



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Psychology of Human Development Grade Level(s): 11-12 Units of Credit: 1 Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 43 Total Instructional Time: 64.5 hours
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Course Description

This course is an examination of topics relating to the biological processes of human development. These topics will include the analysis of the various parts and functions of the brain, sensation and perception, and consciousness, dream content. The student will also learn about human development from birth through death, personality, mental disorders, and therapies for psychological disorders.

Instructional Strategies, Learning Practices, Activities, and Experiences

Independent Reading Homework Oral Presentations Constructed Responses	Reading and Writing Practice Guided Group Practice Guided Individual Practice Journaling	Primary Source Analysis Teacher Demonstrations Media Analysis
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Assessments

Essays Short Response Primary Source Documents Journals Homework	Reading Responses Independent Project Current Events Group Project Final Exam	Media Responses Google Classroom Oral Exams Vocabulary Role Play
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Materials/Resources

Textbook: Online Resources Google Classroom iPads (with keyboards) Printed News Media	Various Film Segments and Films Microsoft Office Suite Instructional YouTube Videos Guest Speakers	Teacher-created Simulations/Tutorials Individual Journals Notebooks/Binders Documentaries/Interviews
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Adopted: 9/17/2003

Revised: 8/18/08; 5/15/2017

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will explain the physiological processes related to human development.</p>	<p>Locate and label the different parts and functions of the brain.</p> <p>Identify the different parts of the nervous system.</p> <p>Label the different components of a neuron.</p> <p>Identify and describe the parts of the endocrine system, their functions, and their effects upon the body.</p> <p>Describe the five senses and list their effects upon the body.</p> <p>Label the different parts of the eye, ear, tongue, and nose.</p> <p>Explain the difference between sensation and perception.</p> <p>Explain the various levels of consciousness.</p> <p>List the different stages of sleep.</p> <p>Analyze the impact of dreams.</p> <p>Analyze the effects of hypnosis, biofeedback, and meditation on the brain.</p> <p>Evaluate the impact of various social groups on psychology.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will explain the physiological processes related to human development. (continued)</p>	<p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p> <p>Reading in History and Social Studies</p> <p>CC.8.5.11-12.A Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CC.8.5.11-12.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CC.8.5.11-12.D 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).</p> <p>CC.8.5.11-12.F Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CC.8.5.11-12.I Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

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<p>The student will explain the physiological processes related to human development. (continued)</p>	<p>Writing in History and Social Studies</p> <p>CC.8.6.11-12.A Write arguments focused on discipline-specific content. CC.8.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.11-12.D 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. CC.8.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CC.8.6.11-12.I 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.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will explain the physiological processes related to human development. (continued)</p>	<p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Concepts of Health</p> <p>10.1.3.A Identify and describe the stages of growth and development.</p> <ul style="list-style-type: none"> • Infancy • Childhood • Adolescence • Adulthood • Late adulthood <p>10.1.3.B Identify and know the location and function of the major body organs and systems.</p> <ul style="list-style-type: none"> • Circulatory • Respiratory • Muscular • Skeletal • Digestive <p>10.1.3.C Explain the role of the food guide pyramid in helping people eat a healthy diet.</p> <ul style="list-style-type: none"> • Food groups • Number of servings • Variety of food • Nutrients

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<p>The student will explain the physiological processes related to human development. (continued)</p>	<p>10.1.3.D Know age appropriate drug information.</p> <ul style="list-style-type: none"> • Definition of drugs • Effects of drugs • Proper use of medicine • Healthy/unhealthy risk-taking (e.g. inhalant use, smoking) • Skills to avoid drugs <p>10.1.3.E Identify types and causes of common health problems of children.</p> <ul style="list-style-type: none"> • Infectious diseases (e.g., colds, flu, chickenpox) • Noninfectious diseases (e.g., asthma, hay fever, allergies, Lyme disease) • Germs • Pathogens • Heredity <p>10.1.6.A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.</p> <ul style="list-style-type: none"> • Education <p>10.1.6.B Identify and describe the structure and function of the major body systems.</p> <ul style="list-style-type: none"> • Nervous • Muscular • Integumentary • Urinary • Endocrine • Reproductive • Immune <p>10.1.6.C Analyze nutritional concepts that impact health.</p> <ul style="list-style-type: none"> • Caloric content of foods • Relationship of food intake and physical activity (energy output) • Nutrient requirements • Label reading • Healthful food selection

