



Social Studies Department Curriculum Guide

Psychology & Sociology – CP – Grade 12

| Course Description |
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| <p>This course is an introduction to the study of human behavior and is structured to both life-oriented and science-oriented psychology. Attention is given to the nature of the discipline, human maturation and development, learning and thinking, motivation and emotion, sensation and perception, and individual differences. This course also studies the relationship between the individual and society. Topics will include the study of culture, socialization, group membership, status, roles, race relations, and the major American institutions: the family, religion, government, and economic institutions.</p> |
| Content Standards |
| <p>In accordance with DESE standards, each term, Grade 12 Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate civic knowledge, skills, and dispositions 2. Develop focused questions or problem statements and conduct inquiries 3. Organize information and data from multiple sources 4. Analyze the purpose and point of view of each source; distinguish opinion from fact 5. Evaluate the credibility, accuracy, and relevance of sources 6. Argue or explain conclusions, using valid reasoning and evidence 7. Determine next steps and take informed action, as appropriate |
| Leveling and Placement |
| <p>When determining placement in Psychology & Sociology the following are considered:</p> <ol style="list-style-type: none"> 1. Analysis skills for reading and writing 2. Independent study 3. Class pace 4. Teacher recommendation 5. Sincere interest in psychology and sociology <p>Study skills and habits required:</p> <ol style="list-style-type: none"> 1. Close reading of historical primary sources with a focus on the use of historical thinking skills 2. Annotate texts, primary and secondary sources for ease of analysis 3. Make quizlets or flashcards to prepare for exams 4. Seek extra help from the teacher during office hours or during class time if unsure of assignment standards 5. Use of Grammarly or proofreading on formal written submissions |



Subject: Psychology & Sociology – CP – Grade 12

| Units | Essential Questions |
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| Introduction to Psychology | <ul style="list-style-type: none"> What is psychology and what makes it a science? How do the schools of psychology complement each other? How do researchers study behavior and analyze the results? What makes an experiment ethical vs. unethical? How do the structures of the brain control mental processes and behavior? |
| Consciousness, Sensation, & Perception | <ul style="list-style-type: none"> Why do we dream? How do drugs affect mental processing and everyday functioning? How do we gather information from the environment through our senses? How does experience affect perception? |
| Learning, Intelligence, & Memory | <ul style="list-style-type: none"> What are the key differences between classical and operant conditioning? How do punishments and rewards influence human behavior? Is there one form of intelligence? What accounts for differences in intelligence scores? Is there cultural bias found in intelligence tests? What impact can this have? Can creativity be assessed by a test? How is information stored and retrieved? How accurate is memory? How are decisions made? How much do emotions interfere with decision-making? |
| Lifespan Development | <ul style="list-style-type: none"> Are we products of nature or nurture? Are gender differences a product of genetics or society? How are the elderly viewed and valued? |
| Emotion, Motivation, & Personality | <ul style="list-style-type: none"> What higher and lower level motivations influence our behavior? What purpose do emotions serve & how does society influence our expression of emotions? What is stress and how can we minimize the negative impact of stress on our health? Are personalities constant over time or do they change with new experiences? Do personality tests really assess personality? |
| Psychology in Our Social Lives | <ul style="list-style-type: none"> How do attitudes influence actions? Why is conformity valued so highly in society? Why are people attracted to each other? |
| Health, Disorders, & Treatment | <ul style="list-style-type: none"> What defines “normal” and “abnormal” behavior? How does our society view mental health issues and what impact can this have on people dealing with such issues? What are the types of treatment that can be used to help those with mental health issues? |



