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# **Psychology/ Sociology Honors**

**Curriculum Guide**

**Scranton School District**

**Scranton, PA**



Scranton School District  
Curriculum Guide

**Psychology/Sociology Honors**

**Prerequisite:**

- Be in compliance with the [SSD Honors and AP Criteria Policy](#)

In this course, students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. In addition, students will be introduced to research techniques utilized in the study of behavior and mental processes. Topics covered include structure and function of the brain, development across the lifetime, sensation/perception, consciousness, learning, memory, cognition, motivation, emotions, and stress, the development of personality, the psychological disorders and their treatments, as well as social psychology.

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Year-at-a-glance

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| <b>Subject: Psychology/Sociology</b> | <b>Grade Level: 12<sup>th</sup> Grade</b> | <b>Date Completed: 1/21/2017</b> |
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**1<sup>st</sup> Quarter**

| Topic                                   | Resources  | Standards  |
|---|--|--|
| <b>What is Psychology?</b>              | <b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 1</b><br><b>Lesson/Unit Plan</b><br><b>Instructional Content</b><br><b>Educational Resources</b><br><b>Assessments</b><br><b>Videos</b><br><b>Web-Based Content</b> | <b>CC.8.5.11-12.A through CC.8.5.11-12.I</b><br><br><b>CC.8.6.11-12.A through CC.8.6.11-12.I</b> |
| <b>Biology and Psychology</b>           | <b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 2</b><br><b>Lesson/Unit Plan</b><br><b>Instructional Content</b><br><b>Educational Resources</b><br><b>Assessments</b><br><b>Videos</b><br><b>Web-Based Content</b> | <b>CC.8.5.11-12.A through CC.8.5.11-12.I</b><br><br><b>CC.8.6.11-12.A through CC.8.6.11-12.I</b> |
| <b>Development Through the Lifespan</b> | <b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 3</b><br><b>Lesson/Unit Plan</b><br><b>Instructional Content</b><br><b>Educational Resources</b><br><b>Assessments</b><br><b>Videos</b><br><b>Web-Based Content</b> | <b>CC.8.5.11-12.A through CC.8.5.11-12.I</b><br><br><b>CC.8.6.11-12.A through CC.8.6.11-12.I</b> |

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| <p><b>Sensation and Perception</b></p> | <p>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 4<br/> Lesson/Unit Plan<br/> Instructional Content<br/> Educational Resources<br/> Assessments<br/> Videos<br/> Web-Based Content</p> | <p>CC.8.5.11-12.A through<br/> CC.8.5.11-12.I</p> <p>CC.8.6.11-12.A through<br/> CC.8.6.11-12.I</p> |
| <p><b>Consciousness</b></p>            | <p>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 5<br/> Lesson/Unit Plan<br/> Instructional Content<br/> Educational Resources<br/> Assessments<br/> Videos<br/> Web-Based Content</p> | <p>CC.8.5.11-12.A through<br/> CC.8.5.11-12.I</p> <p>CC.8.6.11-12.A through<br/> CC.8.6.11-12.I</p> |

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**2<sup>nd</sup> Quarter**

| <b>Topic</b>                  | <b>Resources</b>   | <b>Standards</b>   |
|-------------------------------|--|--|
| <b>Learning</b>               | <b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 6</b><br><b>Lesson/Unit Plan</b><br><b>Instructional Content</b><br><b>Educational Resources</b><br><b>Assessments</b><br><b>Videos</b><br><b>Web-Based Content</b> | <b>CC.8.5.11-12.A through CC.8.5.11-12.I</b><br><br><b>CC.8.6.11-12.A through CC.8.6.11-12.I</b> |
| <b>Memory</b>                 | <b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 7</b><br><b>Lesson/Unit Plan</b><br><b>Instructional Content</b><br><b>Educational Resources</b><br><b>Assessments</b><br><b>Videos</b><br><b>Web-Based Content</b> | <b>CC.8.5.11-12.A through CC.8.5.11-12.I</b><br><br><b>CC.8.6.11-12.A through CC.8.6.11-12.I</b> |
| <b>Cognition and Language</b> | <b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 8</b><br><b>Lesson/Unit Plan</b><br><b>Instructional Content</b><br><b>Educational Resources</b><br><b>Assessments</b><br><b>Videos</b><br><b>Web-Based Content</b> | <b>CC.8.5.11-12.A through CC.8.5.11-12.I</b><br><br><b>CC.8.6.11-12.A through CC.8.6.11-12.I</b> |

