



Course Outcome Summary

Course Information: **Psychology**

Description: Psychology is a challenging and fascinating study of human behavior. Discover what psychologists have learned about why people do what they do. At the same time, you will be making discoveries about your own life and behavior through self-evaluation. Topics include human development, personality, learning and thinking, mental health, and abnormal psychology. Self-Direction is emphasized and encouraged. Articles, handouts, videos, group work, and role-playing are included in course work. This course work is also available online.

This course is about the study of behaviors and mental processes and how those two things affect development, memory, learning, and personality.

Instruction Level: 11-12

Total Credits: 1

Prerequisites: None, preference will be given to seniors

Textbooks: Understanding Psychology, Richard A. Kasschau, Ph.D., Glencoe McGraw-Hill, ISBN: 0-07-828571-2

Course Standards:

Students will be able to:

- Trace the development of psychology as an empirical science
- Identify major subfields within psychology
- Understand the research methods and measurements used to study behavior and mental processes
- Comprehend the ethical issues in research with human and non-human animals
- Apply basic concepts of data analysis
- Discuss the structure and function of the nervous system in human and non-human animals
- Explain the interaction between biological factors and experience
- Delineate the processes of sensation and perception
- Understand the capabilities and limitations of sensory processes
- Discuss the interaction of the person and the environment in determining perception
- Articulate the methods and issues in life span development
- Delineate the theories of life span development
- Categorize the developmental periods: prenatal and newborn, infancy, childhood,

adolescence, adulthood

- Explain classical conditioning and operant conditioning
- Understand social influence, social relations
- Delineate the encoding of memory, storage of memory, and retrieval of memory
- Apply perspectives on intelligence
- Discuss the assessment of intelligence
- Understand perspectives on personality
- Discuss perspectives on abnormal behavior
- Understand the categories of psychological disorders
- Articulate the perspectives on treatment and legal, ethical, and professional issues in the treatment of psychological disorders

(Standards are taken from the American Psychological Association National Standards for High School Psychology.)

Unit

1. **History and Science of Psychology**
2. **Lifespan and Development**
3. **Mind and Learning**
4. **Cognitive Processes**
5. **Abnormal and Social Psychology**

Unit Outlines

1. **History and Science of Psychology**

- Introduction to Psychology
- Research in Psychology
- The Brain: Parts and Functions

Standards:

- Define psychology as a discipline and identify its goals as a science.
- Describe the emergence of psychology as a scientific discipline.
- Describe perspectives employed to understand behavior and mental processes
- Explain how psychology evolved as a scientific discipline.
- Discuss the value of both basic and applied psychological research with human and non-human animals.
- Describe the major subfields of psychology.
- Describe the scientific method and its role in psychology.
- Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
- Identify the major divisions and subdivisions of the human nervous system
- Identify the parts of the neuron and describe the basic process of neural transmission.
- Differentiate between the structures and functions of the various parts of the central nervous system.

- Describe lateralization of brain functions.
- Discuss the mechanisms of, and the importance of, plasticity of the nervous system.

Essential Question:

Students will be able to answer the following question(s):

- What is psychology and what are the major subfields of psychology?
- What are the various ways that psychologists use to study behavior and mental processes?
- What are the major nervous systems and how do they impact the various parts of the brain?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Definition of Psychology
- Approaches to Psychology
- Scientific Method
- Independent/Dependent Variable
- Correlations
- Research Methods
- Neurons
- The Nervous Systems
- Lobes of the Brain
- Parts of the Brain(Amygdala, Hippocampus, etc)
- Lateralization of Brain (Left/Right Hemisphere)

2. Lifespan and Development

- Child Development
- Adolescent Development
- Adulthood Development

Standards:

- Describe the interactive effects of heredity and environment.
- Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- Explain issues of continuity/discontinuity and stability/change.
- Distinguish methods used to study development.
- Describe the role of sensitive and critical periods in development.
- Discuss theories of cognitive development.
- Discuss theories of moral development.
- Discuss theories of social development.
- Describe physical development from conception through birth and identify influences on prenatal development.
- Describe newborn's reflexes, temperament, and abilities.
- Describe the development of attachment and the role of the caregiver.

- Describe the development of communication and language.
- Describe physical and motor development.
- Describe how memory and thinking ability develops.
- Describe the development of reasoning and morality.
- Describe identity formation.
- Describe cognitive changes in adulthood and aging.
- Discuss social, cultural, and emotional issues in aging.

