

Pequannock Township School District

Curriculum Syllabus

Introduction to Psychology - Grade 11-12

Course Description:

The Introduction to Psychology course aims to achieve two goals: prepare students for the AP level Psychology course at Pequannock Township High School and provide students with a general overview of interesting topics within the scope of Psychology. This course focuses on individual human behavior and why people think, feel, and react to certain situations. Some of the topics explored in this course are social psychology, research methods, developmental psychology, biological psychology, psychological testing, psychological disorders, and positive psychology. In this course, students will be utilizing reading, writing, problem-solving and critical thinking skills, with the intention to prepare them for college and/or the workforce. Students will ultimately be able to apply these skills in a 21st century world, and become more informed citizens who will be better prepared to challenge established ideas on who, how, and why humans behave as we do.

Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate

information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- ii. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- iii. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- iv. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Scope and Sequence

Unit 1: Discovering Psychology: The Science of Mind (History and Methods)	Semester 1	3-4 Weeks
Unit 2: The Developing Mind (Lifespan Development)	Semester 1	3-4 Weeks
Unit 3: The Adaptive Mind (Learning and Cognitive Processes)	Semester 1	3-4 Weeks
Unit 4: The Individual Mind (Personality and the Self)	Semester 1	3-4 Weeks
Unit 5: The Feeling Mind (Motivation, Emotion, and Stress)	Semester 2	3-4 Weeks
Unit 6: The Connected Mind (Social Psychology)	Semester 2	3-4 Weeks
Unit 7: The Troubled Mind (Psychological Disorders and Treatment)	Semester 2	3-4 Weeks
Unit 8: The Healthy Mind (Positive and Health Psychology)	Semester 2	3-4 Weeks
Unit 9: Final Projects (Final Portfolio and Final Research Paper)	End of Semester 2	3-4 weeks

Assessments

Evaluation of student achievement in this course will be based on the following:

Pear Deck, Kahoot, exit cards, short quizzes
 Inquiry based learning
 Project based learning
 Unit Assessments

Curriculum Resources

Teacher Resources: *Discovering Psychology, The Science of Mind (2014)*

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Psychology Today Magazine
- This American Life - Podcast
- The Hidden Brain - Podcast