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| <p><b>Intelligence and Creativity</b></p> | <p><b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 8</b><br/> <b>Lesson/Unit Plan</b><br/> <b>Instructional Content</b><br/> <b>Educational Resources</b><br/> <b>Assessments</b><br/> <b>Videos</b><br/> <b>Web-Based Content</b></p> | <p><b>CC.8.5.11-12.A through<br/>CC.8.5.11-12.I</b></p> <p><b>CC.8.6.11-12.A through<br/>CC.8.6.11-12.I</b></p> |
| <p><b>Motivation and Emotion</b></p>      | <p><b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 8</b><br/> <b>Lesson/Unit Plan</b><br/> <b>Instructional Content</b><br/> <b>Educational Resources</b><br/> <b>Assessments</b><br/> <b>Videos</b><br/> <b>Web-Based Content</b></p> | <p><b>CC.8.5.11-12.A through<br/>CC.8.5.11-12.I</b></p> <p><b>CC.8.6.11-12.A through<br/>CC.8.6.11-12.I</b></p> |

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3<sup>rd</sup> Quarter

| Topic                                 | Resources   | Standards  |
|---------------------------------------|---|--|
| <b>Personality</b>                    | Approved Textbook- <i>Psychology: Concepts and Connections</i> , Chapter 8<br>Lesson/Unit Plan<br>Instructional Content<br>Educational Resources<br>Assessments<br>Videos<br>Web-Based Content  | CC.8.5.11-12.A through<br>CC.8.5.11-12.I<br><br>CC.8.6.11-12.A through<br>CC.8.6.11-12.I |
| <b>Gender and Sexuality</b>           | Approved Textbook- <i>Psychology: Concepts and Connections</i> , Chapter 8<br>Lesson/Unit Plan<br>Instructional Content<br>Educational Resources<br>Assessments<br>Videos<br>Web-Based Content  | CC.8.5.11-12.A through<br>CC.8.5.11-12.I<br><br>CC.8.6.11-12.A through<br>CC.8.6.11-12.I |
| <b>Stress, Health, and Adjustment</b> | Approved Textbook- <i>Psychology: Concepts and Connections</i> , Chapter 14<br>Lesson/Unit Plan<br>Instructional Content<br>Educational Resources<br>Assessments<br>Videos<br>Web-Based Content | CC.8.5.11-12.A through<br>CC.8.5.11-12.I<br><br>CC.8.6.11-12.A through<br>CC.8.6.11-12.I |

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| <p><b>Psychological Disorders</b></p>                              | <p><b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 14</b><br/> <b>Lesson/Unit Plan</b><br/> <b>Instructional Content</b><br/> <b>Educational Resources</b><br/> <b>Assessments</b><br/> <b>Videos</b><br/> <b>Web-Based Content</b></p> | <p><b>CC.8.5.11-12.A through<br/>CC.8.5.11-12.I</b></p> <p><b>CC.8.6.11-12.A through<br/>CC.8.6.11-12.I</b></p> |
| <p><b>Methods of Therapy</b></p>                                   | <p><b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 15</b><br/> <b>Lesson/Unit Plan</b><br/> <b>Instructional Content</b><br/> <b>Educational Resources</b><br/> <b>Assessments</b><br/> <b>Videos</b><br/> <b>Web-Based Content</b></p> | <p><b>CC.8.5.11-12.A through<br/>CC.8.5.11-12.I</b></p> <p><b>CC.8.6.11-12.A through<br/>CC.8.6.11-12.I</b></p> |
| <p><b>Research Paper, 8-10 pages</b><br/> <b>Varied Topics</b></p> | <p><b>Topic related books, websites, and journals.</b><br/> <b>Will vary based on topic.</b></p>   | <p><b>CC.8.5.11-12.A through<br/>CC.8.5.11-12.I</b></p> <p><b>CC.8.6.11-12.A through<br/>CC.8.6.11-12.I</b></p> |



