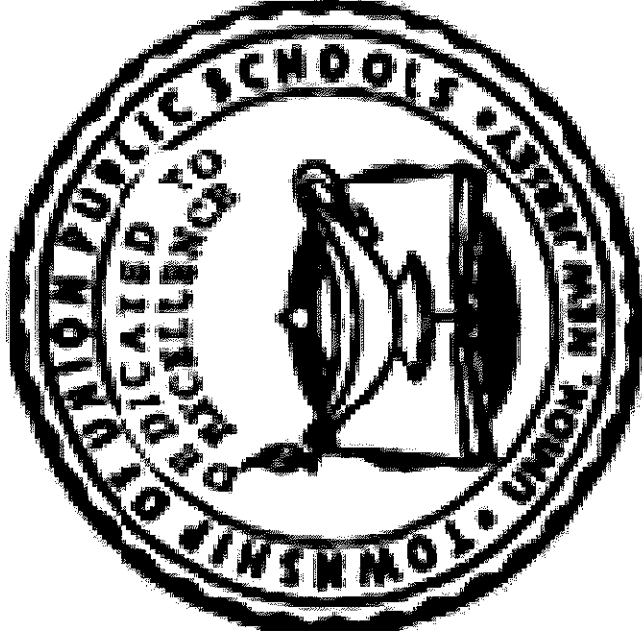
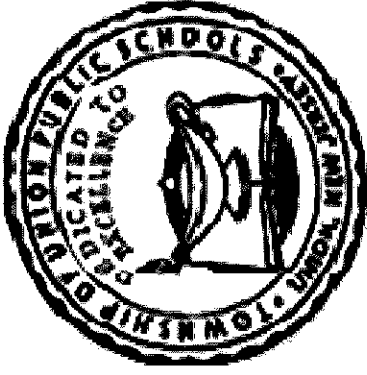


TOWNSHIP OF UNION PUBLIC SCHOOLS



SS382 Psychology  
**Curriculum Guide 2015**

Curriculum Guide Approved June 2015



## **Board Members**

**David Arminio, President**

**Vito Nufrio, Vice President**

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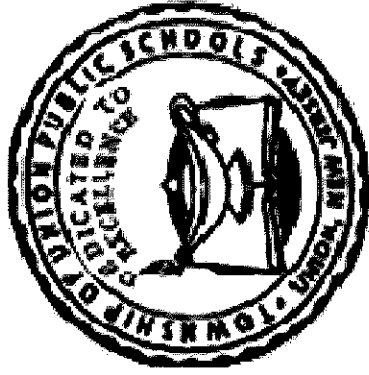
**Lois Jackson**

**Thomas Layden**

**Ronald McDowell**

**Angel Salcedo**

**Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
**Administration**

**District Superintendent ..... Mr. Gregory Tatum**

**Assistant Superintendent ..... Dr. Noreen Lishak**

**Director of Curriculum K-12 ..... Dr. Noreen Lishak**

**Director of Student Information/Technology .....Ms. Ann M. Hart**

**Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta**

## DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 .....	Mr. Robert Ghirett
Mathematics/Science 3-5 .....	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects) .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts/Library Services 6-12 .....	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago

# **Curriculum Committee**

**Mr. Nathan Surget**  
**Mrs. Becky Mazur**

# Table of Contents

<b>Title Page</b>	
<b>Board Members</b>	
<b>Administration</b>	
<b>Department Supervisors</b>	
<b>Curriculum Committee</b>	
<b>Table of Content</b>	
<b>District Mission/Philosophy Statement</b>	
<b>District Goals</b>	
<b>Course Description</b>	
<b>Recommended Texts</b>	
<b>Course Proficiencies</b>	
<b>Curriculum Units</b>	
<b>Appendix: New Jersey Core Curriculum Content Standards</b>	

## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
  - Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
  - Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
  - Develop basic skills in sports and other forms of recreation.



## **Course Description**

Psychology has been designed to provide students with an introductory overview of the field of psychology. The course is designed to introduce students to the scientific study of human and animal behavior with an emphasis on empirical data. The curriculum covers the major fields and subfields of psychology in a manner that is consistent with an introductory college course. The curriculum is designed to match the National Standards for The Teaching Of Psychology published by the College Board. Students are expected to complete all assignments on time and to present only the finest examples of their work.

## **Recommended Textbooks**

Kasschua, Richard. Understanding Psychology Glencoe 2003.

## Course Proficiencies

1. All students must be able to write a 5 paragraph speculative/persuasive essay.
2. All students must be able to write a 5 paragraph informative essay.
3. Incorporate new vocabulary in written work.
4. All students will be able to write about how physiological changes affect behavior.
5. All students must demonstrate research skills through case studies.
6. All students must analyze data from psychology experiments.
7. All students must be able to develop skills necessary to evaluate behavior.
8. All students must be able to develop, identify, and explain the similarities and differences in personality theories.
9. All students must be able to differentiate among the plethora of mental illnesses.
10. All students must be able to describe in writing the experiments of social psychology.

