

GLENCOE CORRELATION
PSYCHOLOGY AND YOU
 DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS
 Social Studies Curriculum Standards-Psychology

OBJECTIVES	PAGE REFERENCES
S1 CITIZENSHIP: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:	
a. Exhibit sensitivity to attitudes and values of others.	SE: 595-599, 604-605, 607-608 TWE Activities: EX 595: (Home Economics)—Bring in ethnic foods unique to students' cultural backgrounds. Label with special histories, bring in old photos, or unique apparel. CL 598: (Language Arts)—List norms in our society and how different ethnic groups would respond to these. CL 605: (Problem Solving)—Devise plans to reduce prejudice at school. EX 607: (Art)—Make posters designed to change a person's attitude about an issue.
b. Recognize the social influence of groups on attitude development, (e.g., conformity, prejudice, and obedience to authority).	SE: 330-331, 336-338, 597-599, 604-607, 608-615 <i>Applying Psychology to Life</i> 616-617 TWE: DI 330 CD 337 TWE Activities: I 330: (Anthropology)—Report on various rites of passage into adulthood. EX 331: (Drama)—Act out a situation where one person is complaining that the other person is spending too much time lately in a clique. The other person defends. EX 337: (Drama)—Act out a situation with different-aged family members engaging in age-appropriate behavior on a car trip. Pick out realistic and non-realistic lines. EX 338: (Drama)—Act out situations when parents and adolescents disagree. Analyze <i>why</i> many parents and adolescents feel the way they do. CL 598: (Language Arts)—List norms in our society and how different ethnic groups would respond to these. CL 605: (Problem Solving)—Devise plans to reduce prejudice at school. EX 607: (Art)—Make posters designed to change a person's attitude about an issue. D 608: (Obedience)—Students listen with headphones to taped instructions. Discuss why people followed whatever was told to do. D 609: (Conformity)—Recreate Asch's experiment (p. 608), where pressure is put on a subject to agree with the group who claim an obviously wrong answer. D 610: (Obedience)—After convincing students that you intend to rig up Milgram's experiment (p. 609) at school, discuss the reactions of students and the ethics of following through with the experiment. D 611: (Obedience)—Order students to obey increasingly outlandish requests by you. Discuss blind obedience and responsibility. EX 613: (Persuasion)—Test the effectiveness of different request strategies. EX 614: (Persuasion)—Analyze persuasion techniques by "selling" products to the class. D 616: (Obedience)—Arrive late to class, but leave instructions for students to follow.

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c. Compare/contrast the effect of communication patterns and leadership styles on group interactions.	SE: 597-599, 608 <i>Applying Psychology to Life</i> 616-617 TWE: CL 598 TWE Activities: CL 598: (Language Arts)—List norms in our society and how different ethnic groups would respond to these. D 608: (Obedience)—Students listen with headphones to taped instructions. Discuss why people followed whatever was told to do. D 616: (Obedience)—Arrive late to class, but leave instructions for students to follow.
SS2 CULTURE: Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:	
a. Describe positive aspects of diversity.	SE: 595-599, 604-605, 607-608 TWE: EX 595 TWE Activities: EX 595: (Home Economics)—Bring in ethnic foods unique to students' cultural backgrounds. Label with special histories, bring in old photos, or unique apparel. CL 598: (Language Arts)—List norms in our society and how different ethnic groups would respond to these. CL 605: (Problem Solving)—Devise plans to reduce prejudice at school. EX 607: (Art)—Make posters designed to change a person's attitude about an issue. D 608: (Obedience)—Students listen with headphones to taped instructions. Discuss why people followed whatever was told to do.
b. Explain why environment, cultural attitudes, and goal expectations influence perception of self and others.	SE: 152-153, 325, 466-467, 597-599 <i>Applying Psychology to Life</i> 368-369 TWE: CT 598 TWE Activities: CL 152: (Self-Actualization)—Apply Maslow's ideas to the world. Discuss ways the school environment could be changed to increase a sense of belonging. EX 325: (Self-Esteem)—Invite a therapist to discuss issues of eating disorders treatment. D 467: (Stress Reaction)—Put a volunteer through a stressful situation, then apply his/her reaction to the general adaptation syndrome. CL 598: (Language Arts)—List norms in our society and how different ethnic groups would respond to these. CL 369: (Ageism)—Brainstorm examples of ageism and discuss possible solutions.
c. Examine the effects of prejudice on the individual and group.	SE: 601, 602-603, 604-608 TWE: EX 604 TWE Activities: EX 603: (Language Arts)—Write a one-minute essay on a given topic. Add beliefs and feelings about the topic. These all make up attitude. CL 605: (Problem Solving)—Devise plans to reduce prejudice at school. EX 607: (Art)—Make posters designed to change a person's attitude about an issue. D 608: (Obedience)—Students listen with headphones to taped instructions. Discuss why people followed whatever was told to do.

