WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Psychology

Course Number: 00118

Course Prerequisites: none

Course Description:
The goal of this course is to introduce psychology; its methods, theory and research. The course will explore the psychological facts, principles and phenomena associated with each of the major sub-fields of psychology. The semester course will only broadly cover several of the14 major topics, which reflect a division of the major areas of psychology. The areas covered will be History, Biology and Behavior, Sensation and Perception, Consciousness, Learning, as well as Psychological Disorders and Treatment. More advanced study can continue with the AP Psychology course which is taught at the college level, and students can receive three college credits for successful completion of that course.

Another goal of the course is to encourage critical thinking and good writing. Writing should be clear and concise, and demonstrate knowledge of psychological concepts using appropriate terminology. Emphasis will be placed on the analysis, synthesis, and evaluation levels of critical thinking. A final exam is required.

It is hoped that the knowledge of psychological inquiry will provide perceptions of the world around us, insights into one's own and into others' behavior, as well as an appreciation of the complexity of human behavior.

Suggested Grade Level: 10-12

Length of Course: X One Semester _____ Two Semesters _____ Other

Units of Credit: .5 **(Insert *NONE* if appropriate.)**

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s)

secondary social studies

Certification verified by WCSD Human Resources Department:

X Yes _____ No

Board Approved Textbooks, Software, Materials:
Title:
Publisher: Worth
ISBN #:
Copyright Date:
Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: October 2010

Date Approved: _____

Implementation Year: 2011-2012

Suggested Supplemental Materials:

Technology: Suggested but not limited to Smart Board, LCD projector, computers, district-approved websites and software.

Materials: suggested but not limited to books, magazines and other printed materials, videos and DVDs relevant to the curriculum.

Course Standards- National & Pennsylvania

PA Academic Standards:

Reading and Writing

1.1 Learning to read independently

A. Locate various texts, media and traditional resources for assigned and independent projects before reading.

B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.

C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.

D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.

E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.2 Reading critically in all content areas.

A. Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.
- Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.
- Use teacher and student established criteria for making decisions and drawing conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and

1.4 Types of Writing

B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).

· Include a variety of methods to develop the main idea.

· Use precise language and specific detail.

· Include cause and effect.

· Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). · Use primary and secondary sources.

1.5 Speaking and Listening

A. Write with a sharp, distinct focus.

· Identify topic, task and audience.

· Establish and maintain a single point of view.

B. Write using well-developed content appropriate for the topic.

· Gather, determine validity and reliability of, analyze and organize information.

· Employ the most effective format for purpose and audience.

· Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

C. Write with controlled and/or subtle organization.

· Sustain a logical order throughout the piece.
· Include an effective introduction and conclusion.

E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.

G. Present and/or defend written work for publication when appropriate.

1.6 Listening to others

A. Listen to others.

- Ask clarifying questions.
- Synthesize information, ideas and opinions to determine relevancy.
- Take notes.

C. Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures to add interest to a presentation.
- Pace the presentation according to audience and purpose.
- Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.

D. Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

E. Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on an assigned topic.
- Organize and participate in informal debate around a specific topic

1.8 Research

A. Select and refine a topic for research.

B. Locate information using appropriate sources and strategies.

- Determine valid resources for researching the topic, including primary and secondary sources.
- Evaluate the importance and quality of the sources.
- Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
- Use tables of contents, indices, key words, cross-references and appendices.
- Use traditional and electronic search tools.

C. Organize, summarize and present the main ideas from research.

- Take notes relevant to the research topic.

Mathematics

2.6 Statistics and Data Analysis

A. Design and conduct an experiment using random sampling Describe the data as an example of distribution using statistical measures of center spread. Organize and represent the results with graphs. (Use standard deviation , variance and t-tests)

E. Determine the validity of the sampling method described in the study.

G. Describe questions of experimental design, control groups, treatment groups ,cluster sampling and reliability.

H. Use sampling techniques to draw inferences about large populations

I. Describe the normal curve and use its properties to answer questions about sets of data that are assumed to be normally distributed.

