

# *Wallenpaupack Area School District*

## **COURSE:** Sociology - Psychology

**GRADE LEVEL:** Tenth, Eleventh and Twelfth Grade

**LENGTH OF COURSE:** Eighteen weeks

**TEXT:** Psychology: It's Principles and Applications  
Sociology: The Study of Human Relationships

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### **COURSE DESCRIPTION:**

The basic philosophy of the Social Studies program provided by the Wallenpaupack Area School District for students will enable students to acquire an awareness of responsible citizens in a rapidly changing world.

### **CURRICULUM WRITING TEAM:**

Richard Anke

### **DATE OF REVISION:**

2003

# Wallenpaupack Area School District

**Course:** Sociology - Psychology

**Grade Level:** Grade 10, 11 and 12

**Unit:** Introduction

**PA Standards:** 8.1.9.A  
8.1.9.B  
8.1.9.C  
8.1.9.D  
8.1.12.A  
8.1.12.B  
8.1.12.C  
8.1.12.D  
8.3.9.A  
8.3.9.A  
8.3.9.B  
8.3.9.C  
8.3.9.D  
8.3.12.A  
8.3.12.B  
8.3.12.C  
8.3.12.D  
8.4.12

<b>Topics:</b>	<b>Skills:</b>
<p>Introduction of psychology What is psychology? The relationship of psychology to the other sciences History of psychology and modern developments in psychology Psychology today Gardner, Praget; existentialism etc.</p>	<p>Defining psychology Empirism Research Psychology goals Structuralism, functionalism gestalt, behaviorism, psychoanalysis (Freud) Impact of culture The profession and specialties in psychology Uncommon sense (critical thought) Pseudo-psychologies Identify relevant terms</p>
<b>Activities:</b>	<b>Performance Assessments:</b>
<p>Note taking Write short essays on topics Class discussions Group discussions Lecture Note taking Projects Notebook journal entries Movies and tapes</p>	<p>Book test Teacher made tests Short essays Projects Group presentation/projects Journal/notebook entries Quizzes Evaluation of critical thinking Assessment homework</p>

# Wallenpaupack Area School District

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Personality

**PA Standards:**

<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Understanding personality</li> <li>Development of personality</li> <li>Theories of personality traits, types, self concept</li> <li>Inheritance of personality?</li> <li>Psychoanalytic theory "ID came to me in a dream</li> <li>Freudian studies</li> <li>Psychodynamic theories</li> <li>B.F Skinner – behavioristic view of development</li> <li>Personality assessment</li> <li>Criticisms of theories</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>State ways in which home, birth order and society influence personality</li> <li>Lists factors of personality theory</li> <li>Define Freud's theory</li> <li>Define B.F. Skinner's theory</li> <li>Discuss the core concepts of psychology of personality</li> <li>Explain how the term personality is used</li> <li>Able to measure personality</li> <li>Explain how self monitoring affects behavior</li> </ul>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Read unite</li> <li>Vocabulary</li> <li>Check all facts</li> <li>Group discussion</li> <li>Note taking</li> <li>Mastery of psychological skills</li> <li>Understanding themes</li> <li>Movies and videotapes</li> <li>16 PF – personality questionnaire</li> <li>Rorschach test (ink blots)</li> <li>MMPI-2</li> <li>Honesty tests</li> <li>Psychology on Internet</li> </ul>	<p><b>Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>Book test</li> <li>Teacher made tests</li> <li>Essays</li> <li>Group presentation</li> <li>Notebook entries</li> <li>Quizzes</li> <li>Evaluate homework</li> <li>Evaluate critical thinking skills</li> <li>Self monitor test</li> <li>Social skills test</li> <li>Interview</li> <li>Direct observations</li> <li>Rate yourself, achievement tests</li> </ul>

