

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Psychology Social Studies Course.

Psychology/9 - 12 - Unit Two - History & Approaches in Psychology	
Elaborated Unit Focus	In this unit students will learn about both historical and contemporary perspectives and practices in psychology. In the study of Individuals, Groups, and Institutions students will study the contributions of major psychologists to the field. Using the idea of Beliefs and Ideals students will study how various perspectives have affected the development of psychology. Students will evaluate several theories that form a basis for modern psychology.
Connection to Connecting Theme/Enduing Understandings	<ul style="list-style-type: none"> • Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. • Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.
GSE for Social Studies (standards and elements)	<p>SSPFR1 Explain selected historical and contemporary perspectives and practices of psychologists.</p> <ul style="list-style-type: none"> a. Define the field of psychology. b. Identify key figures and their perspectives in the history of the field of psychology: include Wundt, Freud, Skinner, James, Watson, Rogers, Bandura, and Pavlov. c. List and describe the major occupations and subfields of psychology. <p>SSPVB2 Evaluate theories of personality and assessment tools.</p> <ul style="list-style-type: none"> a. Evaluate Psychodynamic Theory and its impact on contemporary psychology. b. Evaluate the Humanistic Perspective of personality. c. Analyze the purpose and theories of the Trait Perspective of personality. d. Analyze the Social-Cognitive Perspective of personality. e. Identify various personality assessment tools.
Connection to Literacy Standards for Social Studies (reading and/or writing)	<p>Literacy Standards:</p> <p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST1: Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> c. Use words, phrases, and 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

	<p>e. Provide a concluding statement or section that follows from or supports the argument presented</p> <p>L9-10WHST2: 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>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>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: 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>L9-10WHST7: 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.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: 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>L11-12RHSS1: 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>L11-12RHSS2: 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>L11-12RHSS4: 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>L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>L11-12WHST1: Write arguments focused on discipline-specific content.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
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	<p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: 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>L11-12WHST7: 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.</p> <p>L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L11-12WHST10: 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>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 2. organize items chronologically 3. identify issues and/or problems and alternative solutions 4. distinguish between fact and opinion 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 10. analyze artifacts 11. draw conclusions and make generalizations 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information



Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1</p>	<ul style="list-style-type: none"> • Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. • Essential Question: How have the beliefs of society influenced the field of psychology? <ul style="list-style-type: none"> • What is psychology? • How does perspective change the psychological approach? • What has been the impact of Psychodynamic Theory on contemporary psychology?
<p>Enduring Understanding 2</p>	<ul style="list-style-type: none"> • Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences. • Essential Question: Who are the major influencers on contemporary psychology and what has been their impact? <ul style="list-style-type: none"> • Who are the key figures in psychology and what perspectives or theories did they promote? • What are the major occupations and subfields of psychology? • How have personality assessment tools influenced the treatment of individuals by groups and institutions?

Sample Instructional Activities/Assessments

Cubing – The Psychologists

Cubing:

Opening: The teacher will talk to the class about looking at things from different perspectives and will briefly describe each of the six perspectives below. The teacher will then explain to the class that they will be looking at seven different psychologists and looking at them from different perspectives. Using the James article the teacher will very briefly illustrate how one might look at a psychologist from different perspectives (note: this should be developed beforehand – note with the describing perspective the teacher will want to focus on describing one of the psychologists theories and the way it might work – James-Lange Theory of emotion – a relative dies and we feel sad we know we are sad because tears come from our eyes, heart rate lowers etc). After demonstrating to the class, the teacher will split the class into seven groups with one article/psychologist per group.

Work Period: In their groups the students will read about their psychologist and after reading write about the psychologist and their work from the six different perspectives.

Closing: Each group will report back about their psychologist from at least one perspective.

- Wundt - McLeod, Saul. "Wilhelm Wundt." *Simply Psychology*. N.p., 2008. Web. 01 May 2018. <<https://www.simplypsychology.org/wundt.html>>.
- Freud – McLeod, Saul. "Sigmund Freud." *Simply Psychology*. *Simply Psychology*, 2018. Web. 01 May 2018. <<https://www.simplypsychology.org/Sigmund-Freud.html>>.
- Skinner – McLeod, Saul. "Skinner's Theory of Operant Conditioning." *Simply Psychology*. *Simply Psychology*, 2015. Web. 01 May 2018. <<https://www.simplypsychology.org/operant-conditioning.html>>.
- James - "William James." *Harvard Department of Psychology*. Harvard University, n.d. Web. 01 May 2018. <<https://psychology.fas.harvard.edu/people/william-james>>.
- Watson - McLeod, Saul. "Classical Conditioning." *Simply Psychology*. N.p., 2014. Web. 01 May 2018. <<https://www.simplypsychology.org/classical-conditioning.html>>.
- Rogers - McLeod, Saul. "Carl Rogers." *Simply Psychology*. N.p., 2014. Web. 01 May 2018. <<https://www.simplypsychology.org/carl-rogers.html>>.
- Bandura - McLeod, Saul. "Bandura - Social Learning Theory." *Simply Psychology*. *Simply Psychology*, 2016. Web. 01 May 2018. <<https://www.simplypsychology.org/bandura.html>>.
- Pavlov - McLeod, Saul. "Pavlov's Dogs." *Simply Psychology*. N.p., 2013. Web. 01 May 2018. <<https://www.simplypsychology.org/pavlov.html>>.