WCSD Academic Standards:

none

National Standards for course content

I. Methods Domain

Standard Area IA: Introduction and Research Methods

Content Standards
After concluding this unit, students understand:

IA-1. Contemporary perspectives used by psychologists to understand behavior and mental processes in context
IA-2. Major subfields and career opportunities that comprise psychology
IA-3. Research strategies used by psychologists to explore behavior and mental processes
IA-4. Purpose and basic concepts of statistics
IA-5. Ethical issues in research with human and other animals that are important to psychologists
IA-6. Development of psychology as an empirical science

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IA-1: Contemporary perspectives used by psychologists to understand behavior and mental processes in context.
Students are able to (performance standards):

IA-1.1 Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic perspectives.

Students may indicate this by (performance indicators):

a. Analyzing how each perspective would explain concepts, e.g., aggression, altruism
b. Evaluating the limitations of each perspective in assessing behavior and mental processes
c. Comparing primary emphases of the different perspectives
d. Examining historical factors that influenced the popularity of a selected perspective

CONTENT STANDARD IA-2: Major subfields and career opportunities that comprise psychology.Students are able to (performance standards):

IA-2.1 List and explain the major subfields of psychology.

Students may indicate this by (performance indicators):

a. Identifying the different subfields of psychology, such as clinical, counseling, social, experimental, school, and developmental psychology
b. Recognizing applied specializations, including forensic, community, industrial/organizational, human factors, cross-cultural, sports, or rehabilitation psychology, among others
c. Explaining the differences between a psychologist and psychiatrist
d. Exploring career opportunities for college graduates with psychology majors

II. Biopsychological Domain

Standard Area IIA: Biological Bases of Behavior

CONTENT STANDARDS
After concluding this unit, students understand:

IIA-1. Structure and function of the neuron
IIA-2. Organization of the nervous system
IIA-3. Hierarchical organization of the structure and function of the brain
IIA-4. Technologies and clinical methods for studying the brain
IIA-5. Structure and function of the endocrine system
IIA-6. How heredity interacts with the environment to influence behavior
IIA-7. How psychological mechanisms are influenced by evolution

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIA-1: Structure and function of the neuron
Students are able to (performance standards):

IIA-1.1 Identify the neuron as the basis for neural communication.

Students may indicate this by (performance indicators):

a. Using diagrams, models, and/or computer programs to identify the structure and function of different parts of a neuron
b. Discussing how internal and external stimuli initiate the communication process in the neuron
c. Describing the electrochemical process that propagates the neural impulse

IIA-1.2 Describe how information is transmitted and integrated in the nervous system.

Students may indicate this by (performance indicators)

a. Describing the process of synaptic transmission
b. Contrasting excitatory and inhibitory transmission

IIA-1.3 Analyze how the process of neurotransmission can be modified by heredity and environment.

Students may indicate this by (performance indicators):

a. Comparing the effects of certain drugs or toxins with the effects of neurotransmitters in relation to synaptic transmission
b. Discussing the role of neurotransmitters in Parkinson's disease, hyperactivity, and/or multiple sclerosis
c. Describing how learning affects neural transmission (e.g., Eric Kandel's work)

CONTENT STANDARD IIA-2: Organization of the nervous system
Students are able to (performance standards):

IIA-2.1 Classify the major divisions and subdivisions of the nervous system.

Students may indicate this by (performance indicators):

a. Describing how views of the nervous system have evolved
b. Identifying the central nervous system and its component parts
c. Identifying the peripheral nervous system and its subdivisions

IIA-2.2 Differentiate the functions of the various subdivisions of the nervous system.

Students may indicate this by (performance indicators):

a. Comparing the functions of the somatic and autonomic nervous systems
b. Explaining the function of the sympathetic and the parasympathetic nervous systems on heart rate or other physiological responses in an emotional situation

CONTENT STANDARD IIA-3: Hierarchical organization of the structure and function of the brain
Students are able to (performance standards):

IIA-3.1 Identify the structure and function of the major regions of the brain.

Students may indicate this by (performance indicators):

Identifying the regions of the brain by using diagrams and/or computer-generated diagrams
Summarizing the functions of the major brain regions

IIA-3.2 Recognize that specific functions are centered in specific lobes of the cerebral cortex.

