



**Curriculum Map**  
**CHILD PSYCHOLOGY**  
**ELECTIVE**

**Saugus High School**  
**Saugus, MA 01906**

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT  
MISSION STATEMENT\***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

**STUDENT EXPECTATIONS**

**1. *AUTONOMOUS LEARNING SKILLS***

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

**2. *CRITICAL THINKING***

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

**3. *EFFECTIVE WRITING SKILLS***

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

**4. *PROBLEM SOLVING SKILLS***

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

**5. *PERSONAL AND SOCIAL RESPONSIBILITY***

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

## **STUDENT GOALS**

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

\* In conjunction with the Saugus High School Mission Statement (2000)

**SEMESTER CHILD PSYCHOLOGY ELECTIVE (161)**

Week 1		Week 2	
<p align="center"><b><i>Performance Standards</i></b></p> <p>1. Describe development during each stage of pregnancy 2. Explain influence of <i>nature vs. nurture</i></p>		<p align="center"><b><i>Performance Standards</i></b></p> <p>1. Explain causes of birth defects 2. Summarize the hazards during pregnancy</p>	
<p align="center"><b>Unit/Topic/Lesson UNIT</b></p> <p>Chapter 5</p> <p>Workbooks Case Studies NOVA Website</p>		<p align="center"><b>Unit/Topic/Lesson UNIT</b></p> <p>Chapter 5-3</p> <p>Workbooks <b>Research</b></p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>Students will be able to describe physical developments during pregnancy.</p>	<p align="center"><b>Essential Question</b></p> <p>What is the physical nature of the Zygote/Embryo/Fetus?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>-Students will identify hazards/problems before and during pregnancy.</p>	<p align="center"><b>Essential Question</b></p> <p>What is the physical nature of the Zygote/Embryo/Fetus?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>Developing Child, Brisbane (Glencoe)</b> <b>Touchpoints Brazelton (Perseus)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>Overhead DVD</p>	<p align="center"><b>Teacher Resources</b></p> <p><b>Developing Child, Brisbane (Glencoe)</b> <b>Touchpoints Brazelton (Perseus)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>Overhead DVD <b>Computer Research</b></p>
<p align="center"><b>Evaluation/Activities</b></p> <p>1. Chart/Prenatal Dev. 2. Section Quizzes</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>	<p align="center"><b>Evaluation/Activities</b></p> <p>1. <b>Research on Birth Defects</b> 2. Workbook 3. Section Quizzes</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>

Week 3		Week 4	
<p align="center"><b>Performance Standards</b></p> <p>1. Distinguish between emotional and social development  2. Describe attachment and importance  3. Describe how behavior is learned</p>		<p align="center"><b>Performance Standards</b></p> <p>1. Understand personality development  2. Understand Erickson's Theory, Stages 1-5</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT</b></p> <p>Chapter 9</p> <p>Workbooks  Handouts</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT</b></p> <p>Worksheets on Erickson's Theory  Handouts on Erickson's Theory  <b>Video "Parenthood"</b></p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>-Students will distinguish between (among) emotional, physical, and social development.</p>	<p align="center"><b>Essential Question</b></p> <p>What is development?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>-Students will be able to write about Freud and other theorists theories.</p>	<p align="center"><b>Essential Question</b></p> <p>How does personality develop?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>Developing Child, Brisbane (Glencoe)</b>  <b>Touchpoints Brazelton (Perseus)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>Video</p>	<p align="center"><b>Teacher Resources</b></p> <p><b>Developing Child, Brisbane (Glencoe)</b>  <b>Touchpoints Brazelton (Perseus)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>Video</p>
<p align="center"><b>Evaluation/Activities</b></p> <p>1. Workbook  2. Review Questions  3. Section Quizzes</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b>  Paper, Project, Poster</p>	<p align="center"><b>Evaluation/Activities</b></p> <p>1. Quiz  2. Journal Entry  3. Worksheet</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b>  Paper, Project, Poster</p>

Week 5		Week 6	
<p align="center"><b>Performance Standards</b></p> <p>1. Understand intellectual development, Year 2 2. Understand Piaget and learning stages</p>		<p align="center"><b>Performance Standards:</b></p> <p>1 Understand motor skills both large and small 2. Focus on Ages 1-3</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT</b></p> <p>Chapter 10</p> <p>Workbooks <b>Research: Baby Books Pictures and Stories (Student's Own)</b> <b>Video "Child Development", Year 2</b></p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT</b></p> <p>Chapter 11, Pg. 352-357</p> <p>Workbooks Handouts on Development 1-3</p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>-Students will be able to write about Freud and other theorists theories.</p>	<p align="center"><b>Essential Question</b></p> <p>How does personality develop?  What is personality?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>-Students will understand patterns of development including cognitive and physical.</p>	<p align="center"><b>Essential Question</b></p> <p>How does a child change his/her earliest years?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>Developing Child, Brisbane (Glencoe)</b> <b>Touchpoints Brazelton (Perseus)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>Overhead DVD <b>Computer Research</b></p>	<p align="center"><b>Teacher Resources</b></p> <p><b>Developing Child, Brisbane (Glencoe)</b> <b>Touchpoints Brazelton (Perseus)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><i>Media/Technology</i></p> <p>Overhead DVD</p>
<p align="center"><b>Evaluation/Activities</b></p> <p>1. Journal Entry 2. Quiz 3. <b>Research Presentations</b></p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>	<p align="center"><b>Evaluation/Activities</b></p> <p>1. Quiz 2. Oral Discussions 3. Development Charts</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>