	OBJECTIVES/STANDARDS
<p>The student will explain the physiological processes related to human development. (continued)</p>	<p>10.1.6.D Explain factors that influence childhood and adolescent drug use.</p> <ul style="list-style-type: none"> • Peer influence • Body image (e.g., steroids, enhancers) • Social acceptance • Stress • Media influence • Decision-making/refusal skills • Rules, regulations and laws • Consequences <p>10.1.6.E Identify health problems that can occur throughout life and describe ways to prevent them.</p> <ul style="list-style-type: none"> • Diseases (e.g., cancer, diabetes, sexually transmitted disease (STD), human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS), cardiovascular disease) • Preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active) <p>10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> • Relationships (e.g., dating, friendships, peer pressure) • Interpersonal communication • Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • Abstinence • STD and HIV prevention • Community <p>10.1.9.B Analyze the interdependence existing among the body systems.</p> <p>10.1.9.C Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> • Body image • Advertising • Dietary guidelines • Eating disorders • Peer influence • Athletic goals

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<p>The student will explain the physiological processes related to human development. (continued)</p>	<p>10.1.9.D Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> • Decision-making/refusal skills • Situation avoidance • Goal setting • Professional assistance (e.g., medical, counseling, support groups) • Parent involvement <p>10.1.9.E Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p> <p>10.1.12.A Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • Acute and chronic illness • Communicable and noncommunicable disease • Health status • Relationships (e.g., marriage, divorce, loss) • Career choice • Aging process • Retirement <p>10.1.12.B Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> • Fitness level • Environment (e.g., pollutants, available health care) • Health status (e.g., physical, mental, social) • Nutrition <p>10.1.12.D Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • Psychology of addiction • Social impact (e.g., cost, relationships) • Chemical use and fetal development • Laws relating to alcohol, tobacco, and chemical substances • Impact on the individual • Impact on the community <p>10.1.12.E Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> • Research • Medical advances • Technology • Government policies/regulations

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<p>The student will explain and analyze the various stages of human development.</p>	<p>Identify theories of childhood development.</p> <p>List the stages of Piaget's theory of development.</p> <p>Analyze Kohlberg's theory of moral development.</p> <p>Analyze and assess different parenting styles.</p> <p>Explain the transition from childhood to adolescence by looking at theories of adolescence and identifying the physical, emotional, and cognitive changes.</p> <p>Label stages of physical, emotional, and cognitive development from adolescence to adulthood.</p> <p>Analyze the stages of death.</p> <p>Assess the various problems concerning the elderly.</p> <p>Identify and describe differences between genders.</p> <p>Evaluate the impact of various social groups on psychology.</p> <p>Concepts of Health</p> <p>10.1.3.A Identify and describe the stages of growth and development.</p> <ul style="list-style-type: none"> • Infancy • Childhood • Adolescence • Adulthood • Late adulthood

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<p>The student will explain and analyze the various stages of human development. (continued)</p>	<p>10.1.3.B Identify and know the location and function of the major body organs and systems.</p> <ul style="list-style-type: none"> • Circulatory • Respiratory • Muscular • Skeletal • Digestive <p>10.1.3.C Explain the role of the food guide pyramid in helping people eat a healthy diet.</p> <ul style="list-style-type: none"> • Food groups • Number of servings • Variety of food • Nutrients <p>10.1.3.D Know age appropriate drug information.</p> <ul style="list-style-type: none"> • Definition of drugs • Effects of drugs • Proper use of medicine • Healthy/unhealthy risk-taking (e.g. inhalant use, smoking) • Skills to avoid drugs <p>10.1.3.E Identify types and causes of common health problems of children.</p> <ul style="list-style-type: none"> • Infectious diseases (e.g., colds, flu, chickenpox) • Noninfectious diseases (e.g., asthma, hay fever, allergies, Lyme disease) • Germs • Pathogens • Heredity <p>10.1.6.A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.</p> <ul style="list-style-type: none"> • Education • Socioeconomic