Students may indicate this by (performance indicators):

Describing the functions controlled by the frontal, parietal, occipital, and temporal lobes of the cerebral cortex
Relating examples of research on cortical functioning

IIA-3.3 Describe lateralization of brain functions

Students may indicate this by (performance indicators):

a. Identifying the role of the corpus callosum in hemispheric communication
b. Identifying how vision, motor, language, and other functions are regulated by the hemispheres
c. Explaining the purpose and findings of split-brain research
d. Analyzing critically popular conceptions of hemispheric specialization

CONTENT STANDARD IIA-4: Technologies and clinical methods for studying the brain
Students are able to (performance standards):

IIA-4.1 Explain how research and technology have provided methods to analyze brain behavior and disease.

Students may indicate this by (performance indicators):

a. Describing how lesions and electrical stimulation in animal research provide information about brain functions
b. Discussing how the use of the CT scan, PET scan, MRI, fMRI, and EEG provides information about the brain

CONTENT STANDARD IIA-5: Structure and function of the endocrine system
Students are able to (performance standards):

IIA-5.1 Describe how the endocrine glands are linked to the nervous system.

Students may indicate this by (performance indicators):

a. Discussing the effect of the hypothalamus on the endocrine system
b. Identifying the influence of fetal hormones on sexual differentiation of the central nervous system
c. Giving examples of how hormones are linked to behavior and behavioral problems

CONTENT STANDARD IIA-6: How heredity interacts with environment to influence behavior
Students are able to (performance standards):

IIA-6.1 Assess the effects of heredity and environment on behavior.

Students may indicate this by (performance indicators):

a. Identifying the relationships among DNA, genes, and chromosomes
c. Explaining how chromosomal abnormalities can cause Down and/or Turner's syndrome
d. Using twin and adoption studies to assess the influence of heredity and environment on behavior

CONTENT STANDARD IIA-7: How psychological mechanisms are explained by evolution
Students are able to (performance standards):

IIA-7.1 Explain how evolved tendencies interact with the present environment and culture to determine behavior.

Students may indicate this by (performance indicators):

a. Describing how the environment selects traits and behaviors that increase the survival rate of organisms
b. Comparing and contrasting sleeping behavior in animals and humans

Standard Area IIB: Sensation and Perception

Content Standards
After concluding this unit, students understand:

IIB-1. Basic concepts explaining the capabilities and limitations of sensory processes
IIB-2. Interaction of the person and the environment in determining perception
IIB-3. Nature of attention

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIB-1: Basic concepts explaining the capabilities and limitations of sensory processes
Students are able to (performance standards):

IIB-1.1 Explain the concepts of threshold, adaptation, and constancy.

Students may indicate this by (performance indicators):

a. Devising demonstrations that illustrate threshold, adaptation, and constancy
b. Providing real-life examples of threshold, adaptation, and constancy
c. Describing classical examples of psychophysical research

IIB-1.2 Describe the operation of sensory systems.

Students may indicate this by (performance indicators):

a. Identifying the physiological features common across all sensory systems (e.g., receptors, pathways to the brain, transduction)
b. Labeling a diagram of the parts of the eye and ear and explaining the role of each part
c. Explaining the operation of other sensory systems, such as taste and touch
d. Discussing how to protect sensory systems (e.g., avoiding prolonged loud voices)

IIB-1.4 Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, architecture, and so on.

Students may indicate this by (performance indicators):

a. Analyzing advertisements for their use of sensory information
b. Finding examples of sensory principles in an area other than advertising, such as in music or textbooks

CONTENT STANDARD IIB-2: Interaction of the person and the environment in determining perception
Students are able to (performance standards):

IIB-2.1 Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on.

Students may indicate this by (performance indicators):

a. Finding examples of Gestalt principles
b. Constructing demonstrations of Gestalt principles
c. Explaining the significance of the whole is greater than the sum of its parts

IIB-2.2 Describe binocular and monocular depth cues.

Students may indicate this by (performance indicators):

a. Analyzing how three-dimensional viewers or random dot stereograms use stereopsis to create depth
b. Finding examples of monocular depth cues, such as linear perspective and relative size, in pictures, paintings, or photographs

IIB-2.3 Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations.