| Units | Essential Questions |
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| Introduction to Sociology | <ul style="list-style-type: none"> ▪ Explain what sociological theories are and how they are used. ▪ Understand the similarities and differences between structural functionalism, conflict theory, and symbolic interactionism. ▪ Identify ways sociology is applied in the real world. ▪ Understand how the scientific method is used in the study of sociology. ▪ Differentiate between the four kinds of research methods: surveys, field research, experiments, and secondary data analysis. ▪ Understand ethical standards and their importance in the study of sociology. |
| Culture, Groups, & Socialization | <ul style="list-style-type: none"> ▪ Define what culture is and its relevance in society. ▪ Understand the concept of values, beliefs, and norms in connection to culture. ▪ Discuss the major theoretical approaches to cultural interpretation. ▪ Describe the different perspectives (functionalist, conflict theorist, and symbolic interactionists) on society. ▪ Explain the process of moral development. ▪ Understand the importance of socialization both for individuals and society. ▪ Learn the roles of families, peer groups, and formal institutions (schools, workplaces, etc.) in socialization. ▪ Understand the different types of groups and the way group dynamics impact a group. |
| Deviance, Crime, & Social Control | <ul style="list-style-type: none"> ▪ Define deviance and explain the nature of deviant behavior. ▪ Differentiate between methods of social control. ▪ Describe the functionalist, conflict theory, and symbolic interactionist approach to deviance. ▪ Identify and differentiate between different types of crimes. |
| Media & Technology | <ul style="list-style-type: none"> ▪ Understand technological inequality and issues related to unequal access to technology. ▪ Understand the evolution and current role of different media in society. ▪ Explain the advantages and concerns of media globalization. ▪ Understand and discuss how we analyze media and technology through various sociological perspectives. |
| Social Stratification & Inequality | <ul style="list-style-type: none"> ▪ Explain the concept of different stratification systems ▪ Define and identify class and understand the concept of social mobility ▪ Understand and apply functionalist, conflict theory, and interactionist perspectives on social stratification ▪ Describe the modernization and dependency theory perspectives on global stratification |



| Units | Essential Questions |
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| Race, Ethnicity, & Gender | <ul style="list-style-type: none"> ▪ Understand the difference between race and ethnicity. ▪ Explain and understand the difference between stereotypes, prejudice, discrimination, and racism. ▪ Describe how major sociological perspectives view race and ethnicity. ▪ Define and differentiate between sex and gender. ▪ Explain the influence of socialization on gender roles. ▪ Discuss theoretical perspectives on sex and sexuality. |
| Family, Religion, & Education | <ul style="list-style-type: none"> ▪ Describe society's current understanding of family and understand the changes in marriage & family patterns. ▪ Recognize and understand the variations in family life & the social impact of changing family structures. ▪ Understand how the major sociological paradigms view religion. ▪ Explain the concept of religion as an agent of social change with the use of various types of religious organizations. |
| Aging, Health, & Medicine | <ul style="list-style-type: none"> ▪ Understand the different senior age groups and the biological, social, & psychological changes in aging. ▪ Examine the attitudes toward death and dying and the impact of grief on friends and family. ▪ Recognize ageist thinking and ageist attitudes in individuals and institutions. ▪ Compare and contrast sociological theoretical perspectives on aging. ▪ Understand and examine the social construction of health, illness, and medical knowledge. ▪ Apply theories of social epidemiology to an understanding of global health issues ▪ Explain disparities of health based on gender, socioeconomic status, race, and ethnicity. ▪ Understand society's impact and perspectives on issues of mental health and disability. ▪ Understand the health care system in the United States as well as other systems in other countries. ▪ Apply functionalist, conflict theorist, and interactionist perspectives to health issues. |



| Units | Essential Questions |
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| Government, Economics, & Societal Issues | <ul style="list-style-type: none"> ▪ Be able to define and differentiate between power and authority (as well as the different types of authority). ▪ Understand the common forms of government. ▪ Understand the importance of voter participation in politics in the United States as well as the influence of race, gender, and class issues in that voting process. ▪ Understand how functionalists, conflict theorists, and interactionists view government and politics. ▪ Understand different types of economic systems and their historical development. ▪ Discuss how functionalists, conflict theorists, and symbolic interactionists view the economy & work. ▪ Understand globalization as well as the pros and cons of this from an economic standpoint. ▪ Describe the current U.S. workforce and the trend of polarization. ▪ Understand the variety of demographic theories and how they connect with current population trends and patterns. ▪ Describe the process of urbanization and discuss this concept from various sociological perspectives. ▪ Describe climate change and its importance. |
| Social Movements & Social Change | <ul style="list-style-type: none"> ▪ Describe different forms of collective behavior and differentiate between types of crowds. ▪ Understand the different stages of social movements, the different types of social movements, and be able to identify social movements on a state, national, and global level. ▪ Discuss theoretical perspectives on social movements. ▪ Discuss the importance of modernization in relation to social change. |