## **Curriculum Units**

Unit 1: History and research methods

Unit 2: Biopsychology

Unit 3: Sensation and Perception

Unit 4: Learning

Unit 5: Cognition

Unit 6: Motivation and emotion

Unit 7: Development

Unit 8: Personality theory

Unit 9: Abnormal Psychology

Unit 10: Social Psychology

## Pacing Guide – Course

Content	Number of Days
Unit 1: History and research methods	18
Unit 2: Biopsychology	18
Unit 3: Sensation and perception	18
Unit 4: Learning	18
Unit 5: Cognition	18
Unit 6: Motivation and emotion	18
Unit 7: Development	18
Unit 8: Personality theory	18
Unit 9: Abnormal psychology	18
Unit 10: Social psychology	1

Unit 1: History and Research Methods

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	<p>Students will demonstrate an understanding of: The goals and scientific basis of psychology.</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	N/A
2.	<p>Students will demonstrate an understanding of: The important trends in the history of psychology</p>	<p><i>Situational experiments and demonstrations.</i></p>	

	<p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>		
<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	<p>3.</p> <p>Students will demonstrate an understanding of: The process and types of psychological research</p>		
<p><i>Situational experiments and demonstrations.</i></p>	<p>4.</p> <p>Students will demonstrate an understanding of: The hazards and ways to avoid bias while doing psychological research</p>		

		Utilization of ancillary materials Supplemental videos Presentation of project	
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Unit 2: Biopsychology

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Students will demonstrate an understanding of:  The structure of the human brain and nervous system.	Situational experiments and demonstrations.  Utilization of ancillary materials Supplemental videos Presentation of	N/A



	<i>project</i>	
<p>Students will demonstrate an understanding of: The functions of the human brain and nervous system.</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p><b>2.</b></p>		
<p><b>3.</b></p>	<p>Students will demonstrate an understanding of: The various ways psychologists study the brain</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p>

	<i>Presentation of project</i>	
<b>4.</b>	<p>Students will demonstrate an understanding of: How heredity and the environment affect our body, mind, and behaviors.</p> <p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	
<b>5.</b>	<p>Students will demonstrate an understanding of: The research related to sleep and dreams</p> <p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental</i></p>	

	videos	
	Presentation of project	

Unit 3: Sensation and Perception

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>The field of study and research related to psychophysics</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p> <p>Supplemental videos</p> <p>Presentation of project</p>	N/A
2.	<p>Students will demonstrate an understanding of:</p> <p>The nature and function of our sense organs</p>	<p>Situational experiments and</p>	

		<i>demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i>	
<p><b>3.</b></p>	<p>Students will demonstrate an understanding of:  The principles involved in perception.</p>	<i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i>	

Unit 4: Learning

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Students will demonstrate an understanding of: The principles of Classical conditioning</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	<p>N/A</p>
2.	<p>Students will demonstrate an understanding of: How to use the techniques of classical conditioning</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental</i></p>	

		<i>videos</i>	
		<i>Presentation of project</i>	
		<i>Situational experiments and demonstrations.</i>	
		<i>Utilization of ancillary materials</i>	
		<i>Supplemental videos</i>	
		<i>Presentation of project</i>	
		<i>Situational experiments and demonstrations.</i>	
		<i>Utilization of ancillary materials</i>	
	<p>Students will demonstrate an understanding of: The principles and techniques of Operant Conditioning</p>		
<b>3.</b>			
	<p>Students will demonstrate an understanding of: The principles of cognitive learning and modeling</p>		
<b>4.</b>			

		Supplemental videos	
		Presentation of project	

Unit 5: Cognition

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
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<p><b>1.</b></p>	<p><b>Students will demonstrate an understanding of:</b></p> <p><b>The three processes involved in memory: encoding, storage, and retrieval.</b></p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	<p>N/A</p>
<p><b>2.</b></p>	<p><b>Students will demonstrate an understanding of:</b></p> <p><b>How stored memory can be retrieved by recognition, recall, and relearning.</b></p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	



<p style="text-align: center;"><b>3.</b></p>	<p>Students will demonstrate an understanding of: The processes involved in forgetting.</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	
<p style="text-align: center;"><b>4.</b></p>	<p>Students will demonstrate an understanding of: The units of thought and strategies for problem solving.</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i></p>	

			Supplemental videos	
			Presentation of project	

Unit 6 :Motivation and Emotion

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Students will demonstrate an understanding of: The four theories of motivation.	Situational experiments and demonstrations.  Utilization of ancillary materials  Supplemental videos  Presentation of project	NIA

<p><b>2.</b></p>	<p>Students will demonstrate an understanding of: Maslow's hierarchy of needs, including biological and psychological needs.</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	
<p><b>3.</b></p>	<p>Students will demonstrate an understanding of: The physiological theories of emotions.</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	

	<p style="text-align: center;"><b>4.</b></p>	<p>Students will demonstrate an understanding of: The cognitive theories of emotions.</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>		
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Unit 7: Development