## *Wallenpaupack Area School District*

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Brain, Biology, Behavior

**PA Standards:** 3.3.10  
3.3.12

<b>Topics:</b>	<b>Skills:</b>
<p>Biological influences on behavior, nervous system, brain, glandular system, sleep, hypnosis Hemisphere laterality Brain and computers Wellness and behavior</p>	<p>Identify terms associated with brain, nervous system and glands Distinguish how the nerve cells operate and communicate Understand the functions of the major parts of the nervous system Describe the techniques for studying the brain Identify how the brain is organized Identify functions of areas of brain Describe how human behavior is affected by the glandular system Describe how sub cortex controls behavior Differentiate between right handed and left handed individuals Discuss sleep patterns and dreaming Brain damage hypnosis Define relationship between mind and brain</p>
<b>Activities:</b>	<b>Performance Assessments:</b>
<p>Read unit Check facts Group discussion Note taking Project on the brain – graphics Mastery of psychological skills Understanding themes Movies and videotapes Psychology on the internet “Brain Briefing”</p>	<p>Book test Self test Redesign the brain Essays Class presentations Notebook/journal entries Quizzes Homework evaluation Evaluate critical thinking skills Written assignments</p>

## *Wallenpaupack Area School District*

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Human Development

**PA Standards:** 3.3.10  
3.3.12

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Human development</li> <li>Pattern of human development</li> <li>Prenatal development</li> <li>Physical and motor development</li> <li>Language, emotional and social development</li> <li>Piaget's theory of intellectual development</li> <li>Kohlberg's theory of moral development</li> </ul>	<ul style="list-style-type: none"> <li>Identify principals of development</li> <li>Differentiate between critical and sensitive periods of development</li> <li>Identify how important pre-natal development is</li> <li>Describe physical development</li> <li>Describe motor development</li> <li>Describe human language development</li> <li>Identify at least 5 emotions</li> <li>Describe social development</li> <li>Describe behaviors of Piaget's levels of intelligence</li> <li>Describe Kohlberg's theory of moral development</li> <li>Distinguish between heredity and environment on development</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read unit</li> <li>Write topical essay: example adoption issues and holidays</li> <li>Class discussions</li> <li>Group discussions</li> <li>Lecture</li> <li>Note taking</li> <li>Notebook/journal entries</li> <li>Mastery of psychology skills</li> <li>Application of psychology for principles</li> <li>Movies and video tapes</li> <li>Psychology on the internet</li> </ul>	<ul style="list-style-type: none"> <li>Book test</li> <li>Teacher test</li> <li>Evaluate essays</li> <li>Projects</li> <li>Group projects and presentations</li> <li>Notebook entries</li> <li>Quizzes</li> <li>Class participation</li> <li>Evaluate critical thinking</li> </ul>

## Wallenpaupack Area School District

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Heredity

**PA Standards:** 3.1.10  
3.1.12  
3.2.10  
3.2.12  
3.3.10  
3.3.12

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Heredity and environment</li> <li>Nurture of nature</li> <li>Chromosomes, dominant and recessive genes</li> <li>Inherited characteristics</li> <li>Studies of heredity</li> <li>Heredity and maturation</li> <li>Environmental influences</li> <li>Teratogens F.A.S.</li> <li>Interaction of heredity and environment</li> </ul>	<ul style="list-style-type: none"> <li>Examples of principals of development</li> <li>Differentiate between critical and sensitive periods of development</li> <li>How important pre-natal development is</li> <li>Physical development</li> <li>Describe motor development</li> <li>Describe human language development</li> <li>Identify at least 5 emotions</li> <li>Describe social development</li> <li>Describe behaviors of Piaget's levels of intelligence</li> <li>Describe Kohlberg's theory of moral development</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read unit</li> <li>Identify all terms</li> <li>Check the facts</li> <li>Class and group discussion</li> <li>Lecture</li> <li>Note taking</li> <li>Projects</li> <li>Mastery of psychological skills</li> <li>Understanding themes</li> <li>Application of principles</li> <li>Movies and video tapes</li> <li>Psychology on the internet</li> </ul>	<ul style="list-style-type: none"> <li>Book test</li> <li>Teacher made tests</li> <li>Short essays</li> <li>Group projects</li> <li>Presentation – oral</li> <li>Notebook entries</li> <li>Quizzes</li> <li>Homework</li> <li>Evaluate critical thinking skills</li> </ul>