Essential Question:

Students will be able to answer the question(s):

- What are the various theories of life-span development?
- How does Nature vs. Nurture impact development?
- How does empathy play a role in human development?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Developmental Psychology
- Views of Developmental Psychology
- Periods of Development
- Nature vs. Nurture
- Jean Piaget and Cognitive Development
- Sigmund Freud and Psychosexual Development
- Erik Erikson and Psychosocial Development
- Kohlberg's Moral Development Theory
- Temperament
- Attachment Cycles
- Empathy
- Social Development

3. Mind and Learning

- Sensation and Perception
- Learning

Standards:

- Discuss processes of sensation and perception and how they interact.
- Explain the concepts of threshold and adaptation.
- Describe the visual sensory system.
- Describe the auditory sensory system.
- Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
- Explain Gestalt principles of perception.
- Describe binocular and monocular depth cues.
- Describe perceptual illusions.

- Describe the principles of classical conditioning.
- Apply classical conditioning to everyday life.
- Describe the principles of operant conditioning.
- Apply operant conditioning to everyday life.
- Describe the principles of observational and cognitive learning.
- Apply observational and cognitive learning to everyday life.

Essential Question:

Students will be able to answer the question(s):

- What are the processes of sensation and perception?
- How do our senses change when a sense is lost?
- What are the similarities and differences between classical and operant conditioning?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Definition of Sensation and Perception
- Absolute and Difference Threshold
- Weber-Fechner Law
- Subliminal Messages
- Sensory Adaptation
- Monocular and Binocular Cues
- Optical Illusions
- Types of Learning
- Classical Conditioning
- Operant Conditioning
- Ivan Pavlov
- B.F. Skinner
- Reinforcement and Punishments

4. Cognitive Processes

- Memory
- Intelligence

Standards:

- Identify factors that influence encoding.
- Characterize the difference between shallow (surface) and deep (elaborate) processing.
- Discuss strategies for improving the encoding of memory.
- Describe the differences between working memory and long-term memory.
- Discuss types of memory and memory disorders (e.g., amnesias, dementias).
- Discuss strategies for improving the storage of memories.
- Analyze the importance of retrieval cues in memory.
- Explain the role that interference plays in retrieval.
- Discuss the factors influencing how memories are retrieved.

- Explain how memories can be malleable.
- Discuss strategies for improving the retrieval of memories.
- Discuss intelligence as a general factor.
- Discuss alternative conceptualizations of intelligence.
- Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
- Identify current methods of assessing human abilities.
- Identify measures of and data on reliability and validity for intelligence test scores.
- Discuss issues related to the consequences of intelligence testing.

Essential Question:

Students will be able to answer the question(s):

- How do we encode, store, and retrieve memory?
- What are the perspectives and assessment strategies of intelligence?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Definition of Memory
- Short Term Memory
- Long Term Memory
- Memory Retrieval Strategies
- Definition of Intelligence
- IQ Tests
- Uses of IQ Tests

5. Abnormal and Social Psychology

- Personality
- Abnormal Psychology
- Social Psychology

Standards:

- Evaluate psychodynamic theories.
- Evaluate trait theories.
- Evaluate humanistic theories.
- Evaluate social-cognitive theories.
- Discuss the reliability and validity of personality assessment techniques.
- Discuss biological and situational influences.
- Discuss stability and change.
- Discuss connections to health and work.
- Discuss self-concept.
- Define psychologically abnormal behavior.
- Discuss how stigma relates to abnormal behavior.
- Describe the classification of psychological disorders.

- Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
- Explain how psychological treatments have changed over time and among cultures.
- Describe the power of the situation.
- Describe how group dynamics influence behavior.
- Discuss how an individual influences group behavior.
- Discuss the nature and effects of stereotyping, prejudice, and discrimination.
- Discuss influences upon aggression and conflict.

Essential Question:

Students will be able to answer the question(s):

- How are personalities affected by biology and society?
- What are the various disorders and treatments in abnormal psychology?
- What is the impact on group dynamics on behavior and how do people in power shape behaviors?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- What is Personality?
- Personality Tests
- Changes to Personalities over time
- Abnormal Psychology
- Diagnosis of Disorders
- Treatment of Disorders
- Social Psychology
- Altruism
- Bystander Effect
- Milgram's Experiment
- Stanford Prison Experiment
- Smoke Filled Room Study