



EVERETT PUBLIC SCHOOLS AP PSYCHOLOGY

Course: AP Psychology	Total Framework Hours: 180
CIP Code: 190706 <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 07.2015
Career Cluster: Human Services	Cluster Pathway: Human Services

Industry-Recognized Certificates:

Work-Based Learning:

Course Information:

National Family and Consumer Science Education Standards

COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Students will complete: <ul style="list-style-type: none"> Daily quizzes Worksheets including: Identifying variables, Determining Directions of Correlations, Ethics, Career Options Unit test Discussions Socratic Seminars Performance Assessment Various "Activities of Psychology" and "Activities Handbook for the Teaching of Psychology" Psychological Journal Article Write-ups Design a Psychological Experiment Research Project 	
Leadership Alignment: Students will design a Psychological Experiment Research Proposal in which they will demonstrate these competencies by choosing a topic and completing a formal research proposal including a Literature Review, Methods Section, Discussion Section all in APA Format: 1.3 - The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills. 1.4 - The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. 1.5 - The student will demonstrate self-advocacy skills by achieving planned, individual goals. 2.1 - Communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals	
Standards and Competencies	
Unit: History, approaches, and research methods	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 10

- RFA 1.0 Evaluate reasoning for self and others.
- 1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).
- 1.2 Distinguish between adequate and inadequate reasoning.
- 1.3 Establish criteria for adequate reasoning.
- 1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.
- RFA 4.0 Implement practical reasoning for responsible action in families, workplaces, and communities.
- 4.1 Synthesize information from a variety of sources that are judged to be reliable
- RFA 5.0 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.
- 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry.
- 5.2 Judge validity and reliability of information, sources, opinions, and evidence.
- 5.3 Generate hypotheses based on scientific principles, observations, evidence.
- 5.4 Test hypotheses and theories using scientific inquiry and reasoning.
- 5.5 Draw conclusions based on data and information that are judged to be reliable.
- 5.6 Evaluate scientific reasoning processes.

Aligned Washington State Learning Standards

Educational Technology	
English Language Arts	<p>1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC: Reading Literature</p> <p>7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC: Reading for Literacy in Science and Technical Subjects</p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>CC: Writing (11-12)</p> <p>1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>5 - 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or</p>

	<p>information.</p> <p>7 - 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>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
Mathematics	<p>CC: Statistics and Probability (S)</p> <p>1 - Represent data with plots on the real number line (dot plots, histograms, and box plots).*</p> <p>3 - Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*</p> <p>4 - Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.*</p> <p>5 - Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*</p> <p>6 - Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*</p> <p>9 - Distinguish between correlation and causation.*</p> <p>1 - Understand statistics as a process for making inferences about population parameters based on a random sample from that population.*</p> <p>3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*</p> <p>4 - Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*</p> <p>5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*</p> <p>6 - Evaluate reports based on data.*</p> <p>1 (+) - Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.*</p> <p>5 (+) - Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*</p> <p>7 (+) - Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: Labeling the Brain, The Endocrine System, Know Your Neurons, Neurotransmitter chart
 - Unit test
 - Discussions
 - Socratic Seminars
 - Various "Activities of Psychology" and "Activities Handbook for the Teaching of Psychology"
 - Psychological Journal Article Write-ups
 - Mouse Party worksheets

Leadership Alignment:

Students will research and present about brain structure, health, disease, and safety incorporating these standards:

Leadership:

- 1.3 - The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.
- 1.4 - The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.5 - The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- 2.1 - Communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.

Standards and Competencies

Unit: Biological bases of behavior

Industry Standards and/or Competencies

Total Learning Hours for Unit: 21

- RFA 1.0 Evaluate reasoning for self and others.
- 1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).
- 1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.
- RFA 4.0 Implement practical reasoning for responsible action in families, workplaces, and communities.
- 4.1 Synthesize information from a variety of sources that are judged to be reliable
- 4.7 Use adequate and reliable information to critique possible actions.
- RFA 5.0 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.
- 5.2 Judge validity and reliability of information, sources, opinions, and evidence.
- 5.3 Generate hypotheses based on scientific principles, observations, evidence.
- 5.5 Draw conclusions based on data and information that are judged to be reliable.
- 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
- 12.2 Analyze conditions that influence human growth and development.
- 12.2.1 Analyze the effect of heredity and environment on human growth and development.
- 12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.
- 12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.
- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