## *Wallenpaupack Area School District*

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Intelligence

**PA Standards:** 3.3.10  
3.3.12

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Intelligence and measurement</li> <li>Nature of intelligence</li> <li>Individual test of intelligence</li> <li>Group intelligence testing</li> <li>Intelligence quotient</li> <li>Using intelligence tests</li> <li>Mentally retarded – causes and cures</li> <li>Superior intelligence – gifted</li> </ul>	<ul style="list-style-type: none"> <li>Define intelligence</li> <li>Understand what a good psychological test does</li> <li>Describe a typical IQ test</li> <li>Define reliability, validity</li> <li>Relate IQ tests to gender, age and intelligence</li> <li>Recognize the mentally gifted</li> <li>Understand causes of mental retardation</li> <li>Recognize the correlation between heredity and environment and IQ</li> <li>Distinguish if tests are fair to racial and cultural groups (SATS)</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read unit</li> <li>Identify all terms associated with intelligence</li> <li>Check all facts on intelligence</li> <li>Small group discussion</li> <li>Case studies</li> <li>Note taking from lectures</li> <li>Movies &amp; video tapes</li> <li>Gardness multiple intelligences test</li> <li>Dove countier balance test</li> <li>Psychology on IQ tests</li> <li>Projects</li> </ul>	<ul style="list-style-type: none"> <li>Book test</li> <li>Teacher made evaluations</li> <li>Essays – Can intelligence be taught?; 6</li> <li>Hour retardates; School placement</li> <li>Group presentations</li> <li>Notebook entries</li> <li>Quizzes</li> <li>Homework</li> <li>Evaluate critical thinking skills</li> <li>Class discussions</li> <li>E.T. tests</li> <li>Animal testing</li> </ul>

# Wallenpaupack Area School District

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Memory

**PA Standards:** 3.3.10  
3.3.12

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Memory and forgetting</li> <li>Transfer positive and negative feedback</li> <li>Massed practice vs. distributed practice</li> <li>Whole learning</li> <li>Mnemonics</li> <li>Over learning</li> <li>Chunking</li> <li>Plateau</li> <li>Relearning, recall, recognition</li> <li>Sleep and retention</li> <li>Short term and long term memory</li> <li>Forgetting</li> <li>Time, attention</li> <li>Retroactive and proactive inhibition</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between different memories</li> <li>Understand the features of each memory</li> <li>Measure memory</li> <li>Discuss photographic memories</li> <li>List causes of forgetting</li> <li>Discuss accuracy of everyday memories</li> <li>Comprehend brain activity and memory</li> <li>Show how memory can be improved</li> <li>Debate on "recovered memories"</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read unit</li> <li>Identify all terms associated with memory and forgetting</li> <li>Check all facts</li> <li>Discuss theories in small groups</li> <li>Take thorough notes</li> <li>Mastery skills</li> <li>Understand themes</li> <li>Movies and video tapes</li> <li>Case studies</li> <li>Digits on activities</li> <li>Test their memories</li> <li>Hypnosis discussion</li> <li>Memory contests</li> <li>Zeigarnik effect</li> <li>Conversations</li> <li>Psychology on net</li> <li>False memory tests</li> </ul>	<ul style="list-style-type: none"> <li>Book test</li> <li>Teacher test</li> <li>Essays on critical questions</li> <li>Group or individual projects</li> <li>Note book entries</li> <li>Quizzes</li> <li>Homework evaluation</li> <li>Class participation</li> </ul>



