

Blackhawk School District

CURRICULUM

Course Title:	Psychology
Course Number:	0245
Grade Level(s):	11-12
Length of Period:	45 Minutes
Length of Course:	Semester
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Date:	November 2012

SOCIAL STUDIES MISSION:

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem-solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

COURSE DESCRIPTION:

Psychology is the study of human behavior and mental process. Units of study include the brain, sensation, perception, consciousness, thinking, personality, and psychological disorders.

Text: *Discovering Psychology*, Hockenbury and Hockenbury, 2001.

PA Common Core Standards for Reading and Writing in Social Studies:

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf

The standards for Writing are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf

ESSENTIAL QUESTIONS:

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

- 1. Explain how the 5 main theoretical perspectives in psychology differ in their focus?**
- 2. What theoretical perspective do you feel makes the most sense in describing your behavior?**

Assessing Essential Questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well (noted by DI)

The Essential Questions will be assessed through Tests, Essays, Powerpoints, Speeches, and Discussion.

ROBUST VOCABULARY:

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. "Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension." (p. 2 *Bringing Words to Life*)

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary for this class are: **Abstract, Theorize, Inherent, Logic, Statistic, Hypothesis, Objective, Subjective, Perspective, Analogy**

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
	<p>HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS The skills noted below are skills that students need to practice using to fully understand the concepts found in the social sciences. These general skills should be applied when teaching the content standards. Students should be able to demonstrate the following intellectual, reasoning, reflection, and research skills:</p> <p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. 2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics, but also values and beliefs. 3. Use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. 4. Relate current events to the physical and human characteristics of places and regions. <p>Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Distinguish valid arguments from fallacious arguments in historical interpretations. 2. Identify bias and prejudice in historical interpretations. 3. Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 4. Construct and test hypothesis; collect, evaluate, and employ information from multiple primary and secondary sources; apply it in oral and written presentation. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments. 2. Recognize the complexity of historical causes and effects, including the limitations on determining the cause and effect. 3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. 4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. 5. Analyze human modifications of landscapes and examine the resulting environmental policy issues. 6. Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy. 7. Relate current events to the physical and human characteristics of past events on places and regions. 	

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
<p><u>Define Science of Psychology</u> *15 days</p> <ol style="list-style-type: none"> 1. Methods for examining behavior 2. Scientific Careers 3. Compare 4 Major perspectives in psychology and the pioneers in psychology 4. Review Scientific Method 5. Philosophical issues / Ethical Issues <p><u>Resources</u> Text: Chapter 1 Films Extensive Reading Teacher Generated materials Lecture Notes</p>	<p>Chapter 1</p> <p>A. Define the science of psychology, describe its history, identify the methods for examining behavior, and review scientific careers available (introduction and record methods).</p> <ol style="list-style-type: none"> 1. Describe and compare the biological, behavioral, cognitive, and sociocultural perspectives. 2. Identify the different subfields of psychology, such as clinical, counseling, experimental, and developmental psychology. 3. Explain the difference between a psychologist and a psychiatrist. 4. Explore career opportunities for psychology majors. 5. Describe the ethical obligations of psychologists. 6. Describe the scientific method. 7. Design an experiment. 8. Differentiate between correlation and causation. 9. Analyze how philosophical issues become psychological when tested empirically. 	
<p><u>Brain Biology</u> *2 days</p> <ol style="list-style-type: none"> 1. Neurons 2. Physiology 3. Heredity 4. Research <p><u>Resources</u> Text: Chapter 2</p> <p>Extensive Handouts Generated by both Psychology and Biology Teachers</p>	<p>Chapter 2</p> <p>B. Analyze how the brain processes information and how the body adapts to the demands of its environment (biological bases of behavior).</p> <ol style="list-style-type: none"> 1. Identify the neuron as the basis for neural communication. 2. Classify the major divisions and subdivisions of the nervous system. 3. Summarize the functions of the various subdivisions of the nervous system. 4. Summarize the functions of the major brain regions. 5. Explain how research and technology have provided methods to analyze brain behavior and disease. 6. Compare and contrast the influence on brain function between left and right hemispheres. 7. Assess the effects of heredity and environment on behavior. 	