Aligned Washington State Learning Standards**English Language Arts**

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC: Reading for Literacy in Science and Technical Subjects

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

	<p>8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>CC: Writing (11-12) Production and Distribution of Writing</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5 - 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>6 - 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. Research to Build and Present Knowledge</p> <p>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Mathematics	<p>CC: Statistics and Probability (S)</p> <p>9 - Distinguish between correlation and causation.*</p> <p>3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*</p> <p>5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*</p> <p>6 - Evaluate reports based on data.*</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: Flip Books and Stroboscopic Motion
 - Transduction Train Modeling activity
 - Sensation and Perception Lab including Eye Dissection
 - Unit test

Leadership Alignment:

Students will team teach about assigned sensation and perceptual processes demonstrating these competencies:

Leadership

1.1 - The student will analyze, refine, and apply decision-making skills through classroom, family, community and business and industry (work-related) experiences.

1.3 - The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.

1.4 - The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

2.1 - The student will communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.

2.6 - The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

Standards and Competencies

Unit: Sensation and perception

Industry Standards and/or Competencies

Total Learning Hours for Unit: 15

- RFA 1.0 Evaluate reasoning for self and others.
- 1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).
- 1.2 Distinguish between adequate and inadequate reasoning.

- 1.3 Establish criteria for adequate reasoning.
- 1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.
- RFA 4.0 Implement practical reasoning for responsible action in families, workplaces, and communities.
- 4.1 Synthesize information from a variety of sources that are judged to be reliable
- RFA 5.0 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.
- 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry.
- 5.2 Judge validity and reliability of information, sources, opinions, and evidence.

Aligned Washington State Learning Standards

English Language Arts	<p>2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC: Reading Informational Text</p> <p>7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC: Reading for Literacy in Science and Technical Subjects</p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>CC: Writing (11-12)</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
Mathematics	<p>CC: Statistics and Probability (S)</p> <p>9 - Distinguish between correlation and causation.</p> <p>3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>6 - Evaluate reports based on data.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: The Secrets of Sleep, Late Nights and Laziness, Drug Classification graphic organizer
 - Mouse Party part Two
 - Unit test

Leadership Alignment:

Students will learn about the health and safety related to various states of consciousness through lab experiences, journal articles, and reflecting on their own experiences. They will use these competencies:

- 1.1 - The student will analyze, refine and apply decision-making skills through classroom, family, community and business and industry (work-related) experiences.
- 1.3 - The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.
- 1.4 - The student will be involved in activities that require apply theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.6 - The student will conduct self in a professional manner in practical career applications, organizational forums and decision-making bodies.
- 2.1 - The student will communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.
- 2.6 - The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
- 2.8 - The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Standards and Competencies

Unit: States of consciousness

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

- RFA 1.0 Evaluate reasoning for self and others.
 - 1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).
 - 1.2 Distinguish between adequate and inadequate reasoning.
 - 1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.
- RFA 3.0 Analyze practical reasoning components.
 - 3.3 Analyze assumptions that underly beliefs and actions.
 - 3.4 Distinguish adequate and/or reliable information from inadequate and/or unreliable information.
 - 3.5 Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments.
 - 3.6 Distinguish adequate from inadequate reasons.
- RFA 4.0 Implement practical reasoning for responsible action in families, workplaces, and communities.
 - 4.1 Synthesize information from a variety of sources that are judged to be reliable
- RFA 5.0 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.
 - 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry.
 - 5.5 Draw conclusions based on data and information that are judged to be reliable.

