

# South Orange & Maplewood School District Social Studies Curriculum Grades 11 & 12 Psychology



South Orange Maplewood  
School District  
Department of Curriculum &  
Instruction  
January 2015

South Orange & Maplewood School District

Social Studies Grades 11 & 12

Psychology

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**ACKNOWLEDGEMENTS**

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## **Introduction and Overview**

### Introduction

Psychology is a one semester, intellectual, survey course designed for students who would like to explore human nature from a biopsychosocial viewpoint. Key terms, concepts, and principles of psychology, as well as key psychological figures are introduced. The course explores various perspectives examining how humans think, feel, and act, including the Nature vs. Nurture debate.

Topics such as the history of psychology, psychological approaches, research methods, identity and self-concept, emotion, experience, development, theories of personality, consciousness, perception, learning, memory, and psychological disorders are explored through lecture, discussion, introspection and journal writing, observation, case studies, hand-outs, novels, video clips, essays, individual and group projects, quizzes, tests, an introductory Psychology textbook, and field projects.

It is expected that students electing this course would be willing to make a strong individual preparation in order to share their ideas and on occasion engage in group learning tasks. A major goal of the course is to expand our basic curiosity about these concepts to a point where we can make legitimate evaluative statements about socially significant behavior and the psychological implications for issues now confronting society.

The course is open to juniors and seniors only and is offered as an Honors elective. of their classes.

### Overview

A number of fundamental themes are common to the study of Psychology:

1. How did Psychology begin as a behavioral science? How do the 6 contemporary approaches to Psychology (Psychoanalytic, Behavioral, Humanistic, Cognitive, Biological, and Sociocultural) seek to explain human thought and behavior? What are the situational benefits and limitations of various experimental and non-experimental research designs, and how is psychological research influenced by ethical principles?
2. How do people develop physically, cognitively, emotionally, and socially throughout the lifespan? What factors influence individuals' unique personalities?
3. How can optimism improve one's thoughts, feelings, and behavior? What are the foundational differences between optimistic and pessimistic thinking? How can one develop an "attitude of gratitude" in his or her life?
4. What is the span of human consciousness? How do people use the 7 known senses to sense and perceive the world around them?
5. How is behavior influenced by one's environment? How do people process, store, and retrieve information? What various techniques can people use to help improve memory?
6. What makes a behavior or pattern of thought "abnormal?" What are the causes and symptoms of various psychological disorders? How are psychological disorders diagnosed and treated?

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**Teacher Resources**

Text:

Kasschau, R. (2003). *Understanding Psychology*. New York: Glencoe McGraw-Hill.

Online Text:

[http://www.glencoe.com/sites/common\\_assets/socialstudies/ose/national.html](http://www.glencoe.com/sites/common_assets/socialstudies/ose/national.html)

User Name: PSYCH03; Password: wr9Drecrec

Supplemental Text:

Hock, R. (2009). *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research* (6th ed.). Michigan: Pearson/Prentice Hall

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**Organization of Units of Study**

The curriculum is comprised of 6 units of study. Each unit is comprised of the following components:

- Contextual Overview
- Core Concepts
- Essential Questions
- Content to be taught
- Skills to be developed
- Suggested Assessments
- Resources
  - Teacher
  - Classroom Instruction
- Standards Alignment
  - National Standards for High School Psychology Curricula (American Psychological Association)

## **Units of Study**

The curriculum is comprised of 6 units of study:

### **Unit 1: Approaches to Psychology**

This unit is designed to introduce students to Psychology, as a behavioral science. This unit explores the history of Psychology, contemporary approaches to Psychology, professions in the field, as well as various experimental and non-experimental research designs, and their benefits and limitations.

### **Unit 2: Development and Theories of Personality**

This unit is designed to enable students to explore how individuals develop physical, cognitively, emotionally, and socially throughout the lifespan. Students will examine and apply various theories of development throughout the lifespan, including theories by Piaget, Erikson, Freud, Kohlberg, and Kubler-Ross. Students will examine and apply theories of personality, including theories by Freud and Maslow.

### **Interim Unit: Optimism and Positive Thinking**

This interim unit is designed to enable students to explore research on optimism and positive thinking. This unit explores research on the human experience of “happiness,” and enables students to reflect on ways that they can improve their own thoughts, feelings, and behavior through understanding ways of practicing optimism.

### **Unit 3: Consciousness and Perception**

This unit is designed to challenge students to explore the unique ways that individuals sense and perceive the world. Students will explore and apply various elements of consciousness, including sleep, hypnosis, meditation, and selective attention. Students will understand the ways that humans use their 7 known senses to sense and perceive the world around them.

### **Unit 4: Learning and Memory**

This unit is designed to cultivate students’ knowledge of the cognitive processes associated with learning and memory. Students will explore and apply classical conditioning, operant conditioning, and social learning, and will also evaluate the effectiveness of punishment on learning. Students will explore various components of memory, including the stages and processes of memory, memory techniques, as well as reasons for forgetting.

