

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		Psychology/Grades 9-12	
Unit 1:	Approaches to Psychology and Research	Month:	September
Unit 2:	The Working of Mind and Body and The Life Span	Month:	October/November
Unit 3:	The Conscious Mind and Memory	Month:	December
Unit 4:	Personality Development	Month:	January
Unit 5:	Sensation and Perception	Month:	February/March
Unit 6:	Learning and Cognitive Processes	Month:	March/April
Unit 7:	Clinical Psychology	Month:	May/June
Date Created or Revised:		February 2013	
BOE Approval Date:		03/2013	

Pine Hill Public Schools Curriculum	
Unit Title: Approaches to Psychology and Research	
Unit #: One	
Course or Grade Level: Psychology 9-12	Length of Time: 4 weeks
Date Created: February 2013	BOE Approval Date:
Pacing	September
Essential Questions	<ul style="list-style-type: none"> • What is Psychology? • How did psychology develop from misguided theories about human emotions and thoughts to a widely practiced science? • Who had the greatest impact on modern psychology? • How are the many subfields of psychology different and similar? • Which perspective of psychology do you considered to be the best and why
Content	<ul style="list-style-type: none"> • Approaches to Psychology • Research
Skills	<p>Approaches to Psychology</p> <ul style="list-style-type: none"> • Explain the usefulness of the study of Psychology • Understand a brief history of psychology as well as the various types of the profession throughout time. • Examine the purposes and goals of psychology • Identify founding fathers of psychology. • Discuss the usefulness of psychology in everyday life • Identify the subfields of psychology. • Explore various perspectives in psychology. <p>Research</p> <ul style="list-style-type: none"> • Examine experimental procedures psychologists use to conduct sound research while avoiding bias. • Identify common statistical techniques used to analyze research results • 3. Discuss ethical considerations in psychology.
Math Skills/ Science Processes	<ul style="list-style-type: none"> • Describes the scientific method • Create studies using data, statistics, and research findings.
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions, rubrics) <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments
Interventions / differentiated instruction	<p>Pairing/Group Work Individual assignments Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines)

	<ul style="list-style-type: none"> • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level •
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Psychology: Principles in Practice</i>, Holt, Rinehart and Winston 1998 • Discovering Psychology Videos, The Patriot

2010 APACS

Standard:

IA: Introduction and Research Methods

Strand(s):

IA-1: contemporary perspectives used by psychologists to understand behavior and mental processes in context.

IA-2: Major Subfields and career opportunities that comprise psychology

IA-3: Research strategies used by psychologists to explore behavior and mental processes

IA-4: Purpose and basic concepts of statistics

IA-5: Ethical issues in research with humans and other animals that are important to psychologists

IA-6: Development of psychology as an empirical science

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: The Working of Mind and Body and The Life Span

Unit #: Two

Course or Grade Level: Psychology Grades 9-12

Length of Time: 8 Weeks

Date Created: February 2013

BOE Approval Date:

Pacing

October/November

Essential Questions

- What is the most dominate sense for all humans? What is the most important?

	<ul style="list-style-type: none"> • How does our environment affect our senses and thus our perception? • Why do we all perceive the same stimuli differently? • What is real? • Why is neural communication important to the field of Psychology? • What role does the nervous system play in your behaviors? • How can damage to parts of the brain affect human behavior.
Content	<ul style="list-style-type: none"> • The Working of Mind and Body • The Life Span
Skills	<p>The Working of Mind and Body</p> <ol style="list-style-type: none"> 1. Identify the structure and functions of the human brain 2. Describe how the nervous system, the endocrine system, and the environment affect the brain 3. Discuss the different ways psychologists study the brain 4. Summarize research on the effects of heredity and environment on behavior <p>B. The Life Span</p> <ol style="list-style-type: none"> 1. Describe the physical and perceptual development of newborns and children 2. Analyze the social development children face as they grow and progress through the stages of life 3. Understand the development theories of Jean Piaget, Erik Erickson, and Lawrence Kohlberg 5. Summarize the cognitive development theory 6. Outline the changes in patterns of reasoning, moral thinking, and the development of one's identity during the transition from childhood to adulthood 7. Describe the physical and psychological gender differences of males and females 8. Discuss how beliefs on differences in development influence behavior 9. Describe the cognitive and ideological changes that characterize adolescence 10. Analyze Erik Erickson's identity crisis 12. Examine difficulties adolescence may face 13. Identify how Title IX changed gender development 14. Understand the role of family and peers during adolescence 15. Identify changes that occur in health and life situations during old age 16. Describe the social and emotional changes that occur during adulthood 17. Nature vs. Nurture
Math Skills/ Science Processes	<ul style="list-style-type: none"> •
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions, rubrics) <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments
Interventions / differentiated instruction	<p>Pairing/Group Work</p> <p>Individual assignments</p> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines)

	<ul style="list-style-type: none"> • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Psychology: Principles in Practice</i>, Holt, Rinehart and Winston 1998 • Discovering Psychology Videos, Clueless, The Wild Child, The Matrix, Forrest Gump