# Wallenpaupack Area School District

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Thought

**PA Standards:** 3.3.10  
3.3.12

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Thinking</li> <li>Symbols</li> <li>Concepts</li> <li>Development of thinking</li> <li>Uncritical thinking</li> <li>Coincidence vs. cause</li> <li>Delusional thought</li> <li>Creative thinking and creativity</li> <li>Brainstorming</li> <li>Eidetic imagery</li> <li>Imagination</li> <li>Problem solving</li> <li>Inductive and deductive reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Identify terms of thinking</li> <li>Explain basic units of thought</li> <li>Related images to thinking</li> <li>Form concepts and differentiate among concepts</li> <li>Discuss the role of language in thinking</li> <li>Explain animal communication</li> <li>Solve problems</li> <li>Discuss artificial intelligence</li> <li>Creative think</li> <li>Discuss intuition</li> <li>Brainstorm effectively</li> <li>Discuss animal intelligence</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read unit</li> <li>Write essays and answers to questions</li> <li>Class discussion on thinking</li> <li>Lectures</li> <li>Note taking</li> <li>Individual or group projects</li> <li>Movies and video tapes</li> <li>Design a new sport</li> <li>Design a 3-D scene</li> <li>Essay on bi-lingualism</li> <li>Day dream</li> <li>Divergent thinking tests</li> <li>Syllogisms</li> <li>Psychology on the net</li> <li>Invention</li> <li>Mental imagery</li> <li>Concept formation</li> </ul>	<ul style="list-style-type: none"> <li>Book tests</li> <li>Teacher tests</li> <li>Chase study essays</li> <li>Projects</li> <li>Brainstorming</li> <li>Connecting ideas</li> <li>Group presentation</li> <li>Notebook entries</li> <li>Critical essays</li> <li>Skill mastery</li> <li>Chapter themes</li> <li>Principals of thinking applications</li> </ul>

# Wallenpaupack Area School District

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Sensation and Reality

**PA Standards:** 3.3.10  
3.3.12

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Sensation, perception and reality</li> <li>Senses</li> <li>Perceptions</li> <li>Attention</li> <li>Vision</li> <li>Colors</li> <li>Color blindness</li> <li>Optical illusions</li> <li>Perception patterns</li> <li>Hearing</li> <li>Noise</li> <li>Deafness</li> <li>Smell</li> <li>Taste</li> <li>Feel</li> <li>Kinesthetic</li> </ul>	<ul style="list-style-type: none"> <li>Explain how sensory systems function</li> <li>Determine thematic to sensory sensitivity</li> <li>Illustrate the structure and function of the eye</li> <li>Perceive colors</li> <li>Explain the structure and function of the ear</li> <li>Explain the mechanisms of smell and taste</li> <li>Understand the importance of the somoesthetic senses</li> <li>Understand pain reduction</li> <li>Discuss relationship of balance to motion sickness</li> <li>Draw optical illusions</li> <li>Discuss depth perception</li> <li>Discuss sleep disorders, dreams, rem sleep</li> <li>Discuss hypnosis</li> <li>Discuss drug abuse</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read unit</li> <li>Check the facts</li> <li>Lectures</li> <li>Note taking</li> <li>Projects</li> <li>Movies and video tapes</li> <li>Play pop out</li> <li>Absolute thresholds</li> <li>Doppler effect</li> <li>Subliminal messaging</li> <li>Blind spots</li> <li>Dominant eye</li> <li>Snellen chart</li> <li>Pheromones</li> <li>Super tasting</li> <li>Psychology on the net</li> </ul>	<ul style="list-style-type: none"> <li>Book test</li> <li>Teacher test</li> <li>Quizzes</li> <li>Essays on case studies</li> <li>Projects</li> <li>Critical thinking skills</li> <li>Group and individual presentations</li> <li>Class discussion</li> <li>Notebook entries</li> <li>Skill mastery</li> <li>Chapter thematic</li> <li>Applying thinking skills</li> </ul>