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<p>d. Analyze why behaviors do not occur in isolation.</p>	<p>SE: 330-331, 607-615 <i>Applying Psychology to Life</i> 616-617 TWE: DI 617 TWE Activities: I 330: (Anthropology)—Report on various rites of passage into adulthood. EX 331: (Drama)—Act out a situation where one person is complaining that the other person is spending too much time lately in a clique. The other person defends. EX 607: (Art)—Make posters designed to change a person’s attitude about an issue. D 608: (Obedience)—Students listen with headphones to taped instructions. Discuss why people followed whatever was told to do. D 609: (Conformity)—Recreate Asch’s experiment (p. 608), where pressure is put on a subject to agree with the group who claim an obviously wrong answer. D 610: (Obedience)—After convincing students that you intend to rig up Milgram’s experiment (p. 609) at school, discuss the reactions of students and the ethics of following through with the experiment. D 611: (Obedience)—Order students to obey increasingly outlandish requests by you. Discuss blind obedience and responsibility. EX 613: (Persuasion)—Test the effectiveness of different request strategies. EX 614: (Persuasion)—Analyze persuasion techniques by “selling” products to the class. D 616: (Obedience)—Arrive late to class, but leave instructions for students to follow.</p>
<p>SS3 TIME, CONTINUITY, AND CHANGE: Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:</p>	
<p>a. Identify classical and modern personality theorists with emphasis on Freud, Skinner, Maslow and Rogers.</p>	<p>SE: 7, 12, 137-138, 198, 406-410, 420-425 TWE: D 137 TWE Activities: EX 407: (Drama)—3 students role play the id, ego and superego in a conflict situation. EX 408: (Drama)—Devise a system to determine who the liar is of 3 students telling a story. EX 420: (Language Arts)—List fears and decide which were created or reduced through modeling. EX 423: ((Drama)—Pair up and interview classmates about each other’s family, past and goals. Analyze personalities from different points of view. PT 424: (Technology)—Present a multimedia presentation featuring a famous psychologist.</p>

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<p>b. Recognize psychological disorders that “short circuit” a person’s view of the world.</p>	<p>SE: 503-509, 512-516, 517-525, 526-527, 529-531 <i>Case Study 528</i></p> <p>TWE: EX 512</p> <p>TWE Activities:</p> <p>EX 504: (Field Trip)—Visit a mental health center or attend an open commitment hearing.</p> <p>D 506: (Reading)—Read case studies or listen to symptoms, then try to identify the disorder.</p> <p>EX 507: (Language Arts)—Write a journal entry from the point of view of a person with a mental disorder.</p> <p>I 508: (Language Arts)—Write a poem about one of the mental disorders.</p> <p>AA 509: (Drama)—Act out, using props, the nature of assigned disorders.</p> <p>EX 512: (Language Arts/Math)—Create a survey, collect and analyze data about phobias.</p> <p>I 513: (Technology)—Create a video montage that conveys the essence of a mental disorder.</p> <p>EX 515: (Language Arts)—Create a list poem of fears.</p> <p>D 518: (Language Arts/Drama)—Create biographies attached to school ID’s. Students assume each other’s identities, then discuss dissociative identity disorder.</p> <p>I 520: (Art)—Draw a perception of depression.</p> <p>EX 523: (Language Arts)—Write journal entries of thoughts and feelings, later looking back to find examples of learned helplessness and changing them to positive statements.</p> <p>D 526: (Drama)—Students act out roles, the class votes which was “mentally ill” even though none of them was assigned a mental illness.</p> <p>EX 531: (Language Arts)—Write a response to the question of what direction their research would take to find a genetic link to antisocial personality disorder.</p>
<p>c. Evaluate the effects of perception, motivation, stress, environment, and personal experiences as they relate to one’s view of self and the surrounding world.</p>	<p>SE: 330-334, 462-467 <i>Applying Psychology to Life 152-153</i> <i>Case Study 470</i></p> <p>TWE: R 463</p> <p>TWE Activities:</p> <p>I 330: (Anthropology)—Report on various rites of passage into adulthood.</p> <p>EX 331: (Drama)—Act out a situation where one person is complaining that the other person is spending too much time lately in a clique. The other person defends.</p> <p>AA 332: (Drama)—Create a public service announcement for T.V.</p> <p>D 333: (Music)—Analyze songs in which characters seem to belong in one of Marcia’s identity states.</p> <p>I 463: (Health)—Examine the benefits of exercise on mental health.</p> <p>D 467: (Stress Reaction)—Put a volunteer through a stressful situation, then apply his/her reaction to the general adaptation syndrome.</p> <p>CL 152: (Self-Actualization)—Apply Maslow’s ideas to the world. Discuss ways the school environment could be changed to increase a sense of belonging.</p> <p>CL 470: (Language Arts)—Make a Top 10 list of stressors to high school students and Top 10 ways to relieve stress.</p>

