

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE Psychology			
DISTRICT COURSE NUMBER #0183		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2714	
Rationale:	Considering that psychology has the potential to benefit society and improve people's lives, an introduction to psychological science merits inclusion in the high school curriculum. Students may apply knowledge gained from an introductory psychology course to their daily lives, (from the 2011 National Standards for High School Curricula, ii)		
Course Description that will be in the Course Directory:	Psychology is defined as the scientific study of human and animal behavior and our mental processes. In a high school psychology course, students are introduced to the scientific method and the core ideas and theories of psychology. As a result, students gain an understanding of the complexities and diversity of human thought and behavior, (from the 2011 National Standards for High School Curricula, ii).		
How Does this Course align with or meet State and District content standards?	<p>There are no district or state standards for Psychology in high school. District psychology teachers use the "National Standards for High School Curricula" developed and published by the American Psychological Association (revised 2011).</p> <p>This course is taught as both a semester and year long class. Teachers teaching the course on the semester schedule will teach fewer units or go less in depth on selected units. Schedule B in the National Standards has good suggestions for making curriculum selections for the semester-length course.</p> <p>To access the National APA Standards please go to: http://www.apa.org/education/k12/national-standards.aspx</p>		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input checked="" type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/> Semester		
Grade Level(s):	<input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: 5 for Semester 10 for Year-long <input checked="" type="checkbox"/> Meets graduation requirements (subject elective) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _____		<input checked="" type="checkbox"/> College Prep
Prerequisites:	Sophomore biology or equivalent recommended		

Department(s):	Social Science
District Sites:	ALL
Board of Trustees COS Adoption Date:	5/14/2013
Textbooks / Instructional Materials:	Understanding Psychology , Richard A. Kasschau, Ph.D., McGraw-Hill Publishing, Copyright 2014, ISBN: 978-0-07-663194-0
Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	6/11/2013

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

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Course Title: PSYCHOLOGY #0183

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Department: **Social Science**

Course Title: **Psychology**

Course Number: **#0183**

Unit Title: **Unit 1: Introduction to Psychology and Perspectives in Psychological Science**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

National Standards (2011) American Psychological Association Standards

Standard Area: Perspectives in Psychological Science Content Standards

After concluding this unit, students understand:

1. Development of psychology as an empirical science
2. Major subfields within psychology

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1: Development of psychology as an empirical science

1.1 Define psychology as a discipline and identify its goals as a science

1.2 Describe the emergence of psychology as a scientific discipline

1.3 Describe perspectives employed to understand behavior and mental processes

1.4 Explain how psychology evolved as a scientific discipline

2: Major subfields within psychology

2.1 Discuss the value of both basic and applied psychological research with human and non-human animals

2.2 Describe the major subfields of psychology

2.3 Identify the important role psychology plays in benefiting society and improving people's lives

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

-Research project on historic schools of psychology, comparing major historical figures

-Guest speakers on careers/field of psychology

-Case studies breaking down how each approach would address a particular problem

- DVD: Annenberg Press, Discovering Psychology - Episode 1, introduction to psychology (or like program)

-Informative PowerPoints and/or read and discuss articles pertaining to historical foundations

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative Assessments:

-Student presentations

-Reviews of vocabulary

-Written summaries on how various perspectives approach psychological issues

Summative:

- Written expository essay comparing approaches

-Unit Exam

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At the teacher's discretion he/she will allow students to remediate assignments, essays (written assignments), and exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Psychology**

Course Number: **#0183**

Unit Title: **Unit 2: Reseach Methods - Scientific Inquiry**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

National Standards (2011) American Psychological Association

Standard Area: Research Methods, Measurement, and Statistics Content Standards

After concluding this unit, students understand:

1. Research methods and measurements used to study behavior and mental processes
2. Ethical issues in research with human and non-human animals
3. Basic concepts of data analysis

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1: Research methods and measurements used to study behavior and mental processes