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<p>The student will explain and analyze the various stages of human development. (continued)</p>	<p>10.1.6.B Identify and describe the structure and function of the major body systems.</p> <ul style="list-style-type: none"> • Nervous • Muscular • Integumentary • Urinary • Endocrine • Reproductive • Immune <p>10.1.6.C Analyze nutritional concepts that impact health.</p> <ul style="list-style-type: none"> • Caloric content of foods • Relationship of food intake and physical activity (energy output) • Nutrient requirements • Label reading • Healthful food selection <p>10.1.6.D Explain factors that influence childhood and adolescent drug use.</p> <ul style="list-style-type: none"> • Peer influence • Body image (e.g., steroids, enhancers) • Social acceptance • Stress • Media influence • Decision-making/refusal skills • Rules, regulations and laws • Consequences <p>10.1.6.E Identify health problems that can occur throughout life and describe ways to prevent them.</p> <ul style="list-style-type: none"> • Diseases (e.g., cancer, diabetes, sexually transmitted disease (STD)/human immunodeficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), cardiovascular disease) • Preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)

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<p>The student will explain and analyze the various stages of human development. (continued)</p>	<p>10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> • Relationships (e.g., dating, friendships, peer pressure) • Interpersonal communication • Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • Abstinence • STD and HIV prevention • Community <p>10.1.9.B Analyze the interdependence existing among the body systems.</p> <p>10.1.9.C Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> • Body image • Advertising • Dietary guidelines • Eating disorders • Peer influence • Athletic goals <p>10.1.9.D Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> • Decision-making/refusal skills • Situation avoidance • Goal setting • Professional assistance (e.g., medical, counseling. Support groups) • Parent involvement <p>10.1.9.E Analyze how personal choice, disease, and genetics can impact health maintenance and disease prevention.</p> <p>10.1.12.A Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • Acute and chronic illness • Communicable and noncommunicable disease • Health status • Relationships (e.g., marriage, divorce, loss) • Career choice • Aging process • Retirement

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<p>The student will explain and analyze the various stages of human development. (continued)</p>	<p>10.1.12.B Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> • Fitness level • Environment (e.g., pollutants, available health care) • Health status (e.g., physical, mental, social) • Nutrition <p>10.1.12.C Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • Cost • Food preparation (e.g., time, skills) • Consumer skills (e.g., understanding food labels, evaluating fads) • Nutritional knowledge • Changes in nutritional requirements (e.g., age, physical activity level) <p>10.1.12.D Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • Psychology of addiction • Social impact (e.g., cost, relationships) • Chemical use and fetal development • Laws relating to alcohol, tobacco, and chemical substances • Impact on the individual • Impact on the community <p>10.1.12.E Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> • Research • Medical advances • Technology • Government policies/regulations

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<p>The student will explain and analyze the various stages of human development. (continued)</p>	<p>Healthful Living</p> <p>10.2.3.A Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.</p> <p>10.2.3.B Identify health-related information.</p> <ul style="list-style-type: none"> • Signs and symbols • Terminology • Products and services <p>10.2.3.C Identify media sources that influence health and safety.</p> <p>10.2.3.D Identify the steps in a decision-making process.</p> <p>10.2.3.E Identify environmental factors that affect health.</p> <ul style="list-style-type: none"> • Pollution (e.g., air, water, noise, soil) • Waste disposal • Temperature extremes • Insects/animals <p>10.2.6.A Explain the relationship between personal health practices and individual well-being.</p> <ul style="list-style-type: none"> • Immunizations • Health examinations <p>10.2.6.B Explain the relationship between health-related information and consumer choices.</p> <ul style="list-style-type: none"> • Dietary guidelines/food selection • Sun exposure guidelines/sunscreen selection <p>10.2.6.C Explain the media's effect on health and safety issues.</p> <p>10.2.6.D Describe and apply the steps of a decision-making process to health and safety issues.</p> <p>10.2.6.E Analyze environmental factors that impact health.</p> <ul style="list-style-type: none"> • Indoor air quality (e.g., secondhand smoke, allergens) • Chemicals, metals, gases (e.g., lead, radon, carbon monoxide) • Radiation • Natural disasters