Week 7		Week 8	
<p align="center"><b>Performance Standards</b></p> <p>1. Describe patterns of development, social and emotional Ages 1-3 2. Understand self-concept and why it is important</p>		<p align="center"><b>Performance Standards</b></p> <p>1. Describe speech development Age 1-3 2. Understand difficulties of speech</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT</b></p> <p>Chapter 12, Pg. 376-405</p> <p>Workbooks</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT</b></p> <p>Chapter 13</p> <p>Workbooks <b>Video :Language Development</b> Case Study</p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>-Students will understand patterns of development including cognitive and physical.</p>	<p align="center"><b>Essential Question</b></p> <p>How does a child change his/her earliest years?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>-Students will become familiar with the theories of Chemsky and others.</p>	<p align="center"><b>Essential Question</b></p> <p>What is the significance of language?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>Developing Child, Brisbane (Glencoe)</b> <b>Touchpoints Brazelton (Perseus)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>Overhead DVD</p>	<p align="center"><b>Teacher Resources</b></p> <p><b>Developing Child, Brisbane (Glencoe)</b> <b>Touchpoints Brazelton (Perseus)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>Video</p>
<p align="center"><b>Evaluation/Activities</b></p> <p>1. Quiz 2. Journal on Fear and Self-Concept</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>	<p align="center"><b>Evaluation/Activities</b></p> <p>1. Quiz 2. Homework Questions</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>

Week 9		Week 10	
<b>Performance Standards</b>		<b>Performance Standards</b>	
1. Describe Kholberg’s Theory of Moral Development 2. Analyze stages of moral development		Describe characteristics of intellectual development and speech development between Ages 4-6	
<b>Unit/Topic/Lesson UNIT</b>		<b>Unit/Topic/Lesson UNIT</b>	
Chapter 15-2, Pg. 461  Handout on Kholberg’s Theory “Child and Adolescen Development” by Seifert <b>Video “John Q”</b>		Chapter 16  “Seeing with Magic Glasses” By Launa Ellison Case Studies <b>Research and Project</b>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Students will study patterns of development described by Maslow, Cole and others.	How does a child mature?	Students will study patterns of development described by Maslow, Cole and others.	How does a child mature?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<b>Developing Child, Brisbane (Glencoe)</b> <b>Touchpoints Brazelton (Perseus)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video	<b>Developing Child, Brisbane (Glencoe)</b> <b>Touchpoints Brazelton (Perseus)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video <b>Computer Research</b>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
1. Quiz 2. Questions from Video	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	1. Quiz 2. <b>Research on learning Disabilities</b> 3. <b>Project on Multiple Intelligence</b>	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 11		Week 12	
<b>Performance Standards</b>		<b>Performance Standards</b>	
Describe the social and emotional changes from Ages 7-12		1. Understand eating disorders and other problems 2. Analyze emotional lives adolescent girls and boys	
<b>Unit/Topic/Lesson</b> <b>UNIT</b>		<b>Unit/Topic/Lesson</b> <b>UNIT</b>	
Chapter 17, Section 2		Chapter 17, Section 3	
<b>Research</b> “Reviving Ophelia” and/or “Raising Cain”			
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Students will learn the emotional/physical lives of older children.	What is the nature of human sexuality in children and adults?	-Students will learn the emotional/physical lives of older children.	How does society affect social/sexual behaviors?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<b>Developing Child, Brisbane (Glencoe)</b> <b>Touchpoints Brazelton (Perseus)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead <b>Computer Research</b>	<b>Developing Child, Brisbane (Glencoe)</b> <b>Touchpoints Brazelton (Perseus)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead DVD
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
1. Quiz 2. <b>Research Questions</b> 3. Worksheets	<b>Completed by:</b>	1. Quiz 2. Worksheets	<b>Completed by:</b>
	<b>Comments: Alternative Evaluation:</b> Paper, Project, Poster		<b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