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**4<sup>th</sup> Quarter**

| <b>Topic</b>                 | <b>Resources</b>  | <b>Standards</b>   |
|------------------------------|---|--|
| <b>Social Psychology</b>     | <b>Approved Textbook- <i>Psychology: Concepts and Connections</i>, Chapter 16</b><br><b>Lesson/Unit Plan</b><br><b>Instructional Content</b><br><b>Educational Resources</b><br><b>Assessments</b><br><b>Videos</b><br><b>Web-Based Content</b> | <b>CC.8.5.11-12.A through<br/>CC.8.5.11-12.I</b><br><br><b>CC.8.6.11-12.A through<br/>CC.8.6.11-12.I</b> |
| <b>Sociology</b>             | <b>Approved Textbook- <i>Modern Sociology</i><br/>Chapters, 1,2,3,5,6, and 8</b><br><b>Lesson/Unit Plan</b><br><b>Instructional Content</b><br><b>Educational Resources</b><br><b>Assessments</b><br><b>Videos</b><br><b>Web-Based Content</b>  | <b>CC.8.5.11-12.A through<br/>CC.8.5.11-12.I</b><br><br><b>CC.8.6.11-12.A through<br/>CC.8.6.11-12.I</b> |
| <b>Review and Final Exam</b> |   |  |

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| General Topic          | Academic Standard(s)   | Essential Knowledge, Skills & Vocabulary  | Resources & Activities   | Assessments                           | Suggested Time |
|------------------------|--|---|--|---------------------------------------|----------------|
| What is Psychology?    | CC.8.5.11-12.C<br>CC.8.6.11-12.F<br>CC.8.6.11-12.H<br>CC.8.6.11-12.I                   | <b>A. General Introduction</b><br>1. History<br>2. How Behavioral and Mental Processes are Studied<br>3. Scientific Method<br>4. Ethical Issues<br>5. Statistical Methods                                   | Text<br>Teacher Made Worksheet   | Teacher prepared tests, quizzes, etc. | 4 days         |
| Biology and Psychology | CC.8.5.11-12.D<br>CC.8.5.11-12.G<br>cc.8.6.11-12.F<br>CC.8.6.11-12.H<br>CC.8.6.11-12.I | <b>A. Heredity-review basic concepts</b><br><b>B. Nervous Systems</b><br>1. Peripheral<br>2. Central<br><b>C. Neurotransmitters</b><br><b>D. The Brain Structure/Function</b><br><b>E. Endocrine System</b> | Text<br>Overhead Projector<br>Model of the Brain<br>Flow Chart<br>Transparencies<br><br>Article "Evolutionary Psychology"<br><br>Article "The Incredible Expanding Adventures of the X Chromosome" | Teacher prepared tests, quizzes, etc. | 7 days         |