2010 APACS

Standard: IIA: Biological Bases of Behavior

Strand(s):

- IIA-1: Structure and function of a neuron
- IIA-2: Organization of the nervous system
- IIA-3: Hierarchical organization of the structure and function of the brain
- IIA-4: Technologies and clinical methods for studying the brain
- IIA-5: Structure and function of the endocrine system
- IIA-6: How heredity interact with the environment to influence behavior
- IIA-7: How psychological methods are influenced by evolution

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: The Conscious Mind and Memory	Unit #: Three
Course or Grade Level: Psychology Grades 9-12	Length of Time: 4 Weeks
Date Created: February 2013	BOE Approval Date:

Pacing	December
Essential Questions	<ul style="list-style-type: none"> • What is the Conscious Mind? • What environmental influences can and often do affect the Conscious Mind? How do they affect it? • Why do we dream? • What affect do dreams have on the conscious mind? • What impact do sleep disorders have on daily functions?
Content	<ul style="list-style-type: none"> • The Conscious Mind • Memory
Skills	<p>E. The Conscious Mind</p> <ol style="list-style-type: none"> 1. Describe the basic functions and ingredients of thought 2. Explain the strategies for problem solving and decision making 3. Identify is language and how is it acquired 4 .Illustrate the models of memory 5.Analyze the nature of memory 6.Explore the universal principles that govern human development 7.Identify the 7 areas of human development 8.Understand development progress in areas throughout life 9. Identify elements of language and describe how language is <p>F. Memory</p> <ol style="list-style-type: none"> 1. Investigate the methods involved in how people receive, process, store, retrieve and analyze information 2. Understand stored memory can be retrieved by recognition, recall, and relearning 3. Know the three stages of memory and where the memory centers are in the brain 4. Explain the process of forgetting
Math Skills/ Science Processes	Science- How the brain interprets and processes information and the environment.
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions, rubrics) <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments
Interventions / differentiated instruction	<p>Pairing/Group Work</p> <p>Individual assignments</p> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort

	<ul style="list-style-type: none"> • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Psychology: Principles in Practice</i>, Holt, Rinehart and Winston 1998 • Discovering Psychology Videos, Donnie Darko

2010 APACS

Standard: IVD: States of Consciousness

Strand(s):

IVD-1: Understand the nature of consciousness

IVD-2: Characteristics of sleep and theories that explain why we sleep

IVD-3: Theories used to explain and interpret dreams

IVD-4: Basic phenomena and uses of hypnosis

IVD-5: Categories of psychoactive drugs and their effects

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Personality Development		Unit #:Four
Course or Grade Level: Psychology Grades 9-12	Length of Time: 4 Weeks	
Date Created: February 2013	BOE Approval Date:	

Pacing	January
Essential Questions	<ul style="list-style-type: none"> • What shapes our personality: Nature or Nurture? • Are personality traits constant throughout our lives? • What environmental factors have the greatest influences on our personality development? • Whose theory on Personality Development do you agree with? Why?
Content	Personality Development
Skills	I. Personality Development <ol style="list-style-type: none"> 1. Identify the factors that my influence the formation of personality. 2. Identify and describe the characteristics of the major personality theories. 3. Describe Freud’s theory of personality, psychosexual development 4. Describe Horney’s criticism of Freud’s theory 5. Explain Carl Jung’s theory 6. List and explain the Big five personality traits 7. Distinguish between objective and projective techniques of personality assessment. 8. Describe the use of projective tests and distinguish between the TAT and the Rorsharch Ink Blot test. 9. Describe tests used in personality assessment.
Math Skills/ Science Processes	Sociology- How groups of individuals interpret and react to the world around them.
Assessments	Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions, rubrics) Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments
Interventions / differentiated instruction	Pairing/Group Work Individual assignments Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher)

	<ul style="list-style-type: none"> • Testing based on student pace and class level
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Psychology: Principles in Practice</i>, Holt, Rinehart and Winston 1998

2010 APACS

Standard: IIB: Personality and Assessment

Strand(s):

IIB-1: Distinguish between personality and personality constructs

IIB-2: Personality approaches and theories

IIB-3: Assessment tools used in personality

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Sensation and Perception		Unit #: Five
Course or Grade Level: Psychology Grades 9-12		Length of Time: 5 Weeks
Date Created: February 2013		BOE Approval Date:
Pacing	February/March	
Essential Questions	<ul style="list-style-type: none"> • What is the most dominate sense for all humans? What is the most important? • How does our environment affect our senses and thus our perception? • Why do we all perceive the same stimuli differently? • What is real? • 	
Content	Sensation and Perception	
Skills	H. Sensation and Perception 1. Describe psychophysics 2. Define and discuss threshold, Weber’s law and signal detection 3. Describe the nature and functioning of the sense organs 4. Identify the skin and body senses and explain how they work	