### **Unit 5: Psychological Disorders**

This unit is designed to enable students to explore the concept of “abnormality” as it applies to human behavior. Students will examine the diagnosis, causes, symptoms, and treatments for

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various psychological disorders, including Anxiety Disorders, Somatoform Disorders, Dissociative Disorders, Schizophrenia, Mood Disorders, and Personality Disorders.



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**Unit 1: Approaches to Psychology**

This unit is designed to introduce students to Psychology, as a behavioral science. This unit explores the history of Psychology, contemporary approaches to Psychology, professions in the field, as well as various experimental and non-experimental research designs, and their benefits and limitations.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How did Psychology begin as a behavioral science?</li> <li>• How do the 6 contemporary approaches to Psychology (Psychoanalytic, Behavioral, Humanistic, Cognitive, Biological, and Sociocultural) seek to explain human thought and behavior?</li> <li>• What are the situational benefits and limitations of various experimental and non-experimental research designs, and how is psychological research influenced by ethical principles?</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology is the scientific study of behavior and mental processes that is tested through scientific research</li> <li>• Four historical approaches emerged as Psychology began as a science (Structuralism, Functionalism, Inheritable Traits, Gestalt Psychology)</li> <li>• Six contemporary approaches are used today in Psychology to better understand why humans are as we are (Psychoanalytic, Behavioral, Humanistic, Cognitive, Biological, Sociocultural)</li> <li>• Many psychologists today employ an eclectic approach, considering views from each of the six perspectives, on a case by case basis</li> <li>• There are various professions within the field of Psychology (e.g. clinical psychologist, counseling psychologist, psychiatrist)</li> <li>• Psychologists use the scientific method when conducting research</li> <li>• Various non-experimental research designs are used in carrying out psychological research (Naturalistic Observation, Case Study, Survey, Longitudinal Study, Cross-Sectional Study, Correlation)</li> <li>• Key components of experiments include Independent Variable(s), Dependent Variable(s), Confounding Variable(s), Experimental Group(s), Control Group(s)</li> <li>• Ethical standards in psychological research are governed by the American Psychological Association (APA)</li> </ul>
National Standards for High School Psychology Curricula (American Psychological Association):	Classroom Applications
<p>Content and Performance Standards:</p> <p>Standard Area: <i>Perspectives in Psychological Science</i></p> <p>Content Standard 1: Development of psychology as an empirical science</p> <p>Students are able to (performance standards):</p> <p style="padding-left: 40px;">1.1 Define psychology as a discipline</p>	<p>Instructional Guidance:</p> <ul style="list-style-type: none"> <li>• PowerPoint Lecture and Discussion (Historical and Contemporary Approaches to Psychology, Experimental and Non-Experimental Research Designs)</li> <li>• Application Activity (Using psychological perspectives to understand human behavior, Evaluating which types of research</li> </ul>

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<p>and identify its goals as a science.</p> <p>1.2 Describe the emergence of psychology as a scientific discipline.</p> <p>1.3 Describe perspectives employed to understand behavior and mental processes.</p> <p>1.4 Recognize the evolving nature of psychology as a scientific discipline.</p> <p>Content Standard 2: Major subfields within psychology</p> <p>Students are able to (performance standards):</p> <p>2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.</p> <p>2.2 Describe the major subfields of psychology.</p> <p>2.3 Identify the important role psychology plays in benefiting society and improving people's lives.</p> <p>Standard Area: <i>Research Methods, Measurement, and Statistics</i></p> <p>Content Standard 1: Research methods and measurements used to study behavior and mental processes</p> <p>Students are able to (performance standards):</p> <p>1.1 Describe the scientific method and its role in psychology.</p> <p>1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</p> <p>1.4 Discuss how and why psychologists use non-human animals in research.</p> <p>Content Standard 2: Ethical issues in research with human and non-human animals</p> <p>Students are able to (performance standards):</p> <p>2.1 Identify ethical standards psychologists must address regarding research with human participants.</p> <p>2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.</p>	<p>methods best suit various situations)</p> <ul style="list-style-type: none"><li>• Independent Reading (Chapter 1, Chapter 2)</li><li>• Hand-Outs (Professions in the Field of Psychology, Ethical Standards of the APA)</li><li>• Readings (Milgram Experiment, Applying Research Designs to this Experiment, Evaluating Ethics Using Ethical Standards, Obey At Any Cost?)</li><li>• Videos (Milgram Experiment [1960's], ABC Primetime: Basic Instincts: Milgram Experiment Re-visited [2007])</li></ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"><li>• Application Activity of contemporary perspectives of Psychology</li><li>• Chapter 1 Quiz (Matching, Multiple Choice), Chapter 2 Quiz (Matching, Multiple Choice)</li><li>• Unit 1 Test (Multiple Choice, Short Answer)</li></ul> <p>Suggested Resources:</p> <ul style="list-style-type: none"><li>• Kasschau, R. (2003). <i>Understanding Psychology</i>. New York: Glencoe McGraw-Hill.</li><li>• Hock, R. (2009). <i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i> (6th ed.). Michigan: Pearson/Prentice Hall</li><li>• Videos: Milgram Experiment (1960's), ABC Primetime: Basic Instincts: Milgram Experiment Re-visited (2007)</li></ul>
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**Unit 2: Development and Theories of Personality**

