

# Psychology /Sociology

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This course will engage students as they examine major approaches in modern psychology. Students will gain insight into their own values, reaction patterns and interpersonal styles such as important tools in understanding themselves and others. Psychological science has the potential to expand our minds and enlarge our hearts. By studying and applying its tools, ideas, and insights, we can supplement our intuition with critical thinking, restrain our judgements with compassion, and replace our illusions with understanding. This course will introduce psychology as a science, the many facets of psychology, and the format as well as challenges of the research process in psychology.

## Why Study Psychology?

Many People begin their study of psychology without a clear definition or understanding of the subject. There are many parts that make up the whole discipline. Psychology provides tools to help us gain insight into our own behavior, as well as our relationships with others.

## What to Expect?

As you begin your study of psychology, you will find that it is different from many of your other classes. This is because psychology is connected to both social sciences, such as history or economics- and the natural sciences, such as biology and chemistry. As a social science, psychology explores the influences of society on individual behavior and group relationships. As a natural science, psychology looks for biological explanations for human behavior. You will learn more about the social and biological explanations for human behavior. You will learn more about the social and biological aspects of human behavior as you draw from the course material to gain insights into your life and the lives of those around you.

## How do Psychologists Think?

In your study of psychology, you will learn to think like a scientist. Scientists constantly question their own assumptions and look for alternative evidence and conclusions. Scientist-including psychologist-use the scientific method as a problem-solving tool. It teaches them to think critically by encouraging open-mindedness, and intellectual curiosity, and evaluation of reasons. Using scientific method will help you think critically and be objective when applying principles to everyday issues, people, and problems.

## Please Remember:

We practice RESPECT during discussions. We all have differing opinions regarding topics in psychology, and its fine for us to stop and have lively discussions. Some students find discussions of difficult topics *uncomfortable*. In any discussion, **civil discourse in the classroom is to be maintained**. You don't have to like, approve of, or agree with the opinions I or peers express in the classroom, but you do have to allow for those various viewpoints. I do not tolerate rudeness in the classroom from students. Similarly, if I say something that you find personally offensive, please do call me on it (politely) so I can learn from my mistakes.

## Graduation Standards

**Applications of Social Studies Processes, Knowledge & Skills: Collaboratively and independently research, present and defend discipline based processes and**

knowledge from social sciences (MLR A1, CCSS)

**Civic Engagement: Apply attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR A2 + A3)**

**History: Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States, and the world. (MLR E)**

**Human Development: Apply core concepts from psychology and sociology to examine contemporary patterns of human behavior. Students will examine, use behavioral sciences in relation to the ways people and groups organize themselves around common needs, beliefs and interests. (NCSS 4 &5)**

Unit 1	Introduction to Psychology
Summary	<p><b>Psychological science has the potential to expand our minds and enlarge our hearts. By studying and applying its tools, ideas, and insights, we can supplement our intuition with critical thinking, retain our judgements with compassion, and replace our illusions with understanding. This unit begins by setting a foundation for Psychological Study; covering the evolution of Psychology as a science, the many facets of Psychology, the format &amp; challenges of the research process in Psychology.</b></p>
Performance Indicators Assessed in Unit	<p>Debate Factors, both genetic and environmental, that contribute to individual development and identity. (SS HD B)</p> <p>Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods &amp; ethical reasoning skills, &amp; using relevant tools, technologies &amp; sources. (MLR A1, A2, A3)</p> <p>Construct and present arguments both orally and in writing in which claims, counterclaims, reasoning skills &amp; evidence demonstrate their relevance to each other &amp; overall arguments. (MLR A-I, E-J)</p>
Unit 2	Biological Basis of Behavior
Summary	<p>In this unit students will look at human behavior from the biological perspective. Various components of the Brain are discussed, as well as the structure of the Neuron, Nervous System and Endocrine System.</p>
Performance Indicators Assessed in Unit	<p>Debate Factors, both genetic and environmental, that contribute to individual development and identity. (SS HD B)</p> <p>Collaboratively and Independently, research, present and defend discipline-based processes and knowledge from Social Sciences in authentic contexts. (MLR A1)</p>
Unit 3	Personality
Summary	<p>This unit explores personality-why people act the way they do in specific situations – and individuality. We will investigate the characteristics of psychological tests and</p>

