

9TH GRADE SOCIAL SCIENCE SEMESTER ONE COURSE OUTLINE

I. PROJECT NAME: *JOURNEY OF THE HERO*
9th Grade Semester One

II. PROJECT DESCRIPTION:

Students will engage in a high interest, introspective, interpersonal journey that will provide the foundation necessary to be successful with I-Poly's project-based curriculum. This first semester project, *Journey of the Hero*, introduces students to I-Poly's project-based curriculum and cooperative learning. Students will examine their heroes and themselves in this interdisciplinary project that emphasizes values, self-discovery, teamwork and critical thinking. By identifying with a hero or heroine, students will discover things about themselves and about each other that they might not have otherwise considered. They will also begin to understand the forces that influence the decisions they make, such as their personal history, family, culture, genetic heritage and the media. The project slowly introduces students to the I-Poly team concept by allowing them to work first on individual components, then with a partner, and finally in a five member group. The components are designed to incorporate the disciplines of social science, science, language arts, and visual arts into one thematic experience. The project also introduces the concept of expert feedback by exposing the students to critiques from upper classmen. The project culminates in a celebration of students' accomplishments and discoveries.

III. COURSE OF STUDY DATA:

A. COURSE TITLE: **Integrated Social Science I**

B. COURSE DESCRIPTION:

The I-Poly Social Science focus is to educate our students to embrace the responsibilities of global citizenship. Integrated Social Science I engages students to consider the personal, interpersonal and social forces that shape individuals like themselves. The curricular areas of emphasis are and Psychology and Sociology, with special units on learning, motivation, personality, group phenomena, the role of the individual in groups, socialization, social control and the communications media's influence on these aspects of human development and society. After intensive interpersonal communication training and values clarification, students will write their own personal mission statements and gain valuable insight into the cultural and social influences that shape who they are today and the commonalities they share with their peers.

C. DEPARTMENT: **Social Science**

D. LENGTH OF COURSE: One Semester

E. AVAILABLE TO STUDENTS: **9th Grade**

F. PREREQUISITES: Concurrent enrollment in Integrated Language Arts I; Integrated Mathematics I; Integrated Science I

G. COURSE CREDIT: 5 credits

H. REQUIRED OR ELECTIVE: Required

IV. STUDENT OUTCOMES:

Successful students will:

1. Identify their personal values and goals.
2. Identify and analyze their own various social roles and the impact this has on their behavior in different social groups and situations.
3. Identify and analyze their own personal values, family rituals and customs, and group and cultural norms.
4. Identify and analyze their own prejudices and biases.
5. Recognize the importance and demonstrate effective and appropriate interpersonal communication skills.
6. Demonstrate effective public speaking through weekly oral presentation practice
7. Distinguish between the scientific study of human behavior (i.e., psychology) and other non-scientific explanations of human behavior.
8. Analyze basic principles of psychoanalytic theories of motivation and personality including the conscious and unconscious mind, defense mechanisms, introversion and extroversion, and the psychic need for security and a feeling of competence.
9. Examine behaviorist theories of learning, including classical and operant conditioning, stimulus and response, generalization, extinction and desensitization.
10. Explain the humanistic theories of human development, personality and motivation from such psychologist as Abraham Maslow and Carl Rogers, including the Hierarchy of Needs.
11. Examine the propensity of humans to obey authority, using Stanley Milgram's obedience experiments as an example.
12. Recognize the effects of peer pressure and the human need to socially conform, using Solomon Asch's conformity experiments as an example.
13. Explain the concepts of 'bystander apathy' and 'diffusion of responsibility' and their implications in student's own lives within school and in other social situations.
14. Define and explain the term "media", including distinguishing between different forms of electronic and print media.
15. Understand how the media shapes our understanding of the world and ourselves.
16. Analyze the relationship between the news media and other forms of media.
17. Identify the various effects that advertising has on personal and cultural beliefs, including materialism, body image, relationships and gender roles.
18. Analyze the effects of violence in film and television, and the connection to human behavior, using psychologist Albert Bandura's "Bobo Doll" experiments as a background.
19. Identify their personal personality inclinations with regards to multiple intelligences, left/right brain functioning, introversion and extroversion, locus of control and other personality dimensions.
20. Learn and identify careers related to the psychology and sociology fields
21. Demonstrate proficient oral communication skills

V. COURSE CONTENT:**A. Psychology:**

- Definition and history of psychology
- Structure of psychological experiment: hypothesis, control and experimental groups, independent and dependent variable, and conclusion.
- Learning theory/Classical conditioning: association, stimulus-response, classical conditioning, generalization, discrimination, extinction, and spontaneous recovery.
- Learning Theory/Operant conditioning: reinforcement and behavior modification
- Theories of Personality: Freud's Psychoanalytic Approach, conscious and unconscious mind, defense mechanisms, introversion and extroversion, and the psychic need for security and a feeling of competence.
- Contributions of Jung, Horney and Adler to psychoanalytic theory.
- Humanistic theories of human development, personality and motivation from such psychologist as Abraham Maslow and Carl Rogers, including the Hierarchy of Needs.

B. Sociology (Social Psychology)

- situationism
- social rules, roles and norms
- reference group
- obedience and Stanley Milgram's experiments
- conformity and Solomon Asch's experiments
- 'bystander apathy' and 'diffusion of responsibility'

C. Communications:

- Interpersonal communication skills
- Non-verbal communication
- Active listening and speaking roles
- Communication styles

D. Media Studies

- Advertising: Psychological impact and desired effect, as an influence to behavior, as influence to values and beliefs, consumer culture, deconstruction of print advertisements, analysis of television commercials, influence on self-perception
- News Media: intended role in society, analysis of local news coverage, responsible journalism, sensationalism, strengths and weaknesses of media outlets (i.e., television, newspapers, magazines, radio, Internet)

VI. ASSESSMENT:

A variety of assessment strategies will be utilized to evaluate a student's mastery of concepts in the social sciences. Knowledge acquisition will be monitored through individual and group oral presentations, individual written and oral responses to class discussions and readings, peer and self assessment activities, essays, and objective tests.

VII. APPROVED TEXTBOOKS:

- Covey, S. The Seven Habits of Highly Effective Teens. New York: Simon & Schuster, Co. 1998.
- Duneier, M. Introduction to Sociology. 3rd Edition. New York: W.W. Norton & Company, Inc. 2000.
- Duvall, Lynn. Respecting Our Differences. Minnesota: Free Spirit Publishing Inc. 1994.
- Goleman, D. Emotional Intelligence. New York: Bantam Books. 1995
- Hazen, D. & Winokur J. We the Media New York: The New Press, 1997
- Johnston, J. The Complete Idiot's Guide to Psychology Indiana: Macmillan USA, Inc., 2000
- Myers, D. Social Psychology McGraw Hill College, 1999
- Ragland, R. & Saxon, B. Invitation to Psychology Illinois: Scott Foresman and Co., 1981
- Regents of University of California. "The Story of Genie". LHS GEMS: Learning About Learning. 1996.