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SS4 SPACE AND PLACE: Social studies programs should include experiences that provide for the study of space and place, so that the learner can:	
a. Develop an understanding of the unique nature of one's personal environment through aesthetic modes of literary and visual expression.	SE: 144-146, 266-267, 272-273, 274-276, 383 <i>Thinking Critically About Psychology</i> 142-143 TWE: I 311 TWE Activities: I 144: (Literature)—Analyze characters in fiction in terms of motivation and emotion. EX 145: (Drama)—Play charades using emotions written on note cards. EX 267: (Art)—Draw families highlighting the various intelligences of each member. I 272: (Literature)—Read books depicting characters with mental retardation. CL 273: (Drama)—Prepare a public service announcement on mental retardation. EX 275: (Music)—Draw, write poems or narratives to classical music. E 383: (Language Arts)—Give a test of verbal skills, then compare the results of females vs. males. E 143: (Interview)—Predict a person's birth order position after asking personality questions.
b. Describe the effects of interaction between people and the environment.	SE: 266-267, 272-273, 287-299 <i>Case Study</i> 528 TWE: I 4-5 R 293 TWE Activities: EX 267: (Art)—Draw families highlighting the various intelligences of each member. I 272: (Literature)—Read books depicting characters with mental retardation. CL 273: (Drama)—Prepare a public service announcement on mental retardation. D 295: (Drama)—Act out the gestures and sounds of a feral child communicating with a researcher. I 296: (Language Arts)—Write children's stories or poems for grade school children to illustrate. EX 298: (Drama)—Act out misbehaviors and disciplining methods.
c. Explain how geographic location affects one's perception of the world.	SE: 144-145, 263, 325 <i>Applying Psychology to Life</i> 152-153, 368-369 TWE: PC 144, 596 TWE Activities: I 144: (Literature)—Analyze characters in fiction in terms of motivation and emotion. EX 145: (Drama)—Play charades using emotions written on note cards. EX 263: (Language Arts)—Students judge reading styles of poems by other students. EX 325: (Self-Esteem)—Invite a therapist to discuss issues of eating disorders treatment. CL 152: (Self-Actualization)—Apply Maslow's ideas to the world. Discuss ways the school environment could be changed to increase a sense of belonging. CL 369: (Ageism)—Brainstorm examples of ageism and discuss possible solutions. I 596: (Language Arts)—Write ideas to promote harmony among different cultures using principles of psychology.

