

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Psychology	Course Number: 9403
Department: Social Studies	Grade(s): 11-12
Level(s): Academic	Credit: 1
Course Description Psychology provides students with a systematic and scientific approach to the study of human behavior and mental processes. Students will explore various aspects of human behavior including theories of personality, aspects of thought processes, states of consciousness, motivation and emotion, and the basic areas of mental illness. Due to the similar nature of the course content, students enrolled in Psychology cannot enroll in AP Psychology as part of their graduation requirements.	
Required Instructional Materials <i>Psychology and You</i> , Third Edition, McMahon and Romano, 2000, including supplementary materials	Completion/Revision Date Approved by Curriculum Council on November 23, 2004 Adopted by the Board of Education on January 24, 2005

Mission Statement of the Curriculum Management Team

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

Enduring Understandings for the Course

- Psychology is empirical.
- Psychology is theoretically diverse.
- Psychology evolves in a sociohistorical context.
- Behavior is determined by multiple causes.
- Heredity and environment jointly influence behavior.
- Our experience of the world is highly subjective.
- Individuals are driven by internal and external forces.
- Analytical reasoning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Interpreting and analyzing research results will answer a variety of questions.
- Organization is critical to the acquisition, application, and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Examining social issues helps to expand ones understanding of themselves.

<ul style="list-style-type: none">• Recognizing a diversity of viewpoints benefits all.
<ul style="list-style-type: none">• Writing is a multi-step process.
<ul style="list-style-type: none">• Writing is a tool used for thinking and learning.
<ul style="list-style-type: none">• Technology is a tool used for collecting, organizing, and presenting information.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Analytical reasoning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Interpreting and analyzing research results will answer a variety of questions.
- Organization is critical to the acquisition, application, and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Examining social issues helps to expand ones understanding of themselves.
- Recognizing a diversity of viewpoints benefits all.
- Authors write for different purposes.
- Writing is a multi-step process.
- Writing is a tool used for thinking and learning.
- Technology is a tool used for collecting, organizing, and presenting information.

ESSENTIAL QUESTION(S)

- What are the benefits of using multiple media to locate information?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
- How do I know which resources fit my needs?
- What impact does the organization of information have on the effectiveness of its communication?
- How does new information influence how I think and act?
- How does one analyze, evaluate and utilize various types of materials?
- How does the consideration of different viewpoints influence how I think and act?
- What is the purpose of using both primary and secondary sources?
- How does reading fiction help to acquire factual information?
- Why do we need to evaluate what we read?
- How does the audience influence the format of your writing?
- What am I trying to achieve through my writing?
- How can we use evaluation and reflection to improve our writing?
- What are the benefits and limitations of using technology?

LEARNING OBJECTIVES *The student will:*

- 1.1 Develop questions to guide research.
- 1.2 Select information from a variety of sources.
- 1.3 Evaluate information gathered through research, assessing its validity, credibility and identifying bias.
- 1.4 Organize information logically and effectively while displaying an awareness of audience.

INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands

SUGGESTED INSTRUCTIONAL STRATEGIES

- KWHL graphic organizer (www.graphic.org)
- Small and large group discussions of psychological issues
- Group projects to investigate psychological topics
- Debate psychological issues

- 1.5 Demonstrate understanding for others and support divergent points of view.
- 1.6 Communicate and justify personal beliefs, feelings, and convictions.
- 1.7 Compare and contrast points of view, issues and ideas.
- 1.8 Utilize the writing process to compose writing pieces that are focused, organized, elaborated, and supported.
- 1.9 Utilize technology to acquire, organize and present information.

- Analyze various psychological writings
- Individual projects to examine psychological topics
- Role-play psychological topics

SUGGESTED ASSESSMENT METHODS

- Creative writing
- Portfolios
- Performance assessments
- Projects
- Debates
- Reflective Journals
- Role-Plays
- Simulations
- Multimedia presentations

LEARNING STRAND

2.0 Approaches to Psychology

ENDURING UNDERSTANDING(S)

- Psychology is empirical.
- Psychology is theoretically diverse.
- Psychology evolves in a sociohistorical context.