## *Wallenpaupack Area School District*

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Motivation

**PA Standards:** 3.3.10  
3.3.12

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Motivation and emotion</li> <li>Hunger drive</li> <li>Thirst drive</li> <li>Achievement</li> <li>Exploratory</li> <li>Approval</li> <li>Emotional behavior</li> <li>Theories of emotion</li> <li>Skin changes</li> <li>Pupil changes</li> <li>polygraphs</li> </ul>	<ul style="list-style-type: none"> <li>Define motivation</li> <li>Describe hunger and thirst motives</li> <li>Differentiate between male and female achievements</li> <li>Describe the exploratory drive and the approval motive</li> <li>Distinguish between intrinsic and extrinsic motivation</li> <li>List 3 methods of measuring emotions</li> <li>Identify the disadvantages of the polygraph</li> <li>Determine the types of love</li> <li>Explain body language</li> <li>Identify causes of eating disorders, obesity</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read unit</li> <li>Check the facts</li> <li>Essays</li> <li>Lectures</li> <li>Note taking</li> <li>Projects</li> <li>Movies and video tapes</li> <li>Test anxiety</li> <li>Behavioral lie catching</li> <li>Psychology on the net – gestures around the world</li> </ul>	<ul style="list-style-type: none"> <li>Book test</li> <li>Teacher made tests</li> <li>Quizzes</li> <li>Essays on case studies</li> <li>Projects</li> <li>Critical thinking skills</li> <li>Group and individual presentations</li> <li>Class discussions</li> <li>Notebook entries</li> <li>Mastery of skills</li> <li>Focus on chapter themes</li> <li>Applying psychological principles</li> </ul>

## *Wallenpaupack Area School District*

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Conditioning

**PA Standards:** 3.3.10  
3.3.12

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Operant conditioning</li> <li>Classical conditioning</li> <li>Learning</li> </ul>	<ul style="list-style-type: none"> <li>Define what is learning</li> <li>Understand how classical conditioning does occur</li> <li>Discuss Pavlov</li> <li>Graphically demonstrate USC, VCR, CS, OR</li> <li>Demonstrate how conditioning affects emotions, phobias, CERS</li> <li>Understand how operant conditioning occurs</li> <li>Show there are different forms of reinforcement</li> <li>Explain how humans are influenced by rewards</li> <li>Discuss role of punishment</li> <li>Explain how biology influences learning</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read unit</li> <li>Vocabulary</li> <li>Check the facts</li> <li>Group discussion</li> <li>Group projects</li> <li>Case studies – Las Vegas, Otis Meow, Walden, major league pitchers</li> <li>Note taking</li> <li>Skills on learning</li> <li>Movies and video tapes</li> <li>Psychology on the internet, memory, Sea World</li> </ul>	<ul style="list-style-type: none"> <li>Book test</li> <li>Teacher made tests</li> <li>Essays on case studies</li> <li>Group projects</li> <li>Simple projects</li> <li>Animal training</li> <li>Quizzes</li> <li>Notebook entries</li> <li>Class discussions</li> <li>Critical thinking skills “setting goals”</li> </ul>

## *Wallenpaupack Area School District*

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Frustration and Conflict

**PA Standards:**

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Frustration and conflict</li> <li>Frustration</li> <li>Frustration tolerance</li> <li>Conflicts</li> <li>15 adjustment mechanisms</li> <li>Stress</li> <li>Defense mechanisms</li> <li>Coping with and managing stress</li> <li>Anger</li> <li>Fight or flight</li> <li>Change as a stressor</li> <li>Life cycle stresses</li> <li>Controlling stress</li> <li>Adolescent suicide</li> </ul>	<ul style="list-style-type: none"> <li>Identify terms relating to frustration</li> <li>List ways people react to frustration and stress</li> <li>Relate to the concept of frustration tolerance</li> <li>Define at least 3 conflict situations</li> <li>Compare approach and avoidance</li> <li>Provide examples of adjustment mechanisms</li> <li>Discuss anger and the concepts of national defense</li> <li>Relate stress to health and disease</li> <li>Know the best strategies regarding coping with stress – 6 strategies</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read the unit</li> <li>Check the facts</li> <li>Essays on case studies</li> <li>Complete social readjustment</li> <li>Rating scale</li> <li>Lectures</li> <li>Note taking</li> <li>Projects</li> <li>Movies and video tapes</li> <li>Type A and type B personality inventories</li> <li>College life stress inventory</li> <li>Psychology on the net</li> <li>Preventive health center</li> <li>Verbal fluency ability</li> <li>Test anxiety questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Book evaluation</li> <li>Teacher made evaluations</li> <li>Quizzes</li> <li>Essays on case studies</li> <li>Projects</li> <li>Critical thinking activities</li> <li>Group and individual projects</li> <li>Class discussions</li> <li>Notebook entries</li> <li>Skill mastery</li> <li>Focus on chapter themes</li> <li>Application of principles</li> </ul>