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<p>The student will explain and analyze the various stages of human development. (continued)</p>	<p>10.2.9.A Identify and describe health care products and services that impact adolescent health practices. 10.2.9.B Analyze the relationship between health-related information and adolescent consumer choices.</p> <ul style="list-style-type: none"> • Tobacco products • Weight control products <p>10.2.9.C Analyze media health and safety messages and describe their impact on personal health and safety. 10.2.9.D Analyze and apply a decision-making process to adolescent health and safety issues. 10.2.9.E Explain the interrelationship between the environment and personal health.</p> <ul style="list-style-type: none"> • Ozone layer/skin cancer • Availability of health care/individual health • Air pollution/respiratory disease • Breeding environments/ Lyme disease/West Nile Virus <p>10.2.12.A Evaluate health care products and services that impact adult health practices. 10.2.12.B Assess factors that impact adult health consumer choices.</p> <ul style="list-style-type: none"> • Access to health information • Access to health care • Cost • Safety <p>10.2.12.C Compare and contrast the positive and negative effects of the media on adult personal health and safety. 10.2.12.D Examine and apply a decision-making process to the development of short and long-term health goals. 10.2.12.E Analyze the interrelationship between environmental factors and community health.</p> <ul style="list-style-type: none"> • Public health policies and laws/health promotion and disease prevention • Individual choices/maintenance of environment • Recreational opportunities/ health status <p>Physical Activity</p> <p>10.4.6.A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health. 10.4.6.B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</p>

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<p>The student will explain and analyze the various stages of human development. (continued)</p>	<p>10.4.6.C Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • Heart rate monitoring • Checking blood pressure • Fitness assessment <p>10.4.6.D Describe factors that affect childhood physical activity preferences.</p> <ul style="list-style-type: none"> • Enjoyment • Personal interest • Social experience • Opportunities to learn new activities • Parental preference • Environment <p>10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.</p> <ul style="list-style-type: none"> • Success-oriented activities • School-community resources • Variety of activities • Time on task <p>10.4.6.F Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> • Leading • Following • Teamwork • Etiquette • Adherence to rules <p>10.4.9.A Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.4.9.B Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> • Stress management • Disease prevention • Weight management

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<p>The student will explain and analyze the various stages of human development. (continued)</p>	<p>10.4.9.C Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • Exercise (e.g., climate, altitude, location, temperature) • Healthy fitness zone • Individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • Drug/substance use/abuse <p>10.4.9.D Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> • Skill competence • Social benefits • Previous experience • Activity confidence <p>10.4.9.E Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> • Personal choice • Developmental differences • Amount of physical activity • Authentic practice <p>10.4.9.F Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> • Group dynamics • Social pressure <p>10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • Social • Physiological • Psychological <p>10.4.12.C Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • Aging • Injury • Disease

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<p>The student will explain and analyze the various stages of human development. (continued)</p>	<p>10.4.12.D Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> • personal challenge • physical benefits • finances • motivation • access to activity • self-improvement <p>10.4.12.E Analyze the interrelationships among regular participation in physical activity, motor skill improvement, and the selection and engagement in lifetime physical activities.</p> <p>10.4.12.F Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> • shared responsibility • open communication • goal setting <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