Cubing asks you to probe your topic from six different perspectives. First, select a topic (issue, person, idea, event, problem, person, object, scene) and write it at the top of your page to help you keep it firmly in mind. Then give yourself three to five minutes to write from each of the perspectives listed below. Start from what you know, but don't limit yourself: give yourself permission to identify those areas that will need further thought or research and speculate about where you will discover this information. Try not to sabotage yourself; that is, keep going until you have written about your topic from all six perspectives. As in [freewriting](#), it is important to reread what you have written. Look for surprises, unexpected insight, momentum.

1. **Describing:** Physically describe your topic. What does it look like? What color, shape, texture, size is it? Identify its parts.
2. **Comparing:** How is your topic similar to other topics/things? How is it different?
3. **Associating:** What other topic/thing does your topic make you think of? Can you compare it to anything else in your experience? Don't be afraid to be creative here: include everything that comes to mind.

4. **Analyzing:** Look at your topic's components. How are these parts related? How is it put together? Where did it come from? Where is it going?
5. **Applying:** What can you do with your topic? What uses does it have?
6. **Arguing:** What arguments can you make for or against your topic?

Assessment: See [Appendix A](#)

<p>GSE Standards and Elements</p>	<p>SSPFR1 Explain selected historical and contemporary perspectives and practices of psychologists.</p> <p>b. Identify key figures and their perspectives in the history of the field of psychology: include Wundt, Freud, Skinner, James, Watson, Rogers, Bandura, and Pavlov.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p style="padding-left: 40px;">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 style="padding-left: 40px;">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>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: 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>L11-12RHSS2: 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>L11-12RHSS4: 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>L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p style="padding-left: 40px;">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.</p>

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.

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

L11-12WHST10: 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.

Social Studies Matrices:

Information Processing Skills:

1. compare similarities and differences
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
11. draw conclusions and make generalizations
15. determine adequacy and/or relevancy of information

Enduring Understanding:

- **Individuals, Groups, and Institutions:** The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.
 - **Essential Question:** Who are the major influencers on contemporary psychology and what has been their impact?
 - Who are the key figures in psychology and what perspectives or theories did they promote?

Personality Assessment

Trait Perspective of Personality Activity

Take students to the computer lab to complete this activity. Go to the following website and have students complete a personality profile from the Myers-Briggs Test.

<http://www.humanmetrics.com/cgi-win/jtypes2.asp>

Upon completion allow students time to write down their personality characteristics and also to go back and look at the assessment itself while thinking about the write around focus (see below)

After students have returned to class ask them to reflect on the assessment itself and in groups complete a write around.

Focus for Write around: What did you notice about the assessment (questions/scale/format/length/anything else noteworthy)? Do you think it provides an accurate picture of a person’s personality (explain)? Was your result unexpected (explain)?

- For groups of 3-4 students.
- A sentence or topic is given to the groups. 10-15 seconds of think time is given for the students to think on the sentence or topic.
- The first member in the group starts writing about the sentence or topic.
- After a short amount of time given (30 seconds-1 minute) students pass the paper to the next member in their group.
- Around 30 seconds is given to read over what is written on the paper.
- The second member starts to write clarifying, adding, or summarizing information to the paper. (30 seconds- 1 minutes is given)
- The paper is then passed onto the next group member, and the process repeated.

GSE Standards and Elements

SSPVB2 Evaluate theories of personality and assessment tools.
e. Identify various personality assessment tools.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

Literacy Standards:
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L9-10WHST10: 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.

Social Studies Matrices:
Information Processing Skills:
1. compare similarities and differences
10. analyze artifacts
11. draw conclusions and make generalizations

Enduring Understanding:

- **Individuals, Groups, and Institutions:** The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.
 - **Essential Question:** Who are the major influencers on contemporary psychology and what has been their impact?
 - How have personality assessment tools influenced the treatment of individuals by groups and institutions?

Social-Cognitive Theory of Personality

To understand this element, students will keep a journal for three days. During this time, they need to make note of their different behaviors. Do they change their behavior from one class to another, at work, with parents versus friends? They need to list out the different social cognitive personalities they have during the three days and then do their very best to analyze why this is and where they learned it. At the end of the activity students will turn in a one-page paper with the journal describing their findings.