This unit is designed to enable students to explore how individuals develop physical, cognitively, emotionally, and socially throughout the lifespan. Students will examine and apply various theories of development throughout the lifespan, including theories by Piaget, Erikson, Freud, Kohlberg, and Kubler-Ross. Students will examine and apply theories of personality, including theories by Freud and Maslow.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>How do people develop physically, cognitively, emotionally, and socially throughout the lifespan?</li> <li>What factors influence individuals' unique personalities?</li> </ul>	<ul style="list-style-type: none"> <li>Developmental Psychology is the study of the changes that occur as an individual matures</li> <li>Various physical, cognitive, emotional, and social changes occur during infancy, childhood, adolescence, adulthood, and old age</li> <li>Several psychologists theorized stages of development throughout the lifespan including Jean Piaget (childhood/adolescence: cognitive development), Freud (childhood/adolescence: psychosexual development), Kohlberg (childhood/adolescence: moral development), Erikson (lifespan: psychosocial development), and Kulber-Ross (old age: adjustment to death)</li> <li>Personality is the consistent, enduring, and unique characteristics of a person</li> <li>Various theories of personality have emerged (psychoanalytic, humanistic, cognitive)</li> <li>According to the Psychoanalytic theory of personality, one's personality is divided into three parts (Id, Ego, Superego)</li> <li>Research shows that one's birth order in the family could affect one's personality</li> <li>Several tests have been developed to assess individuals' personalities (Myers-Briggs Type Inventory, The Big Five, Type A vs. B)</li> </ul>
National Standards for High School Psychology Curricula (American Psychological Association):	Classroom Applications
<p>Content and Performance Standards:</p> <p>Standard Area: <i>Life Span Development</i></p> <p>Content Standard 1: Methods and issues in life span development</p> <p>Students are able to (performance standards):</p> <p>1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.</p>	<p>Instructional Guidance:</p> <ul style="list-style-type: none"> <li>PowerPoint Lecture and Discussion (Developmental Psychology, Infancy and Childhood, Adolescence, Adulthood and Old Age, Theories of Personality, Psychoanalytic Theory of Personality, Humanistic and Cognitive Theory of Personality)</li> <li>Application Activity (Applying Erikson's Theory of Psychosocial Development, Creating examples of Psychological</li> </ul>