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| <p><b>Development Through the Lifespan</b></p> | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.C<br/>CC.8.5.11-12.F<br/>CC.8.5.11-12.G<br/>CC.8.5.11-12.I<br/>CC.8.6.11-12.B<br/>CC.8.6.11-12.C<br/>CC.8.6.11-12.H<br/>CC.8.6.11-12.I</p> | <p><b>A. Prenatal Development</b><br/><b>B. Childhood</b><br/>1. Skills area- motor, language, cognitive, social, and moral<br/>2. Parenting Styles<br/><b>C. Adolescence</b><br/>1. Skills area- cognitive, social, moral, and physical<br/><b>D. Adulthood</b><br/>1. Skills area, physical, cognitive, and social<br/>2. Aging<br/>3. Death, dying, and the grief process</p> | <p>Text<br/>Projector<br/>Computer<br/>Transparencies</p> <p>Nova PBS Video "Life's greatest Miracle"</p> <p>Developmental check list</p> <p>Article "Reading Your Baby's Mind"</p> <p>Article "What makes us Moral"</p> <p>Teacher Made worksheet</p> <p>Video: Frontline "Inside the Teenage Brain"</p> <p>Article "Nuns Offer Clues to Alzheimer's and Aging"</p> <p>Article "Gray Hair and Wise Brains"</p> | <p>Teacher prepared tests, quizzes, etc.</p> | <p>12 days</p> |
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| <p><b>Sensation and Perception</b></p> | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.E<br/>CC.8.5.11-12.G<br/>CC.8.6.11-12.F<br/>CC.8.6.11-12.G<br/>CC.8.6.11-12.H<br/>CC.8.6.11-12.I</p> | <p>A. Terms and Definitions<br/>B. Vision<br/>    1. Structure/Function<br/>    2. Color Vision/Color Blindness<br/>C. Visual Perception<br/>    1. Terms, Definitions, Examples<br/>    2. Motion<br/>    3. Depth Perception<br/>    4. Perceptual Constancies<br/>    5. Synesthesia<br/>D. Hearing<br/>    1. Terms and Definitions<br/>    2. Structure/Function<br/>    3. Locating Sound<br/>    4. Hearing Impairment/ Deafness<br/>E. Chemical Senses<br/>    1. Smell<br/>    2. Taste<br/>F. Skin Senses<br/>G. Kinesthetic and Vestibular Sense</p> | <p>Text<br/>Transparencies<br/>Overhead projector<br/>Computer<br/>Document Reader</p> <p>Websites giving examples of colorblindness</p> <p>Variety of books with visual examples</p> <p>Blind spot locaters</p> <p>Article "Everyday Fantasia: The World of Synesthesia"</p> <p>NIDCD Fact Sheet "Cochlear Implants"</p> <p>Article "What Happens When it Suddenly Goes Silent"</p> | <p>Teacher prepared tests, quizzes, etc.</p> | <p>13 days</p> |
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| <p><b>Consciousness</b></p> | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.C<br/>CC.8.5.11-12.F<br/>CC.8.5.11-12.I<br/>CC.8.6.11-12.F<br/>CC.8.6.11-12.G<br/>CC.8.6.11-12.I</p>                    | <p>A. What is it?<br/>B. Sleep and Dreams<br/>    1. Circadian rhythms<br/>    2. Stages of Sleep<br/>    3. Sleep Disorders<br/>C. Hypnosis, Meditation, and Feedback<br/>D. Altering Consciousness through Drugs<br/>    1. substance abuse vs. dependence<br/>    2. kinds<br/>        a. depressants<br/>        b. stimulants<br/>        c. hallucinogenic drugs</p> | <p>Text<br/>Overhead projector and laptop<br/><br/>Article "How Much Sleep Do I Need?"<br/><br/>60 Minutes: "Science of Sleep"<br/><br/>Mindfulness exercise entitled Stress<br/>Kaiserpermanente.org<br/><br/>University of Maryland Medical Center Study "Biofeedback"</p> | <p>Teacher prepared tests, quizzes, etc.</p> | <p>7 days</p>  |
| <p><b>Learning</b></p>      | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.C<br/>CC.8.5.11-12.D<br/>CC.8.6.11-12.A<br/>CC.8.6.11-12.B<br/>CC.8.6.11-12.F<br/>CC.8.6.11-12.H<br/>CC.8.6.11-12.I</p> | <p>A. Classical Conditioning<br/>    1. Definitions<br/>    2. Applications in Daily Life<br/>B. Operant Conditioning<br/>    1. Definitions<br/>    2. Reinforcers<br/>        a. Types<br/>        b. Uses<br/>        c. Schedules</p>  | <p>Text<br/>Computer<br/>Overhead Projector<br/><br/>Article "Intro to Learning Theory and Behavioral Psychology"<br/><br/>Teacher made worksheets<br/><br/>Graphic Organizer</p>  | <p>Teacher prepared tests, quizzes, etc.</p> | <p>10 days</p> |