Assessment: See [Appendix A](#)

<p>GSE Standards and Elements</p>	<p>SSPVB2 Evaluate theories of personality and assessment tools. d. Analyze the Social-Cognitive Perspective of personality.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards: L9-10WHST1: Write arguments focused on discipline-specific content. c. Use words, phrases, and 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 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. L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L9-10WHST7: 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. L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research. L9-10WHST10: 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. L11-12WHST1: Write arguments focused on discipline-specific content. c. Use words, phrases, and clauses as well as varied syntax 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 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.</p>

<p>L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WHST7: 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.</p> <p>L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L11-12WHST10: 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>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <p>2. organize items chronologically</p> <p>10. analyze artifacts</p> <p>11. draw conclusions and make generalizations</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none">• Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.• Essential Question: How have the beliefs of society influenced the field of psychology?<ul style="list-style-type: none">• How does perspective change the psychological approach?
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Culminating Unit Performance Task

How the Grinch Stole Christmas

For this performance task your students will need to watch *How the Grinch Stole Christmas* (see possible video sources below).

Activity adapted from:

<https://apcentral.collegeboard.org/courses/ap-psychology/classroom-resources/how-grinch-stole-psychology-class>

There are two brief references for teachers in [Appendix A](#) but you will need to be familiar with the other psychologists in order to grade this task.

Psychologists to be used for this task:

- Skinner
- Freud
- Rogers
- Bandura
- Watson/Pavlov

Procedure:

1. Students will be assigned in groups so that there are at a minimum five groups.
2. Make introductory remarks like the following: “You are about to observe a brief film. In this film there is a primary character who has a distinct personality. As the film progresses you will observe changes in this character’s personality. Each of you will be observing this character through the lens of an assigned psychological theorist. You are to take notes on the characters behavior based on your theorist’s explanations of behavior. You will try to explain the behavior of the character using at least four concepts from your theorist’s work. You will also need to explain how your theorist would explain the change in the characters behavior. As a group you will be expected to present to the class about the characters behavior as seen through the lens of your theorist.”
3. Show the film.
4. Give the groups ten minutes to choose a spokesperson and discuss what they are going to report to the class. The report should include the four concepts from your theorist’s work and how your theorist would explain the change in behavior. Note the students will need to provide specific instances of behaviors to help explain your presentation.
5. After completing the presentations point out to the students that it is possible to analyze the characters behavior with concepts from any of the theorists. Ask if there are any comparisons they could draw between different theorists.
6. Provide the students with the prompt below for the summary report they will write:
How does perspective change the psychological approach? After viewing *How the Grinch Stole Christmas* and using texts read during this unit, write a two to three-page summary of the Grinch’s behavior from different psychological perspectives in which you compare theorists’ concepts of behavior and argue which theorist gives the best perspective on the Grinch’s behavior. Support your position with evidence from the film and text(s).

Assessment Rubric:

See [Appendix A](#) for the rubric to assess students’ summary paper.

Video Sources:

<http://dai.ly/x6c23ky> or <http://www.veoh.com/watch/v32996471SgJHpAzt> (Note: the internet changes, and these sources may not always be valid or may be blocked in your district)

<p>GSE Standards and Elements</p>	<p>SSPFR1 Explain selected historical and contemporary perspectives and practices of psychologists.</p> <p>b. Identify key figures and their perspectives in the history of the field of psychology: include Wundt, Freud, Skinner, James, Watson, Rogers, Bandura, and Pavlov.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST1: Write arguments focused on discipline-specific content.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: 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>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: 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>L11-12RHSS1: 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>L11-12RHSS2: 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>L11-12RHSS4: 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>L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>L11-12WHST1: Write arguments focused on discipline-specific content.</p> <p>L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: 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>L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

	<p>L11-12WHST10: 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>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none">1. compare similarities and differences3. identify issues and/or problems and alternative solutions4. distinguish between fact and opinion5. identify main idea, detail, sequence of events, and cause and effect in a social studies context11. draw conclusions and make generalizations14. formulate appropriate research questions15. determine adequacy and/or relevancy of information <p>Enduring Understanding:</p> <ul style="list-style-type: none">• Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.<ul style="list-style-type: none">• Essential Question: How have the beliefs of society influenced the field of psychology?<ul style="list-style-type: none">• How does perspective change the psychological approach?
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Additional Information, Rubrics for the Performance Task

Appendix A:

- [Cubing Rubric](#)
- [Social-Cognitive Theory of Personality Rubric](#)
- [Teacher References for Performance Task](#)
- [Performance Task Rubric](#)

Cubing Rubric

	3 Advanced	2 Proficient	1 Basic	0 Below Basic
Content x2	The content is accurate and comprehensive demonstrating insights about the topic.	The content is generally accurate and reasonably complete it may demonstrate insights about the topic.	The content is sometimes inaccurate or incomplete and is unlikely to demonstrate insights about the topic	The content is inaccurate or overly general and demonstrates no insights about the topic.
Completeness	Student is focused and completes all aspects of task in depth and in a timely manner.	Student is focused and completes all aspects of the task in a timely manner.	Student focus wavers and completes some aspects of the task in a timely manner.	Student focus wavers and completes few aspects of the task in a timely manner.