1.1 Describe the scientific method and its role in psychology

1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods

1.3 Define systematic procedures used to improve the validity of research findings, such as external validity

1.4 Discuss how and why psychologists use non-human animals in research

2: Ethical issues in research with human and non-human animals

2.1 Identify ethical standards psychologists must address regarding research with human participants

2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals

3: Basic concepts of data analysis

3.1 Define descriptive statistics and explain how they are used by psychological scientists

3.2 Define forms of qualitative data and explain how they are used by psychological scientists

3.3 Define correlation coefficients and explain their appropriate interpretation

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

-M & M game to calculate measures of central tendency (mean, median, mode, range, standard deviation)

-Naturalistic observation activity, observing a certain social phenomenon

-Design a Research study

-Trust Walk with observers, evaluate peers diversity of behavior

-Informative PowerPoints or read and discuss articles pertaining to types of research studies

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative Assessments:

-Student verbally explain their research results and discuss and analyze as a class

-Reviews of vocabulary

Summative:

-Unit Exam

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At the teacher's discretion he/she will allow students to remediate assignments, essays (written assignments), and exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks,

tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Psychology**

Course Number: **#0183**

Unit Title: **Unit 3: Biological Basis of Behavior**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

National Standards (2011) American Psychological Association Standard Area:

Standard Area: Biological Bases of Behavior

After concluding this unit, students understand:

1. Structure and function of the nervous system in human and non-human animals
2. Structure and function of the endocrine system
3. The interaction between biological factors and experience
4. Methods and issues related to biological advances

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1: Structure and function of the nervous system in human and non-human animals
 - 1.1 Identify the major divisions and subdivisions of the human nervous system
 - 1.2 Identify the parts of the neuron and describe the basic process of neural transmission
 - 1.3 Differentiate between the structures and functions of the various parts of the central nervous system
 - 1.4 Describe lateralization of brain functions
 - 1.5 Discuss the mechanisms and the importance of plasticity of the nervous system
- 2: Structure and function of the endocrine system
 - 2.1 Describe how the endocrine glands are linked to the nervous system
 - 2.2 Describe the effects of hormones on behavior and mental processes
 - 2.3 Describe hormone effects on the immune system
- 3: The interaction between biological factors and experience
 - 3.1 Describe concepts in genetic transmission
 - 3.2 Describe the interactive effects of heredity and environment
 - 3.3 Explain how evolved tendencies influence behavior
- 4: Methods and issues related to biological advances
 - 4.1 Identify tools used to study the nervous system
 - 4.2 Describe advances made in neuroscience
 - 4.3 Discuss issues related to scientific advances in neuroscience and genetics

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- DVD and Youtube clips that demonstrate brain hemisphere dominance, hemispherectomies, review brain structures, etc...
- Teenage Brain series by frontline (or other like program)
- Read and accurately summarize as a class articles on new research finding on parts of the brain, for example "Scientific American" has recently published articles on hippocampus research and the expanded knowledge we now have about the many unknown functions of the cerebellum
- Playdough, Cabbage or Cauliflower to mold and create parts of the brain
- Students act out the function of a motor neuron
- Associate parts of the brain with functions of a car
- Mnemonic or Associations made on parts of brain, lobes, and neurons
- Informative PowerPoints or read and discuss articles on updated neuro research

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative Assessments:

-Review Vocab

-Summarizing articles

-Planning and executing skits or art projects that pertain to the biological functions of the brain and nervous system

-Assessment linking parts of brain to the various functions of a car (or other)

Brain and/or neuron labeling assessment

Summative:

Unit Exam

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At the teacher's discretion he/she will allow students to remediate assignments, essays (written assignments), and exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Psychology**

Course Number: **#0183**

Unit Title: **Unit 4: Sensation and Perception**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

National Standards (2011) American Psychological Association Standard Area: Standard Area:

Sensation and Perception

Content Standards

After concluding this unit, students understand:

1. The processes of sensation and perception
2. The capabilities and limitations of sensory processes
3. Interaction of the person and the environment in determining perception

