <p>Public Interview - <i>Peer Leadership</i> activity</p> <p>Moral Dilemma – Students view a problematic situation through the eyes of the id, ego, and superego as if each was a separate individual. Responses are written out in a play format, where each person rationalizes the point of view of the subconscious until a decision is</p>						

	<p>reflecting feelings.</p> <ul style="list-style-type: none"> ❖ Improve ability to accurately recognize and interpret non- verbal body language/ non- verbal cues. ❖ Identify emotions and expand feeling word vocabulary. ❖ Understand that psychologists have proposed various theories of personality. The theories attempt to help explain similarities and to provide reasons for differences in personality. ❖ Understand that perception is the way we interpret sensations and organize them into meaningful experiences. 	<p>ultimately made.</p> <p>Listening Triads - <i>Peer Leadership</i> activity 4.4</p> <p>Expressing Emotion - <i>Peer Leadership</i> activity 4.6</p> <p>Trading Feelings - <i>Peer Leadership</i> activity 4.7</p> <p>Chapter information review sheets - <i>Understanding Psychol</i> o Chapter 14 Sec. 1 o Chapter 14 Sec. 2 o Chapter 14 Sec. 3 o Chapter 8 Sec. 3</p> <p>“Weekly Reaction Sheet” – <i>Peer Leadership</i> activity 3.2</p>
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Tests</p> <p>Quizzes</p> <p>Homework assignments</p> <p>Class participation</p> <p>Oral and written assignments</p> <p>Group assignments</p>	<p>Technology (computer and Promethean board)</p> <p>PowerPoint of unit information</p> <p>Act 4.1 - Facilitative Response Worksheet</p> <p>Act 4.4 - Listening Triad Questions</p> <p>Act 4.6 - Emotion papers</p>	<p>Teaching Your Students How to Have a Conversation</p> <p>How to Develop Effective Communication Skills in Students</p> <p>50 Communications Activities and Exercises</p> <p>Communications and Listening Exercises</p>

Projects	Act 4.7 – Emotion cards “Weekly Reaction Sheet” copies <i>Peer Leadership</i> , by Thomas Turney <i>Understanding Psychology</i> , by Richard A. Kasschau, PhD	
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Unit:	Decision Making							
Timing:	Approximately four-six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.							
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="533 472 928 651">Social Studies</td> <td data-bbox="928 472 1881 651">9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4</td> </tr> <tr> <td data-bbox="533 651 928 740">Technology</td> <td data-bbox="928 651 1881 740">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="533 740 928 829">Career Ready Practices</td> <td data-bbox="928 740 1881 829">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table>		Social Studies	9.1, 6.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, WHST.9-10.1, WHST.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7 WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.2b, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12.4	Technology	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2	Career Ready Practices	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12
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Career Ready Practices	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12							
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:						
<ul style="list-style-type: none"> • How can my responses to others increase communication? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice effective listening skills ❖ Develop increased self-awareness through listening ❖ Practice and gain familiarity with the effective feedback model ❖ Support the effort of group members to change method of giving feedback ❖ Practice giving effective feedback to others 	<p>Feedback situation - <i>Peer Leadership</i> activity 5.1</p> <p>Three words that describe me - <i>Peer Leadership</i> activity 5.2</p> <p>Gift of Happiness - <i>Peer Leadership</i> activity 5.3</p> <p>Who would you choose? - <i>Peer Leadership</i> activity 5.5</p> <p>Feedback evaluation - <i>Peer Leadership</i> activity 5.6</p> <p>Choosing Alternatives - <i>Peer Leadership</i> activity 6.1</p>						

	<ul style="list-style-type: none"> ❖ Understand how people are perceived in the group ❖ Evaluate level of expertise with feedback model ❖ Understand that the transition from childhood to adulthood involves changes in patterns of reasoning and moral thinking, as well as the development of one’s identity. ❖ Understand that adolescents undergo many changes in their social relationships with parents and the influence of peers. ❖ Understand females and males have physical and psychological gender differences. Our beliefs about what we think it means to be male or female influence our behavior. 	<p>Practice Problem - <i>Peer Leadership</i> activity 6.2</p> <p>Defining the problem - <i>Peer Leadership</i> activity 6.3</p> <p>Alternatives & Consequences - <i>Peer Leadership</i> activity 6.4</p> <p>Now What? - <i>Peer Leadership</i> activity 6.5</p> <p>Desert Survival - <i>Peer Leadership</i> activity 7.2</p> <p>Murder Mystery - <i>Peer Leadership</i> activity 7.3</p> <p>“Weekly Reaction Sheet” – <i>Peer Leadership</i> activity 3.2</p>
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>

Tests	Technology (computer and Promethean board)	The Psychological Basis of Quality Decision Making
Quizzes		Decision Making: Factors that Influence Decision Making, Heuristics Used, and Decision Outcomes
Homework assignments	PowerPoint of unit information	How Can I Make Good Decisions?
Class participation	Poster of categories – act 5.5	
Oral and written assignments	Act 7.2 handout of items Act 7.3 clues	
Group assignments	“Weekly Reaction Sheet” copies	
Projects	<i>Peer Leadership</i> , by Thomas Turney <i>Understanding Psychology</i> , by Richard A. Kasschau, PhD	