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| <p><b>Memory</b></p> | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.C<br/>CC.8.5.11-12.F<br/>CC.8.5.11-12.I<br/>CC.8.6.11-12.F<br/>CC.8.6.11-12.G<br/>CC.8.6.11-12.I</p> | <p>A. Kinds of Memory<br/>B. Processes<br/>    1. Encoding<br/>    2. Storage<br/>    3. Retrieval<br/>C. Short Term vs. Long Term<br/>    1. Techniques for improving<br/>    2. How do you get there?<br/>    3. Eyewitness testimony</p> | <p>Text<br/>Overhead Projector<br/>Computer/Projector</p> <p>Activities to test memory</p> <p>Article “Making Connections”</p> <p>60 Minutes Video “Super Autobiographical Memory”</p> <p>Brain Games: Memory</p> <p>Article “What Will Improve a Student’s Memory”</p> <p>Activities to Illustrate tips<br/>60 Minutes Video</p> | <p>Teacher prepared tests, quizzes, etc.</p> | <p>12 days</p> |
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| <p><b>Cognition and Language</b></p> | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.C<br/>CC.8.5.11-12.D<br/>CC.8.6.11-12.A<br/>CC.8.6.11-12.B<br/>CC.8.6.11-12.F<br/>CC.8.6.11-12.H<br/>CC.8.6.11-12.I</p> | <p><b>A. What is Cognition?</b><br/> <b>1. What are concepts?</b><br/> <b>2. Problem Solving</b><br/>             a. keys to understanding<br/>             b. algorithm<br/>             c. heuristics<br/>                 1. means-end analysis<br/>                 2. analogies<br/>             d. hindrances to problem solving<br/>                 1. learning to think outside the box<br/> <b>3. Decision Making: How does it work?</b><br/>             a. heuristics<br/>             b. framing<br/>             C. overconfidence<br/> <b>B. What is language?</b><br/>             1. characteristics<br/>             2. sequence of development<br/>             3. nature v. nurture<br/>                 a. Noam Chomsky and Long acquisition device</p> | <p><b>Text</b><br/> <b>Overhead, Projector</b><br/> <b>Puzzles p. 311</b><br/> <b>Supplemental examples from a variety of sources</b></p> <p><b>Teacher made worksheet</b></p> <p><b>Article “Framing Your Most Important and Least Recognized Daily Mental Activity”</b></p> <p><b>Examples of Characteristics</b></p> <p><b>Articles “Language and Thinking”</b></p> <p><b>Selection of articles related to encouraging language development in children</b></p> <p><b>Article “Speaking in Tones”</b></p> | <p><b>Teacher prepared tests, quizzes, etc.</b></p> | <p><b>9 days</b></p> |
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| <p><b>Intelligence and Creativity</b></p> | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.C<br/>CC.8.5.11-12.D<br/>CC.8.6.11-12.A<br/>CC.8.6.11-12.B<br/>CC.8.6.11-12.F<br/>CC.8.6.11-12.H<br/>CC.8.6.11-12.I</p> | <p><b>A. Theories</b></p> <ol style="list-style-type: none"> <li>1. Spearman</li> <li>2. Thurston</li> <li>3. Gardener</li> <li>4. Sternberg</li> </ol> <p><b>B. Measuring Intelligence</b></p> <ol style="list-style-type: none"> <li>1. Stanford-Binet</li> <li>2. Wechsler</li> <li>3. Comparing the two</li> <li>4. Culture bias in testing</li> <li>5. Factors effecting scores</li> <li>6. Extremes in scores             <ol style="list-style-type: none"> <li>a. Intellectual deficiency</li> <li>b. Giftedness</li> </ol> </li> </ol> <p><b>C. Creativity</b></p> <ol style="list-style-type: none"> <li>1. Characteristics</li> <li>2. Types