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<p>The student will explain and analyze the various stages of human development. (continued)</p> <p>The student will explain and analyze the various theories of personality development.</p>	<p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Define personality.</p> <p>Identify the different theories of personality development.</p> <p>Apply the different personality theories to abnormal personalities.</p> <p>Compare and contrast the different theories of personality development.</p> <p>Identify and apply Sigmund Freud's theory of personality.</p> <p>Explain the role of Carl Jung, Karen Horney, Alfred Adler, Erik Erikson, John Watson, B.F. Skinner, Albert Bandura, and Carl Rogers on personality development.</p> <p>Analyze different personality tests, such as ink-blot and thematic apperception test (TAT) that are used to measure personality.</p> <p>Evaluate the impact of various social groups on psychology.</p>

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<p>The student will explain and analyze the various theories of personality development. (continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

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<p>The student will identify and analyze psychological disorders, along with appropriate treatments and therapies.</p>	<p>Identify and describe the classifications of psychological disorders.</p> <p>Compare and contrast specific psychological disorders.</p> <p>Compare and contrast different treatments and therapies.</p> <p>Analyze and apply different treatments and therapies to psychological disorders.</p> <p>Assess the role the government should play in treating people with psychological disorders.</p> <p>Concepts of Health</p> <p>10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> • Relationships (e.g., dating, friendships, peer pressure) • Interpersonal communication • Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • Abstinence • STD and HIV prevention • Community <p>10.1.9.B Analyze the interdependence existing among the body systems.</p> <p>10.1.9.C Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> • Body image • Advertising • Dietary guidelines • Eating disorders • Peer influence • Athletic goals

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and analyze psychological disorders, along with appropriate treatments and therapies. (continued)</p>	<p>10.1.9.D Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> • Decision-making/refusal skills • Situation avoidance • Goal setting • Professional assistance (e.g., medical, counseling, support groups) • Parent involvement <p>10.1.9.E Analyze how personal choice, disease, and genetics can impact health maintenance and disease prevention.</p> <p>10.1.12.A Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • Acute and chronic illness • Communicable and noncommunicable disease • Health status • Relationships (e.g., marriage, divorce, loss) • Career choice • Aging process • Retirement <p>10.1.12.B Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> • Fitness level • Environment (e.g., pollutants, available health care) • Health status (e.g., physical, mental, social) • Nutrition <p>10.1.12.C Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • Cost • Food preparation (e.g., time, skills) • Consumer skills (e.g., understanding food labels, evaluating fads) • Nutritional knowledge • Changes in nutritional requirements (e.g., age, physical activity level)

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<p>The student will identify and analyze psychological disorders, along with appropriate treatments and therapies. (continued)</p>	<p>10.1.12.D Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • Psychology of addiction • Social impact (e.g., cost, relationships) • Chemical use and fetal development • Laws relating to alcohol, tobacco, and chemical substances • Impact on the individual • Impact on the community <p>10.1.12.E Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> • Research • Medical advances • Technology • Government policies/regulations <p>10.2.12.A Evaluate health care products and services that impact adult health practices.</p> <p>10.2.12.B Assess factors that impact adult health consumer choices.</p> <ul style="list-style-type: none"> • Access to health information • Access to health care • Cost • Safety <p>10.2.12.C Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p> <p>10.2.12.D Examine and apply a decision-making process to the development of short and long-term health goals.</p> <p>10.2.12.E Analyze the interrelationship between environmental factors and community health.</p> <ul style="list-style-type: none"> • Public health policies and laws/health promotion and disease prevention • Individual choices/maintenance of environment • Recreational opportunities/ health status

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and analyze psychological disorders, along with appropriate treatments and therapies. (continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source, and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and analyze psychological disorders, along with appropriate treatments and therapies. (continued)</p>	<p>Reading in History and Social Studies</p> <p>CC.8.5.11-12.A Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CC.8.5.11-12.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CC.8.5.11-12.D 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).</p> <p>CC.8.5.11-12.F Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CC.8.5.11-12.I Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Writing in History and Social Studies</p> <p>CC.8.6.11-12.A Write arguments focused on discipline-specific content.</p> <p>CC.8.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.11-12.D 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> <p>CC.8.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC.8.6.11-12.I 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.</p>