ESSENTIAL QUESTION(S)

- What objective evidence is available?
- How can various perspectives enhance my understanding of human behavior?
- What connections can be made between society and psychological understanding?

LEARNING OBJECTIVES *The student will:*

- 2.1 Describe the goals of psychology.
- 2.2 Examine the various contributors to the field of psychology.
- 2.3 Evaluate the present-day theories of psychology.
- 2.4 Compare and contrast the various types of psychologists.
- 2.5 Apply the scientific process using investigative skills.
- 2.6 Discuss the ethics of experimentation.
- 2.7 Analyze the various research methods.
- 2.8 Analyze a case study using current psychological perspectives.

INSTRUCTIONAL SUPPORT MATERIALS

- *The Stimulating World of Psychology*, Standard Deviants, video
- *Psychology*, The Center for Learning, 1998
- *Psychology Activities: Volume 1 Basic Psychology Concepts*, Peanut Publishing, LLC, 2000
- *Activities Handbook for the Teaching of Psychology*, volumes 1-4, APA
- *Teaching Psychology Using the Internet*, Social Studies School Service, 2001

SUGGESTED INSTRUCTIONAL STRATEGIES

- Group discussion on the goals of psychology
- Research the contributions made by the founders of psychology
- In cooperative groups, create slogans for present-day psychological theories
- Student investigation on possible career opportunities in the field of psychology
- Debate the validity and/or effectiveness of the APA ethics of experimentation
- Complete a chart that describes the various research methods and the pros and cons of each
- Demonstrate the goals of psychology by having one student sit in front of the class for four minutes. All other students write down everything they observe the student doing. Then, have all students explain why the student is acting as he is. Finally, have the student tell the class what he/she really was feeling. As a follow up, have a class discussion on the purpose of psychology

SUGGESTED ASSESSMENT METHODS

- Reflective journal responses
- Individual projects
- Group projects

- Lab reports for scientific study
- Debates
- Case study analysis
- Charts

LEARNING STRAND

3.0 Brain, Body and Awareness

ENDURING UNDERSTANDING(S)

- Behavior is determined by multiple causes.
- Heredity and environment jointly influence behavior.
- People's experience of the world is highly subjective.
- Individuals are driven by internal and external forces.

ESSENTIAL QUESTION(S)

- Why do I do what I do?
- How much behavior is influenced by nature and nurture?
- Do my expectations guide my perceptions?
- What causes my reactions?

LEARNING OBJECTIVES *The student will:*

- 3.1 Identify each part of the brain and its function.
- 3.2 Name and describe the parts of the endocrine and nervous systems and their functions.
- 3.3 Describe neural communication.
- 3.4 Explain the basic mechanisms of seeing, audition, olfaction, touching, and tasting.
- 3.5 Examine how perception affects the processing of sensation.
- 3.6 Evaluate Maslow's Hierarchy of Needs.
- 3.7 Differentiate between the different types of motivational drives.
- 3.8 Evaluate the major theories of emotion.
- 3.9 Define the levels of consciousness.
- 3.10 Summarize the sleep cycle.
- 3.11 Analyze the main theories of dreaming.
- 3.12 Investigate different sleep problems, including the causes, effects and side effects.
- 3.13 Examine and explain various illusions with students.

INSTRUCTIONAL SUPPORT MATERIALS

- *Psychology*, The Center for Learning, 1998
- *The Stimulating World of Psychology*, Standard Deviants, video
- *At First Sight*, movie
- *Rudy*, movie
- *Discovering Psychology*, Annenberg/CPB Series
- *Activities Handbook for the Teaching of Psychology*, volumes 1-4, APA
- *Teaching Psychology Using the Internet*, Social Studies School Service, 2001