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1: The processes of sensation and perception

1.1 Discuss processes of sensation and perception and how they interact

1.2 Explain the concepts of threshold and adaptation Content Standard

2: The capabilities and limitations of sensory processes

2.1 List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors

2.2 Describe the visual sensory system

2.3 Describe the auditory sensory system

2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense)

3: Interaction of the person and the environment in determining perception

3.1 Explain Gestalt principles of perception

3.2 Describe binocular and monocular depth cues

3.3 Describe the importance of perceptual constancies

3.4 Describe perceptual illusions

3.5 Describe the nature of attention

3.6 Explain how experiences and expectations influence perception

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

-Sensory deprivation experiences: students give feedback to peers after experiencing sense deprivation

-Senses experience: students evaluate senses at different "sense" stations

-Students perform and evaluate perception experiments using inverted goggles and goggles that skew perception by 25%.

-Multitasking experiment to explain the cocktail party phenomenon or selective attention

-DVD and Youtube clips centering on many facets of sense and perception

- Students create diagrams on parts of the eye and ear

-Students create afterimages and explain how they work

-Informative PowerPoints or read and discuss articles

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Students discuss and give verbal feedback to class and small groups on their sense and perception experiments
- Vocabulary Review
- Self assessment on multitasking

Summative:

- Unit Exam

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At the teacher's discretion he/she will allow students to remediate assignments, essays (written assignments), and exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Psychology**

Course Number: **#0183**

Unit Title: **Unit 5: States of Consciousness**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

National Standards (2011) American Psychological Association Standard Area:

Standard Area: Consciousness

Content Standards

After concluding this unit, students understand:

1. The relationship between conscious and unconscious processes
2. Characteristics of sleep and theories that explain why we sleep and dream
3. Categories of psychoactive drugs and their effects
4. Other states of consciousness

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1: The relationship between conscious and unconscious processes
 - 1.1 Identify states of consciousness
 - 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)
- 2: Characteristics of sleep and theories that explain why we sleep and dream
 - 2.1 Describe the circadian rhythm and its relation to sleep
 - 2.2 Describe the sleep cycle
 - 2.3 Compare theories about the functions of sleep
 - 2.4 Describe types of sleep disorders
 - 2.5 Compare theories about the functions of dreams
- 3: Categories of psychoactive drugs and their effects
 - 3.1 Characterize the major categories of psychoactive drugs and their effects
 - 3.2 Describe how psychoactive drugs act at the synaptic level
 - 3.3 Evaluate the biological and psychological effects of psychoactive drugs
 - 3.4 Explain how culture and expectations influence the use and experience of drugs
- 4: Other states of consciousness
 - 4.1 Describe meditation and relaxation and their effects
 - 4.2 Describe hypnosis and co

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Discuss and model how to keep a Dream Journal
- Student research project and PowerPoint presentation on drugs
- Jigsaw articles on different types of drugs
- Discuss and model how to keep sleep pattern journals - how sleep affects your daily performance
- Articles and DVD clips on all facets of consciousness
- Teach students to meditate or learn self-relaxation techniques
- Informative PowerPoints or read and discuss articles

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Dream Journal Project, dream interpretation evaluations
- Students create a graphic organizer on stages of sleep
- Verbal or written assessments student self evaluation of drug and sleep presentations
- Review Vocabulary

Summative:

- Unit Exam

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At the teacher's discretion he/she will allow students to remediate assignments, essays (written assignments), and exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Psychology**

Course Number: **#0183**

Unit Title: **Unit 6: Developmental Psychology**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

National Standards (2011) American Psychological Association Standard Area:

Standard Area: Life Span Development

Content Standards

After concluding this unit, students understand:

1. Methods and issues in life span development
2. Theories of life span development
3. Prenatal development and the newborn
4. Infancy (i.e., the first two years of life)
5. Childhood
6. Adolescence
7. Adulthood and aging

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1: Methods and issues in life span development

