

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Social Studies

<p><i>Mission Statement</i></p>	<p>It is our belief that Social Studies education is ultimately to prepare students to assume the responsibilities of active citizenship. From this belief stems the following guidelines for the Social Studies Department of Geneva High School.</p> <p><i>Social Studies education should:</i></p> <ol style="list-style-type: none"> 1. both utilize and promote a global perspective 2. emphasize democratic values 3. allow students opportunities to interact 4. reflect a consciousness of current world events 5. promote interdisciplinary study 6. incorporate all of the social sciences, but be firmly rooted in history and geography 7. include knowledge and content, democratic ideals and civic values and skill development and social participation
<p><i>Courses</i> (Grades 9-12)</p>	<ul style="list-style-type: none"> • Modern World History • Modern World History Honors • World Studies • American Studies • AP European History • US History • AP US History • Sociology • Contemporary Issues • Economics • Urban History • Psychology I • Psychology II • US Government • AP US Government

Course Framework

Course Title Grade Level Semesters Prerequisites	Psychology I 11, 12 1 None
Course Description	<p>This course helps students better understand their own behavior, the behavior of others, and the ways in which conditions influence human behavior. Students are introduced to career opportunities on in psychology. Students also examine the ways that brain chemistry and structures influence behavioral conditions such as aggression, stress, sleep and others. Furthermore, students study the journey of person development from the early childhood years through adulthood with an emphasis on understanding teenagers and middle-aged adults. In addition, students look at the process of personality development and the ways in which personalities are measured and tested. Students also study the conditions and treatments of multiple personality disorders and childhood autism. Lastly, students learn the procedures used to conduct psychological experiments.</p>
District-approved materials/resources	Spencer A. Rathus, <i>Psychology</i> . Holt, Rinehart and Winston, 1998,

Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Psychology and the Various Psychological Methods used</p>	
<p>National Standards</p>	<ul style="list-style-type: none"> • IA-1.1 Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic perspectives. • IA-2.1 List and explain the major subfields of psychology • IA-3.1 Describe the elements of an experiment. • IA-3.2 Explain the importance of sampling and random assignment in psychological research. • IA-5.1 Identify ethical issues in psychological research. • IA-6.1 Discuss psychology’s roots in philosophy and natural science. • IA-6.3 Recognize the diversity of psychological theories in the 20th and 21st centuries. 	
<p>Objectives</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Analyzing how each perspective would explain concepts • Evaluating the limitations of each perspective in assessing behavior and mental processes • Comparing primary emphases of the different perspectives • Examining historical factors that influenced the popularity of a selected perspective • Identifying the different subfields of psychology, such as clinical, counseling, social, experimental, school, and developmental psychology • Recognizing applied specializations, including forensic, community, industrial/organizational, human factors, cross-cultural, sports, or rehabilitation psychology, among others • Explaining the differences between a psychologist and psychiatrist • Exploring career opportunities for college graduates with psychology majors • Identifying the independent and dependent variables, possible confounding variables, and control and experimental groups in a description of an experiment • Designing an experiment in which the hypothesis, population, sample, independent variable, dependent variable, random assignment, and experimental and control groups are properly identified • Identifying examples of representative and biased samples in research designs 	

	<ul style="list-style-type: none"> • Specifying how random assignment permits causal inferences • Explaining the importance of being able to generalize results of research • Describing how sample selection • Discussing ethical issues in psychological research • Identifying historical examples of research that may have departed from contemporary ethical standards • Acknowledging the importance of adhering to APA and government ethical standards and procedures for working with humans and other animals • Explaining the use and value of humans and other animals in behavioral research, including their ethical treatment • Describing the form psychology took before the 20th century • Describing the 20th and 21st centuries schools of psychology (e.g., behaviorism, Gestalt psychology, psychoanalysis, humanistic psychology, cognitive psychology) • Showing how different theories of psychology produce different explanations of a particular behavior • Explaining the growing influence of new approaches to psychology (e.g., positive psychology, behavioral genetics, or the study and practice of psychology at the beginning of the 21st century)
<p>Assessments</p>	<ul style="list-style-type: none"> • Research assignment on a psychologist • Quiz over individual psychologist's impact on psychology • Chapter Test • Reading on different perspectives in Psychology with a opinion based essay

Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Personality and Measurements of Personality</p>	
<p>National Standards</p>	<ul style="list-style-type: none"> • IIIB-1.1 Define personality as the individual’s unique way of thinking, feeling, and acting • IIIB-1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena. • IIIB-2.1 Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches. • IIIB-2.2 Identify important contributions to the understanding of personality. • IIIB-3.1 Distinguish between objective and projective techniques of personality assessment. • IIIB-3.2 Describe tests used in personality assessment. 	
<p>Objectives</p>	<ul style="list-style-type: none"> • Identifying students own thoughts, feelings, and behavior in a personal experience • Describing how personality can explain individual differences and individual consistencies • Evaluating the influence of variables such as culture, family, and genetics on personality development • Exploring the impact of socio-cultural factors on personality development, including ethnicity, gender, sexual orientation, ability/disability, etc.... • Describing a historical example of personality explanations • Differentiating the situational basis for personality versus enduring aspects of personality • Identifying student personal constructs for explaining behavioral phenomena • Describing how personality constructs can guide research • Hypothesizing on the difficulties personality researchers have studying personality • Comparing how different personality approaches address the influence of free will and determinism • Analyzing how each approach would assess a case history • Diagramming Freud’s structure of personality and describing his role in initiating study in the area of personality • Describing the influence of external stimuli, modeling, and situational context on behavior • Exploring the significance of self-perception and needs on an 	

	<p>individual's thoughts, feelings, and actions</p> <ul style="list-style-type: none"> • Classifying primary dimensions, such as emotional stability or extraversion, as a way to organize behavioral phenomena • Naming popularly used self-report measures and projective tests • Comparing the validity and reliability of objective and projective assessment techniques • Explaining key features of tests, such as the Minnesota Multiphasic Personality Inventory (MMPI-2), the Thematic Apperception Test (TAT), the NEO-PI-R, California Psychological Inventory, and 16 Personality Factors (16PF) • Identifying the possible applications of personality assessment • Identify major schools of psychology that study personality • Examine the historical root of personality assessment • Explain the connection between a healthy personalities and those with personality disorders
<p>Assessments</p>	<ul style="list-style-type: none"> • Johari window exercise • Personality assessment test and results • Group behavior analysis • Descriptive writing on Multiple Personality Disorder • Compile a research project on a deviant personality

Unit Frameworks

Unit of Study: major topics	Human Growth and Development	
National Standards	<ul style="list-style-type: none"> • IIB-2.3 Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations. • IIC-2.1 Describe the interaction of internal cues and learning on basic drives. • IIC-3.1 Describe one or more theories of motivation, such as expectancy value, cognitive dissonance, arousal, Maslow’s hierarchy of needs, and drive reduction. • IIIA-1.1 Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan. • IIIA-1.2 Examine the nature of change over the lifespan. • IIIA-1.3 Identify the complex cognitive structures found in the early development of infants and young children. • IIIA-1.4 Apply lifespan principles to personal experience. • IIIA-2.1 Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study. • IIIA-3.1 Explain various developmental models. • IIIA-3.2 Recognize how biological and cultural notions of gender shape the experiences of men and women. • IIIA-3.4 Explore developmental theories as they relate to cultural bias. • IIIA-4.1 Describe the role of critical periods in development. • IIIA-4.2 Explain the issues of continuity/discontinuity and stability/instability in development. 	
Objectives	<ul style="list-style-type: none"> • Applying Maslow’s theory to make predictions about meeting needs • Citing research to support a theory of motivation • Comparing and contrasting two theories of motivation • Illustrating developmental changes in physical, cognitive, and social development • Describing research on child development • Hypothesizing on the interaction of physical, cognitive, and/or social changes in behavior • Inferring how peer relationships change over time • Discussing the relative importance of peers’ versus parents’ influence in different cultural groups • Examining the role of psychology in enhancing the life of older adults • Describing how social roles change over time • Examining how culture, ethnicity, race, age, religion, gender, 	

	<p>social class, ability/disability, and sexual orientation, and so on affect our lives over the lifespan</p> <ul style="list-style-type: none"> • Discussing quality of life issues related to aging • Citing research on the capabilities of infants and young children • Comparing contemporary research on early views of infant capabilities with current understanding • Discussing the role of the caregiver in promoting child development • Explaining how cultural practices in child-rearing may influence cognitive development • Comparing their own life experiences with general patterns of others from their generation • Predicting their own developmental changes over time • Describing transition from childhood to adolescence • Explaining the transition from adolescence to adulthood • Identifying behaviors and characteristics across generations • Relating details of a specific longitudinal or cross-sectional study and its impact for understanding human development • Explaining components of various developmental models (e.g. Piaget, Erikson, Kohlberg). • Applying developmental theories to life situations • Identifying limitations of stage theories • Identifying how cultural differences affect development, such as in collectivist versus individualist cultures • Evaluating strengths and weaknesses of developmental theories, such as Erikson's stage of identity versus role confusion, from the perspective of different cultures • Giving an example of a critical period in development • Evaluating significance of critical periods in development • Explaining difficulties of research in the area of critical periods • Linking cortical development to enriched environments during critical periods • Giving an example to illustrate continuity or discontinuity in development • Citing research concerning stability or instability of traits over time 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Research project on physical, social, cognitive, and moral development • Unit test on all form of human development and the theories behind them 	