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<p>1.3 Distinguish methods used to study development.</p> <p>1.4 Describe the role of sensitive and critical periods in development.</p> <p>1.5 Discuss issues related to the end of life</p> <p>Content Standard 2: Theories of life span development</p> <p>Students are able to (performance standards):</p> <p>2.1 Discuss theories of cognitive development.</p> <p>2.2 Discuss theories of moral development.</p> <p>2.3 Discuss theories of social development.</p> <p>Content Standard 3: Prenatal development and the newborn</p> <p>Students are able to (performance standards):</p> <p>3.2 Describe newborns' reflexes, temperament, and abilities.</p> <p>Content Standard 4: Infancy (i.e., the first two years of life)</p> <p>Students are able to (performance standards):</p> <p>4.1 Describe physical and motor development.</p> <p>4.2 Describe how infant perceptual abilities and intelligence develop.</p> <p>4.3 Describe the development of attachment and the role of the caregiver.</p> <p>4.4 Describe the development of communication and language.</p> <p>Content Standard 5: Childhood</p> <p>Students are able to (performance standards):</p> <p>5.1 Describe physical and motor development.</p> <p>5.2 Describe how memory and thinking ability develops.</p> <p>5.3 Describe social, cultural, and emotional development through childhood.</p> <p>Content Standard 6: Adolescence</p> <p>Students are able to (performance standards):</p>	<p>Defense Mechanisms, Personality Tests: Myers-Briggs Type Inventory, The Big Five, Type A Vs. B)</p> <ul style="list-style-type: none"><li>• Independent Reading (Chapter 3, Chapter 4, Chapter 5, Chapter 14)</li><li>• Hand-Outs (Piaget's Stages of Cognitive Development, Erikson's Theory of Psychosocial Development, Freud's Stages of Psychosexual Development, Kohlberg's Stages of Moral Development, Kubler-Ross' Stages of Adjustment to Death, Psychological Defense Mechanisms, Maslow's Hierarchy of Needs)</li><li>• Readings (The Case Study of Genie, Birth Order and Personality, Personality Traits: Nature or Nurture?, Out of Sight But Not Out of Mind)</li><li>• Videos (Piaget's Stages of Cognitive Development)</li></ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"><li>• Chapter 3 Quiz (Matching, Multiple Choice), Chapter 4,14 Quiz (Matching, Multiple Choice)</li><li>• Unit 2 Test (Matching, Multiple Choice, Short Answer)</li><li>• Unit 2 Paper</li></ul> <p>Suggested Resources:</p> <ul style="list-style-type: none"><li>• Kasschau, R. (2003). Understanding Psychology. New York: Glencoe McGraw-Hill.</li><li>• Hock, R. (2009). Forty Studies that Changed Psychology: Explorations into the History of Psychological Research (6th ed.). Michigan: Pearson/Prentice Hall</li><li>• Video Clip: Piaget's Stages of Cognitive Development</li><li>• Image: Genderbread Person (<a href="http://itspronouncedmetrosexual.com/2012/03/the-genderbread-person-v2-0/">http://itspronouncedmetrosexual.com/2012/03/the-genderbread-person-v2-0/</a>)</li><li>• Myers-Briggs Type Inventory (MBTI)</li></ul>
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<p>6.1 Identify major physical changes.</p> <p>6.2 Describe the development of reasoning and morality.</p> <p>6.3 Describe identity formation.</p> <p>6.4 Discuss the role of family and peers in adolescent development.</p> <p>Content Standard 7: Adulthood and aging</p> <p>Students are able to (performance standards):</p> <p>7.1 Identify major physical changes associated with adulthood and aging.</p> <p>7.2 Describe cognitive changes in adulthood and aging.</p> <p>7.3 Discuss social, cultural, and emotional issues in aging.</p> <p>Standard Area: <i>Language Development</i></p> <p>Content Standard 1: Structural features of language</p> <p>Students are able to (performance standards):</p> <p>1.1 Describe the structure and function of language.</p> <p>Content Standard 2: Theories and developmental stages of language acquisition</p> <p>Students are able to (performance standards):</p> <p>2.1 Explain the process of language acquisition.</p> <p>2.3 Evaluate the theories of language acquisition.</p> <p>Content Standard 3: Language and the brain</p> <p>Students are able to (performance standards):</p> <p>3.1 Identify the brain structures associated with language.</p> <p>Standard Area: <i>Motivation</i></p> <p>Content Standard 2: Domains of motivated behavior in humans and non-human animals</p> <p>Students are able to (performance standards):</p> <p>2.1 Discuss eating behavior.</p> <p>2.2 Discuss sexual behavior and orientation.</p> <p>Standard Area: <i>Personality</i></p>	<p>(<a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a>)</p> <ul style="list-style-type: none"><li>• The Big Five Personality Test (<a href="http://www.outofservice.com/bigfive/">http://www.outofservice.com/bigfive/</a>)</li><li>• Type A Vs. B Personality Test (<a href="http://www.psych.uncc.edu/pagoolka/typea-b-intro.html">http://www.psych.uncc.edu/pagoolka/typea-b-intro.html</a>)</li></ul>
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<p>Content Standard 1: Perspectives on personality</p> <p>Students are able to (performance standards):</p> <ul style="list-style-type: none"><li>1.1 Evaluate psychodynamic theories.</li><li>1.2 Evaluate trait theories.</li><li>1.3 Evaluate humanistic theories.</li><li>1.4 Evaluate social-cognitive theories.</li></ul> <p>Content Standard 2: Assessment of personality</p> <p>Students are able to (performance standards):</p> <ul style="list-style-type: none"><li>2.1 Differentiate personality assessment techniques.</li><li>2.2 Discuss the reliability and validity of personality assessment techniques.</li></ul> <p>Content Standard 3: Issues in personality</p> <p>Students are able to (performance standards):</p> <ul style="list-style-type: none"><li>3.1 Discuss biological and situational influences.</li><li>3.2 Discuss stability and change.</li><li>3.4 Discuss self-concept.</li><li>3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.</li></ul>	
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**Interim Unit: Optimism and Positive Thinking**

This interim unit is designed to enable students to explore research on optimism and positive thinking. This unit explores research on the human experience of “happiness,” and enables students to reflect on ways that they can improve their own thoughts, feelings, and behavior through understanding ways of practicing optimism.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How can optimism improve one’s thoughts, feelings, and behavior?</li> <li>• What are the foundational differences between optimistic and pessimistic thinking?</li> <li>• How can one develop an “attitude of gratitude” in his or her life?</li> </ul>	<ul style="list-style-type: none"> <li>• Optimism is hopefulness and confidence about the future or the successful outcome of something</li> <li>• Optimists and pessimists process information differently</li> <li>• Learned helplessness (something that pessimists are more likely to experience) is a condition in which a person suffers from a sense of powerlessness, arising from a traumatic event or persistent failure to succeed</li> <li>• Individuals with a strong internal locus of control feel more personally in control of their lives</li> <li>• Individuals with a strong external locus of control feel that their lives are strongly controlled by matters beyond their control</li> <li>• Positive psychology is the branch of psychology that uses scientific understanding and effective intervention to aid in the achievement of a satisfactory life</li> </ul>
National Standards for High School Psychology Curricula (American Psychological Association):	Classroom Applications
<p>Content and Performance Standards:</p> <p>Standard Area: <i>Thinking</i></p> <p>Students are able to (performance standards):</p> <p style="padding-left: 40px;">1.1 Define cognitive processes involved in understanding information.</p> <p style="padding-left: 40px;">1.2 Define processes involved in problem solving and decision making.</p> <p>Content Standard 2: Obstacles related to thought</p> <p>Students are able to (performance standards):</p> <p style="padding-left: 40px;">2.3 Describe obstacles to making good judgments.</p>	<p>Instructional Guidance:</p> <ul style="list-style-type: none"> <li>• PowerPoint Lecture and Discussion (Optimism and Positive Thinking)</li> <li>• Application Activity (Different Outlooks, Positive Statement Activity)</li> <li>• Readings (The Science of Optimism: Hope Isn’t Rational - So Why Are Humans Wired for It?, Byron Pitts: From Illiteracy to 60 Minutes, Two Little Words Can Change Your Life: New Research Shows Why Gratitude is a Crucial Tool for Health and</li> </ul>