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
- 1.2 Explain issues of continuity/discontinuity and stability/ change
- 1.3 Distinguish methods used to study development
- 1.4 Describe the role of sensitive and critical periods in development
- 1.5 Discuss issues related to the end of life

2: Theories of life span development

- 2.1 Discuss theories of cognitive development
- 2.2 Discuss theories of moral development
- 2.3 Discuss theories of social development

3: Prenatal development and the newborn

- 3.1 Describe physical development from conception through birth and identify influences on prenatal development
- 3.2 Describe newborns' reflexes, temperament, and abilities

4: Infancy (i.e., the first two years of life)

- 4.1 Describe physical and motor development
- 4.2 Describe how infant perceptual abilities and intelligence develop
- 4.3 Describe the development of attachment and the role of the caregiver
- 4.4 Describe the development of communication and language

5: Childhood

- 5.1 Describe physical and motor development
- 5.2 Describe how memory and thinking ability develops
- 5.3 Describe social, cultural, and emotional development through childhood

6: Adolescence

- 6.1 Identify major physical changes
- 6.2 Describe the development of reasoning and morality
- 6.3 Describe identity formation
- 6.4 Discuss the role of family and peers in adolescent development

7: Adulthood and aging

- 7.1 Identify major physical changes associated with adulthood and aging
- 7.2 Describe cognitive changes in adulthood and aging
- 7.3 Discuss social, cultural, and emotional issues in aging

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- DVDs and Youtube clips on stages and "seasons of life"
- 3-Clocks: Evaluate the social, biological, and psychological at various stages of life
- Jigsaw readings and presentation for stages of cognitive and moral development
- Demonstrate or show clips on conservation and other child developmental phenomenon
- Evaluate and discuss moral dilemmas using case studies and Kohlberg and Gilligan research models
- Informative PowerPoints or read and discuss articles

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative

- Students evaluate film clips or real life observations of children, adults, and/or the elderly in their different stages of developments based on Piaget and Eriksons life cycle stages.
- Creating the ideal playground for matching Piaget's stages of childhood development
- Vocabulary Review
- Compare and Contrast Kohlberg and Gilligan and evaluate the value of their work and more modern efforts on moral development studies

Summative:

- Unit Exam

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At the teacher's discretion he/she will allow students to remediate assignments, essays (written assignments), and exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Psychology**

Course Number: **#0183**

Unit Title: **Unit 7: Cognitive Psychology: Learning, Memory, and Intelligence**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

National Standards (2011) American Psychological Association Standard Area:

Standard Area: Learning Content Standards

After concluding this unit, students understand:

1. Classical conditioning
2. Operant conditioning
3. Observational and cognitive learning

Standard Area: Memory

Content Standards

After concluding this unit, students understand:

1. Encoding of memory
2. Storage of memory
3. Retrieval of memory

Standard Area: Intelligence

Content Standards

After concluding this unit, students understand:

1. Perspectives on intelligence
2. Assessment of intelligence
3. Issues in intelligence

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

LEARNING:

CONTENT STANDARD 1: Classical conditioning

Students are able to (performance standards):

- 1.1 Describe the principles of classical conditioning
- 1.2 Describe clinical and experimental examples of classical conditioning
- 1.3 Apply classical conditioning to everyday life development and learning domain

CONTENT STANDARD 2: Operant conditioning

Students are able to (performance standards):

- 2.1 Describe the Law of Effect
- 2.2 Describe the principles of operant conditioning
- 2.3 Describe clinical and experimental examples of operant conditioning
- 2.4 Apply operant conditioning to everyday life

CONTENT STANDARD 3: Observational and cognitive learning

Students are able to (performance standards):

- 3.1 Describe the principles of observational and cognitive learning
- 3.2 Apply observational and cognitive learning to everyday life

MEMORY:

CONTENT STANDARD 1: Encoding of memory

Students are able to (performance standards):