of thinking             <ol style="list-style-type: none"> <li>a. convergent</li> <li>b. divergent</li> </ol> </li> </ol> <p><b>D. Nature v. Nurture</b></p> <ol style="list-style-type: none"> <li>1. Genetic</li> <li>2. Environmental influences</li> </ol> | <p>Text, overhead, projector, computer</p> <p>Article “Multiple Intelligences”</p> <p>MI Checklist Worksheets on calculating scores with Stanford-Binet</p> <p>Online examples of culturally biased tests</p> <p>Article “Breaking the IQ Myth”</p> <p>Activities to demonstrate types of thinking</p> <p>Games: Tribond and Mindtrap</p> | <p>Teacher prepared tests, quizzes, etc.</p> | <p>9 days</p> |
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| <p><b>Motivation and Emotion</b></p> |  | <p><b>A. Theories of Motivation</b></p> <ol style="list-style-type: none"> <li>1. Evolutionary</li> <li>2. Drive-Reduction</li> <li>3. Humanistic</li> </ol> <p><b>B. Hunger</b></p> <ol style="list-style-type: none"> <li>1. Influences on</li> <li>2. Eating Disorders</li> </ol> <p><b>C. Aggression</b></p> <ol style="list-style-type: none"> <li>1. Biology of</li> <li>2. Psychological factors</li> <li>3. Situational factors</li> </ol> <p><b>D. Emotion</b></p> <ol style="list-style-type: none"> <li>1. Expression of</li> <li>2. Facial feedback hypothesis</li> <li>3. Theories of             <ol style="list-style-type: none"> <li>a. James-Lange</li> <li>b. Cannon-Bard</li> <li>c. Cognitive Appraisal</li> </ol> </li> </ol> | <p>Text, overhead, projector, computer</p> <p>Article "The Ultimate Motivator"</p> <p>Brain Games "Human Emotion"</p> <p>Article "The Brain basis of Emotion"</p> <p>Article on intrinsic and extrinsic emotions</p> | <p>Teacher prepared tests, quizzes, etc.</p> | <p>5 days</p> |
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| <b>Personality</b>          | CC.8.5.11-12.B<br>CC.8.5.11-12.C<br>CC.8.5.11-12.D<br>CC.8.6.11-12.A<br>CC.8.6.11-12.B<br>CC.8.6.11-12.C<br>CC.8.6.11-12.F<br>CC.8.6.11-12.H<br>CC.8.6.11-12.I | <b>A. Psychodynamic Perspective</b><br>1. Freud and Psychosexual Development<br>a. Structure of personality<br>b. Defense mechanisms<br>c. Stages<br>2. Other psychodynamic theorists<br>a. Carl Jung<br>b. Alfred Adler<br>c. Karen Horney<br>d. Erik Erikson<br><br><b>B. Trait-Perspective</b><br><b>C. Learning-Theory Perspectives</b><br>1. Behaviorism<br>2. Social cognitive theory<br><br><b>D. Humanistic-Existential Perspective</b><br>1. Maslow<br>2. Rogers<br><br><b>E. Sociocultural Perspective</b> | Text, overhead, projector, computer<br><br>Various Personality Tests<br><br>Various websites that analyze results of personality tests and correlations(employment)<br><br>Article "Personality and Academic Performance"<br><br>Teacher made worksheets | Teacher prepared tests, quizzes, etc. | 9 days |
| <b>Gender and Sexuality</b> | CC.8.5.11-12.D<br>CC.8.5.11-12.G<br>cc.8.6.11-12.F<br>CC.8.6.11-12.H<br>CC.8.6.11-12.I   | <b>A. Gender Differences</b><br>1. Cognitive skills<br>2. Personality<br>3. Social behavior<br>4. Mate selection<br><br><b>B. Gender Typing</b><br><b>C. Sexual Motivation</b><br>1. Hormones<br>2. Orientation<br>3. Disorders  | Text, overhead, projector, computer<br><br>Article "On the Origin of Gender Roles"<br><br>Teacher Made Worksheets  | Teacher prepared tests, quizzes, etc. | 4 days |

