Office of Curriculum and Instruction

Psychology

Grade 11 or 12

Prerequisite: None

Credit Value: 5

ABSTRACT

Students in the Psychology course study human behavior through observation of human interaction. The study of personality theories and techniques for measuring personality development, as well as an examination of the effects of heredity and environment, contribute to an understanding of self and others. Methods for coping with frustration, conflict, depression, and anxiety, as well as the treatment of behavior disorders, are examined demonstrating ways in which the study of psychology may play a role in addressing societal problems. Case studies introduce real-life problem situations to students that require informed critical thinking methods and collaborative decision making to affect appropriate resolutions. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017
# Psychology

**Grade 11 or 12**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October/November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
</table>

**Essential Question:**
- In what ways does the study of psychology enhance interpersonal understanding?
- How are research and the study of biology essential to psychology?
- What influences impact a personal global view?
- How do brain functions affect behavior?

**Content:**

<table>
<thead>
<tr>
<th>Skills and Topics</th>
<th>The Social Sciences</th>
<th>Research Methods</th>
<th>Sensation and Perception</th>
<th>Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identify and define the social sciences (e.g., psychology, sociology, anthropology)</td>
<td>• evaluate diverse research methods (e.g., qualitative, quantitative, cohort studies)</td>
<td>• define sensation</td>
<td>• identify the biological processes that affect memory</td>
<td></td>
</tr>
<tr>
<td>• utilize technology to research the history of psychology</td>
<td>• compare and contrast the parameters of diverse research methods</td>
<td>• identify the components of the sensory system</td>
<td>• compare and contrast the different functions of memory</td>
<td></td>
</tr>
<tr>
<td>• annotate data about the sub fields of psychology (e.g., clinical, developmental, forensic)</td>
<td>• complete self-assessment surveys</td>
<td>• conduct experiments employing individual senses</td>
<td>• analyze retrieval and interference in memory</td>
<td></td>
</tr>
<tr>
<td>• assess the function of psychologists</td>
<td>• collect data from surveys</td>
<td>• define perception</td>
<td>• demonstrate memory formation and retrieval in experimentation</td>
<td></td>
</tr>
<tr>
<td>• describe the six perspectives of psychology</td>
<td>• summarize data</td>
<td>• evaluate the connection between sensation and perception</td>
<td>• discuss false memories</td>
<td></td>
</tr>
<tr>
<td>• compare and contrast the perspectives of psychology</td>
<td>• predict behavior based on assessment of data</td>
<td>• dramatize the impact of perception on personal opinion</td>
<td>• evaluate the impact of false memories</td>
<td></td>
</tr>
<tr>
<td>• evaluate practical uses of the perspectives of psychology</td>
<td>• analyze ethics in research</td>
<td>• employ technology to investigate illusions (e.g., Web Quests)</td>
<td>• investigate techniques to improve memory</td>
<td></td>
</tr>
<tr>
<td>• initiate an electronic reflective journal</td>
<td>• assess brain function</td>
<td>• present findings in a multimedia presentation</td>
<td>• demonstrate memory improvement techniques in practice</td>
<td></td>
</tr>
</tbody>
</table>

**Integration of Technology:**
- Internet, Web Quests, wireless laptop computers, classroom computers, SMART Boards, multimedia presentations, prezis, wikis, VoiceThread, video case studies, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities, reflective journal entries, clinical diaries, response cards, essays, research reports