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<p>Standard Area: <i>Emotion</i></p> <p>Content Standard 1: Perspectives on emotion</p> <p>Students are able to (performance standards):</p> <ul style="list-style-type: none"><li>1.1 Explain the biological and cognitive components of emotion.</li><li>1.2 Discuss psychological research on basic human emotions.</li></ul> <p>Content Standard 2: Emotional interpretation and expression</p> <p>Students are able to (performance standards):</p> <ul style="list-style-type: none"><li>2.1 Explain how biological factors influence emotional interpretation and expression.</li><li>2.2 Explain how culture and gender influence emotional interpretation and expression.</li><li>2.3 Explain how other environmental factors influence emotional interpretation and expression.</li></ul> <p>Content Standard 3: Domains of emotional behavior</p> <p>Students are able to (performance standards):</p> <ul style="list-style-type: none"><li>3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.</li><li>3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.</li></ul>	<p>Happiness)</p> <ul style="list-style-type: none"><li>• Movies (“The Secret,” “Happy”)</li></ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"><li>• Movie Discussion/Response Questions (“The Secret,” “Happy”)</li></ul> <p>Suggested Resources:</p> <ul style="list-style-type: none"><li>• Kasschau, R. (2003). <i>Understanding Psychology</i>. New York: Glencoe McGraw-Hill.</li><li>• Movies: “The Secret,” (2007) “Happy” (2011)</li></ul>
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**Unit 3: Consciousness and Perception**

This unit is designed to challenge students to explore the unique ways that individuals sense and perceive the world. Students will explore and apply various elements of consciousness, including sleep, hypnosis, meditation, and selective attention. Students will understand the ways that humans use their 7 known senses to sense and perceive the world around them.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• What is the span of human consciousness?</li> <li>• How do people use the 7 known senses to sense and perceive the world around them?</li> </ul>	<ul style="list-style-type: none"> <li>• Consciousness is a state of awareness including a person’s feelings, sensations, ideas, and perceptions</li> <li>• Individuals sleep in cycles (spanning approximately 90 minutes) and experience stage 1, 2, 3, 4, and Rapid Eye Movement (REM) sleep</li> <li>• People can experience a variety of sleep disorders, each with unique symptoms and causes (Sleep Apnea, Narcolepsy, Insomnia, Nightmares/Night Terrors, Sleepwalking/Sleep Talking)</li> <li>• Hypnosis is a state of consciousness resulting from a narrowed focus of attention and characterized by heightened suggestibility</li> <li>• Individuals may use a variety of meditation styles to focus attention and produce relaxation</li> <li>• At times, individuals may experience selective attention (Inattentional Blindness, Change Blindness)</li> <li>• Sensation occurs when a stimulus (change in environment, to which an organism responds) activates a receptor, while perception is the organization of such sensory information into meaningful psychological experiences</li> <li>• Humans use 7 senses (Vision, Hearing, Touch, Taste, Smell, Vestibular, Kinesthesia) to sense and perceive the world</li> <li>• Various psychological processes occur when organizing perceptions (Gestalt, Depth Perception)</li> <li>• Perception may be misleading at times (Perceptual Thresholds, Subliminal Messages, Illusions)</li> </ul>
<p><b>National Standards for High School Psychology Curricula (American Psychological Association):</b></p>	<p><b>Classroom Applications</b></p>

