

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

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

## ***Course Framework***

<b>Course Title</b>	<b>Psychology II</b>
<b>Grade Level</b>	11, 12
<b>Semesters</b>	1
<b>Prerequisites</b>	Psych I
<b>Course Description</b>	This course examines sophisticated psychological research and includes an opportunity for students to conduct a psychological experiment. Additional topics studied include the different ways in which people learn, remember, and forget, and the conditions that influence these processes. Furthermore, students examine the ways in which the different forms of intelligence are measured. The topic of learning disabilities and how to test and monitor these types of conditions are also studied. Also included are investigations of physiological and abnormal psychology. Lastly, topics of social psychology are examined such as racism, deviant behavior, brain washing, occultism and helping behaviors. Since a sophisticated psychological experiment is designed by students in the class, students need a solid understanding of the information covered in Psychology I. This course continues to help students learn about their own behavior and the behavior of others. In addition, students design, complete and present an experiment and its results. Students completing both semesters of psychology have a solid base for enrolling in college psychology courses.
<b>District-approved materials/resources</b>	Spencer A. Rathus, <i>Psychology</i> . Holt, Rinehart and Winston, 1998,

### ***Unit Frameworks***

<b>Unit of Study</b>	<b>Cognition: Memory, Remembering, and Forgetting</b>
<b>APA National Standards</b>	<ul style="list-style-type: none"> <li>• IVA-1 Characteristics of Learning</li> <li>• IVB-1 Encoding – Getting Information Into Memory</li> <li>• IVB-2 Short-Term Memory and Long-Term Memory Systems</li> <li>• IVB-3 Retrieval – Getting Info Out of Memory</li> <li>• IVB-4 Biological Bases of Memory</li> <li>• IVB-5 Methods for Improving Memory</li> <li>• IVB-6 Memory Constructions</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the concept of transfer and compare and contrast positive transfer with negative transfer.</li> <li>• Generate the four types of memory that can be measured and explain how they work.</li> <li>• Illustrate the notion of meaningfulness in so far as memory is concerned.</li> <li>• Explain what a mnemonic device is and select three mnemonic devices to teach to a family member.</li> <li>• Understand the importance of psychological feedback (knowledge of results) in learning and memory.</li> <li>• Differentiate three major differences between long-term memory and short-term memory.</li> <li>• Construct a learning curve and indicate the areas of positive acceleration, negative acceleration, and plateau.</li> <li>• Illustrate the six theories of forgetting.</li> </ul>
<b>Assessments</b>	<p>Performance Task</p> <ul style="list-style-type: none"> <li>• Unit Exam</li> </ul>

### ***Unit Frameworks***

<b>Unit of Study</b>	<b>Cognition: Thinking, Reasoning, Problem Solving, and Intelligence</b>
<b>APA National Standards</b>	<ul style="list-style-type: none"> <li>• IVC-1 Basic Elements of Thought</li> <li>• IVC-2 Strategies in Problem Solving and Decision Making</li> <li>• IVC-3 Structural Features of Language</li> <li>• IVC-4 Theories and Developmental Stages of Language Acquisition</li> <li>• IVC-5 Links Between Thinking and Language</li> <li>• IVE-1 Concepts Related to Measurement of Individual Differences – Intelligence and Creativity</li> <li>• IVE-2 Influence and Interaction of Heredity and Environment on Individual Differences – Intelligence and Creativity</li> <li>• IVE-3 Nature of Intelligence</li> <li>• IVE-4 Nature of Intelligence Testing</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Define Thinking and component parts – symbols and concepts.</li> <li>• Evaluate Jean Piaget's theory of cognitive development.</li> <li>• Generate the four steps to creativity and apply them to a chosen task associated with a school assignment.</li> <li>• Engage in many opportunities (various types of problems) at problem solving.</li> <li>• Analyze un-critical, all-or-nothing, and delusional thinking.</li> <li>• Evaluate the merits of both deductive and inductive thinking.</li> <li>• Participate in taking an IQ test and construct a bell curve of intelligence test score data.</li> <li>• Participate in taking three different learning styles inventories and judge which is the most reliable and valid as a measure of style.</li> </ul>
<b>Assessments</b>	<p>Performance Task</p> <ul style="list-style-type: none"> <li>• Unit Exam</li> </ul>

