

## **SOCIAL STUDIES DEPARTMENT**

## **PSYCHOLOGY (CP): COURSE #253**

### **Contact Information**

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### **The Department's Educational Philosophy**

The goal of the Social Studies Department is to provide students with the information and skills necessary to act as responsible global citizens. To achieve this goal we facilitate the process whereby students develop an understanding of American culture. Culture includes the unique characteristics of American society – its social structure, economic system and political organization. An understanding of American society must be grounded in a knowledge of the general patterns of western civilization from which American culture evolved. In an age of increasing global interconnectedness, it is vital to develop an awareness of and appreciation for other cultures.

### **Guiding Principles**

All social studies students should:

- Demonstrate an awareness of the major factors involved in the development of civilizations from the Middle Ages to the present.
- Acquire useful and relevant information about the world in which they live.
- Develop the necessary skills to gather further information about whatever interests them.
- Think critically about sources of information, both primary and secondary, recognizing bias and viewpoint and separating fact and fiction.
- Interpret the world around them in such a way that they can make responsible decisions and act upon them effectively.
- Develop personal values and a sense of their own worth and dignity as individuals.
- Respect and appreciate one's own culture and way of life, as well as those of others.
- Be aware of the dependence of humans on their total environment and develop a personal concern for the preservation of an environment worth living in.
- Possess a sense of responsibility toward others and a willingness to work in a cooperative way for the common good.
- Develop a respect for learning and a desire to continue to learn beyond the opportunities provided by formal education.

## **PSYCHOLOGY (CP): COURSE #253**

**Course Frequency:** Full-year course, five times per week

**Credits Offered:** Five credits

**Prerequisites:** None

### **Background to the Curriculum**

An elective, full-year course, Psychology has remained one of, if not the most, popular electives in the school. Taken by juniors and seniors, this course introduces students to the concepts, principles, theories, and methodology of the general field of psychology, with an emphasis on relating and applying ideas and concepts addressed in class, the text, and outside literature to current events and social trends occurring in our local community and the world at large. As behavioral sciences have not been addressed by the state of Massachusetts under Educational Reform, the Acton-Boxborough Regional High School curriculum is very closely aligned with the spirit and content of the APA National Standards for the Teaching of High School Psychology, last published in 1999.

Because the content does not rely directly on any specific previous course work, a wider range of students have had success in this class than normally the case within leveled academic classes in the school. This course is taught using various teaching methods, from large group lecture, to small group collaborative work, to whole class discussion. Student participation and dialogue is highly encouraged throughout the course.

### **Core Topics/Questions/Concepts/Skills**

- Methods
- Socioculture

### **Course-End Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
<b><i>Method Domain</i></b> 1] Describe and compare the biological, behavioral, cognitive, and sociocultural perspectives. 2] Identify and evaluate ethical issues in psychological research and professional practice. 3] Identify, describe, and compare the structuralists, functionalists, behavioral, cognitive, psychoanalytic, Gestalt, and humanistic schools of thought.	1.1 2.2, 5.1

<b><i>Sociocultural Domain</i></b>	
1] Define and understand the nature of intelligence, creativity, and personality.	1.1
2] Explain how personality and intelligence may be influenced by heredity and the environment.	2.1
3] Examine the characteristics of the psychoanalytic, cognitive-behavioral, and humanistic schools of Psychology.	2.1
4] Describe the major categories of abnormal behavior.	3.1
5] Identify and describe the various concepts, theories, and principles related to social psychology.	

### **Assessment**

Student assessment is based on a variety of criteria, such as unit tests and quizzes, class work, homework, participation, and effort. Unit tests and quizzes typically are comprised of multiple choice questions, fill-in the blanks, matching, short answer, and essay. Alternative assessments are also varied and frequent throughout the course: choice article papers, projects, etc. Homework is assigned regularly and consists of textbook readings and notes, worksheets, and article analysis. Class participation is expected consistently. A cumulative final is given at the end of the course.

### **Technology and Health Learning Objectives Addressed in This Course**

**(This section is for faculty and administrative reference; students and parents may disregard.)**

<b><u>Course activity: skills &amp;/or topics taught</u></b>	<b><u>Standard(s) addressed through this activity</u></b>
1] Students are required to perform internet research for choice article assignments.	

### **Materials and Resources**

Student Text: Rathus, S.A., Psychology: Principles in Practice. (1998) Holt, Rinehart, and Winston.

Supplementary Texts:

Morris, C.G., Psychology: An Introduction, 8th edition. (1993). Prentice Hall.

Slife, B., Taking Sides: Clashing Views on Controversial Psychological Issues, 8th edition. (1994). The Dashkin Publishing Group.