

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



## History & Social Sciences Curriculum Guide

## Course: Psychology

### Course Description

Psychology is a semester survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include psychoanalytic, behavioral and humanistic theories of the person; psychosocial, cognitive, moral and early childhood development; human motivation and personality; social behavior; abnormal behavior; and research techniques in psychology. The role of early experiences and biological factors in later formation of personality and intellectual and motivational behaviors will be considered. This is a junior/senior elective.

### Content Standards

#### APA National Standards for High School Psychology Curricula

Foundations in Psychology

Body and Mind

States of Consciousness

Human Development

Learning and Cognition

Social Psychology

Motivation and Emotion

Mental health wellness and disorders

### Practice Standards\*

- INCORPORATING DIVERSE PERSPECTIVES/PERCEPTIONS IN PSYCHOLOGY
- UTILIZING HISTORICAL AND SOCIAL SCIENCE THINKING SKILLS
- RESEARCH, REASONING, AND CRITICAL THINKING
- INCORPORATION OF CURRENT EVENTS & MEDIA LITERACY
- USING DATA ANALYSIS AND DIGITAL TOOLS FOR RESEARCH / PRESENTATIONS

### Literacy Standards\*

- Read and comprehend texts exhibiting complexity appropriate for junior and senior students.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Write informative/explanatory texts, including the narration of historical events.
- Initiate and participate effectively in a range of collaborative discussions.

*\*Not intended as an exhaustive list. Incorporation of Literacy and Practice Standards is fluid and ongoing.*

Three Pillars of the History  
and Social Science  
Framework



Massachusetts Department of Elementary and Secondary Education



## History & Social Sciences Curriculum Guide Overview

Units	Essential Questions	Key Activities May Include...
1. History and Approaches	<ul style="list-style-type: none"> <li>How did psychology emerge as a scientific discipline?</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> </ul>
2. Research Methods	<ul style="list-style-type: none"> <li>How are research methods and measurements used to study behavior and mental processes?</li> <li>What are the ethical issues in research with human and non-human animals?</li> </ul>	<ul style="list-style-type: none"> <li>Student presentations /projects</li> <li>Class debate</li> <li>Unit Test</li> <li>Formal Essay</li> </ul>
3. Biological Basis of Behavior	<ul style="list-style-type: none"> <li>How does brain health impact behavior?</li> <li>How does evolutionary psychology explain the tendency for genetic adaptation?</li> </ul>	<ul style="list-style-type: none"> <li>Research paper</li> </ul>
4. States of Consciousness	<ul style="list-style-type: none"> <li>What is relationship between conscious and unconscious processes?</li> <li>What are characteristics of sleep and theories that explain why we sleep and dream?</li> </ul>	
5. Human Development	<ul style="list-style-type: none"> <li>What are the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development?</li> <li>What are sensitive periods in development?</li> <li>What are theories of cognitive development?</li> <li>What are theories of moral development?</li> <li>What are theories of identity formations?</li> <li>What is classical and operant conditioning?</li> </ul>	
6. Learning	<ul style="list-style-type: none"> <li>What are the stages of memory?</li> <li>What is reason and decision making?</li> <li>What is intelligence?</li> </ul>	
7. Social Psychology	<ul style="list-style-type: none"> <li>What are attributional explanations of behavior?</li> <li>What is the relationship between attitudes (implicit and explicit) and behavior?</li> </ul>	



## History & Social Sciences Curriculum Guide Overview

Units	Essential Questions	Key Activities May
<b>8. Motivation and Emotion</b>	<ul style="list-style-type: none"> <li>• What are biologically based theories of motivation?</li> <li>• What are cognitively based theories of motivation?</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Student presentations /projects</li> </ul>
<b>9. Mental health Wellness and Psychological Disorders</b>  <b>*Required research paper embedded in curriculum.</b>	<ul style="list-style-type: none"> <li>• What is Positive Psychology</li> <li>• How do different factors influence an individual's experience of psychological disorders and personality disorders)</li> <li>• How have psychological treatments changed over time and among cultures?</li> </ul>	<ul style="list-style-type: none"> <li>• Class debate</li> <li>• Unit Test</li> <li>• Formal Essay</li> <li>• Research paper</li> </ul>



*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*

## Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

## Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include: standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

## Guiding Principles

These nine principles serve as the foundation for all History and Social Science education in Massachusetts. They can be viewed here:

<http://www.doe.mass.edu/frameworks/hss/2018-12.pdf>

## Literacy Standards

In studying this content, students apply grade-appropriate reading, writing, speaking, and listening skills.

## Content Standards

The Content Standards describe what students should know and be able to do within each grade-level.

## Practice Standards

These are “designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship.” <http://www.doe.mass.edu/frameworks/hss/2018-12.pdf>

## Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning

## Key Activities

Key Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.