SUGGESTED INSTRUCTIONAL STRATEGIES

- Create a brain mobile – have students trace their profiles and draw each part of the brain, label it, and develop a symbol to represent the function of each part
- Complete a diagram of the endocrine and nervous systems
- Simulate a message being sent to the brain from a part of the body through neural communication
- Complete a brain hemisphere assessment
- Taste buds experiment: identify where the different taste buds are located on the tongue by placing small amounts of the four tastes onto Q-tips and placing it on various spots of the tongue
- Draw an afterimage and explain why it works
- Touch receptors experiment – determine the various levels of reception by poking different parts of the arm and back using one or two toothpicks – the experimentee must determine whether one or two toothpicks are

being used

- View a few minutes of an unfamiliar movie without sound. Then, have students listen to the same movie without watching it. Have students write down a summary of each part and then compare which sense enabled them to obtain more information
- Watch the movie *At First Sight* and complete a movie analysis focusing on sensation and perception, specifically visual agnosia
- Complete diagrams of the various sensory organs
- Students pretend they are traveling through one of the sense organs and describe their adventure by writing a creative story
- Maslow's Hierarchy of Needs analysis: in groups, students are given a scenario of being stranded on a deserted island. They must analyze the importance of Maslow's Hierarchy
- Watch the movie *Rudy* and critique the various types of motivation and emotion present
- Analyze motivational forces that exist in school through a class discussion and a survey of teachers and students in the school
- Create a visual representation of the theories of emotion
- Record a dream journal and analyze dreams based upon the major theories of dreaming
- Develop an original product that satisfies all of Maslow's Hierarchy. They must then sell the product to the American public through the creation of a TV commercial.

SUGGESTED ASSESSMENT METHODS

- Creative writing
- Reflective journals/Dream journals
- Board games
- Performance assessment – TV commercial
- Debates
- Movie analysis
- Simulations
- Lab reports/surveys
- Student-taught lessons
- TV commercial
- Diagrams
- Projects

LEARNING STRAND

4.0 Cognitive Processes

ENDURING UNDERSTANDING(S)

- Heredity and environment jointly shape behavior.
- Behavior is determined by multiple causes.
- Individuals are driven by internal and external sources.

ESSENTIAL QUESTION(S)

- How do we process information?
- How do genes affect our behavior?
- How do humans learn?
- What is intelligence?

LEARNING OBJECTIVES *The student will:*

- 4.1 Evaluate the basic principles of the major types of learning (classical conditioning, operant conditioning, social learning, observational learning, cognitive learning).
- 4.2 Identify the various contributions made by key psychologists to the learning theories.
- 4.3 Demonstrate basic memory concepts.
- 4.4 Examine the boundaries of memory and learning.
- 4.5 Examine the common barriers to learning.
- 4.6 Brainstorm the meaning of intelligence.
- 4.7 Differentiate between intelligence and acquired knowledge.
- 4.8 Critique the methods of intelligence testing.
- 4.9 Examine methods to increase creativity.

INSTRUCTIONAL SUPPORT MATERIALS

- *The Stimulating World of Psychology*, Standard Deviants, video
- *Psychology*, The Center for Learning, 1998
- *Psychology Activities: Volumes 2 & 3*, Peanut Publishing, LLC, 2000
- *Activities Handbook for the Teaching of Psychology*, volumes 1-4, APA
- *Flowers for Algernon*, Daniel Keyes
- *Taking Sides: Psychological Issues*, 12th edition, 2002
- www.ldrc.ca/projects/miinventory/miinventory.php
- www.learningtrain.net/newpag
- *Teaching Psychology Using the Internet*, Social Studies School Service, 2001

SUGGESTED INSTRUCTIONAL STRATEGIES

- Teacher and student demonstrations on the major types of learning
- Guest speaker: school psychologist to discuss IQ testing
- View *The Stimulating World of Psychology* and have students analyze the contributions of the major psychologists to the field of learning
- Debate the effectiveness of rewards on learning after reading the article: *Taking Sides: Do Rewards Facilitate Learning?*
- Teacher demonstrations of the basic memory concepts (recall, recognition, elaboration, chunking, etc)
- Test the most effective memory strategy for a given situation
- Online testing to evaluate student's learning styles
- Read *Flowers for Algernon* and reflect upon

the true meaning of intelligence – does intelligence bring happiness?

- Creativity simulations that demonstrate breaking set, functional fixedness, etc.
- Write a creative story implementing the concepts of classical and operant conditioning

SUGGESTED ASSESSMENT METHODS

- Debates
- Student demonstrations
- Creative writing
- Simulations
- Student participation
- Book analysis
- Reflective journals
- Tests & quizzes
- Teacher observations

LEARNING STRAND

5.0 Personality, Adjustment and Conflict

ENDURING UNDERSTANDING(S)

- Psychology is theoretically diverse.
- Behavior is determined by multiple causes.
- Individuals are driven by internal and external forces.