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SS5 INDIVIDUAL DEVELOPMENT AND IDENTITY: Social studies programs should include experience that provide for the study of individual development and identity, so that the learner can:	
a. Evaluate the emotional, intellectual, and physical factors that influence the development of the individual from infancy to old age.	SE: 290-295, 298, 335-338, 342-343, 349-355 <i>Thinking Critically About Psychology</i> 142-143 <i>Applying Psychology to Life</i> 368-369 TWE: DI 292 TWE Activities: D 295: (Drama)—Act out the gestures and sounds of a feral child communicating with a researcher. EX 337: (Drama)—Act out a situation with different-aged family members engaging in age-appropriate behavior on a car trip. Pick out realistic and non-realistic lines. EX 338: (Drama)—Act out situations when parents and adolescents disagree. Analyze <i>why</i> many parents and adolescents feel the way they do. I 342: (Art)—Draw families showing the role of each member. I 350: (Language Arts)—Write poems with the word <i>mother</i> and /or <i>father</i> in them. AA 352: (Drama/Language Arts/Technology)—Write a script, prepare music, videotape adults answering questions about adulthood. E 143: (Interview)—Predict a person’s birth order position after asking personality questions. CL 369: (Ageism)—Brainstorm examples of ageism and discuss possible solutions.
b. Examine basic survival, psychological, and self-actualization needs as they relate to individual development and identity.	SE: 144-146 <i>Thinking Critically About Psychology</i> 142-143 <i>Case Study</i> 147 <i>Applying Psychology to Life</i> 152-153 TWE: CL 152 TWE Activities: I 144: (Literature)—Analyze characters in fiction in terms of motivation and emotion. EX 145: (Drama)—Play charades using emotions written on note cards. E 143: (Interview)—Predict a person’s birth order position after asking personality questions. EX 147: (Drama)—Act out and analyze situations using Goleman’s theory of emotional intelligence. CL 152: (Self-Actualization)—Apply Maslow’s ideas to the world. Discuss ways the school environment could be changed to increase a sense of belonging.
c. Analyze the influence of groups on individual perceptions, prejudices, and values.	SE: 208-211, 597-599, 601, 604-606 <i>Case Study</i> 600 <i>Thinking Critically</i> 602-603 TWE: CT 598 TWE Activities: CL 208: (Drama)—Act out methods for breaking a habit. E 209: (Drama)—Recreate Bandura’s doll experiment in class. EX 595: (Home Economics)—Bring in ethnic foods unique to students’ cultural backgrounds. Label with special histories, bring in old photos, or unique apparel. CL 598: (Language Arts)—List norms in our society and how different ethnic groups would respond to these. CL 605: (Problem Solving)—Devise plans to reduce prejudice at school.

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SS6 INDIVIDUALS, GROUPS, AND INSTITUTIONS: Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:	
a. Analyze impact of group motives and values on the individual's need to conform.	SE: 330-334, 597-599, 607-610 <i>Applying Psychology to Life</i> 616-617 TWE: PS 332 TWE Activities: I 330: (Anthropology)—Report on various rites of passage into adulthood. EX 331: (Drama)—Act out a situation where one person is complaining that the other person is spending too much time lately in a clique. The other person defends. CL 598: (Language Arts)—List norms in our society and how different ethnic groups would respond to these. CL 605: (Problem Solving)—Devise plans to reduce prejudice at school. EX 607: (Art)—Make posters designed to change a person's attitude about an issue. D 608: (Obedience)—Students listen with headphones to taped instructions. Discuss why people followed whatever was told to do. D 609: (Conformity)—Recreate Asch's experiment (p. 608), where pressure is put on a subject to agree with the group who claim an obviously wrong answer. D 610: (Obedience)—After convincing students that you intend to rig up Milgram's experiment (p. 609) at school, discuss the reactions of students and the ethics of following through with the experiment. D 616: (Obedience)—Arrive late to class, but leave instructions for students to follow. AA 332: (Drama)—Create a public service announcement for T.V.
b. Examine how individuals, groups, and institutions react to stress and other emotional stimuli.	SE: 462-467, 472-480 <i>Case Study</i> 470 TWE: D 467 TWE Activities: D 467: (Stress Reaction)—Put a volunteer through a stressful situation, then apply his/her reaction to the general adaptation syndrome. EX 473: (Music)—Listen to songs related to the concept of control. EX 475: (Language Arts)—Fill in "I am _____" to assess self-concept. CL 476: (Art)—Illustrate defense mechanisms in comic strips or magazine ads. CL 480: (Drama)—Act out different defense mechanisms. CL 470: (Language Arts)—Make a Top 10 list of stressors to high school students and Top 10 ways to relieve stress.
c. Apply conflict resolution techniques to a variety of scenarios.	SE: 461-462, 481-483, 608-609 TWE: CL 482 TWE Activities: AA 481: (Interview)—Interview someone with many healthy characteristics. CL 482: (Problem Solving)—Brainstorm typical problems of teenagers and rank order solutions. D 608: (Obedience)—Students listen with headphones to taped instructions. Discuss why people followed whatever was told to do. D 609: (Conformity)—Recreate Asch's experiment (p. 608), where pressure is put on a subject to agree with the group who claim an obviously wrong answer.