- 1.1 Identify factors that influence encoding

1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing

1.3 Discuss strategies for improving the encoding of memory

CONTENT STANDARD 2: Storage of memory Students are able to (performance standards):

2.1 Describe the differences between working memory and long-term memory

2.2 Identify and explain biological processes related to how memory is stored

2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias)

2.4 Discuss strategies for improving the storage of memories

CONTENT STANDARD 3: Retrieval of memory

Students are able to (performance standards):

3.1 Analyze the importance of retrieval cues in memory

3.2 Explain the role that interference plays in retrieval

3.3 Discuss the factors influencing how memories are retrieved

3.4 Explain how memories can be malleable

3.5 Discuss strategies for improving the retrieval of memories

INTELLIGENCE:

CONTENT STANDARD 1: Perspectives on intelligence

Students are able to (performance standards):

1.1 Discuss intelligence as a general factor

1.2 Discuss alternative conceptualizations of intelligence

1.3 Describe the extremes of intelligence

CONTENT STANDARD 2: Assessment of intelligence

Students are able to (performance standards):

2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness

2.2 Identify current methods of assessing human abilities

2.3 Identify measures of and data on reliability and validity for intelligence test scores

CONTENT STANDARD 3: Issues in intelligence

Students are able to (performance standards):

3.1 Discuss issues related to the consequences of intelligence testing

3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Diagram the structure of memory (graphic organizer)

- Memory games

- Take and evaluate results of memory, IQ, and emotional IQ tests

- Read and discuss articles on multiple intelligences

- 60 minutes segment on motivated forgetting (Picking Cotton) or other mistaken identity/eyewitness accounts

- Informative PowerPoints or read and discuss articles

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative

- Self improvement and behavior modification project where students evaluate their own need and devise a plan for improving themselves.

- Student create collages demonstrating classical conditioning, operant conditioning, and social learning

-Vocabulary review

Summative:

-Unit Exam

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At the teacher's discretion he/she will allow students to remediate assignments, essays (written assignments), and exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Psychology**

Course Number: **#0183**

Unit Title: **Unit 8: Motivation and Emotion**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

National Standards (2011) American Psychological Association Standard Area:

Standard Area: Motivation

Content Standards

After concluding this unit, students understand:

1. Perspectives on motivation
2. Domains of motivated behavior in humans and non-human animals

Standard Area: Emotion

Content Standards

After concluding this unit, students understand:

1. Perspectives on emotion
2. Emotional interpretation and expression
3. Domains of emotional behavior

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Motivation:

- 1.1 Explain biologically based theories of motivation
- 1.2 Explain cognitively based theories of motivation
- 1.3 Explain humanistic theories of motivation
- 1.4 Explain the role of culture in human motivation
- 2: Domains of motivated behavior in humans and non-human animals
 - 2.1 Discuss eating behavior
 - 2.2 Discuss sexual behavior and orientation
 - 2.3 Discuss achievement motivation
 - 2.4 Discuss other ways in which humans and non-human animals are motivated

1: Emotion:

- 1.1 Explain the biological and cognitive components of emotion
- 1.2 Discuss psychological research on basic human emotions
- 1.3 Differentiate among theories of emotional experience
- 2: Emotional interpretation and expression
 - 2.1 Explain how biological factors influence emotional interpretation and expression
 - 2.2 Explain how culture and gender influence emotional interpretation and expression
 - 2.3 Explain how other environmental factors influence emotional interpretation and expression
- 3: Domains of emotional behavior
 - 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear
 - 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Discussion/self assessment on what motivates you
- Read and discuss articles on types of motivation
- Lead discussion to determine intrinsic and extrinsic motivations
- Create as a class graphic organizers that compare the theories of emotion

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Daily logs, for example daily eating log to monitor behavior and evaluate motivation to eat and not eat
- Emotional analysis - rate themselves on an emotional intelligence scale
- Review Vocab

Summative:

- Unit Exam

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At the teacher's discretion he/she will allow students to remediate assignments, essays (written assignments), and exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Psychology**