**Formative Assessments:**
- Group work, paired work, journal entries, multimedia presentations, scoring rubric, benchmark assessments
<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October/November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative Assessments:</strong></td>
<td>Quizzes, tests, projects, multimedia presentations, benchmark assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Assessments:</strong></td>
<td></td>
<td>Clinical study responses, video case responses, group presentations, multimedia presentations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Interdisciplinary Connections:** | *ELA: RI.11.1-10, W.11.1-10  
Science: 5.1.12.D.1  
Health/PE: 2.1.12.E.1-3  
Technology: 8.1.12.A.4, 8.1.12.F.1  
21st Century Life/Careers: 9.2.12.C.3,4,5,7,8,9  
CRP 1,4,5,8,9,12  
*ELA: RI.11.1-10, W.11.1-10  
Science: 5.1.12.D.1  
Health/PE: 2.1.12.E.1-3  
Technology: 8.1.12.A.4, 8.1.12.F.1  
21st Century Life/Careers: 9.2.12.C.3,4,5,7,8,9  
CRP 1,4,5,8,9,12  
*ELA: RI.11.1-10, W.11.1-10  
Science: 5.1.12.D.1  
Health/PE: 2.1.12.E.1-3  
Technology: 8.1.12.A.4, 8.1.12.F.1  
21st Century Life/Careers: 9.2.12.C.3,4,5,7,8,9  
CRP 1,4,5,8,9,12  
*ELA: RI.11.1-10, W.11.1-10  
Science: 5.1.12.D.1  
Health/PE: 2.1.12.E.1-3  
Technology: 8.1.12.A.4, 8.1.12.F.1  
21st Century Life/Careers: 9.2.12.C.3,4,5,7,8,9  
CRP 1,4,5,8,9,12 | *ELA: RI.11.1-10, W.11.1-10  
Science: 5.1.12.D.1  
Health/PE: 2.1.12.E.1-3  
Technology: 8.1.12.A.4, 8.1.12.F.1  
21st Century Life/Careers: 9.2.12.C.3,4,5,7,8,9  
CRP 1,4,5,8,9,12 | *ELA: RI.11.1-10, W.11.1-10  
Science: 5.1.12.D.1  
Health/PE: 2.1.12.E.1-3  
Technology: 8.1.12.A.4, 8.1.12.F.1  
21st Century Life/Careers: 9.2.12.C.3,4,5,7,8,9  
CRP 1,4,5,8,9,12 | *ELA: RI.11.1-10, W.11.1-10  
Science: 5.1.12.D.1  
Health/PE: 2.1.12.E.1-3  
Technology: 8.1.12.A.4, 8.1.12.F.1  
21st Century Life/Careers: 9.2.12.C.3,4,5,7,8,9  
CRP 1,4,5,8,9,12 |
| **21st Century Themes:** | Global Awareness  
Financial, Economic, Business, and Entrepreneurial Literacy  
Health Literacy |                                                                                       |                                                                         |                                                                         |
| **21st Century Skills:** | Creativity and Innovation  
Media Literacy  
Critical Thinking and Problem Solving  
Life and Career Skills  
Information and Communication Technologies Literacy  
Communication and Collaboration  
Information Literacy |                                                                                       |                                                                         |                                                                         |
| **Resources:** | Trade books, periodicals, professional publications, journals, videos, websites, blogs, multimedia resources |                                                                                       |                                                                         |                                                                         |
| **Modifications/Accommodations** | Intervention - Teachers will address intervention needs by using the following tools/strategies:  
• Computer-assisted instruction  
• Instructional Level - Teachers will utilize texts that stretch the students’ instructional level. Differentiated materials may be found in the book room and Newsela.com.  
• Text to Speech (Speak It!)  
Enrichment/Gifted-  
• Tired graphic organizers to add complex layers  
• Raise levels of intellectual demands  
• Differentiate content, process or product depending on students’ readiness, interests and/or learning styles  
• expanded open-ended questions  
ELL Students-  
• Sheltered Instruction Strategies  
• Text to Speech (Speak It!)  
Special Education-  
• IEP accommodations and modifications  
• Extra time as needed |                                                                                       |                                                                         |                                                                         |
Psychology
Grade 11 or 12

- Repeated directions
- Read directions aloud
- Additional scaffolding as needed
- Modified assignments as needed

*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.

| Careers: | Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster |

*2016 NJSLS
RL: Reading Literature  N: Real Number System
RI: Reading Informational Text  A: Algebra
W: Writing  F: Functions
SL: Speaking and Listening  G: Geometry
L: Language  S: Statistics and Probability
MD: Measurement and Data
# Psychology
## Grade 11 or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February/March</th>
<th>April/May</th>
<th>June</th>
</tr>
</thead>
</table>

### Essential Question:
- In what ways do conscious and unconscious activity affect behavior?
- In what ways does human experience affect development?
- What can happen when human systems fail?

### Content:
- Motivation and Learning
- Personality
- Abnormal Psychology

### Skills and Topics:
- **Motivation and Learning**
  - differentiate between conscious and unconscious brain activity
  - identify theories of motivation (e.g. instinct, incentive, humanistic, arousal)
  - compare and contrast theories of motivation
  - apply theories of motivation personally through self-assessment
  - evaluate personal modes of motivation
  - define learning
  - identify the characteristics of relearning
  - evaluate learning theories (e.g., classical conditioning, operant learning, social learning)
  - maintain an electronic reflective journal
- **Personality**
  - explain personality
  - conduct research of the sources of personality
  - distinguish between nature and nurture
  - assess Freud’s structure of personality theory
  - compare and contrast Freud’s theories with those of Adler, Horney, and Rogers
  - conduct an individual personality assessment
  - employ a multimedia resource to present outcomes of individual personality assessment
  - maintain an electronic reflective journal
- **Abnormal Psychology**
  - distinguish between normal and abnormal behaviors
  - conduct research of abnormal behaviors
  - summarize findings in written and oral forms
  - organize data in a multimedia presentation
  - diagnose symptoms of abnormal behavior in video presentations
  - investigate treatments for abnormal behaviors
  - assess the results of diverse treatments
  - reflect on increased self-awareness through the study of psychology in an electronic reflective journal