## *Wallenpaupack Area School District*

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Psychological Disorders

**PA Standards:**

<b>Topics:</b>	<b>Skills:</b>
Psychological and disturbances and disorders Psychological disorders in our society Abnormal behavior Classification of psychological disturbances Psychological disorders from somato form to substance use disorders	Define normality List the major psychological disorders Understand the difference between personality disorders and anti-social types Understand anxiety and anxiety based disorders Identify characteristics of psychotic disorders List the forms of schizophrenia Know causes of depression Know why people commit suicide Know that "craziness" is and the politics of mental illness
<b>Activities:</b>	<b>Performance Assessments:</b>
Read unit Identify terms with disturbances Check the facts Essays on case studies: "SYBIL", Alzheimer's disease, "R Reagan", schizophrenic confusion Lectures Note taking Individual and group projects Research paper topics Movies and video tapes Seasonal affective disorder Psychology on the net	Book tests Teacher made tests Quizzes Short essays on case studies Projects Critical thinking activities project Class discussion Note book entries Mastery of skills Focus on chapter themes Application of principles

## *Wallenpaupack Area School District*

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Culture and Society

**PA Standards:** 8.1.12

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Culture and social structure</li> <li>Nature of sociological inquiry</li> <li>A _____ life</li> <li>Historical development of sociology</li> <li>Major theoretical perspectives</li> <li>Sociological point of view</li> <li>Cultural diversity</li> <li>Cultural conformity/adaptation</li> <li>Social structure</li> </ul>	<ul style="list-style-type: none"> <li>Trace the early development of sociology and compare and contrast three main current theories</li> <li>List and describe the components of culture, cultural universals and cultural variations</li> <li>Discuss American values and how culture is maintained and changed</li> <li>Discuss social structure, groups, societies, formal organizations and social interactions</li> <li>Analyze sociological articles</li> <li>Write essays on sociological topics</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read the unit</li> <li>Identify the terms dealing with culture and social structure</li> <li>Check the facts</li> <li>Key questions and important understandings</li> <li>Write essays on articles</li> <li>Lectures</li> <li>Note taking</li> <li>Individual and group projects</li> <li>Movies and video tapes</li> <li>Books</li> </ul>	<ul style="list-style-type: none"> <li>Book tests</li> <li>Teacher made tests</li> <li>Short essays on case studies</li> <li>Performance on projects</li> <li>Critical thinking activities</li> <li>Class discussions</li> <li>Notebook entries and evaluation</li> <li>Mastery of skills</li> <li>Focus on chapter themes</li> <li>Application of principles</li> </ul>

## Wallenpaupack Area School District

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Society

**PA Standards:** 8.1.12

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Social inequality</li> <li>Social stratification</li> <li>Racial and ethnic relations</li> <li>Gender, age and health</li> <li>Analyze social class</li> <li>Analyze poverty</li> <li>Analyze societal rewards</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stratification systems, stratification theories, characteristics of social class and poverty</li> <li>Discuss characteristics of minority groups, nature of prejudice and discrimination</li> <li>Discuss the minority groups role in the United States</li> <li>Discuss the characteristics of social inequality based on gender, age and health</li> <li>Determine cause and effects</li> <li>Identify assumptions and analyze sociological view points</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Read the unit</li> <li>Identify the terms dealing with social inequality</li> <li>Check all the facts</li> <li>Vocabulary</li> <li>Key study questions and key understandings</li> <li>Write essays on related articles</li> <li>Lectures</li> <li>Note taking</li> <li>Individual and group projects</li> <li>Movies and video tapes</li> <li>Journal entries</li> </ul>	<ul style="list-style-type: none"> <li>Book evaluation</li> <li>Teacher made tests</li> <li>Essays on case studies</li> <li>Project performance</li> <li>Critical thinking activities</li> <li>Class discussions</li> <li>Notebook evaluation</li> <li>Mastery of skills</li> <li>Cross cultural variations</li> <li>Sociology ideas</li> <li>Research skills</li> </ul>