Course Number: **#0183**

Unit Title: **Unit 9: Personality**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Standard Area: Personality

Content Standards

After concluding this unit, students understand:

1. Perspectives on personality
2. Assessment of personality

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1: Perspectives on personality

1.1 Evaluate psychodynamic theories

1.2 Evaluate trait theories

1.3 Evaluate humanistic theories

1.4 Evaluate social–cognitive theories

2: Assessment of personality

2.1 Differentiate personality assessment techniques

2.2 Discuss the reliability and validity of personality assessment techniques

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Taking a variety of personality tests
- Read and discuss text and articles about personality
- Look at primary sources of personality theorist - jigsaw

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Students compare and evaluate results on personality assessments
- Students compare and evaluate types of personality assessments
- Students create a graphic representation of major personality theorists and share/discuss them with the class
- Students determine which major theorist they like the most and the least and discuss

Summative

- Unit Exam

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At the teacher's discretion he/she will allow students to remediate assignments, essays (written assignments), and exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **Psychology**

Course Number: **#0183**

Unit Title: **Unit 10: Abnormal Psychology and Treatments**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Standard Area: Psychological Disorders

Content Standards

After concluding this unit, students understand:

1. Perspectives on abnormal behavior
2. Categories of psychological disorders

Standard Area: Treatment of Psychological Disorders

Content Standards

After concluding this unit, students understand:

1. Perspectives on treatment
2. Categories of treatment and types of treatment providers
3. Legal, ethical, and professional issues in the treatment of psychological disorders

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

ABNORMAL PSYCHOLOGY AND DISORDERS

1: Perspectives on abnormal behavior

Students are able to (performance standards):

- 1.1 Define psychologically abnormal behavior
- 1.2 Describe historical and cross-cultural views of abnormality
- 1.3 Describe major models of abnormality
- 1.4 Discuss how stigma relates to abnormal behavior
- 1.5 Discuss the impact of psychological disorders on the individual, family, and society

2: Categories of psychological disorders

- 2.1 Describe the classification of psychological disorders
- 2.2 Discuss the challenges associated with diagnosis
- 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
- 2.4 Evaluate how different factors influence an individual's experience of psychological disorders

TREATMENTS:

1: Perspectives on treatment

- 1.1 Explain how psychological treatments have changed over time and among cultures
- 1.2 Match methods of treatment to psychological perspectives
- 1.3 Explain why psychologists use a variety of treatment options

2: Categories of treatment and types of treatment providers

- 2.1 Identify biomedical treatments
- 2.2 Identify psychological treatments
- 2.3 Describe appropriate treatments for different age groups
- 2.4 Evaluate the efficacy of treatments for particular disorders
- 2.5 Identify other factors that improve the efficacy of treatment
- 2.6 Identify treatment providers for psychological disorders and the training required for each

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- DVD and YouTube clips on disorders and misdiagnosis
- Class discussion on disorders and medications
- Have students work in groups to create simulations of a disorder and act them out so that others have to diagnose the disorder
- Compare and examine the criteria as a class on the changes between DSM-IV and the DSM V
- Informative lectures and /or reading on the topic of disorders and treatments.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Student research project and presentation on the causes, symptoms, and treatment of various disorders
- Students evaluate mental health services in their local communities in a project or written report
- Expository essay evaluating how psychology and understanding/treatment of disorders has changed over time and whether it is a positive or negative occurrence.
- Review Vocabulary

Summative:

- Unit Exam

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

At the teacher's discretion he/she will allow students to remediate assignments, essays (written assignments), and exams. Students can remediate by making or using pre prepared flash cards that address the difficult vocabulary and concepts. Students can be placed in low-high peer pair groups for review and for remediation on certain tasks, tests, or assignments. Concepts that are not well understood by the class during formative and summative assessments can be re-taught. Alternative assignments that use the students' prior knowledge of the subject along with new information to get them up to the level they need to be at is another stratagem teachers can implement for remediation.