

PSYCHOLOGY

Grades 11 and 12

Curriculum

Social Studies Elective

Vineland Public Schools

Vineland, NJ

2005

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SOCIAL STUDIES PURPOSE AND GOALS

As defined by the National Council for the Social Studies, "Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."

In order to carry out the purpose of social studies education, the Vineland Public Schools Social Studies Program focuses on the following goals, adapted from the Mission Statement and Goals of the Vineland Public Schools, New Jersey Social Studies Core Course Proficiencies and the New Jersey Social Studies Curriculum Content Standards.

The curriculum is consistent with district goals and the goals of the Social Studies program K-12. Learning objectives incorporate the New Jersey Content Standards and Proficiencies in Social Studies, Grades 9-12. NJCCCS are integrated throughout the course in lessons as appropriate.

These goals are to promote:

1. Development of thinking, writing and speaking skills essential to effective decision-making and problem solving that will enable our students to be rational, humane and lifelong learners.
2. Understanding of the common elements of culture and appreciation of cultural diversity.
3. Understanding of political principles and systems to encourage competent civic participation in a democratic society.
4. Understanding of the impact of science and technology on individuals and societies.
5. Reflective attitudes toward personal values, the values of others and the cultural values evident in students' own and other societies.
6. Understanding and appreciation of the interdependence of peoples and nations in a global society.
7. Understanding of how human beings view themselves and others, individually and in groups.
8. Understanding of historical methods, divergent perspectives and interpretation, cause and effect relationships, change and continuity and turning points.

9. Appreciation of the humanities and the impact of aesthetic expression.
10. Understanding of economic principles and systems within a global context.
11. Geographic understanding, including an informal spatial view of the world and the interrelationship of humans and their environments.
12. Understanding of the obstacles and conflicts that prevent effective communication and cooperation among cultures and societies.
13. Recognition of the responsibility of government and individuals for the protection of human rights.

The units of study and student proficiencies that define each course are consistent with district and state objectives and reflect commitment to the Mission of the Vineland Public Schools to "enable students to become knowledgeable, skillful, life-long learners who are contributing citizens in our changing society."

NEW JERSEY CORE CURRICULUM CONTENT SOCIAL STUDIES STANDARDS

6.1 Social Studies Skills (infused throughout all units of the curriculum)

6.2 Civics

- A. Civic Life, Politics, and Government
- B. American Values and Principles
- C. The Constitution and American Democracy
- D. Citizenship
- E. International Education: Global Challenges, Cultures, and Connections

6.3 World History

- A. The Birth of Civilization to 1000 BCE (BC)
- B. Early Human Societies to 500 CE (AD)
- C. Expanding Zones of Exchange and Interaction to 1400 CE (AD)
- D. The Age of Global Encounters (1400-1750)
- E. The Age of Revolutionary Change (1750-1914)
- F. The Era of the Great Wars (1914-1945)
- G. The Modern World (1945-1979)
- H. Looking to the Future (1980-present)

6.4 United States/New Jersey History

- A. Family and Community Life
- B. State and Nation
- C. Many Worlds Meet (to 1620)
- D. Colonization and Settlement (1585-1763)
- E. Revolution and the New Nation (1754-1820)
- F. Expansion and Reform (1801-1861)
- G. Civil War and Reconstruction (1850-1877)
- H. The Industrial Revolution (1870-1900)
- I. The Emergence of Modern America (1890-1930)
- J. The Great Depression and World War II (1929-1945)
- K. Postwar Years (1945-1970)
- L. Contemporary America (1968-present)

6.5 Economics

- A. Economic Literacy
- B. Economics and Society

6.6 Geography

- A. The World in Spatial Terms
- B. Places and Regions
- C. Physical Systems
- D. Human Systems
- E. Environment and Society

PROFICIENCY

Satisfactory student achievement in each of the proficiencies listed in this curriculum shall be determined by student attainment of the 70% district-passing-standard. Such proficiency shall be measured by a multiplicity of evaluation techniques and activities that include, but are not restricted to the following:

1. Teacher-made tests/quizzes
2. Class participation
3. Homework assignments
4. Research papers/reports
5. Projects
6. Writing assignments (stress prewriting skills using graphic organizers)
7. Oral reports and presentations
8. Notebooks/journals
9. Portfolios
10. Cooperative group projects/activities
11. Role playing
12. Interpretation/creation of maps, charts, graphs, tables, cartoons

CURRICULUM COMMITTEE

Michael Brodzik – Supervisor
Deborah Arnold
Jeanne Doremus

Course Description: Psychology

Psychology is a one-year, 11th and 12th grade elective designed to introduce students to the major concepts and theories about human behavior. As an introductory survey course, it provides a foundation for future college studies in psychology, as well as related fields. Developing an understanding of the process of learning, motivation, and achievement theory, as well as issues involving interpersonal relationships such as decision-making, conflict resolution, and compromise, help all students develop life-long skills. Students evaluate theories within the context of practical life situations and applications. The study of multiple intelligences benefits all students by inculcating an appreciation of the unique contributions of each individual to society; promoting better understanding of themselves and others; and encouraging refinement of their talents and relating them to job skills, career choices, and success. Use of community resources, such as local institutions and psychology professionals, are included in the curriculum implementation. Students are assessed using a variety of criteria, including authentic learning activities in which they apply newly acquired knowledge in meaningful ways. The course organization encompasses eleven units: 1) Introduction to Psychology History and Methods; 2) Perception; 3) Learning Theories; 4) Thinking, Memory, Reasoning, and Communication; 5) Intelligence; 6) States of Consciousness; 7) Human Development; 8) Personality Theories; 9) Abnormal Behavior; 10) Therapies; 11) Social Psychology. The following concepts related to New Jersey Core Curriculum Content Standards for Social Studies, Science, Language Arts, and Workplace Readiness, and the Holocaust Mandate have been incorporated into the course where appropriate:

Social Studies: 6.2, 6.3, 6.4, 6.5

Science: 5.1, 5.2, 5.4, 5.5, 5.6

Language Arts: 3.3, 3.5

Workplace Readiness: 1, 2, 3, 4

This elective also addresses Coalition of Essential Schools principles by setting clear goals for student achievement, by personalizing teaching and the curriculum and by making student work the center of classroom activity.

UNIT 1: INTRODUCTION TO PSYCHOLOGY; HISTORY AND METHODS

A. INTRODUCTION

This unit serves as an introduction to the history of Psychology as a discipline, with its basis in philosophy and the sciences. Students examine basic philosophical concepts and relate them to the major psychological theories about human behavior. Concepts related to human behavior are investigated and analyzed by direct use of the various scientific methods. New Jersey Core Content Standards for Social Studies 6.2, 6.4, 6.5; Science 5.2; Language Arts 3.3 and 3.5; and Workplace Readiness 1 and 3, and addressed in this unit.

B. STUDENT PROFICIENCIES

- 1.1 Define Psychology and analyze its history and development as a separate science.
- 1.2 Discuss ethical issues surrounding the study of psychology.
- 1.3 Identify the major fields of psychology.
- 1.4 Compare and contrast the major theoretical perspectives about human behavior: psychoanalytical, behavioral, cognitive, social learning, humanistic, and social-cultural.
- 1.5 Identify, explain and use the scientific methods of inquiry: case study, naturalistic observation, survey, correlation, and experimentation.

B. LEARNING ACTIVITIES/MATERIALS

1. Text Reading: Exploring Psychology, Chapter 1.
2. Student groups develop surveys and experimental designs.
3. Students provide examples of correlations which relate to psychological concepts.
4. The Center for Learning Worksheet: “Causes of Behavior: Case Study”.

UNIT 2: BIOLOGY AND BEHAVIOR

A. INTRODUCTION

In this unit, students learn the relationship between human biology and behavior. The role of neurotransmitters and their effect on behavior will be the focus. This unit addresses Social Studies 6.2, Science 5.6, and Workplace Readiness 3, New Jersey Core Content Standards.

