

# CURRICULUM COURSE OUTLINE

Course Name(s): Psychology/Sociology

Grade(s): 12

Department: Social Studies

Course Length: semester

Pre-requisite: must be a senior

Textbook/Key Resource:

**King, Laura, "The Science of Psychology" ISBN: 978-0-07-659377-4**

**Thomas, LaVerne, "Sociology: The study of Human Relationships" ISBN-13:978-0-03-093561-9**

Course Description:

**Have you ever wondered why people behave the way they do? How is it someone ends up in prison? Why is your brother so much different than you? In this course the student will be introduced to both introductory sociology and psychology themes which will help answer these questions. Students will also look at current social problems. Topics covered include: socialization and behavior, personality development, crime and deviance, stages of consciousness/drug use, abnormal behavior, and learning and memory.**

Standards: **Wisconsin Model Academic Standards for Social Studies Introduction**

**[http://standards.dpi.wi.gov/stn\\_ssintro](http://standards.dpi.wi.gov/stn_ssintro)**

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| Unit: Unit 1: Learning and Memory  | Unit Length: 3 weeks  |
| <p>Students will know:</p> <ul style="list-style-type: none"> <li>• the factors that influence learning rates.</li> <li>• the factors that cause people to forget.</li> <li>- the components of memory storage.</li> <li>- the purpose of the major parts of the brain.</li> </ul>   | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• apply the concepts of classical and operant conditioning.</li> <li>- apply the basic psychological theories to explain behaviors.</li> <li>-apply the different types of intelligences to problem solving.</li> <li>-apply and explain techniques to improve memory and learning.</li> </ul>  |
| <p>Standard(s):</p> <ul style="list-style-type: none"> <li>• SS-E.12.1</li> </ul> <p>Summarize research that helps explain how the brain's structure and function influence learning and behavior</p> <ul style="list-style-type: none"> <li>• SS-E.12.2</li> </ul> <p>Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development</p> <ul style="list-style-type: none"> <li>• SS-E.12.14</li> </ul> <p>Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue</p> <ul style="list-style-type: none"> <li>• SS-E.12.16</li> </ul> <p>Identify and analyze factors that influence a person's mental health</p> |   |
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| Unit: Unit 2:Abnormal Psychology   | Unit Length: 2 weeks  |
| <p>Students will know:</p> <ul style="list-style-type: none"> <li>- the 3 main criteria psychologists use to determine if a behavior is abnormal.</li> <li>- the therapies used to treat the various mental illnesses.</li> <li>-wide range of effects on individuals.</li> <li>- the major symptoms of many mental illnesses</li> </ul>   | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- identify some of the common characteristics of the most common mental illnesses by doing case analysis.</li> <li>- identify the various types of depressions and be able to identify the characteristic of each.</li> <li>-explain the 3 criteria psychologists use to determine if an individual should need help.</li> <li>- list the common parts to all therapies.</li> </ul> |
| <p>Standard(s):</p> <ul style="list-style-type: none"> <li>• SS-C.12.8</li> </ul> <p>Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position</p> <ul style="list-style-type: none"> <li>• SS-E.12.1</li> </ul> <p>Summarize research that helps explain how the brain's structure and function influence learning and behavior</p> <ul style="list-style-type: none"> <li>• SS-E.12.2</li> </ul>   |   |

Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

- SS-E.12.3

Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos

- SS-E.12.14

Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

- SS-E.12.16

Identify and analyze factors that influence a person's mental health

Unit: Unit 3: Altered States

Unit Length: 2 weeks

Students will know:

- how the various altered states affect your conscious mind.
- purpose of sleep and dreams.
- the effects of common drugs on individuals.
- the cause and effects of addiction.
- the effective treatments for addiction.
- trends in illegal and legal drug use.

Students will be able to:

- identify the various sleep stages based on an individual's responses
- explain the benefits of good sleep habits.
- categorize various drugs based on the effect on the human body.
- explain the cycle of addiction and how to treat addiction.