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SS7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:	
a. Examine the impact of psychological research and media on the economy.	TWE: R 6 TWE Activities: CL 6: (Language Arts/Communication)—Become an expert on one section of the chapter, then teach that section to small groups in class until everyone has learned the entire chapter.
b. Evaluate the cost of mental health care services provided by government and/or the private sector.	TWE: R 6 TWE Activities: CL 6: (Language Arts/Communication)—Become an expert on one section of the chapter, then teach that section to small groups in class until everyone has learned the entire chapter.
c. Explain how economics (e.g., employment, unemployment, affluence) influence and affect the behavior of individuals and groups.	SE: 340, 361 <i>Case Study 364</i> TWE: EX 340 TWE Activities: CL 341: (Problem Solving/Math)—Describe a single project to help stop juvenile delinquency given the sum of \$1 million dollars. EX 361: (Communication)—Contact a senior center to find out about the activities offered. EX 364: (Language Arts)—Write down stereotypes about old people and compare these to known individuals who are over 60.
SS8 POWER, AUTHORITY, AND GOVERNANCE: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:	
a. Identify societal sanctions on unacceptable behavior.	SE: 197-205, 299 <i>Thinking Critically About Psychology 206-207</i> TWE: DI 200 E 298, 299 TWE Activities: D 202: (Drama)—Demonstrate shaping using a volunteer “mouse” and clapping as a reinforcer. CL 204: (Drama)—Act out examples of partial reinforcement schedules while the class guesses which it is. I 205: (Language Arts)—Create a story that includes a variety of learning principles.

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b. Locate and access information related to government-sponsored mental health studies and programs.	SE: <i>Applying Psychology to Life</i> 560-561 TWE: R 6 EX 543 FYI 555 TWE Activities: CL 6: (Language Arts/Communication)—Become an expert on one section of the chapter, then teach that section to small groups in class until everyone has learned the entire chapter. EX 543: (Communication)—Contact local health facilities to find out about services available. CL 555: (Drama)—Act out how various treatments would help a certain student with mental health issues.
c. Identify laws which have changed educational policies for mentally challenged citizens.	SE: 42-45, 500-501, 561 TWE: R 555 TWE Activities: CL 555: (Drama)—Act out how various treatments would help a certain student with mental health issues.
SS9 SCIENCE, TECHNOLOGY, AND SOCIETY: Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:	
a. Trace the changes in treatment for the mentally ill and show the impact on the fabric of society.	SE: 273, 539-542, 544-550, 551-553, 556-559 TWE: CL 273, 548 TWE Activities: CL 273: (Drama)—Prepare a public service announcement on mental retardation. EX 539: (Career Awareness)—Invite a psychologist to class to share about his/her career. CL 541: (Community Resources)—Invite a counselor to discuss psychological services offered at school and around the community. EX 542: (Free Association)—Write down the first word that comes to mind after hearing words such as mother, death, trapped. Analyze how the process felt. D 544: (Drama)—Act out one person talking about a problem to a first listener who gives advice then to a second listener who uses Roger’s technique of mirroring responses. I 551: (Language Arts)—Pick out irrational ideas from love songs such as “I can’t live without you.” D 556: (Drama)—Act out a therapist adopting different treatment methods. EX 557: (Drama)—Act out family members debating whether to consider ECT for another family member. CL 558: (Language Arts/Drama)—Write dialogues between a therapist and patient. Act out.
b. Evaluate psychology as a behavioral science.	SE: 3-13, 37-45 TWE: PS 4 TWE Activities: I 4: (Science)—Act as applied psychologists in answering the question, “How can psychology help to clean up the environment?” I 5: (Science)—Implement some of the ideas from Interdisciplinary, p. 4. CL 6: (Language Arts/Communication)—Become an expert on one section of the chapter, then teach that section to small groups in class until everyone has learned the entire chapter. AA 10: (Language Arts)—Create slogans that capture the essence of different theories in psychology. EX 13: (Drama)—Analyze situations using the six different approaches in psychology. EX 37: (Language Arts)—Devise surveys as a means to gathering information. EX 40: (Testing)—Take a psychological test to see if it reveals something.