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<p>Content and Performance Standards:</p> <p>Standard Area: Consciousness</p> <p>Content Standard 1: The relationship between conscious and unconscious processes</p> <p>Students are able to (performance standards)</p> <ul style="list-style-type: none"><li>1.1 Identify states of consciousness.</li><li>1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).</li></ul> <p>Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream</p> <p>Students are able to (performance standards)</p> <ul style="list-style-type: none"><li>2.1 Describe the circadian rhythm and its relation to sleep.</li><li>2.2 Describe the sleep cycle.</li><li>2.3 Compare theories about the functions of sleep.</li><li>2.4 Describe types of sleep disorders.</li><li>2.5 Compare theories about the functions of dreams.</li></ul> <p>Content Standard 4: Other states of consciousness</p> <p>Students are able to (performance standards)</p> <ul style="list-style-type: none"><li>4.1 Describe meditation and relaxation and their effects.</li><li>4.2 Describe hypnosis and controversies surrounding its nature and use.</li><li>4.3 Describe flow states.</li></ul> <p>Standard Area: Sensation and Perception</p> <p>Content Standard 1: The processes of sensation and perception</p> <p>Students are able to (performance standards):</p> <ul style="list-style-type: none"><li>1.1 Discuss processes of sensation and perception and how they interact.</li><li>1.2 Explain the concepts of threshold and adaptation.</li></ul> <p>Content Standard 2: The capabilities and limitations of sensory processes</p> <p>Students are able to (performance standards):</p>	<p>Instructional Guidance:</p> <ul style="list-style-type: none"><li>• PowerPoint Lecture and Discussion (Sleep and Dreams, Stages of Sleep, Sleep Disorders, Hypnosis/Biofeedback/Meditation, Consciousness and Attention, Sensation and Perception, The Senses, Perceptual Thresholds and Subliminal Messages, Perception/Illusions/ESP)</li><li>• Application Activity (Altered States of Consciousness, Dream Log)</li><li>• Independent Reading (Chapter 7, Chapter 8)</li><li>• Hand-Outs (Stages of Sleep, Sensation and Perception, Depth Perception: Monocular and Binocular Cues)</li><li>• Readings (To Sleep No Doubt to Dream, The History of Hypnosis)</li><li>• Videos (Sleep Disorders: Sleep Apnea, Narcolepsy, Nightmares/Night Terrors, Sleepwalking/Sleep Talking, Hypnosis)</li></ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"><li>• Chapter 7 Quiz (Matching)</li><li>• Unit 3 Test (Matching, Multiple Choice, Short Answer)</li></ul> <p>Suggested Resources:</p> <ul style="list-style-type: none"><li>• Kasschau, R. (2003). <i>Understanding Psychology</i>. New York: Glencoe McGraw-Hill.</li><li>• Hock, R. (2009). <i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i> (6th ed.). Michigan: Pearson/Prentice Hall</li><li>• Video Clips: Sleep Disorders (Sleep Apnea, Narcolepsy, Nightmares/Night Terrors, Sleepwalking/Sleep talking), Hypnosis, Selective Attention, Sensation and Perception, Subliminal Messages, Illusions</li><li>• Various Dream Interpretation Texts</li></ul>
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<p>2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.</p> <p>2.2 Describe the visual sensory system.</p> <p>2.3 Describe the auditory sensory system.</p> <p>2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).</p> <p>Content Standard 3: Interaction of the person and the environment in determining perception</p> <p>Students are able to (performance standards):</p> <p>3.1 Explain Gestalt principles of perception.</p> <p>3.2 Describe binocular and monocular depth cues.</p> <p>3.3 Describe the importance of perceptual constancies.</p> <p>3.4 Describe perceptual illusions.</p> <p>3.5 Describe the nature of attention.</p> <p>3.6 Explain how experiences and expectations influence perception.</p>	
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**Unit 4: Learning and Memory**

This unit is designed to cultivate students’ knowledge of the cognitive processes associated with learning and memory. Students will explore and apply classical conditioning, operant conditioning, and social learning, and will also evaluate the effectiveness of punishment on learning. Students will explore various components of memory, including the stages and processes of memory, memory techniques, as well as reasons for forgetting.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How is behavior influenced by one’s environment?</li> <li>• How do people process, store, and retrieve information?</li> <li>• What various techniques can people use to help improve memory?</li> </ul>	<ul style="list-style-type: none"> <li>• Learning occurs as individuals gain knowledge through experience</li> <li>• There are three major types of learning (Classical Conditioning, Operant Conditioning, Social Learning)</li> <li>• Punishment may also be used to train behavior, but several disadvantages have been identified</li> <li>• There are several risk factors involved with being targeted for bullying as well as being a bully</li> <li>• There are several long-term effects that can occur from being bullied</li> <li>• There are three stages (Sensory, Short-term, Long-term) and three processes (Encoding, Storage, and Retrieval) of memory</li> <li>• There are four types of long-term memory (Semantic, Episodic, Declarative, Procedural)</li> <li>• Individuals may retrieve information through recall and/or recognition</li> <li>• Individuals may forget for a variety of reasons (decay, interference, repression)</li> <li>• Several techniques could be used to improve memory (maintenance-rehearsal, chunking, state-dependent learning, elaborative rehearsal, mnemonic devices)</li> </ul>
National Standards for High School Psychology Curricula (American Psychological Association):	Classroom Applications
Content and Performance Standards:  Standard Area: <i>Learning</i>  Content Standard 1: Classical conditioning	Instructional Guidance: <ul style="list-style-type: none"> <li>• PowerPoint Lecture and Discussion (Classical Conditioning, Operant Conditioning, Bullying, Social Learning, Taking In and</li> </ul>