	<p>explore various types of psychological tests, including those that measure intelligence, achievement, abilities, interests, and personality. Next we will explore the theories of personality that have been developed by the different schools of psychology. Together we will use this knowledge and apply it to career exploration.</p> <p>The rationale for this lesson is to convey to people the complexity of personalities. The knowledge gained from this lesson will help students recognize how different behaviors link to personality. This knowledge will be useful in the future so they can be better prepared to interact with people in college, career and community settings.</p>
Performance Indicators Assessed in Unit	<p>Human Development C: understands the factors of attraction, conflict, aggression and pro/anti-social behaviors.</p> <p>Applications A: Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods.</p>
<b>Unit 4</b>	<b>Life Span</b>
Summary	<p>This unit explores human development from birth through old age. This unit will be broken down into three parts. Part one explains the physical, cognitive, social, and emotional development of infants. Part two explains the physical and sexual developments that occur during adolescence. Personal and social developments are also explored. Part three examines the psychological issues that arise in adulthood. The issues involved with death and dying are also addressed.</p>
Performance Indicators Assessed in Unit	<p>Human Development A: Understands theories of how individual identity forms and changes across the life span including complexities of identity and development.</p> <p>Human Development B: Debate factors, both genetic and environmental, that contribute to individual development and identity.</p> <p>Human Development C: Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships.</p>
<b>Unit 5</b>	<b>Career Exploration</b>
Summary	<p>Students will utilize the results of interest inventories to determine an occupation choice they would like to use in planning a career path. Students will develop a career plan which will reflect the process of preparing for, obtaining, and maintaining employment in their occupational areas.</p>
Performance Indicators Assessed in Unit	<p>Applications A: Develop inquiry questions and conduct research on current social studies issues by applying appropriate methods.</p> <p>Human Development C: Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships.</p>
<b>Unit 6</b>	<b>Propaganda and the Psychology of Politics</b>

Summary	Students are introduced to a variety of propaganda techniques in literature, war and mainstream media to delve into the clinical psychology behind political advertisements and elections.	
Performance Indicators Assessed in Unit	<p>Discuss the nature of stereotyping, bias, altruism &amp; conformity in societies, and their implications for personal, group and national relationships. (SS HD C)</p> <p>Identify and critique diverse perspectives on societal issues, trends, and events and articulate priorities different groups or people hold in their perspectives. (SS HD, MLR E)</p> <p>Evaluate various explanations and authors' differing points of view on the same event or issue, citing specific textual evidence from Primary &amp; Secondary sources to support analysis. (CCSS WH1, WH4-6, WH10;A-2, E-J, CCSS SL 4-6)</p>	
<b>Unit 7</b>	<b>An Invitation to Sociology</b>	
Summary	<p>In this unit, students will explore the basis of sociology. Sociology studies human social behavior It assumes a group, rather than an individual, perspective. Sociologists look for the patterns in social relationships. Individuals can benefit by using their sociological imaginations to look at events in their personal lives. Sociology is a young science. It started with the writings of European scholars who helped to focus America's attention on social issues. After World War II, America took the lead in developing the field. Sociology includes three major theoretical perspectives. Functionalism views society as an integrated whole. Conflict theory looks at class, race, and gender struggles. Symbolic interactionism examines how group members use shared symbols as they interact. Students will use these theories while researching sociological problems in society.</p>	
Performance Indicators Assessed in Unit	<p>Human Development C: Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships.</p> <p>Human Development E: Understand the development of norms, rituals, ethnocentrism, race, ethnicity and gender, including the adoption of beliefs of dominant groups and protection of minority rights and beliefs</p>	
<b>Unit 8</b>	<b>Stress, Coping and Well-Being</b>	
Summary	In this unit students look at the psychological factors related to wellness and illness, including the prevention, diagnosis and treatment of mental problems.	
Performance Indicators Assessed in the Unit	<p>Examine the factors that shape mental health &amp; how constructs change over time. (SS HD D)</p> <p>Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world. (MLR E1 b, E2 b)</p>	

<b>Unit 9</b>	<b>Defining Normal</b>	
Summary		
Performance Indicators Assessed in the Unit	<p>Human Development D: Examine the factors that shape mental health &amp; how constructs change over time.</p> <p>Human Development A: Understand theories of how individual identity forms and changes across the life span including complexities of identity and development.</p> <p>Apply an understanding of the issues of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world. 9MLR E1 b, E2 b)</p>	
<b>Unit 10</b>	<b>Social Psychology</b>	
Summary	In this unit we will look at how people’s thoughts, feelings, and actions are affected by others. Special focus on stereotypes, the role of persuasion, conformity, prejudice, interpersonal attraction, aggression and prosocial behavior.	
Performance Indicators Assessed in the Unit	<p>Understand the development of norms, rituals, ethnocentrism, race, ethnicity and gender, including the adoption of beliefs of dominant groups and protection of minority rights and beliefs. (SD HD E)</p> <p>Understand theories of how individual identity forms and changes across the life span including complexities of identity and development. (SD HD A)</p> <p>Discuss the nature of stereotyping, bias, altruism, &amp; conformity in societies, and their implications for personal, group and national relationships. (SD HD C)</p>	
<b>Unit 11</b>	<b>Social Inequality</b>	
Summary	In this unit students will investigate patterns for social change and the origin of tensions that occur when the goals, values, and principles of two or more institutions or groups conflict.	
Performance Indicators Assessed in Unit	<p>Understand the development of norms, rituals, ethnocentrism, race, ethnicity and gender, including the adoption of beliefs of dominant groups and protection of minority rights and beliefs. (SD HD E)</p> <p>Identity and critique diverse perspectives on societal issues, trends, events, and articulate priorities different groups or people hold in their perspectives. (MLR E1 d, E2 a, CCSS RH 6)</p> <p>Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry. (SS HD C)</p>	
<b>Summative Assessments Retake</b>		Summary

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### **Make-up Work**

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

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### **Grading of Formative Assessments**

- Formative assessments will count as 40% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.