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<b>Unit of Study</b>	<b>Biopsychology = Physiological Psychology Biological Bases of Behavior</b>
<b>APA National Standards</b>	<ul style="list-style-type: none"> <li>• IIA-1 Structure and Function of the Neuron</li> <li>• IIA-2 Organization of the Nervous System</li> <li>• IIA-3 Organization of the Structure and Function of the Brain</li> <li>• IIA-4 Technologies and Clinical Methods for Studying the Brain</li> <li>• IIA-5 Structure and Function of the Endocrine System</li> <li>• IIA-6 How Heredity Interacts with the Environment to Influence Behavior</li> <li>• IVD-1 Understand the Nature of Consciousness</li> <li>• IVD-2 Characteristics of Sleep and Theories That Explain Why We Sleep</li> <li>• IVD-3 Theories Used to Explain and Interpret Dreams</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Diagram the anatomical parts of a neuron.</li> <li>• Describe the physiology of each part of a neuron.</li> <li>• Diagram the major anatomical parts of the human brain.</li> <li>• Describe the physiology of each part of the human brain.</li> <li>• Demonstrate knowledge of the function of the central, peripheral, and autonomic nervous systems.</li> <li>• Compare the various scientists who deal with the nervous systems.</li> <li>• Analyze the major methods used to measure brain activity or study the brain and spinal cord.</li> <li>• Differentiate selected neurotransmitters in the central nervous system.</li> </ul>

	<ul style="list-style-type: none"> <li>• Participate in two personal surveys on hemisphericity (left-brain and right-brain).</li> <li>• Determine the function of the six major endocrine glands</li> <li>• Support the importance of sleep in one's daily routine and evaluate the role of dreams in human beings.</li> </ul>
<b>Assessments</b>	<p>Performance Task</p> <ul style="list-style-type: none"> <li>• Unit Exam</li> </ul>

### ***Unit Frameworks***

<b><i>Unit of Study</i></b>	<b><i>Psychological Disorders and Treatments</i></b>
<b><i>APA National Standards</i></b>	<ul style="list-style-type: none"> <li>• VA-1 Characteristics and Origins of Abnormal Behavior</li> <li>• VA-2 Methods Used in Exploring Abnormal Behavior</li> <li>• VA-3 Major Categories of Abnormal Behavior</li> <li>• VA-4 Impact of Mental Disorders</li> <li>• VB-1 Prominent Methods Used to Treat Individuals with Disorders</li> <li>• VB-2 Types of Practitioners Who Implement Treatment</li> <li>• VB-3 Legal and Ethical Challenges Involved in Delivery of Treatment</li> <li>• IVD-5 Categories of Psychoactive Drugs and Their Affects</li> </ul>
<b><i>Objectives</i></b>	<ul style="list-style-type: none"> <li>• Understand the nature of personality disorders (mental illnesses) and differentiate neuroses and psychoses.</li> <li>• Investigate specific examples of neuroses and psychoses.</li> <li>• Examine the variety of treatments for the many mental illnesses humans experience.</li> </ul>
<b><i>Assessments</i></b>	<p>Performance Task</p> <ul style="list-style-type: none"> <li>• Unit Exam</li> </ul>

### ***Unit Frameworks***

<b>Unit of Study</b>	<b>Psychological Methods, Research, and Experimentation</b>
<b>APA National Standards</b>	<ul style="list-style-type: none"><li>• IA-3 Research Strategies Used by Psychologists to Explore Behavior and Mental Processes</li><li>• IA-4 Purpose and Basic Concepts of Statistics</li><li>• IA-5 Ethical Issues in Research With Humans</li><li>• IA-6 Development of Psychology as an Empirical Science</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Prepare a topic for a psychological experiment and design that experiment.</li><li>• State the hypothesis for this experiment.</li><li>• Differentiate the independent and dependent variables.</li><li>• Explain control groups and experimental groups.</li><li>• Specify the importance of random selection with regard to subjects in an experiment.</li><li>• Analyze data gathered in an experiment (statistics) and appreciate the importance of accuracy.</li><li>• Prepare a presentation to colleagues using some visual component.</li></ul>
<b>Assessments</b>	Performance Task <ul style="list-style-type: none"><li>• Present and Submit Experiment for Evaluation</li></ul>