	<ul style="list-style-type: none">• In depth analysis of sensation and perception• Self analysis project	
--	---	--

Unit Frameworks

Unit of Study: major topics	Theories of Learning	Resources that will support instruction
National Standards	<p>IVA-1.1 Discuss learning from a psychological viewpoint. IVA-1.2 Recognize learning as a vehicle to promote adaptation through experience. IVA-2.1 Describe the classical conditioning paradigm. IVA-3.1 Describe the operant conditioning paradigm. IVA-4.1 Explain how observational learning works. IVA-5.1 Identify biological contributions to learning. IVA-5.2 Speculate on the role of culture in determining what behaviors will be learned.</p>	
Objectives	<ul style="list-style-type: none"> • Examining key contributors to learning theory • Defining learning as relatively permanent changes of behavior resulting from experience • Distinguishing learning from performance • Demonstrating the use of theories of learning in applied examples • Articulating how changes in adaptation can result from genetic factors or learned experiences • Comparing how cultures differ in promoting learned behavior Explaining how, using Pavlovian conditioning procedures, a neutral stimulus becomes capable of evoking a response through pairing with an unconditioned stimulus • Labeling elements in classical conditioning examples • Designing procedures to produce classically conditioned responses • Describing how consequences influence behavior, such as reinforcement strengthening a behavior's occurrence • Identifying consequences of punishment in controlling behavior • Predicting future strength of behavior by applying operant conditioning principles • Designing procedures to produce operant responses • Applying operant conditioning to correcting behavior, such as using shaping, chaining, and self-control techniques • Discussing Skinner's contributions to popularizing 	

	<p>behaviorism</p> <ul style="list-style-type: none"> • Translating emotional responses related to stereotyping, prejudice, and discrimination in operant terminology • Describing examples of learning by observation • Identifying everyday examples of observational learning • Describing biological constraints on learning • Describing environmental constraints on learning opportunities 	
Assessments	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Unit test on Learning • Research project on Learning disabilities 	

Unit Frameworks

Unit of Study: major topics	Frustrations, Conflict, and Coping with Stress	Resources that will support instruction
National Standards	IID-1.1 Identify and explain major sources of stress. IID-2.1 List and explain possible physiological reactions to stress. IID-3.1 List and explain possible psychological reactions to stress. IID-4.1 Identify and explain cognitive strategies to deal with stress and promote health. IID-4.2 Identify and explain behavioral strategies to deal with stress and promote health.	
Objectives	<ul style="list-style-type: none"> • Defining frustration and giving examples of how it can be a source of stress • Relating results of research about stress effects on animals • Explaining and giving examples of approach-approach, approach-avoidance, and avoidance-avoidance conflicts • Explaining how the hassles of contemporary life are a source of stress • Discussing how our cognitive appraisal of situations can cause stress • Exploring how challenges in work environments, such as violence, harassment, and downsizing, can increase stress reactions • Examining the impact of discrimination from sexism, heterosexism, racism, ageism, and so on • Examining the impact of discrimination on people with accents or distinguishing phenotypes • Describing the impact of poverty on levels of daily stress • Comparing the results of initial fight or flight experiments with animals to human stress reactions • Describing Selye’s General Adaptation Syndrome (GAS) • Describing how stress can affect the immune system • Explaining models of stress such as learned helplessness • Relating personal examples of how stress can impair psychological functioning in such areas as work, school, and relationships • Explaining how stress can affect neurotransmitter function, mood states, and immunity to illness • Describing how stress may have positive outcomes 	

	<ul style="list-style-type: none"> • Discussing how cultural differences can influence one's reaction to stress • Describing how the use of problem solving and other cognitive strategies may help to cope with stress and promote health • Explaining how person versus situation attributions for life events can influence one's response to stressors and promote health • Discussing the sources and beneficial effects of hope and optimism • Explaining how defense mechanisms, regular exercise, relaxation, spiritual practices, and social support can help to alleviate some negative effects of stress and promote health • Brainstorming ways in which changing behavior may alleviate some negative effects of stress and promote health • Identifying behavioral strategies for coping with stress that can negatively influence health, such as smoking and substance abuse • Discussing the pros and cons of seeking professional help to cope with stress 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Unit Test 	