Grade conversion:

9	8	7	6	5	4	3	2	1	0
100%	90%	80%	75%	70%	65%	50%	40%	30%	0%

Social-Cognitive Theory of Personality Rubric

	3 Advanced	2 Proficient	1 Basic	0 Below Basic
Content x2	The content is accurate and comprehensive demonstrating insights about the topic.	The content is generally accurate and reasonably complete it may demonstrate insights about the topic.	The content is sometimes inaccurate or incomplete and is unlikely to demonstrate insights about the topic	The content is inaccurate or overly general and demonstrates no insights about the topic.
Completeness	Student is focused and completes all aspects of task in depth and in a timely manner.	Student is focused and completes all aspects of the task in a timely manner.	Student focus wavers and completes some aspects of the task in a timely manner.	Student focus wavers and completes few aspects of the task in a timely manner.

Grade conversion:

9	8	7	6	5	4	3	2	1	0
100%	90%	80%	75%	70%	65%	50%	40%	30%	0%

Teacher References for Performance Task:

Sigmund Freud’s Psychoanalytic Approach Applied to the Grinch

Freudian Concepts:

- **Death Instincts** — the Grinch demonstrates a drive toward aggression and destruction. His desire was to destroy the Whos and their love of Christmas; perhaps indicative of an unconscious desire for his own death, but turned against the Whos.
- **Projection** — the Grinch projected his own feelings of disappointment and misery onto the Whos when he predicted that they would all cry “boo, who” upon discovering that Christmas would not be coming.
- **Oral Aggressive or Sadistic** — the Grinch’s tendency toward pessimism, hostility, and aggressiveness typifies this personality. The Grinch can also be seen biting his nails and eating on a toothpick.
- **Id** — the Grinch had an overactive id. He sought to reduce the tension, created by the Whos’ enthusiasm for Christmas, by trying to keep it from coming. The Grinch wanted the Whos’ merry-making to stop, and he had no regard for their wants and wishes.

Possible Explanation for the Grinch’s Personality Transformation:

The Grinch’s unconscious motives became conscious. Freud would say that the Grinch gained insight into his desire for destruction. Perhaps he also developed a stronger superego that led him to rescue the sled before it toppled off the mountain.

Carl Roger’s Humanistic Approach Applied to the Grinch

Rogerian Concepts:

- **Positive Regard** — the Grinch most likely did not receive much approval, acceptance, or love in his life. This deficiency led him to live a life of withdrawal.
- **Unconditional Positive Regard** — the Grinch experienced this acceptance of him even though he had tried to stop the Whos’ Christmas from coming. They cared about him regardless of his behaviors.
- **Incongruence** — discrepancy between one’s self-concept and experience or behavior. At the end, the Grinch experienced a discrepancy after his heart grew; he found himself having just stolen the Whos’ Christmas and now desperately needed to return their belongings to establish congruency within himself.
- **Fully Functioning Person** — at the end, the Grinch exhibited many characteristics of a fully functioning person (or Grinch). He lived fully and richly in the moment. He had a more open awareness to all experiences. He became open to positive as well as negative feelings.

Possible Explanation for the Grinch’s Personality Transformation:

The Whos provided the Grinch with a curative relationship. They were genuine and empathic, and they provided the Grinch and his dog Max with unconditional positive regard. Roger believed that experiencing such a relationship could be curative and that it was not necessary to enter therapy to experience this acceptance. The Whos’ acceptance of the Grinch allowed him to accept himself and become fully functioning.

Psychology Frameworks for the Georgia Standards of Excellence in Social Studies

Performance Task Rubric

Scoring Elements	Advanced		Meets Expectations		Approaches Expectations		Not Yet
	4	3.5	3	2.5	2	1.5	1
Focus	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Attempts to address prompt, but lacks focus or is off-task.
Controlling Idea	Establishes and maintains a substantive and credible claim or proposal.		Establishes a credible claim.		Establishes a claim.		Attempts to establish a claim, but lacks a clear purpose.
Reading/ Research	Accurately and effectively presents important details from reading materials to develop argument or claim.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.
Development	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.
Organization	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Attempts to organize ideas, but lacks control of structure.
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.
Content Understanding	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.