Students may indicate this by (performance indicators):

a. Analyzing the factors that influence the validity of eyewitness testimony (e.g., framing of questions, cross-racial identification problems)
b. Hypothesizing why students from different schools disagree about an official's call in a football game
c. Comparing perceptions of school violence in urban, suburban, and rural communities from the standpoint of race/ethnicity, class, or gender
d. Hypothesizing about how perceptual principles may relate to stereotypes and prejudice
e. Describing cross-cultural studies that illustrate cultural similarities and differences in perception
f. Discriminating between bottom-up and top-down processing and how those interact when we encounter new stimuli.

IV. Cognitive Domain

Standard Area IVA: Learning

Content Standards
After concluding this unit, students understand:

IVA-1. Characteristics of learning
IVA-2. Principles of classical conditioning
IVA-3. Principles of operant conditioning

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVA-1: Characteristics of learning
Students are able to (performance standards):

IVA-1.1 Discuss learning from a psychological viewpoint.

Students may indicate this by (performance indicators):

a. Examining key contributors to learning theory
b. Defining learning as relatively permanent changes of behavior resulting from experience
c. Distinguishing learning from performance
d. Demonstrating the use of theories of learning in applied examples

CONTENT STANDARD IVA-2: Principles of classical conditioning
Students are able to (performance standards):

IVA-2.1 Describe the classical conditioning paradigm.

Students may indicate this by (performance indicators):

a. Explaining how, using Pavlovian conditioning procedures, a neutral stimulus becomes capable of evoking a response through pairing with an unconditioned stimulus
b. Labeling elements in classical conditioning examples
c. Designing procedures to produce classically conditioned responses

CONTENT STANDARD IVA-3: Principles of operant conditioning
Students are able to (performance standards):

IVA-3.1 Describe the operant conditioning paradigm.

Students may indicate this by (performance indicators):

a. Describing how consequences influence behavior, such as reinforcement strengthening a behavior's occurrence
b. Identifying consequences of punishment in controlling behavior
c. Predicting future strength of behavior by applying operant conditioning principles
d. Designing procedures to produce operant responses
e. Applying operant conditioning to correcting behavior, such as using shaping, chaining, and self-control techniques
f. Discussing Skinner's contributions to popularizing behaviorism
g. Translating emotional responses related to stereotyping, prejudice, and discrimination in operant terminology

Standard Area IVD: States of Consciousness

Content Standards
After concluding this unit, students understand:

IVD-1. Understand the nature of consciousness
IVD-2. Characteristics of sleep and theories that explain why we sleep
IVD-3. Theories used to explain and interpret dreams

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVD-1: Understand the nature of consciousness
Students are able to (performance standards)

IVD-1.1 Define states of consciousness

Students may indicate this by (performance indicator):

a. Discussing various states of consciousness

IVD-1.2 Describe levels of consciousness

Students may indicate this by (performance indicator):

a. Differentiating among nonconscious, conscious, preconscious, and conscious awareness

CONTENT STANDARD IVD-2: Characteristics of sleep and theories that explain why we sleep
Students are able to (performance standards):

IVD-2.1 Describe the sleep cycle.

Students may indicate this by (performance indicators):

Drawing and labeling a graph that shows the sleep cycle throughout the night
Charting the differences between REM and Non-REM (NREM) sleep

IVD-2.2 Compare theories that explain why we sleep.

Students may indicate this by (performance indicators):

a. Comparing restorative theories with evolutionary theories
b. Explaining the effects of sleep deprivation
c. Evaluating evidence to support various theories

IVD-2.3 Assess types of sleep disorders.

Students may indicate this by (performance indicators):

a. Providing possible solutions for insomnia
b. Listing the symptoms of narcolepsy and sleep apnea

CONTENT STANDARD IVD-3: Theories used to explain and interpret dreams
Students are able to (performance standards):

IVD-3.2 Compare different theories about the use and meaning of dreams.

Students may indicate this by (performance indicator):

Comparing different theories about the significance of dreams (e.g., activation-synthesis, psychodynamic, and cognitive theories)

V. Variations in Individual and Group Behavior Domain

Standard Area VA: Psychological Disorders

Content Standards
After concluding this unit, students understand:

VA-1. Characteristics and origins of abnormal behavior
VA-2. Methods used in exploring abnormal behavior
VA-3. Major categories of abnormal behavior
VA-4. Impact of mental disorders

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD VA-1: Characteristics and origins of abnormal behavior
Students are able to (performance standards):

VA-1.1 Distinguish the common characteristics of abnormal behavior.