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c. Examine the impact of the media on the psychological development of the individual.	SE: 578-579 <i>Thinking Critically About Psychology</i> 98-99 TWE: CD 98 TWE Activities: D 578: (Language Arts)--Discuss the practice of newspapers or news magazines publishing photos of violence. EX 98: (Ethics)—Look for subliminal messages in ads. EX 99: (Listening)—Students listen to recordings they think contain subliminal messages but really don't. Write journal entries of reactions, discussing the placebo effect.
d. Access sources of information pertaining to jobs and careers in the field of psychology.	SE: 4, 20-21, 540-541 TWE: CL 20 TWE Activities: I 4: (Science)—Act as applied psychologists in answering the question, "How can psychology help to clean up the environment?" CL 541: (Community Resources)—Invite a counselor to discuss psychological services offered at school and around the community. CL 20: (Career)—Think of ways to solve problems such as juvenile delinquency from the points of view of various professionals in psychology.
e. Analyze how age, perception, and emotion affect retrieval and processing of information.	SE: 227-234, 235-241, 248-249 <i>Applying Psychology to Life</i> 216-217 <i>Thinking Critically About Psychology</i> 242-243 TWE Activities: E 232: (Learning)—Use mnemonic devices such as loci to aid memory. EX 233: (Learning)—Use principle learning to remember key concepts. EX 235: (Learning)—Fill in the blanks to advertising slogans as an example of over learning. EX 237: (Memory)—Write descriptions and draw conclusions of the nature of earliest memories. D 239: (Memory)—Recall series of numbers as an example of the limitations of short-term memory. D 241: (Memory)—Recall 20 visually presented objects as an example of the limitations of short-term memory. D 249: (Memory)—Half the class memorizes a block of information in class and the other half memorizes before bedtime as an example of how sleeping can help consolidate information. CL 216-217 (Learning/Art)—Make a poster highlighting different study tips.
SS10 GLOBAL CONNECTIONS: Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:	
a. Identify physiological, psychological, and self-actualization needs common to all people.	SE: 144-146 <i>Case Study</i> 147 <i>Applying Psychology to Life</i> 152-153 CL 152 TWE Activities: I 144: (Literature)—Analyze characters in fiction in terms of motivation and emotion. EX 145: (Drama)—Play charades using emotions written on note cards. EX 147: (Drama)—Act out and analyze situations using Goleman's theory of emotional intelligence. CL 152: (Self-Actualization)—Apply Maslow's ideas to the world. Discuss ways the school environment could be changed to increase a sense of belonging.

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b. Evaluate the effects of media on our perception of the world.	SE: 578-579 <i>Thinking Critically About Psychology</i> 580-581 TWE: D 363, 578 TWE Activities: D 578: (Language Arts)--Discuss the practice of newspapers or news magazines publishing photos of violence. I 580: (Media/Debate)—Debate the statement, “The content of children’s television should be more regulated than it is today.” D 363: (Media)—Rip out ads using people and notice patterns about their ages.
c. Discriminate stereotypical and prejudicial messages in the media.	SE: 29 <i>Thinking Critically About Psychology</i> 356-357 D 363 TWE Activities: CL 29: (Language Arts)—Conduct experiments using the Enrichment Worksheet p. 17 in the Chapter 2 Booklet for a format for writing the reports. EX 357: (Language Arts)—List and decide which euphemisms for old people reflect ageism. D 363: (Media)—Rip out ads using people and notice patterns about their ages.
d. Analyze the impact of global events on an individual.	SE: 595, 606 <i>In Their Own Words</i> 611 TWE: PS 577 TWE Activities: EX 595: (Home Economics)—Bring in ethnic foods unique to students’ cultural backgrounds. Label with special histories, bring in old photos, or unique apparel. D 611: (Obedience)—Order students to obey increasingly outlandish requests by you. Discuss blind obedience and responsibility. I 577: (History)—Select a war and find examples of deindividuation.

Codes Used for TWE

AA	Alternative Assessment
CL	Cooperative Learning
CT	Critical Thinking
D	Demonstration
DI	Discussion
E	Experiments
EX	Exploration
FYI	FYI
I	Interdisciplinary
PC	Psychology and Culture
PS	Points to Stress
PT	Psychology and Technology
R	Research