<p>Students are able to (performance standards):</p> <p>1.1 Describe the principles of classical conditioning.</p> <p>1.2 Describe clinical and experimental examples of classical conditioning.</p> <p>1.3 Apply classical conditioning to everyday life.</p> <p>Content Standard 2: Operant conditioning</p> <p>Students are able to (performance standards):</p> <p>2.1 Describe the Law of Effect.</p> <p>2.2 Describe the principles of operant conditioning.</p> <p>2.3 Describe clinical and experimental examples of operant conditioning.</p> <p>2.4 Apply operant conditioning to everyday life.</p> <p>Content Standard 3: Observational and cognitive learning</p> <p>Students are able to (performance standards):</p> <p>3.1 Describe the principles of observational and cognitive learning.</p> <p>3.2 Apply observational and cognitive learning to everyday life.</p> <p>Standard Area: <i>Memory</i></p> <p>Content Standard 1: Encoding of memory</p> <p>Students are able to (performance standards):</p> <p>1.1 Identify factors that influence encoding.</p> <p>1.3 Discuss strategies for improving the encoding of memory.</p> <p>Content Standard 2: Storage of memory</p> <p>Students are able to (performance standards):</p> <p>2.1 Describe the differences between working memory and long-term memory.</p> <p>2.2 Identify and explain biological processes related to how memory is stored.</p> <p>2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias).</p> <p>2.4 Discuss strategies for improving the storage of memories.</p>	<p>Storing Information, Retrieving Information)</p> <ul style="list-style-type: none"><li>• Application Activity (Classical and Operant Conditioning Skits)</li><li>• Independent Reading (Chapter 9, Chapter 10)</li><li>• Hand-Outs (Classical Conditioning, Operant Conditioning, Risk Factors and Effects of Bullying, Taking In and Storing Information, Retrieving Information)</li><li>• Readings (It’s Not Just About Salivating Dogs, Remembering Details, Eyewitness Testimony, Time Flies)</li><li>• Videos (Classical Conditioning, Operant Conditioning, Social Learning)</li><li>• Movies (“Bully”)</li><li>• Television Shows (48 Hours: Bullying: Words Can Kill)</li></ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"><li>• Chapter 9 Quiz (Application, Matching)</li><li>• Unit 4 Test (Application, Matching, Multiple Choice, Short Answer)</li></ul> <p>Suggested Resources:</p> <ul style="list-style-type: none"><li>• Kasschau, R. (2003). <i>Understanding Psychology</i>. New York: Glencoe McGraw-Hill.</li><li>• Hock, R. (2009). <i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i> (6th ed.). Michigan: Pearson/Prentice Hall</li><li>• Video Clips: Classical Conditioning, Operant Conditioning, Social Learning</li><li>• Movies: “Bully” (2011) (Documentary)</li><li>• Television Shows: 48 Hours: Bullying: Words Can Kill</li></ul>
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<p>Content Standard 3: Retrieval of memory</p> <p>Students are able to (performance standards):</p> <p>3.1 Analyze the importance of retrieval cues in memory.</p> <p>3.2 Explain the role that interference plays in retrieval.</p> <p>3.3 Discuss the factors influencing how memories are retrieved.</p> <p>3.4. Explain how memories can be malleable.</p> <p>3.5 Discuss strategies for improving the retrieval of memories.</p>	
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**Unit 5: Psychological Disorders**

This unit is designed to enable students to explore the concept of “abnormality” as it applies to human behavior. Students will examine the diagnosis, causes, symptoms, and treatments for various psychological disorders, including Anxiety Disorders, Somatoform Disorders, Dissociative Disorders, Schizophrenia, Mood Disorders, and Personality Disorders.

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Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• What makes a behavior or pattern of thought “abnormal?”</li> <li>• What are the causes and symptoms of various psychological disorders?</li> <li>• How are psychological disorders diagnosed and treated?</li> </ul>	<ul style="list-style-type: none"> <li>• A psychological disorder is a psychological or behavioral pattern that occurs in an individual and is thought to cause distress or disability that is not expected as part of normal development or culture</li> <li>• The concept of “normality” is subjective to the culture of time and place</li> <li>• Psychologists use the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) to categorize and diagnose mental illnesses</li> <li>• Anxiety Disorders (Generalized Anxiety Disorder, Phobic Disorder, Panic Disorder, Obsessive-Compulsive Disorder, Post-Traumatic Stress Disorder) are a group of psychological disorders characterized by fear, anxiety, and/or personal inadequacy</li> <li>• Somatoform Disorders (Conversion Disorder, Hypochondriasis) are a group of psychological disorders in which physical symptoms occur when there is no apparent physical cause</li> <li>• Dissociative Disorders (Dissociative Amnesia, Dissociative Fugue, Dissociative Identity Disorder) are a group of psychological disorders in which physical symptoms occur when there is no apparent physical cause</li> <li>• Schizophrenia (Paranoid-type, Disorganized-Type, Catatonic-Type, Remission-Type, Undifferentiated-Type) is a group of psychological disorders in which physical symptoms occur when there is no apparent physical cause</li> <li>• Mood Disorders (Major Depressive Disorder, Bipolar Disorder, Seasonal Affective Disorder) are a group of psychological disorders in which physical symptoms occur when there is no apparent physical cause</li> <li>• Personality Disorders (Cluster A, Cluster B, Cluster C) are a group of psychological disorders in which physical symptoms occur when there is no apparent physical cause</li> <li>• When diagnosing mental illness, psychologists use 5 axes (Clinical Disorders, Personality Disorders, Medical Conditioning, Psychosocial Stressors, Global Assessment of Functioning)</li> <li>• Various types of treatment are available to clients (psychoanalytic, cognitive-behavioral, group therapy, family therapy, couples therapy, as well as psychopharmacology)</li> <li>• Most psychologists practice an eclectic approach to treatment, varying treatment methods as needed by the individual</li> </ul>