Week 13		Week 14	
<b>Performance Standards</b> Compare thinking ability of middle school and adolescents		<b>Performance Standards</b> Understand Vygotsky's Social Cognition Theory	
<b>Unit/Topic/Lesson</b> <b>UNIT</b> Chapter 17, Section 4		<b>Unit/Topic/Lesson</b> <b>UNIT</b> Handout on Vygotsky's Social Cognition Theory	
<b>Objectives (Students will...)</b> -Students will be able to write about Kottlberg's Theory of Moral Development, Vygotsky, and others	<b>Essential Question</b> Are values/morals inherent, determined by environment, or both?	<b>Objectives (Students will...)</b> -Students will be able to write About Kottlberg's Theory of Moral Development, Vygotsky, and others.	<b>Essential Question</b> Are values/moral inherent, determined by environment, or both?
<b>Teacher Resources</b> Developing Child, Brisbane (Glencoe) Touchpoints Brazelton (Perseus) <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> Video Overhead <b>Computer Research</b>	<b>Teacher Resources</b> Developing Child, Brisbane (Glencoe) Touchpoints Brazelton (Perseus) <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> Video Overhead
<b>Evaluation/Activities</b> 1. Quiz 2. Worksheets	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster	<b>Evaluation/Activities</b> 1. Quiz 2. Worksheets	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

Week 15		Week 16	
<b>Performance Standards</b>		<b>Performance Standards</b>	
Describe the needs of children with “ special needs”		Understand the causes and effects of child abuse	
<b>Unit/Topic/Lesson</b> <b>UNIT</b>		<b>Unit/Topic/Lesson</b> <b>UNIT</b>	
Chapter 19 <b>Research</b>		Chapter 19 <b>Research</b>	
<b>Objectives (Students will...)</b> -Students will be able to describe and define a wide range of special needs.	<b>Essential Question</b> What are special needs?	<b>Objectives (Students will...)</b> -Students will learn about the causes and effects of child abuse.	<b>Essential Question</b> Is it OK to spank a child?
<b>Teacher Resources</b> Developing Child, Brisbane (Glencoe) Touchpoints Brazelton (Perseus) <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> Overhead <b>Computer Research</b>	<b>Teacher Resources</b> Developing Child, Brisbane (Glencoe) Touchpoints Brazelton (Perseus) <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> Overhead <b>Computer Research</b>
<b>Evaluation/Activities</b> <b>Research Questions</b>	<b>Completion date:</b> <b>Completed by:</b> <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster	<b>Evaluation/Activities</b> <b>Research Questions</b>	<b>Completion date:</b> <b>Completed by:</b> <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

Week 17		Week 18	
<b>Performance Standards</b>  Analyze careers in Child Psychology		<b>Performance Standards</b>  Continue to analyze careers in Child Psychology	
<b>Unit/Topic/Lesson</b> <b>UNIT</b>  <b>Research:</b> Career Information Interviews <b>Guest Speakers</b>		<b>Unit/Topic/Lesson</b> <b>UNIT</b>  Chapter Reviews: Written and Oral Handouts and Worksheets Study Guides Essays	
<b>Objectives (Students will...)</b> -Students will identify possible career paths.	<b>Essential Question</b> What are career possibilities in the field of child psychology?	<b>Objectives (Students will...)</b> -Students will identify possible career paths.	<b>Essential Question</b> What have you learned?
<b>Teacher Resources</b> Developing Child, Brisbane (Glencoe) Touchpoints Brazelton (Perseus) <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> Overhead DVD <b>Computer Research</b>	<b>Teacher Resources</b> Developing Child, Brisbane (Glencoe) Touchpoints Brazelton (Perseus) <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> Overhead DVD
<b>Evaluation/Activities</b> Interview Questions	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster	<b>Evaluation/Activities</b> Research Presentations	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

Week 19		Week 20	
<p align="center"><i>Performance Standards</i></p> <p><b>REVIEW FOR FINAL EXAM</b></p>		<p align="center"><i>Performance Standards</i></p> <p align="center"><b>EXAM WEEK</b></p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>UNITS</b></p> <p><b>REVIEW TEXTBOOK CHAPTERS AND SUPPLEMENTALS</b></p>		<p align="center"><b>Unit/Topic/Lesson</b></p>	
<p><b>Objectives (Students will...)</b>            -Demonstrate knowledge of content material as presented in Semester Course            -Understand test-taking strategies: multiple choice, open response, and primary source documents</p>	<p><b>Essential Question</b>            What do students know and are able to do?</p>	<p><b>Objectives (Students will...)</b></p>	<p><b>Essential Question</b></p>
<p><b>Teacher Resources</b>            Study Guides and Preview Materials</p>	<p><b>Media Resources</b></p>	<p><b>Teacher Resources</b></p>	<p><b>Media Resources</b></p>
<p><b>Evaluation/Activities</b>  <b>STANDARDIZED FINAL EXAM FOR CHILD PSYCHOLOGY (161)</b></p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p><b>Evaluation</b>  <b>STANDARDIZED FINAL EXAM FOR CHILD PSYCHOLOGY (161)</b></p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>