B. STUDENT PROFICIENCIES

- 2.1 Identify the parts of a neuron.
- 2.2 Describe how neurons send and receive signals.
- 2.3 Define a neurotransmitter.
- 2.4 Explain the role of neurotransmitters in communication between neurons.
- 2.5 List the major parts of the brain and their functions.
- 2.6 Explain the role of hormones in development and behavior.

C. LEARNING ACTIVITIES/MATERIALS

1. Text Reading Exploring Psychology, Chapter 4.
2. Students create a model of the brain.
3. Students create drawings of major parts of brain with accompanying functions.
4. Students research various brain disorders and effects on behavior.
5. Website: The Whole Brain Atlas.

UNIT 3: SENSATION & PERCEPTION

A. INTRODUCTION

In this unit, students learn the many ways in which humans interpret sensations and organize perceptions due to a number of psychological and biological factors. The interaction among the central nervous system, the senses and psychological aspects of stimuli interpretation are examined. This unit addresses Social Studies 6.2, Science 5.6, and Workplace Readiness 3, New Jersey Core Content Standards.

B. STUDENT PROFICIENCIES

- 3.1 Define sensation and perception.
- 3.2 Summarize the basic mechanisms of sight, hearing, smell, taste and touch.
- 3.3 Explain how the interpretation of stimuli is processed by the central nervous system.
- 3.4 Analyze the Gestalt Principles of Perceptual Organization of stimuli.
- 3.5 Identify and explain perceptual illusions and their role in human error in operating machinery.
- 3.6 Utilize knowledge of perception to develop design improvement of a mechanical device.
- 3.7 Evaluate research in the field of parapsychology and subliminal messages.

C. LEARNING ACTIVITIES/MATERIALS

1. Text Reading Chapter 4.
2. Students create a model of the brain and label areas responsible for processing the five senses and/or perceptual interpretation of stimuli.
3. Students use the principles of perceptual organization and constancies to improve a man/machine interface design.
4. Research optical illusions on the Internet and provide an explanation of each.
5. Conduct a study of extrasensory perception using Zener Cards.
6. Video: “Sensation & Perception” Discovering Psychology Series.
7. The Center For Learning Worksheet: “Damage to Brain Structures”.

UNIT 4: LEARNING THEORIES

A. INTRODUCTION

Humans acquire knowledge about the world through different learning processes, which in turn, influence behavior. The purpose of this unit is to provide a framework for understanding the principles of learning theories and their application in daily living. Social Studies 6.2, and Science 5.1 and 5.6 New Jersey Core Content Standards are addressed in this unit.

B. STUDENT PROFICIENCIES

- 4.1 Compare and contrast classical and operant conditioning, cognition, and observational learning.
- 4.2 Provide personal examples of learning by classical and operant conditioning, cognition, and observational learning.
- 4.3 Identify and explain stimulus/response relationships and how they influence behavior.
- 4.4 Discuss the major theories and theorists in the field of learning.
- 4.5 Explain the four schedules of reinforcement and provide an example of each.

C. LEARNING ACTIVITIES/MATERIALS

1. Text Reading: Chapter 6.
2. Video: “Learning” Discovering Psychology Series.
3. Website: The Whole Brain Atlas.
4. Research current studies on learning at American Psychological Association website and produce a “mini” project based on the information obtained.

UNIT 5: THINKING, MEMORY, REASONING, AND COMMUNICATION

A. INTRODUCTION

This Unit explores how humans form concepts, solve problems, and make judgments. The role of memory in completing those tasks, and the process of memory formation and retrieval are examined, as well as the impact of memory loss. Medical and technological advancements in brain research are also examined and discussed. Science 5.1 and Workplace Readiness 3, New Jersey Core Content Standards are addressed in this unit.

B. STUDENT PROFICIENCIES

- 5.1 Explain current theory on language development.
- 5.2 Identify techniques used to study brain activity.
- 5.3 Describe the major theories about memory formation and why people forget.
- 5.4 Analyze the difference between implicit and explicit memories and how each is stored in the brain.