ESSENTIAL QUESTION(S)

- How can various perspectives enhance my understanding?
- Why do I do what I do?
- What causes my reactions?

LEARNING OBJECTIVES *The student will:*

- 5.1 Compare and contrast the major theories of personality.
- 5.2 Evaluate the reliability and validity of the various types of testing (psychological, aptitude, achievement, vocational).
- 5.3 Analyze the effects of stress on the individual.
- 5.4 Examine the effectiveness of various human coping mechanisms.

INSTRUCTIONAL SUPPORT MATERIALS

- *The Stimulating World of Psychology*, Standard Deviants, video
- *Psychology*, The Center for Learning, 1998
- *Psychology Activities: Volumes 2 & 3*, Peanut Publishing, LLC, 2000
- *Activities Handbook for the Teaching of Psychology*, volumes 1-4, APA
- *Taking Sides: Psychological Issues*, 12th edition, 2002
- *Teaching Psychology Using the Internet*, Social Studies School Service, 2001

SUGGESTED INSTRUCTIONAL STRATEGIES

- Jigsaw activity comparing the various theories of personality
- Students create their own theory of personality
- Develop personality tests and have the class evaluate the reliability and validity of the tests
- Simulate a discussion between the Id, Ego and Superego
- Case study analysis through the lens of major theories of personality
- Think-pair-share on defense mechanisms scenarios
- Students self-evaluate and reflect utilizing various personality assessments
- Debate the validity of subjective tests
- Discussion in regards to the amount of stress students face and its effect on their behavior
- Test various coping mechanisms for stress to assess their effectiveness. Report findings to the class

SUGGESTED ASSESSMENT METHODS

- Reflective journals
- Role-play
- Simulation
- Case study analysis
- Peer evaluations
- Debates
- Student participation
- Student demonstrations

LEARNING STRAND

6.0 Psychopathology and Treatment (Abnormal Psychology)

ENDURING UNDERSTANDING(S)

- Heredity and environment jointly influence behavior.
- Psychology is theoretically diverse.

ESSENTIAL QUESTION(S)

- What is “normal”?
- Is behavior influenced by nature or nurture?
- How many different ways can treatment be approached?

LEARNING OBJECTIVES *The student will:*

- 6.1 Identify “normal” and “abnormal” behavior.
- 6.2 Examine the importance of confidentiality.
- 6.3 Recognize major symptoms and causes of psychological disorders.
- 6.4 Analyze the classification system used for psychological disorders.
- 6.5 Evaluate the types of treatment available for psychological disorders.

INSTRUCTIONAL SUPPORT MATERIALS

- *The Stimulating World of Psychology*, Standard Deviants, video
- *Psychology*, The Center for Learning, 1998
- *Psychology Activities: Volumes 2 & 3*, Peanut Publishing, LLC, 2000
- *Activities Handbook for the Teaching of Psychology*, volumes 1-4, APA
- *Taking Sides: Psychological Issues*, 12th edition, 2002
- *A Beautiful Mind*, movie
- *Sybil*, movie
- *Life of a Schizophrenic*, CPTV program
- *Teaching Psychology Using the Internet*, Social Studies School Service, 2001

SUGGESTED INSTRUCTIONAL STRATEGIES

- Discuss the dangers of “labeling” or diagnosing others without proper training and research cases of this occurring
- Debate the ethics of treatment and/or the validity of the insanity defense
- Movie review to analyze how realistic the portrayal of a psychological disorder is
- Research project on a disorder (portfolio, paper, museum exhibit)
- Simulate a psychological disorder and reflect on experience (paper bags simulation – found in the *Activities Handbook for the Teaching of Psychology*)
- Field trip to Myths, Minds and Medicine at the Institute of Living at Hartford Hospital
- Develop a chart of the pros and cons of the various types of psychological treatments

SUGGESTED ASSESSMENT METHODS

- Reflective journals
- Debates
- Movie reviews

- Research projects (portfolio, paper, museum exhibit)
- Role-plays
- Simulations
- Charts
- Field trip review
- Student participation