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National Standards for High School Psychology Curricula (American Psychological Association):	Classroom Applications
<p>Content and Performance Standards:</p> <p>Standards Area: <i>Psychological Disorders</i></p> <p>Content Standard 1: Perspectives on abnormal behavior</p> <p>Students are able to (performance standards):</p> <p style="padding-left: 40px;">1.1 Define psychologically abnormal behavior.</p> <p style="padding-left: 40px;">1.2 Describe historical and cross-cultural views of abnormality.</p> <p style="padding-left: 40px;">1.3 Describe major models of abnormality.</p> <p style="padding-left: 40px;">1.4 Discuss how stigma relates to abnormal behavior.</p> <p style="padding-left: 40px;">1.5 Discuss the impact of psychological disorders on the individual, family, and society.</p> <p>Content Standard 2: Categories of psychological disorders</p> <p>Students are able to (performance standards):</p> <p style="padding-left: 40px;">2.1 Describe the classification of psychological disorders.</p> <p style="padding-left: 40px;">2.2 Discuss the challenges associated with diagnosis.</p> <p style="padding-left: 40px;">2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).</p> <p style="padding-left: 40px;">2.4 Evaluate how different factors influence an individual's experience of psychological disorders.</p> <p>Standard Area: <i>Treatment of Psychological Disorders</i></p> <p>Content Standard 1: Perspectives on treatment</p> <p>Students are able to (performance standards):</p> <p style="padding-left: 40px;">1.1 Explain how psychological treatments have changed over time and among cultures.</p> <p style="padding-left: 40px;">1.2 Match methods of treatment to psychological perspectives.</p> <p style="padding-left: 40px;">1.3 Explain why psychologists use a</p>	<p>Instructional Guidance:</p> <ul style="list-style-type: none"> <li>● PowerPoint Lecture and Discussion (What Are Psychological Disorders?, Anxiety Disorders, Somatoform and Dissociative Disorders, Schizophrenia and Mood Disorders, Personality Disorders)</li> <li>● Application Activity (The War At Home: Post-Traumatic Stress Disorder, Panic Disorder)</li> <li>● Independent Reading (Chapter 16)</li> <li>● Hand-Outs (Multiaxial Diagnoses, Global Assessment of Functioning [GAF] Scale, Textbook Review Packets)</li> <li>● Readings (Who's Crazy Here, Anyway?, The Hunt for Mood Genes)</li> <li>● Videos (Generalized Anxiety Disorder, Phobic Disorder, Obsessive-Compulsive Disorder, Panic Disorder, Dissociative Identity Disorder)</li> <li>● Television Shows ("True Life: I Have Post-Traumatic Stress Disorder," "True Life: I Have Schizophrenia")</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>● Chapter 16 Quiz (Matching, Multiple Choice)</li> <li>● Final Exam (Matching, Multiple Choice, Application, Short Answer)</li> </ul> <p>Suggested Resources:</p> <ul style="list-style-type: none"> <li>● Kasschau, R. (2003). <i>Understanding Psychology</i>. New York: Glencoe McGraw-Hill.</li> <li>● Hock, R. (2009). <i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i> (6th ed.). Michigan: Pearson/Prentice Hall</li> </ul>



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<p>variety of treatment options.</p> <p>Content Standard 2: Categories of treatment and types of treatment providers</p> <p>Students are able to (performance standards):</p> <ul style="list-style-type: none"><li>2.1 Identify biomedical treatments.</li><li>2.2 Identify psychological treatments.</li><li>2.3 Describe appropriate treatments for different age groups.</li><li>2.4 Evaluate the efficacy of treatments for particular disorders.</li><li>2.5 Identify other factors that improve the efficacy of treatment.</li><li>2.6 Identify treatment providers for psychological disorders and the training required for each.</li></ul> <p>Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders</p> <p>Students are able to (performance standards):</p> <ul style="list-style-type: none"><li>3.1 Identify ethical challenges involved in delivery of treatment.</li><li>3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).</li></ul>	<ul style="list-style-type: none"><li>● Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)</li><li>● Video Clips: Generalized Anxiety Disorder, Phobic Disorder, Obsessive-Compulsive Disorder, Panic Disorder, Dissociative Identity Disorder</li><li>● Television Shows: “True Life: I Have Post-Traumatic Stress Disorder,” (2008) “True Life: I Have Schizophrenia” (2008)</li></ul>
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