Aligned Washington State Learning Standards**English Language Arts**

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

	<p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC: Reading for Literacy in Science and Technical Subjects</p> <p>1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>CC: Writing (11-12)</p> <p>2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>6 - 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>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Mathematics	<p>CC: Statistics and Probability (S)</p> <p>9 - Distinguish between correlation and causation.</p> <p>3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>6 - Evaluate reports based on data.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: Whatever Happened to Baby Albert?, Reinforcement practice, Conditioning practice, Interval schedules, Albert Bandura and the Bobo Doll, Inside the Skinner Box
 - Unit test
 - Free Response Questions

Leadership Alignment:

Students will evaluate and use the different types of learning principles to teach or learn different tasks in order to demonstrate these competencies:

- 1.4 - The student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.6 - The student will conduct self in a professional manner in practical career applications, organizational forums and decision-making bodies.
- 2.1 - The student will communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.
- 2.6 - The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

Standards and Competencies		
Unit: Learning		
Industry Standards and/or Competencies		Total Learning Hours for Unit: 11
<ul style="list-style-type: none"> • RFA 3.0 Analyze practical reasoning components. • 3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences. • 3.2 Analyze short-term and long-term consequences on self, family, culture/society, and global environment. • 3.3 Analyze assumptions that underly beliefs and actions. • 3.4 Distinguish adequate and/or reliable information from inadequate and/or unreliable information. • 3.5 Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments. • 3.6 Distinguish adequate from inadequate reasons. • RFA 4.0 Implement practical reasoning for responsible action in families, workplaces, and communities. • 4.1 Synthesize information from a variety of sources that are judged to be reliable • 4.14 Evaluate practical reasoning processes. • RFA 5.0 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action. • 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry. • 5.5 Draw conclusions based on data and information that are judged to be reliable. • 5.6 Evaluate scientific reasoning processes. • 15.1 Analyze roles and responsibilities of parenting. • 15.1.1 Analyze parenting roles across the life span. • 15.1.4 Analyze societal conditions that influence parenting across the life span. • 15.2 Evaluate parenting practices that maximize human growth and development. • 15.2.1 Choose nurturing practices that support human growth and development. • 15.2.2 Apply communication strategies that promote positive self-esteem in family members. • 15.2.3 Assess common practices and emerging research about discipline on human growth and development. • 15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention. • 15.2.5 Apply criteria for selecting care and services for children • 15.3 Evaluate external support systems that provide services for parents. 		
Aligned Washington State Learning Standards		
English Language Arts	<p>1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC: Reading for Literacy in Science and Technical Subjects</p>	

	<p>7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CC: Reading for Literacy in Science and Technical Subjects</p> <p>1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>CC: Writing (11-12)</p> <p>1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: How Our Brains Make Memories, How to Erase a Single Memory, Forgetting or Improper Encoding?, Testing Your Memory, Types of Memory graphic organizer
 - Unit test
 - Free Response Questions

Leadership Alignment:

Students will apply their learning of how we think and learn to their own lives and our school system and our class. They will set goals and measure their progress toward them by the

end of the semester. They will also demonstrate these competencies:

Leadership:

1.4 - The student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.

3.3 - The student will understand their role, participate in and evaluate community service and service-learning activities.

Standards and Competencies

Unit: Cognition and memory

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

- RFA 1.0 Evaluate reasoning for self and others.
- 1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).
- 1.2 Distinguish between adequate and inadequate reasoning.
- 1.3 Establish criteria for adequate reasoning.
- 1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.

- RFA 3.0 Analyze practical reasoning components.
- 3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences.
- 3.2 Analyze short-term and long-term consequences on self, family, culture/society, and global environment.
- 3.3 Analyze assumptions that underly beliefs and actions.
- 3.4 Distinguish adequate and/or reliable information from inadequate and/or unreliable information.
- 3.5 Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments.
- 3.6 Distinguish adequate from inadequate reasons.