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>The physical and perceptual development of newborns and children</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	N/A
2.	<p>Students will demonstrate an understanding of:</p> <p>How language is acquired and the cognitive development of children</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p>	

		<i>Presentation of project</i>	
<b>3.</b>	<p>Students will demonstrate an understanding of:</p> <p>The role of family and peers on the development of adolescents.</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<b>4.</b>	<p>Students will demonstrate an understanding of:</p> <p>The stages and changes that occur in health and life situations in adulthood.</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p>	

		Supplemental videos	
		Presentation of project	

Unit 8: Personality Theory

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Students will demonstrate an understanding of: Psychoanalytic theory of the unconscious, including the id, ego and superego and other aspects of personality.	Situational experiments and demonstrations. Utilization of ancillary materials Supplemental videos Presentation of project	N/A

<p style="text-align: center;"><b>2.</b></p>	<p>Students will demonstrate an understanding of: The behaviorist theory of personality based on learning.</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	
<p style="text-align: center;"><b>3.</b></p>	<p>Students will demonstrate an understanding of: The cognitive and humanistic approaches to personality based on the positive aspects of human nature.</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	



	<p style="text-align: center;"><b>4.</b></p>	<p>Students will demonstrate an understanding of: How trait theorists account for a consistency of behavior in various situations.</p>		<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
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Unit 9: Abnormal Psychology

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>The difference between normal and abnormal behavior looking specifically at deviance, adjustment, and psychological health.</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	N/A
2.	<p>Students will demonstrate an understanding of:</p> <p>The symptoms and possible treatments for anxiety disorders</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p>	

		<p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p><b>3.</b></p>	<p>Students will demonstrate an understanding of:</p> <p>The symptoms and possible treatments for somatoform, mood, and dissociative disorders</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p><b>4.</b></p>	<p>Students will demonstrate an understanding of:</p> <p>The symptoms and possible treatments for schizophrenia and personality disorders.</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p>	

		Supplemental videos	
		Presentation of project	

Unit 10: Social Psychology

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>The factors that influence how we interpret others' behavior</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p> <p>Supplemental videos</p> <p>Presentation of project</p>	N/A
2.	<p>Students will demonstrate an understanding of:</p> <p>The different types of love and the factors involved in choosing friends</p>	Situational experiments	

		<p>and demonstrations.</p> <p>Utilization of ancillary materials</p> <p>Supplemental videos</p> <p>Presentation of project</p>	
<p>3.</p>	<p>. Students will demonstrate an understanding of: The different types of groups and the interactive patterns within groups.</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p> <p>Supplemental videos</p> <p>Presentation of project</p>	

Students will demonstrate an understanding of:

Why most people tend to conform and obey authority figures.

**4.**

*Situational  
experiments  
and  
demonstrations.*

*Utilization of  
ancillary  
materials*

*Supplemental  
videos*

*Presentation of  
project*

New Jersey Core Curriculum Content Standards currently do not include Psychology

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

**New Jersey Scoring Rubric**

**New Jersey Registered Holistic Scoring Rubric**

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
<b>Score:</b>	1	2	3	4	5	6
	May lack opening and/ or closing  Minimal response to topic; uncertain focus	May lack opening and/ or closing  Attempts to focus May drift or shift focus	May lack opening and/ or closing  Usually has single focus	Generally has opening and/or closing  Single focus	Opening and closing  Single focus Sense of unity and coherence Key ideas developed	Opening and closing  Single, distinct focus Unified and coherent Well-developed
<b><u>Content and Organization</u></b>	No planning evident; disorganized  Details random, inappropriate, or barely apparent	Attempts organization Few, if any, transitions between ideas  Details lack elaboration, i. e., highlight paper	Some lapses or flaws in organization May lack some transitions between ideas  Repetitious details Several unelaborated details	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
<b><u>Usage</u></b>	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent  Very few, if any, errors



<b><u>Sentence Construction</u></b>	Excessive monotony/ same structure	Little variety in syntax	Some variety	Variety in syntax appropriate and effective	Precision and/or sophistication
	Numerous errors	Some errors	Generally correct	Few errors	Very few, if any, errors
	Assortment of incomplete and/ or incorrect sentences				
<b>Non-Scorable Responses</b>	<b>NR</b>	<b>No Response</b>	Student wrote too little to allow a reliable judgement of his/her writing.		
	<b>OT</b>	<b>Off Topic/Off Task</b>	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.		
	<b>NE</b>	<b>Not English</b>	Student wrote in a language other than English.		
	<b>WF</b>	<b>Wrong Format</b>	Student refused to write on the topic, or the writing task folder was blank.		
<b>Content/ Organization</b>		<b>Usage</b>		<b>Sentence Construction</b>	
<ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>		<ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject- verb agreement</li> <li>Pronouns usage/ agreement</li> <li>Word choice/ meaning</li> <li>Proper Modifiers</li> </ul>		<ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>	
		<b>Mechanics</b>		<ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>	

## Language Arts Literacy Open-Ended Scoring Rubric

### Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.