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| <p><b>Stress, Health, and Adjustment</b></p> |  | <p><b>A. Stress</b></p> <ol style="list-style-type: none"> <li>1. What is it?</li> <li>2. Causes of</li> <li>3. Effects on the body</li> </ol> <p><b>B. Health</b></p> <ol style="list-style-type: none"> <li>1. Headaches</li> <li>2. Coronary heart disease</li> <li>3. cancer</li> </ol> | <p><b>Text, overhead, projector, computer</b></p> <p><b>Survey in Text , “How Stressed are You?”</b></p> <p><b>Article “Stress and Your Senses”</b></p> <p><b>Meditation Journal</b></p> <p><b>Teacher Made Worksheets</b></p> | <p><b>Teacher prepared tests, quizzes, etc.</b></p> | <p><b>4 days</b></p> |
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| <p>Psychological Disorders</p> | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.C<br/>CC.8.5.11-12.F<br/>CC.8.5.11-12.I<br/>CC.8.6.11-12.F<br/>CC.8.6.11-12.G<br/>CC.8.6.11-12.I</p> | <p>A. What are they?<br/>1. Criteria<br/>2. Classification DSM</p> <p>B. Types<br/>1. anxiety disorders<br/>a. phobias<br/>b. panic disorders<br/>c. generalized anxiety<br/>d. obsessive compulsive<br/>e. sources of disorders</p> <p>2. Dissociative Disorders<br/>a. Dissociative amnesia<br/>b. Dissociative identity disorder<br/>c. Dissociative fugue<br/>d. Sources of disorders</p> <p>3. Somatoform disorders<br/>a. Conversion disorder<br/>b. Hypochondriasis<br/>c. Sources</p> <p>4. Mood disorders<br/>a. Major depression<br/>b. Bipolar disorders<br/>c. Differences in reporting<br/>d. sources</p> <p>5. schizophrenia<br/>a. characteristics<br/>b. types<br/>1. paranoid<br/>2. disorganized<br/>3. catatonic<br/>c. sources</p> <p>6. insanity plea</p> | <p>Text, overhead projector, computer</p> <p>Video "How Does Diagnosis Occur"?</p> <p>Teacher made worksheets</p> <p>Movie "Three Faces of Eve"</p> <p>Article regarding Dissociative Fugue</p> <p>Article "Hypochondria: The Impossible Illness"</p> <p><u>Newsweek</u> article "Men and Depression"</p> <p>60 Minutes: "Mr. Lopez and Mr. Ayers"</p> <p>Movie: A Beautiful Mind</p> | <p>Teacher prepared tests, quizzes, etc.</p> | <p>17 days</p> |
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| <p><b>Methods of Therapy</b></p> | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.D<br/>CC.8.6.11-12.B<br/>CC.8.6.11-12.H<br/>CC.8.6.11-12.I</p> | <p><b>A. What is Psychotherapy?</b><br/> 1. Defined<br/> 2. Essential characteristics<br/> 3. History of therapy<br/> <b>B. Psychodynamic Therapies</b><br/> 1. Freudian<br/> 2. Neo-Freudian<br/> <b>C. Humanistic Therapies</b><br/> 1. Client centered<br/> 2. Gestalt<br/> <b>D. Behavior Therapies</b><br/> <b>E. Cognitive Therapies</b><br/> <b>F. Group Therapies</b><br/> <b>G. Biological Therapies</b></p>  | <p>Text<br/><br/>Overhead<br/><br/>Informational sheet on Therapies from APA<br/><br/>Article "10 Coolest Therapies"</p>  | <p>Teacher prepared tests, quizzes, etc.</p> | <p>8 days</p>  |
| <p><b>Social Psychology</b></p>  | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.D<br/>CC.8.6.11-12.B<br/>CC.8.6.11-12.H<br/>CC.8.6.11-12.I</p> | <p><b>A. Attitudes</b><br/> 1. How we act; the relationship between attitude and behavior<br/> <b>B. Social Perception</b><br/> 1. first impressions<br/> 2. attributions<br/> 3. body language<br/> <b>C. Social Influence</b><br/> 1. Milgram studies<br/> 2. conformity<br/> 3. risky shift<br/> 4. group shift<br/> 5. mob mentality<br/> 6. bystander effect<br/> <b>E. Environmental Psychology</b><br/> 1. effects of noise, heat, smells, and crowding</p> | <p>Text<br/>Overhead Projector<br/>Computer<br/>Teacher Made Worksheets<br/><br/>Article: "Solomon Asch Experiment"<br/><br/>"Zimbardo's Stanford Prison Experiment"<br/><br/>Article "Avoiding Group Thinking"</p> | <p>Teacher prepared tests, quizzes, etc.</p> | <p>12 days</p> |