Aligned Washington State Learning Standards

English Language Arts

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC: Reading for Literacy in Science and Technical Subjects

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

CC: Reading Informational Text

7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC: Writing (11-12)

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)

6 - 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>9 - Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: Eating Disorders, Needs, Drives, and Incentives, Obesity: A National Epidemic, Theories of Emotion, Aggressive Tendencies
 - Unit test
 - Free Response Questions

Leadership Alignment:

Students will research the leading theories of motivation and emotion and apply those theories to their own lives in terms of how it applies to stress. Students will also plan for how to effectively deal with stress in a healthy way. They will build these competencies:

Leadership:

- 1.1 - The student will analyze, refine and apply decision-making skills through classroom, family, community and business and industry (work-related) experiences.
- 1.3 - The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.
- 1.4 - The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.6 - The student will conduct self in a professional manner in practical career applications, organizational forums and decision-making bodies.
- 2.1 - The student will communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.
- 2.6 - The student will use knowledge, build interest, guide and influence decisions, organize efforts and involve members of a group to assure that a pre-planned group activity is completed.
- 2.8 - The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings

Standards and Competencies

Unit: Motivation, emotion, stress, and health

Industry Standards and/or Competencies

Total Learning Hours for Unit: 18

- 13.4 Evaluate effective conflict prevention and management techniques.
- 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
- 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
- 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
- 13.4.4 Demonstrate nonviolent strategies that address conflict.
- 13.4.5 Demonstrate effective responses to harassment.

Aligned Washington State Learning Standards

English Language Arts	<p>2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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	<p>CC: Reading Informational Text Integration of Knowledge and Ideas (11-12) 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC: Reading for Literacy in Science and Technical Subjects 1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. 4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. 8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently CC: Writing (11-12) 6 - 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>
Mathematics	<p>CC: Statistics and Probability (S) 9 - Distinguish between correlation and causation. 3 - Understand the conditional probability of A given B as $(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.* 5 - Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: Erikson's Eight Stages of Life, Kohlberg's Dilemmas, Piaget and Santa Claus, Inborn reflexes, Parenting and Attachment Styles
 - Unit test
 - Free Response Questions

Leadership Alignment:

Students will learn and apply the various theories of human physical, cognitive, and moral development to their own lives and case studies. They will demonstrate knowledge of healthy development and signs and symptoms of unhealthy development according to the different psychological perspectives. They will also demonstrate these competencies:

Leadership:

- 1.1 - The student will analyze, refine and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.2 - The student will identify and analyze the characteristics of family, community, business and industry leaders.
- 1.4 - The student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.
- 2.2 - The student will demonstrate knowledge of conflict resolution and challenge management.

Standards and Competencies

Unit: Developmental psychology

Industry Standards and/or Competencies

Total Learning Hours for Unit: Hours

- 15.1 Analyze roles and responsibilities of parenting.
- 15.1.1 Analyze parenting roles across the life span.
- 15.1.2 Analyze expectations and responsibilities of parenting.
- 15.1.4 Analyze societal conditions that influence parenting across the life span.
- 15.2 Evaluate parenting practices that maximize human growth and development.
- 15.2.1 Choose nurturing practices that support human growth and development.
- 15.2.2 Apply communication strategies that promote positive self-esteem in family members.
- 15.2.3 Assess common practices and emerging research about discipline on human growth and development.
- 15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.
- 15.2.5 Apply criteria for selecting care and services for children
- 15.3 Evaluate external support systems that provide services for parents.
- 15.3.1 Assess community resources and services available to families.
- 15.3.2 Appraise community resources that provide opportunities related to parenting.
- 15.3.3 Summarize current laws and policies related to parenting.
- 15.4 Analyze physical and emotional factors related to beginning the parenting process.
- 15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.
- 15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
- 15.4.3 Analyze implications of alternatives to biological parenthood.
- 15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

Aligned Washington State Learning Standards

English Language Arts

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.
- 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- 6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC: Reading Informational Text
- 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CC: Reading for Literacy in Science and Technical Subjects
- 1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- 8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

	CC: Writing (11-12) 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9 - Draw evidence form literary or informational texts to support analysis, reflection, and research.
Mathematics	CC: Statistics and Probability (S) 9 - Distinguish between correlation and causation. 3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. 5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. 6 - Evaluate reports based on data.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: Freud's Iceberg, Maslow's Pyramid, Name the Defense Mechanism, Measuring Personality
 - Unit test
 - Free Response Questions

Leadership Alignment:

Students will research, analyze, apply, and present the various theories of personality to the class to demonstrate these competencies:

Leadership:

- 1.1 - The student will analyze, refine, and apply decision making skills through classroom family, community and business and industry (work-related) experiences.
- 1.3 - The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.
- 1.4 - The student will be involved in activities that require apply theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.6 - The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.
- 2.1 - The student will communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.
- 2.6 - The student will use knowledge, build interest, guide and influence decisions, organize efforts and involve members of a group to assure that a pre-planned group activity is completed.
- 2.8 - The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Standards and Competencies

Unit: Personality

Industry Standards and/or Competencies

Total Learning Hours for Unit: 11

- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.3.1 Analyze communication styles and their effects on relationships.
- 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 13.3.3 Demonstrate effective listening and feedback techniques.
- 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
- 13.3.5 Apply ethical principles of communication in family, community and work settings.
- 13.3.6 Analyze the effects of communication technology in family, work, and community settings.
- 13.3.7 Analyze the roles and functions of communication in family, work, and community settings.
- 13.4 Evaluate effective conflict prevention and management techniques.
- 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.

- 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
- 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
- 13.4.4 Demonstrate nonviolent strategies that address conflict.
- 13.4.5 Demonstrate effective responses to harassment.

Aligned Washington State Learning Standards

English Language Arts	<p>1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC: Reading for Literacy in Science and Technical Subjects</p> <p>7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CC: Reading for Literacy in Science and Technical Subjects</p> <p>1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>CC: Writing (11-12)</p> <p>1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5 - 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11 12 on page 55.)</p> <p>6 - 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>9 - Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
Mathematics	<p>CC: Statistics and Probability (S)</p> <p>9 - Distinguish between correlation and causation.</p>

	<p>3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>6 - Evaluate reports based on data.</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: Mensa Workout, How Smart Are You?, Fluid and Crystallized Intelligence, What's Your EQ?
 - Unit test
 - Free Response Questions

Leadership Alignment:

Students will evaluate the different models for measuring intelligence and apply this knowledge to evaluate current practices in testing in schools and for university entrance. They will also apply their learning to their own studying and performance in class demonstrating these competencies:

Leadership:

1.1 - The student will analyze, refine and apply decision-making skills through classroom family, community and business and industry (work-related) experiences

1.3 - The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.

1.4 - The student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.

2.1 - The student will communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.

2.6 - The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

2.8 - The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Standards and Competencies

Unit: Testing and individual differences

Industry Standards and/or Competencies

Total Learning Hours for Unit: 7

- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.3.1 Analyze communication styles and their effects on relationships.
- 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 13.3.3 Demonstrate effective listening and feedback techniques.
- 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
- 13.3.5 Apply ethical principles of communication in family, community and work settings.
- 13.3.6 Analyze the effects of communication technology in family, work, and community settings.
- 13.3.7 Analyze the roles and functions of communication in family, work, and community settings.
- 13.4 Evaluate effective conflict prevention and management techniques.
- 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
- 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
- 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
- 13.4.4 Demonstrate nonviolent strategies that address conflict.
- 13.4.5 Demonstrate effective responses to harassment.

Aligned Washington State Learning Standards

<p>English Language Arts</p>	<p>1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC: Reading Informational Text</p> <p>7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC: Reading for Literacy in Science and Technical Subjects</p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>CC: Writing (11-12)</p> <p>1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5 - 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>6 - 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>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>Mathematics</p>	<p>CC: Statistics and Probability (S)</p> <p>9 - Distinguish between correlation and causation.</p> <p>3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>6 - Evaluate reports based on data.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: Gerald: A Case Study in Paranoid Schizophrenia, The DSM-V, The Lobotomist, The Insanity Virus, Who Am I? Case Study Analysis
 - Unit test
 - Free Response Questions

Leadership Alignment:

Students will learn about healthy human behavior through the study of behavior that is deviant, dysfunctional, or distressful (abnormal). They will research and present (sensitively) about an assigned mental illness/disorder and it's best treatment and the societal implications of mental health care. They will demonstrate these competencies:

Leadership:

- 1.1 - The student will analyze, refine, and apply decision-making skills through classroom, family, community and business and industry (work-related) experiences.
- 1.3 - The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.
- 1.4 - The student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.6 - The student will conduct self in a professional manner in practical career applications, organizational forums and decision-making bodies.
- 2.1 - The student will communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.
- 2.6 - The student will use knowledge, build interest, guide and influence decisions, organize efforts and involve members of a group to assure that a pre-planned group activity is completed.
- 2.8 - The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Standards and Competencies

Unit: Abnormal psychology

Industry Standards and/or Competencies

Total Learning Hours for Unit: 13

- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.3.1 Analyze communication styles and their effects on relationships.
- 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 13.3.3 Demonstrate effective listening and feedback techniques.
- 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
- 13.3.5 Apply ethical principles of communication in family, community and work settings.
- 13.3.6 Analyze the effects of communication technology in family, work, and community settings.
- 13.3.7 Analyze the roles and functions of communication in family, work, and community settings.
- 13.4 Evaluate effective conflict prevention and management techniques.
- 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
- 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
- 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
- 13.4.4 Demonstrate nonviolent strategies that address conflict.
- 13.4.5 Demonstrate effective responses to harassment.
- 13.4.6 Assess community resources that support conflict prevention and management

Aligned Washington State Learning Standards**English Language Arts**

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC: Reading Informational Text</p> <p>7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC: Reading for Literacy in Science and Technical Subjects</p> <p>1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>CC: Writing (11-12) 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>6 - 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>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
Mathematics	<p>CC: Statistics and Probability (S)</p> <p>9 - Distinguish between correlation and causation.</p> <p>3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>6 - Evaluate reports based on data.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: The History of the Lobotomy, From Asylum to Community Health Center, Important Figures in Therapy, Drug Therapy: Benzo or Pheno?, Psychosurgery
 - Presentation on abnormal behavior and the societal implications of various treatment options
 - Unit test

- Free Response Questions

Leadership Alignment:

Students will learn about healthy human behavior through the study of behavior that is deviant, dysfunctional, or distressful (abnormal). They will research and present (sensitively) about an assigned mental illness/disorder and its best treatment and the societal implications of mental health care. They will demonstrate these competencies:

Leadership:

- 1.1 - The student will analyze, refine, and apply decision-making skills through classroom, family, community and business and industry (work-related) experiences.
- 1.3 - The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.
- 1.4 - The student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.6 - The student will conduct self in a professional manner in practical career applications, organizational forums and decision-making bodies.
- 2.1 - The student will communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.
- 2.2 - The student will demonstrate knowledge of conflict resolution and challenge management.
- 2.6 - The student will use knowledge, build interest, guide and influence decisions, organize efforts and involve members of a group to assure that a pre-planned group activity is completed.
- 2.8 - The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.
- 3.6 - The student will understand the importance of and utilize the components and structure of community-based organizations.

Standards and Competencies

Unit: Treatment of psychological disorders

Industry Standards and/or Competencies

Total Learning Hours for Unit: 13

- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.3.1 Analyze communication styles and their effects on relationships.
- 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 13.3.3 Demonstrate effective listening and feedback techniques.
- 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
- 13.3.5 Apply ethical principles of communication in family, community and work settings.
- 13.3.6 Analyze the effects of communication technology in family, work, and community settings.
- 13.3.7 Analyze the roles and functions of communication in family, work, and community settings.
- 13.4 Evaluate effective conflict prevention and management techniques.
- 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
- 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
- 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
- 13.4.4 Demonstrate nonviolent strategies that address conflict.
- 13.4.5 Demonstrate effective responses to harassment.

Aligned Washington State Learning Standards**English Language Arts**

- 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.
- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

	<p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC: Reading Informational Text</p> <p>7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC: Reading for Literacy in Science and Technical Subjects</p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>
Mathematics	<p>CC: Statistics and Probability (S)</p> <p>9 - Distinguish between correlation and causation.</p> <p>3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>6 - Evaluate reports based on data.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
 - Daily quizzes
 - Worksheets including: Break the Social Norm, Kitty Genovese and the Bystander Effect, The Milgram Experiment, The Stanford Prison Experiment, Persuasion and Advertising/Marketing, Where Do Attitudes Come From?
 - Unit test
 - Free Response Questions
 - Social Norm Violation Activity