	<p>5. Outline the principles involved in perception</p> <p>6. Describe how we learn to perceive and what illusions are.</p> <p>7. Analyze the stages of sleep and sleep disorders</p> <p>8. Discuss dreams and their content</p> <p>9. Describe research into such techniques as biofeedback, hypnosis, and mediation</p> <p>10. Describe psychoactive drugs and how they interact with the central nervous systems to alter consciousness</p> <p>11. Define drug abuse</p> <p>12. Examine the question “what is real?”</p> <p>13. Discuss subliminal messages.</p>
Math Skills/ Science Processes	
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions, rubrics) <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments
Interventions / differentiated instruction	<p>Pairing/Group Work</p> <p>Individual assignments</p> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing
Inter-disciplinary Connections	<p>Philosophy-Explores the questions dealing with philosophy such as “what is real?” It also delves into the individual perception of the world.</p> <p>Sociology- Highlights the individuals journey through the society and their adaptations To the world around them.</p>
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Psychology: Principles in Practice</i>, Holt, Rinehart and Winston 1998

2010 APACS							
Standard:							
IIB: Sensation and Perception							
Strand(s):							
IIB-1: Basic concepts explaining the capabilities and limitations of sensory processes							
IIB-2: Interaction of the person and the environment in determining perception							
IIB-3: Nature of attention							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Learning and Cognitive Processes	Unit #:Six
Course or Grade Level: Psychology Grades 9-12	Length of Time: 6 weeks
Date Created: February 2013	BOE Approval Date:
Pacing	March/April
Essential Questions	<ul style="list-style-type: none"> • How does one's environment affect their psychological and cognitive development? • What environmental factors have the greatest influence in shaping our development? • What is the importance of attachment to human development? • How do we develop psychologically: Through Stages or Continually? • Opinion: Whose theory on human development do you believe has the most credibility?
Content	Learning and Cognitive Processes

Skills	<p>D. Learning and Cognitive Processes</p> <ol style="list-style-type: none"> 1. Describe the principles and techniques of classical conditioning, operant conditioning, and social learning 2. Examine Ivan Pavlov and his classic conditioning 3. Explore John Locke's <i>An Essay Concerning Human Understanding</i> 4. Illustrate how principle of learning are applied to human and animal behavior through such techniques as reinforcement 5. Cite the principles involved in cognitive learning and modeling 6. Identify principles of learning used in behavior modification 7. Discuss Albert Bandura's social learning theory
Math Skills/ Science Processes	<ul style="list-style-type: none"> •
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions, rubrics) <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments
Interventions / differentiated instruction	<p>Pairing/Group Work Individual assignments Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating "good practices" for testing
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Psychology: Principles in Practice</i>, Holt, Rinehart and Winston 1998 • Remember the Titans, Breakfast Club
2010 APACS	

Standard: IVA: Learning							
Strand(s): IVA-1: Characteristics of learning IVA-2: Principles of classical conditioning IVA-3: Principles of operant conditioning IVA-4: Components of cognitive learning IVA-5: Roles of biology and culture in determining learning							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Clinical Psychology	Unit #: Seven
Course or Grade Level: Psychology Grades 9-12	Length of Time: 8 weeks
Date Created: February 2013	BOE Approval Date:
Pacing	May/June
Essential Questions	<ul style="list-style-type: none"> • What are the causes of Mental Disorders? • What defines someone as being mentally ill? • How has the treatment and understanding of metal disorders changed and improved over time? • What is the most effective treatment for a mental disorder?
Content	Clinical Psychology
Skills	J. Clinical Psychology 1. Describe the common characteristics of abnormal behavior. 2. Identify various sources of stress 3. Analyze the beneficial and harmful reactions people have to stress 4. Explore defensive and active coping strategies that people use to deal with stress 5. Describe how college and work lead to stress 6. Identify stages of the stress reaction as well as coping mechanisms 7. Examine the line between normal and abnormal by looking at deviance, adjustment, and psychological health

	8. Define psychological disorders 9. Explore anxiety, somatoform, dissociative, and mood disorders 10. Analyze the thought process of schizophrenics 11. Determine how personality disorders and drug addiction prohibit normal relationships and functioning 12. Describe psychotherapy and its goals
Math Skills/ Science Processes	<ul style="list-style-type: none"> •
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions, rubrics) <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments
Interventions / differentiated instruction	<p>Pairing/Group Work</p> <p>Individual assignments</p> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level • Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing
Inter-disciplinary Connections	Health- how psychological disorders can affect the body and it’s every day functioning.
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Psychology: Principles in Practice</i>, Holt, Rinehart and Winston 1998 • One Flew Over the Coo Coo’s Nest, Sybil, As Good As it Gets, Girl Interrupted
2010 APACS	

Standard:**VA: Psychological Disorders****VB: Treatment of Psychological Disorders****Strand(s):****VA-1: Characteristics and origins of abnormal behavior****VA-2: Methods used in exploring abnormal behavior****VA-3: Major categories of abnormal behavior****VA-4: Impact of mental disorders****VB-1: Prominent methods used to treat individuals with disorders****VB-2: Types of practitioners who implement treatment****VB-3: Legal and ethical challenges involved in delivery of treatment****21st Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		