Standard(s): SS-C.12.8

Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

- SS-E.12.1

Summarize research that helps explain how the brain's structure and function influence learning and behavior

- SS-E.12.2

Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

- SS-E.12.3

Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos

- SS-E.12.15

Identify the skills needed to work effectively alone, in groups, and in institutions

- SS-E.12.16

Identify and analyze factors that influence a person's mental health

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| Unit: Unit 4: Socialization   | Unit Length: 3 weeks  |
| <p>Students will know:<br/>         The impact of critical periods of development in childhood.</p> <ul style="list-style-type: none"> <li>• Each stage of life has it's own challenges and issues.</li> <li>• a number of theories used to explain human behavior.</li> <li>• a number of social factors that influence our behaviors, norms and values.</li> </ul>  | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify crucial behaviors in a baby's development.</li> <li>• explain key social factors (family, peers, mass media) influence on human behavior.</li> <li>• identify major social challenges of being a teen, young adult, mid age, and old age.</li> </ul> |
| <p>Standard(s):</p> <ul style="list-style-type: none"> <li>• SS-B.12.9<br/>             Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world</li> <li>• SS-C.12.8<br/>             Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position</li> <li>• SS-E.12.1<br/>             Summarize research that helps explain how the brain's structure and function influence learning and behavior</li> <li>• SS-E.12.2<br/>             Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development</li> <li>• SS-E.12.3<br/>             Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos</li> <li>• SS-E.12.4<br/>             Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples</li> <li>• SS-E.12.5<br/>             Describe the ways cultural and social groups are defined and how they have changed over time</li> <li>• SS-E.12.6<br/>             Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings</li> <li>• SS-E.12.7<br/>             Use scientific methods to assess the influence of media on people's behavior and decisions</li> </ul> |   |

• SS-E.12.10

Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors

• SS-E.12.14

Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

• SS-E.12.15

Identify the skills needed to work effectively alone, in groups, and in institutions

Unit: Unit 5: Poverty

Unit Length: 3 weeks

Students will know:

Different social classes have different norms of behavior.

Poverty is relative.

There is debate on the purpose and effectiveness of welfare.

People experience poverty for various reasons.

Students will be able to:

explain the challenges of living in poverty.

explain a variety of welfare programs and their purpose.

explain how the culture of poverty becomes a way of life using the idea of life chances.

analyze a family budget in order to make critical decisions in balancing a budget.

explain how homelessness affects society as a whole.

Standard(s): • SS-A.12.9

Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood

• SS-B.12.9

Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

• SS-C.12.5

Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion

• SS-C.12.8

Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

• SS-C.12.9

Identify and evaluate the means through which advocates influence public policy

• SS-C.12.11

Evaluate the ways in which public opinion can be used to influence and shape public policy

- SS-C.12.14

Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

- SS-D.12.1

Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices

- SS-D.12.3

Analyze and evaluate the role of Wisconsin and the United States in the world economy

- SS-D.12.6

Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world

- SS-E.12.2

Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

- SS-E.12.3

Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos

- SS-E.12.4

Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

- SS-E.12.5

Describe the ways cultural and social groups are defined and how they have changed over time

- SS-E.12.6

Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

- SS-E.12.10

Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors

- SS-E.12.11

Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices

- SS-E.12.14

Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

Unit: Unit 6: Deviance

Unit Length: 2 weeks

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| <p>Students will know:</p> <ul style="list-style-type: none"> <li>• Deviance is relative based on society's norms.</li> </ul> <p>There are various ideas on how to deal with deviant behavior in our society.</p> <p>deviance serves a purpose in society</p>  | <p>Students will be able to:</p> <p>explain how deviant behavior is defined within a society.</p> <p>explain multiple views on what causes a person to act deviant.</p> <p>analyze the pros and cons of our current prison system.</p> <p>debate the pros and cons of the death penalty.</p> |
| <p>Standard(s): • SS-B.12.9<br/>Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world</p> <ul style="list-style-type: none"> <li>• SS-B.12.17<br/>Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</li> <li>• SS-C.12.1<br/>Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens</li> <li>• SS-C.12.2<br/>Describe how different political systems define and protect individual human rights</li> <li>• SS-C.12.3<br/>Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time</li> <li>• SS-C.12.5<br/>Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion</li> <li>• SS-C.12.8<br/>Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position</li> <li>• SS-C.12.11<br/>Evaluate the ways in which public opinion can be used to influence and shape public policy</li> <li>• SS-E.12.2<br/>Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development</li> <li>• SS-E.12.3<br/>Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos</li> <li>• SS-E.12.6<br/>Analyze the means by which and extent to which groups and institutions can influence people,</li> </ul> |  |

events, and cultures in both historical and contemporary settings

- SS-E.12.9

Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration

**Shawano School District**

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| Students will know: | Students will be able to: |
| Standard(s):        |                           |

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