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<p><u>Sensation and Perception</u> *15 days</p> <ol style="list-style-type: none"> 1. What are sensation and perception? 2. Vision 3. Hearing 4. Chemical and Body Senses (Smell, Taste, Touch, Position) 5. Perception 6. Perceptual Illusions <p><u>Resources</u> Text: Chapter 3 Films Extensive Reading Teacher Generated materials Writing Lecture Notes</p>	<p>Chapter 3</p> <p>C. Analyze how the brain makes meaning out of physical sensations generated by the environment (sensation and perception).</p> <ol style="list-style-type: none"> 1. Describe the operation of sensory systems. 2. Devise a demonstration that illustrates principles of sensation. 	
<p><u>Consciousness and its Variations</u> *15 days</p> <ol style="list-style-type: none"> 1. Sleep Cycle 2. Theories of Sleep and Dreaming 3. Psychoactive Drugs 4. Charts on Drugs and Effects <p><u>Resources</u> Text: Chapter 4 Films Extensive Reading Teacher Generated materials Lecture Notes</p>	<p>Chapter 4</p> <p>D. Explore varying stages of awareness, including sleep, reactions to drugs, daydreaming, and controlled consciousness processes (states of consciousness).</p> <ol style="list-style-type: none"> 1. Describe the sleep cycle. 2. Compare and analyze theories on why we sleep. 3. Assess sleep disorders. 4. Maintain and analyze a personal sleep log. 5. Compare and analyze different theories on the use and meaning of dreams. 6. Review the major categories of psychoactive drugs and their effects. 7. Chart the names, sources, and uses of narcotic, depressant, stimulant and hallucinogenic drugs. 	

<u>COURSE OUTLINE PROPOSED</u> <u>TIME RESOURCES</u>	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
<p><u>Personality</u> *15 days</p> <ol style="list-style-type: none"> 1. What is Personality? 2. Psychoanalytic Perspective 3. Humanistic Perspective 4. Social Cognitive Perspective 5. Trait Perspective 6. Personality Assessment <p><u>Resources</u> Text: Chapter 10 Films Extensive Reading Teacher Generated materials Lecture Notes</p>	<p>Chapter 10</p> <p>E. Describe and analyze the scientific explanations of personality development along with the methods used to measure personality concepts (personality and assessment).</p> <ol style="list-style-type: none"> 1. Understand what is meant by personality and personality constructs. 2. Explore how personality can explain individual differences. 3. Explain the characteristics of the psychoanalytic, cognitive-behavioral, humanistic, and trait approaches. 4. Analyze how each approach in #3 would assess a case history. 5. Distinguish between objective and projective techniques of personality assessment. 6. Identify the possible applications of personality assessment. 	
<p><u>Psychological Disorders Part I</u> *15 days</p> <ol style="list-style-type: none"> 1. Understanding Psychological Disorders 2. Anxiety Disorders (Panic Attacks / OCD / Phobias) 3. Mood Disorders (Major Depression / Bipolar Depression) <p><u>Psychological Disorders Part II</u> *15 days</p> <ol style="list-style-type: none"> 1. Personality Disorders 2. Dissociative Disorders 3. Schizophrenia <p><u>Resources</u> Text: Chapter 13 Films Extensive Reading Teacher Generated materials Lecture Notes</p>	<p>Chapter 13 Part I, Part II</p> <p>F. Investigate the patterns of behavior that are considered deviant or distressful in our culture and analyze how psychologists diagnose these patterns (psychological disorders).</p> <ol style="list-style-type: none"> 1. Distinguish the common characteristics of abnormal behavior. 2. Cite examples of abnormal behavior. 3. Describe major explanations for the origins of abnormality. 4. Explain selected categories of abnormal behavior, such as anxiety disorders, mood disorders, schizophrenia and so on. 5. Identify the symptoms of these disorders through examination of case studies. 6. Analyze factors that influence vulnerability to abnormality. 7. Discuss the stigma associated with abnormal behavior. <p><i>Note: The above standards were adopted from the American Psychological Association document <u>National Standards for the Teaching of High School Psychology</u>.</i></p>	