| Key Activities May Include |
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| <ul style="list-style-type: none"> ▪ Analysis of primary source documents, scholarly sources, and connections between history and current events. ▪ Develop active reading strategies such as annotating, sourcing, contextualizing, corroborating, and close reading. ▪ Variety of writing assignments ▪ Engage in class debates and seminar style discussions ▪ Test and quizzes ▪ Conduct short as well as more sustained research projects ▪ Engage with and create a variety of media such as political cartoons, photographs, documentary films |



Resources

▪ Psychology

- Openstax Psychology Textbook
- Video: NOVA: How Does the Brain Work
- Video: Frontline: Inside the Teenage Brain
- The Marshmallow Study Revisited (University of Rochester)
- Video: NOVA: Mysteries of Sleep
- Film: Inception
- “Drivers Beware: Crash Rate Spikes with Every Hour of Lost Sleep” by Allison Aubrey (12/6/2016)
- Film: Radio
- “Was ‘Little Albert’ ill during the famed conditioning study?” (American Psychological Association)
- “The Dunning-Kruger Effect Shows Why Some People Think They’re Great Even When Their Work Is Terrible” by Mark Murphy (Forbes)
- “How Accurate Are Memories of 9/11?” by Ingfei Chen (Scientific American)
- Film: Toy Story 3
- “Maslow’s Hierarchy of Needs” by Saul McLeod (Simply Psychology)
- Film: Inside Out
- “Unraveling the Biology of Emotions” by Holly VanScoy (Psych Central)
- “Maslow’s Hammer Time” by Bryan Slater (CharacterStrong)
- Film: The Hurricane
- “Cereal Box Psychology” by Justin Caba
- “The Latest Research on the Mental Effects of Social Media Usage” by Tim Elmore
- Video: National Geographic - Stress: Portrait of a Killer
- Film: The Fundamentals of Caring
- Film: Reign Over Me
- Film: What About Bob
- “New Study Links Facebook to Depression: But Now We Actually Understand Why” by Alice G. Walton (Forbes)
- “How Chronic Stress is Harming Our DNA” by Stacy Lu (American Psychological Association)
- “What’s Wrong with This Picture” by Scott O. Lilienfeld, James M. Wood, and Howard N. Garb (Scientific American)



Resources

▪ Sociology

- Openstax Sociology Textbook
- “Researcher Studies Gangs by Leading One” (NPR Podcast)
- “Body Ritual Among the Nacirema” by Horace Miner (American Anthropological Association)
- “Final Note on a Case of Extreme Isolation” by Kingsley Davis (The American Journal of Sociology)
- Dr. Seuss’ The Sneetches
- Film: Mean Girls
- “Crime as Social Control” by Donald Black (American Sociological Review)
- Film: The Truman Show
- Video: Frontline: The Merchants of Cool
- Video: People Like Us
- Film: Pursuit of Happyness
- Video: A Class Divided
- Video: Rebirth: New Orleans
- Film: Remember the Titans
- “How to Think About ‘Implicit Bias’” by Keith Payne, Laura Niemi, & John M. Doris (Scientific American)
- “How to be a Good Wife” (Home Economics High School Textbook - 1954)
- “Rebirth: New Orleans - Documentary Poses a Moral Dilemma” by Anthony Cody (EducationWeek)
- “Remember the Titans, Historical Fact or Fiction?” by Amy S. Tate
- Film: I Am Sam
- Film: Lean On Me
- Film: Bucket List
- Film: Malcolm X & Selma
- Film: The Hunger Games
- “Class on Fire: Using the Hunger Games Trilogy to Encourage Social Action” by A.M. Simmons (The Journal of Adolescent and Adult Literacy)