## *Wallenpaupack Area School District*

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** The Individual and Society

**PA Standards:** 8.1.12

<b>Topics:</b>	<b>Skills:</b>
<p>Socializing the individual Adolescent in society Adult in society Deviance and social control Personal space Motivation of other Human affiliation Interpersonal attraction Conformity, social power, compliance, self assertion, social traps Group think Self handicapping</p>	<p>Discuss the factors that affect personality development, emergence of self, including the roles of socialization Discuss how adolescence emerged as a distinct stage of the life cycle and describe the characteristics of adolescence, dating, sexual behavior, drug use and suicide Describe the adult years focusing on male and female development, nature of work and development in later years Discuss the nature and functions of deviance, crime and criminal justice system Discuss attribution theory Identify social nature of humans, social world Identify influence of others on behavior (group think) Identify social nature of humans Identify influence of others on behavior Discuss group structure, proxemics, special norms</p>
<b>Activities:</b>	<b>Performance Assessments:</b>
<p>Read the unit Vocabulary Check the facts Key questions and important understandings Write essays and articles Lectures Note taking Individual and group projects Movies and video tapes Books on topics</p>	<p>Book tests Teacher made tests Short essays on case studies Performance on projects Critical thinking activities Class discussions Notebook entries and evaluation Mastery of skills Cross cultural variations Sociology ideas Research skills</p>

# Wallenpaupack Area School District

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Social Institutions

**PA Standards:** 8.1.12

<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>The family</li> <li>Economy</li> <li>Politics</li> <li>Education</li> <li>Religion</li> <li>Science</li> <li>Sports/recreation</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Discuss family systems</li> <li>Discuss marriage patterns</li> <li>Describe the American family</li> <li>Describe courtship, marriage patterns and family disruption</li> <li>Discuss economic and political institution, the nature of power and authority, types of government and characteristics of America's political system</li> <li>Describe the characteristics of education and religion</li> <li>Discuss science and sport as social institutions</li> <li>Discuss modern science</li> <li>Discuss the characteristics and issues of modern sport</li> </ul>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Read the unit</li> <li>Vocabulary</li> <li>Answer key study questions and key understanding</li> <li>Write essays on related articles</li> <li>Lectures</li> <li>Note taking</li> <li>Projects</li> <li>Movies and video tapes</li> </ul>	<p><b>Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>Book tests</li> <li>Teacher tests</li> <li>Essays</li> <li>Projects</li> <li>Class discussion</li> <li>Notebook quality</li> <li>Skill mastery</li> <li>Research skills</li> <li>Research skills</li> </ul>

# Wallenpaupack Area School District

**Course:** Sociology and Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Social Change

**PA Standards:** 8.1.12

<b>Topics:</b> Changing social world, collective behavior Social movements Population Urbanization Modernization	<b>Skills:</b> Describe conditions for collective behavior to occur Describe the characteristics of social movements and collective behavior Discuss characteristics of demographic urbanization and population change Discuss the theories of social change, modernization and describe the positive and negative social and environmental consequences of modernization
<b>Activities:</b> Read the unit Vocabulary Answer key study questions Write short essays on related articles Lectures Note taking Projects Movies and video tapes	<b>Performance Assessments:</b> Book tests Teacher made tests Essays Individual projects Class discussions Notebook Mastery of skills Research skills

# Wallenpaupack Area School District

**Course:** Psychology

**Grade Level:** Grade 10,  
11 and 12

**Unit:** Life Span

**PA Standards:**

<b>Topics:</b> Life Span Development Balance between stability and change	<b>Skills:</b> The student will learn how to manage all the tasks and dilemmas through out one's life span
<b>Activities:</b> Discussion groups Examples Notes Graphic organizers Study guides Critical thinking activities Transparencies Technology	<b>Performance Assessments:</b> Written assignments Discussions Quizzes Study guides Unit testing Observations Evaluations Interviews