C. LEARNING ACTIVITIES/MATERIALS

1. Text Reading: Chapters 7& 8.
2. Develop memory recall and recognition activity for students.
3. Website: The Whole Brain Atlas.

UNIT 6: INTELLIGENCE

A. INTRODUCTION

This unit provides opportunities for students to discover that intelligence is defined and measured in several ways. Analysis and critique of the history of intelligence testing and the impact of maintaining a circumscribed definition of intelligence are conducted. The relationship of creativity to intelligence and the quality of performance of various tasks are discussed. Social Studies 6.2, 6.3, 6.4, and 6.5, Science 5.2, and Workplace Readiness 3 New Jersey Core Content Standards are addressed in this unit.

B. STUDENT PROFICIENCIES

- 6.1 Define intelligence and discuss the development of intelligence theory and measurement as it relates to social and economic factors.
- 6.2 Relate Howard Gardner's Theory of Multiple Intelligences to corresponding brain hemispheric task specialization.
- 6.3 Define creativity and its basic components.
- 6.4 Relate Multiple Intelligence Theory and creativity to careers and job skills.
- 6.5 Demonstrate an understanding of various learning disabilities and explain their impact upon how we define intelligence.
- 6.6 Differentiate between mental retardation and mental illness.
- 6.7 Discuss the causes of mental retardation.

C. LEARNING ACTIVITIES/MATERIALS

1. Wagner Preference Inventory.
2. The Center For Learning Worksheet: Learning Modalities.
3. Video: "Testing & Intelligence" Discovering Psychology Series.
4. Students research various learning disabilities and present information obtained to the class.

UNIT 7: STATES OF CONSCIOUSNESS

A. INTRODUCTION

This unit provides an overview of the different states of consciousness and their implications for psychological and physical well being. Students will be required to differentiate among waking consciousness, sleeping, dreaming, meditative and hypnotic states. Scientific data on the biological need for sleep and dreaming is discussed. Students will also explore the more speculative areas of meditation and hypnosis, including current theory on their uses and treatments of psychological and physical disorders. Social Studies 6.2 and Science 5.1 New Jersey Core Content Standards are addressed in this unit.

B. STUDENT PROFICIENCIES

- 7.1 Compare and contrast the stages of sleep.
- 7.2 Explain current theories about sleep and dreaming.
- 7.3 Identify and explain sleep disorders.
- 7.4 Identify the uses of hypnosis, meditation, guided imagery, and relaxation techniques.
- 7.5 Experiment with meditation, guided imagery, relaxation, and biofeedback techniques.

C. LEARNING ACTIVITIES/MATERIALS

1. Text Reading: Chapter 5.
2. Video: Healing & The Mind Series: “The Power of Chi”.
3. Conduct relaxation exercises in class.
4. Invite a local psychologist/therapist to speak to class about biofeedback, hypnosis, etc.
5. Have students keep a dream journal and analyze dreams according to different psychological perspectives.

UNIT 8: HUMAN DEVELOPMENT

A. INTRODUCTION

In this unit, students gain an understanding of human development as a lifelong process, with each stage of life characterized by different issues and challenges. Major discussion and analysis centers around the issues of nature versus nurture, stage theory, and stability versus change throughout the life cycle. Social Studies 6.2, 6.4, 6.5; Science 5.2 and 5.5, New Jersey Core Content Standards are addressed in this unit.

B. STUDENT PROFICIENCIES

- 8.1 Compare and contrast Erik Erikson's stages of psychosocial development.
- 8.2 Discuss Jean Piaget's theory of cognitive development in children.
- 8.3 Identify and explain the different issues and challenges at each stage of human development.
- 8.4 Compare American attitudes toward aging with those of other cultures.
- 8.5 Examine some myths and stereotypes concerning aging.

C. LEARNING ACTIVITIES/MATERIALS

1. Text Reading: Chapter 3.
2. The Center for Learning Worksheets: "Erikson's Psychosocial Stages" and "Piagetian Tasks".
3. Video: Brain Sex Series: "Anything You Can Do I Can Do Better".