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| <b>Sociology</b> | <p>CC.8.5.11-12.B<br/>CC.8.5.11-12.C<br/>CC.8.5.11-12.D<br/>CC.8.6.11-12.A<br/>CC.8.6.11-12.B<br/>CC.8.6.11-12.C<br/>CC.8.6.11-12.D<br/>CC.8.6.11-12.F<br/>CC.8.6.11-12.H<br/>CC.8.6.11-12.I</p> | <p><b>A. What is it?</b></p>  |  | <p>Teacher prepared tests, quizzes, etc.</p> | 6 days |  |
|                  |  | <p><b>B. Historical Perspective</b></p>   |  |  |        |  |
|                  |  | <p><b>C. Key Terminology</b></p>  |  |  |        |  |
|                  |  | <p><b>D. Cultural Conformity/ Adaptation</b></p> <ol style="list-style-type: none"> <li>1. Norms and Roles</li> <li>2. How do cultures change and what impedes change</li> <li>3. Interaction of 1 and 2</li> </ol>   |  |  | 6 days |  |
|                  |  | <p><b>E. Social Stratification</b></p> <ol style="list-style-type: none"> <li>1. What is it?</li> <li>2. What does it look like in various cultures?</li> <li>3. Socioeconomic status and its implications in the U.S.               <ol style="list-style-type: none"> <li>a. Wealth, prestige, and power</li> <li>b. Poverty-definitions/effects</li> </ol> </li> </ol>   |  |  |        |  |
|                  |  | <p><b>F. Race and Ethnic Relations</b></p> <ol style="list-style-type: none"> <li>1. Key terminology</li> <li>2. Discrimination and prejudice</li> <li>3. Patterns of minority treatment               <ol style="list-style-type: none"> <li>a. Cultural pluralism</li> <li>b. Assimilation</li> <li>c. Legal protection</li> <li>d. Segregation</li> <li>e. Subjugation</li> <li>f. Popular transfer</li> <li>g. Extermination</li> </ol> </li> </ol> |  |  | 4 days |  |
|                  |  | <p><b>G. Gender</b></p> <ol style="list-style-type: none"> <li>1. Role of socialization in gender identity               <ol style="list-style-type: none"> <li>a. How it occurs in various cultures</li> </ol> </li> <li>2. Social inequality based on gender</li> </ol>   |  |  | 8 days |  |
|                  |  | <p><b>H. Family</b></p> <ol style="list-style-type: none"> <li>1. What is family?               <ol style="list-style-type: none"> <li>a. Residential patterns</li> </ol> </li> </ol>   |  |  |        |  |

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|                          |  | <p style="text-align: center;"><b>b. Social descent patters</b></p> <p><b>I. Religion and Society</b></p> <ol style="list-style-type: none"> <li><b>1. What is religion?</b></li> <li><b>2. Functions of religion</b> <ol style="list-style-type: none"> <li><b>a. Social cohesion</b></li> <li><b>b. Social control</b></li> <li><b>c. Emotional support</b></li> </ol> </li> <li><b>3. Common characteristics</b> <ol style="list-style-type: none"> <li><b>a. Rituals and symbols</b></li> <li><b>b. Belief systems</b></li> <li><b>c. Organizational structures</b></li> </ol> </li> </ol> |                           | <p><b>Teacher prepared tests, quizzes, etc.</b></p> | <p><b>4 days</b></p>  |
| <b>Final Exam Review</b> |  | <p><b>Cumulative review of content presented from September through exam.</b></p>  | <p><b>Study Guide</b></p> | <p><b>District Approved Final</b></p>               | <p><b>10 days</b></p> |