### Integration of Technology:
- Internet, Web Quests, wireless laptop computers, classroom computers, SMART Boards, multimedia presentations, prezis, wikis, VoiceThread, video case studies, video streaming, podcasting

### Writing:
- Open-ended responses, conclusions and analysis of exploratory activities, reflective journal entries, clinical diaries, response cards, essays, research reports

### Formative Assessments:
- Group work, paired work, journal entries, multimedia presentations, scoring rubric, benchmark assessments

### Summative Assessments:
- Quizzes, tests, projects, multimedia presentations, benchmark assessments

### Performance Assessments:
- Clinical study responses, video case responses, group presentations, multimedia presentations
<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February/March</th>
<th>April/May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science: 5.1.12.D.1</td>
<td>Science: 5.1.12.D.1</td>
<td>Science: 5.1.12.D.1</td>
</tr>
<tr>
<td></td>
<td>CRP 1,4,5,8,9,12</td>
<td>CRP 1,4,5,8,9,12</td>
<td>CRP 1,4,5,8,9,12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Themes:</th>
<th>Global Awareness</th>
<th>Civic Literacy</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creative Thinking and Problem Solving</td>
<td>Life and Career Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills:</th>
<th>Creativity and Innovation</th>
<th>Media Literacy</th>
<th>Critical Thinking and Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information and Communication Technologies Literacy</td>
<td>Communication and Collaboration</td>
<td>Information Literacy</td>
</tr>
</tbody>
</table>

| Resources: | Trade books, periodicals, professional publications, journals, videos, websites, blogs, multimedia resources |

**Modifications/Accommodations**

- Intervention - Teachers will address intervention needs by using the following tools/strategies:
  - Computer-assisted instruction
  - Instructional Level - Teachers will utilize texts that stretch the students’ instructional level. Differentiated materials may be found in the book room and Newsela.com.
  - Text to Speech (Speak It!)

- Enrichment/Gifted-
  - Tired graphic organizers to add complex layers
  - Raise levels of intellectual demands
  - Differentiate content, process or product depending on students’ readiness, interests and/or learning styles
  - expanded open-ended questions

- ELL Students-
  - Sheltered Instruction Strategies
  - Text to Speech (Speak It!)

- Special Education-
  - IEP accommodations and modifications
  - Extra time as needed
  - Repeated directions
  - Read directions aloud
  - Additional scaffolding as needed
  - Modified assignments as needed
Psychology
Grade 11 or 12

*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.

| Careers: | Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster. |

*2016 NJSLS
RL: Reading Literature   N: Real Number System
RI: Reading Informational Text A: Algebra
W: Writing     F: Functions
SL: Speaking and Listening G: Geometry
L: Language     S: Statistics and Probability
MD: Measurement and Data
Psychology
Course Requirements

Grade: 11 or 12  Prerequisite: None  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in the Psychology course study human behavior through observation of human interaction. The study of personality theories and techniques for measuring personality development, as well as an examination of the effects of heredity and environment, contribute to an understanding of self and others. Methods for coping with frustration, conflict, depression, and anxiety, as well as the treatment of behavior disorders, are examined demonstrating ways in which the study of psychology may play a role in addressing societal problems. Case studies introduce real-life problem situations to students that require informed critical thinking methods and collaborative decision making to affect appropriate resolutions. Benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:
- The Social Sciences
- Research Methods
- Sensation and Perception
- Memory
- Motivation and Learning
- Personality
- Abnormal Psychology

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- In what ways does the study of psychology enhance interpersonal understanding?
- How are research and the study of biology essential to psychology?
- What influences impact a personal global view?
- How do brain functions affect behavior?
- In what ways do conscious and unconscious activity affect behavior?
- In what ways does human experience affect development?
- What can happen when human systems fail?
- What are the post-graduation and/or career options that apply to the course content?
Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and finalexaminations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
Psychology
Student Agreement

STUDENT NAME: _____________________________________________________________

Last Name First Name

GRADE: ______________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Psychology.

I acknowledge my responsibility to read and understand all of the information contained in the Psychology Course Requirements information and syllabus packet.

_________________________________  ____________________________
Student Signature                      Date

Note: Please share the course requirements for Psychology with your parents.