UNIT 9: PERSONALITY

A. INTRODUCTION

In this unit, students will have the opportunity to examine and evaluate major personality theories. Related issues such as motivation, personal control, attitude, and the need for achievement are integrated into student examination of theories and concepts. Social Studies 6.2, Science 5.2, and Workplace Readiness 3, New Jersey Core Content Standards are addressed in this unit.

B. STUDENT PROFICIENCIES

- 9.1 Explain and evaluate the following theories of personality: Freud's theory; Jung and the neo-Freudians; Maslow's theory; social cognitive theory; and trait theory.
- 9.2 Discuss descriptions of personality in terms of types and traits.
- 9.3 Discuss the consequences of personal control, learned helplessness, and optimism on the individual and society.
- 9.4 Define motivation and identify several theories of motivated behavior.
- 9.5 Describe the nature and sources of achievement motivation.

C. LEARNING ACTIVITIES/MATERIALS

1. Text Reading: Chapter 11.
2. Video: Discovering Psychology Series "The Self".
3. Video: "Freud; The Hidden Nature of Man"
4. Students complete a personality profile of a famous person.

UNIT 10: ABNORMAL BEHAVIOR

A. INTRODUCTION

In this unit, students will gain a basic understanding of the major classifications of psychological disorders, and the underlying theoretical explanations for each. Anxiety, somatoform, dissociative, mood, schizophrenic, and personality disorders are analyzed through discussion of symptoms, use of testing instruments, and examination of what constitutes normal and abnormal behavior as defined by a society. Social Studies 6.2, and Science 5.2, New Jersey Core Content Standards are addressed in this unit.

B. STUDENT PROFICIENCIES

- 10.1 Identify and explain major classifications of psychological disorders.
- 10.2 Discuss the possible causes of abnormal behavior from the psychoanalytical, biological, behavioral, humanistic, and social learning theoretical perspectives.
- 10.3 Explain the role of brain chemistry in abnormal behavior.

C. LEARNING ACTIVITIES/MATERIALS

1. Text Reading: Chapter 12.
2. Have students develop case studies and provide diagnosis and explanation of disorders from different psychological perspectives.
3. Video: “The Many Faces of Marsha”.
4. Annenberg/CPB Website: personality

UNIT 11: TREATMENT OF PSYCHOLOGICAL DISORDERS

A. INTRODUCTION

This unit discusses various intervention methods, including psychotherapy and medical interventions. The action mechanisms of different therapeutic pharmacology on the brain are explored. Preventive strategies for minimizing the risks of developing psychological disorders is also discussed. Social Studies 6.2 and Science 5.2 and 5.4 New Jersey Core Content Standards are addressed in this unit.

B. STUDENT PROFICIENCIES

- 11.1 Discuss the aims of psychoanalysis, humanistic, behavioral, therapeutic pharmacology and cognitive therapies.
- 11.2 Discuss the effects of lobotomies and electroconvulsive therapy (ECT) on the brain and how they alter behavior and personality.
- 11.3 Explain the rationale of preventive mental health programs.

C. LEARNING ACTIVITIES/MATERIALS

1. Text Reading: Chapter 13
2. Video: ECT
3. Guest speaker: psychologist/therapist

UNIT 12: SOCIAL PSYCHOLOGY

A. INTRODUCTION

The purpose of this unit is to study how humans think, influence, and relate to one another. The interaction among the individual, group, and cultural influences, and biology are analyzed and viewed in the context of the impact upon society. Social Studies 6.2, 6.3, 6.4, and 6.5; Science 5.2 and 5.4, and Workplace Readiness 4, New Jersey Core Content Standards are addressed in this unit.