Leadership Alignment:

Students will perform a behavior that breaks a social norm and analyze the behavior and the response to said behavior. Students will explain how to use social psychology principles for the health and safety of their families and those around them. They will demonstrate these competencies:

Leadership:

- 1.1 - The student will analyze, refine, and apply decision-making skills through classroom, family, community and business and industry (work-related) experiences.
- 1.3 - The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.
- 1.4 - The student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.6 - The student will conduct self in a professional manner in practical career applications, organizational forums and decision-making bodies.
- 2.1 - The student will communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.
- 2.6 - The student will use knowledge, build interest, guide and influence decisions, organize efforts and involve members of a group to assure that a pre-planned group activity is completed.
- 2.8 - The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.
- 3.3 - The student will understand their role, participate in and evaluate community service and service-learning activities.

Standards and Competencies

Unit: Social Psychology	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 13
<ul style="list-style-type: none"> 13.1 Analyze functions and expectations of various types of relationships. 13.1.1 Analyze processes for building and maintaining interpersonal relationships. 13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships. 13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships. 13.1.4 Analyze factors that contribute to healthy and unhealthy relationships. 13.1.5 Analyze processes for handling unhealthy relationships. 13.1.6 Demonstrate stress management strategies for family, work, and community settings. 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships. 13.2.1 Analyze the effects of personal characteristics on relationships. 13.2.2 Analyze the effect of personal need on relationships. 13.2.3 Analyze the effects of self-esteem and self-image on relationships. 13.2.4 Analyze the effects of life span events and conditions on relationships. 13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships. 13.3 Demonstrate communication skills that contribute to positive relationships. 13.3.1 Analyze communication styles and their effects on relationships. 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. 13.3.3 Demonstrate effective listening and feedback techniques. 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings. 13.3.5 Apply ethical principles of communication in family, community and work settings. 13.3.6 Analyze the effects of communication technology in family, work, and community settings. 13.3.7 Analyze the roles and functions of communication in family, work, and community settings. 	
<i>Aligned Washington State Learning Standards</i>	
Arts	
Computer Science	
Educational Technology	
English Language Arts	<p>1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC: Reading Informational Text</p> <p>7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC: Reading for Literacy in Science and Technical Subjects</p>

	<p>8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>CC: Writing (11-12) 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>6 - 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>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Mathematics	<p>CC: Statistics and Probability (S)</p> <p>9 - Distinguish between correlation and causation.</p> <p>3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>6 - Evaluate reports based on data.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will complete:
- Career Research presentation including application

Leadership Alignment:

Students will complete a Careers in Psychology Research Project and presentation in order to meet the Industry Standards and demonstrate the following competencies:

Leadership:

- 1.3 - The student will demonstrate oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.
- 1.6 - The student will conduct self in a professional manner in practical career applications, organizational forums and decision-making bodies.
- 2.1 - The student will communicate, participate and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.
- 2.6 - The student will use knowledge, build interest, guide and influence decisions, organize efforts and involve members of a group to assure that a pre-planned group activity is completed.
- 2.8 - The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Standards and Competencies

Unit: Careers in Psychology

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

- 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.
- 1.2.2 Demonstrate job seeking and job keeping skills.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- 13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
- 13.5.4 Demonstrate techniques that develop team and community spirit.
- 13.5.5 Demonstrate ways to organize and delegate responsibilities.

- 13.5.6 Create strategies to integrate new members into the team.
- 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.
- 15.3 Evaluate external support systems that provide services for parents.
- 15.3.1 Assess community resources and services available to families.
- 15.3.2 Appraise community resources that provide opportunities related to parenting.
- 15.3.3 Summarize current laws and policies related to parenting.
- 15.4 Analyze physical and emotional factors related to beginning the parenting process.
- 15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.
- 15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
- 15.4.3 Analyze implications of alternatives to biological parenthood.

Aligned Washington State Learning Standards

English Language Arts	<p>1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC: Writing (11-12)</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>6 - 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>
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21st Century Skills

Check those that students will demonstrate in this course:

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>
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