B. STUDENT PROFICIENCIES

- 12.1 Describe how cultural differences in social norms influence individual behavior.
- 12.2 Describe the social, emotional, and cognitive factors that contribute to the persistence of prejudice and conflict.
- 12.3 Describe the impact of biological factors, aversive events, and learning experiences on aggressive behavior.
- 12.4 Evaluate the influence of group interaction on decision making and behavior.
- 12.5 Discuss Lawrence Kohlberg's theory of three levels of reasoning and Stanley Milgram's study on obedience and conformity, and explain how they provide insight into the Holocaust and other genocides.
- 12.6 Experiment with, and evaluate conflict reduction and compromise theories and techniques.

INSTRUCTIONAL RESOURCES

BOOKS

Bolt, Martin. Exploring Psychology. New York: Worth Publishers, 1996.

De Galan, J. and Lambert, S. Great Jobs For Psychology Majors. New York: VGM, 1995.

Denvir, Bernard. Vincent, A Complete Portrait. London: Pavilion Books Limited, 1995.

Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). Washington, DC: American Psychiatric Press, 1994.

Dresser, Norine. Multicultural Manners. New York: Wiley, 1996.

Duffy, Karen. Personal Growth and Behavior Annual Editions. Guilford, CT: The Dushkin Publishing Company, 1995.

Frankl, Victor. Man's Search for Meaning, An Introduction To Logotherapy. New York: Simon and Schuster, 1984.

Freud, Sigmund. An Outline of Psycho-Analysis. New York: W.W.Norton and Company, 1949.

Gardner, Howard. Multiple Intelligences, The Theory in Practice. New York: Basic Books, 1993.

Gilligan, Carol. In A Different Voice. Cambridge, MA: Harvard University Press, 1982.

Kasschau, Richard. Psychology, Exploring Behavior, Student Handbook Experiments and Quizzes. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1985.

Monroe, Judy. Phobias: Everything You Wanted To Know But Were Afraid To Ask. Culver City, CA: Social Studies School Service, 1996.

Myers, David G. Exploring Psychology. New York: Worth Publishers, 1996.

Schwartz, Steven. Classic Studies In Psychology. Culver City, CA: Social Studies School Service, 1986.

PUBLICATIONS

American Psychologist. Washington, DC: American Psychological Association.

Psychology Teacher Network. Washington, DC: Teachers of Psychology in Secondary Schools, American Psychological Association.

The APA Monitor. Washington, DC: American Psychological Association.

VIDEOS

Bill Moyers Healing and The Mind Series. Ambrose Video, 1993.

The Brain Series (Teaching Modules and Full Length Programs). The Annenberg/CPB Project, 1991.

Discovering Psychology Telecourse Series. The Annenberg/CPB Project, 1992.

Evaluating Personality, From Inkblots to Intuition. Human Relations Media, (no date).

Television and Human Behavior. Learning Seed, 1991.

The Psychology of Mass Persuasion. Human Relations Media, 1991.

The Wisdom of the Dream, The World of C.G. Jung. Insight Media (no date).

VIDEODISCS AND CD-ROM

Psychology, The Active Learner. Insight Media.

Psychology Videodisc. Worth Publishers.

The Integrator, A Multimedia Introduction to Psychology. Insight Media.

INTERNET RESOURCES

American Psychological Association – www.apa.org

American Psychological Society – www.psych.hanover.edu/apa/

Annenberg CPB Exhibits – www.learner.org/exhibits/personality

Behavioral & Social Sciences- www.nas.edu/subjectindex/soc.html

History of Psychology Website – www.ellers.stjoe.udayton.edu/history/history.asp

National Institute of Mental Health – www.nimh.nih.gov

Psych News – www.listserv.uh.edu

The Stanford Prison Experiment – www.prisonexp.org

Whole Brain Atlas – www.harvard.org/edu

MISCELLANEOUS

Introduction to Optical Illusions (Poster Series). Culver City, CA: Social Studies School Service, 1986.

Optical Illusions For Real Life (Poster Series). Culver City, CA: Social Studies School Service, 1988.

Role Plays. Peak Potential, 1991.

The Propaganda Kit. Culver City, CA: Social Studies School Service, (no date).

Teachers of Psychology in Secondary Schools(TOPSS) of the American Psychological Association provides various instructional materials for members.