Students may indicate this by (performance indicators):

a. Listing criteria that distinguish normal from disordered behavior
b. Identifying patterns of behavior that constitute abnormality
c. Describing how some abnormal behaviors may be designated as abnormal only in particular historical or cultural contexts

VA-1.2 Cite examples of abnormal behavior.

Students may indicate this by (performance indicators):

a. Describing observable symptoms of abnormal behavior
b. Distinguishing disorders on the basis of severity of interference with functioning, such as psychotic versus nonpsychotic disorders

VA-1.3 Relate judgments of abnormality to contexts in which those judgments occur.

Students may indicate this by (performance indicators):

a. Recognizing the influence of context in designating abnormal behavior
b. Identifying how judgments about abnormality have changed through history (e.g., epilepsy)
c. Describing some abnormal behaviors specific to particular contexts or circumstances
d. Acknowledging sociocultural implications of labeling behavior as abnormal
e. Citing examples of misdiagnosis that may result from evaluator ignorance of relevant cultural and situational norms for behavior

VA-1.4 Describe major explanations for the origins of abnormality.

Students may indicate this by (performance indicators):

a. Describing biological approaches as explaining disorders arising from physiological sources
b. Characterizing psychological approaches as explaining disorders derived from psychological sources, such as emotional turmoil, distorted thinking, and learning
c. Identifying sociocultural approaches as explaining how sociocultural factors, such as class and gender, influence diagnosis
d. Defending spiritually-based explanations for abnormal behavior (e.g., soul loss, transgression against ancestor)
e. Recognizing that a label, such as schizophrenia, does not explain, but only describes abnormal behavior patterns
f. Exploring the long-term impact of diagnostic labels even after successful treatment

CONTENT STANDARD VA-2: Methods used in exploring abnormal behavior
Students are able to (performance standards):

VA-2.1 Identify the purpose of different research methods.

Students may indicate this by (performance indicators):

a. Describing methods used in research on abnormal behavior, such as case studies, experiments, and surveys
b. Justifying the use of one method over another to answer a specific research question
c. Discussing how animal models of abnormality offer insight into human problems

VA-2.2 Characterize the advantages and limitations of different research methods for studying abnormal behavior.

Students may indicate this by (performance indicators):

a. Evaluating the quality of research conclusions derived in a specific study
b. Hypothesizing about the preferred method for answering a specific research question
c. Discussing validity of findings of research methods with different cultural groups

CONTENT STANDARD VA-3: Major categories of abnormal behavior
Students are able to (performance standards):

VA-3.1 Discuss major categories of abnormal behavior.

Students may indicate this by (performance indicators):

a. Explaining selected psychological disorders as classified in the Diagnostic and Statistical Manual
b. Identifying symptoms of selected categories of disorders

VA-4.2 Discuss the stigma associated with abnormal behavior.

Students may indicate this by (performance indicators):

a. Citing historic or fictional examples of stigmatized behavior
b. Hypothesizing about how abnormal conditions might influence acceptance in contemporary life

VA-4.3 Speculate about means for promoting greater understanding of abnormal behavior.

Students may indicate this by (performance indicators):

a. Describing historic efforts to promote tolerance of those stigmatized by mental disorder
b. Developing a strategy to promote support for individuals (e.g., children, adolescents, and adults) with specific mental disorders

Standard Area VB: Treatment of Psychological Disorders

Content Standards
After concluding this unit, students understand:

VB-1. Prominent methods used to treat individuals with disorders
VB-2. Types of practitioners who implement treatment

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD VB-1: Prominent methods used to treat individuals with disorders
Students are able to (performance standards):

VB-1.1 Describe availability and appropriateness of various modes of treatment for individuals (e.g., children, adolescents, and adults) with psychological disorders.

Students may indicate this by (performance indicators):

a. Describing major treatment orientations used in therapy, such as behavioral, cognitive, psychoanalytic, humanistic, feminist, and biomedical
b. Distinguishing psychotherapy from medical intervention and spiritual support
c. Describing different treatment formats, such as individual, couple therapy or group therapy
d. Explaining how different treatment orientations will influence the therapy plan
e. Discussing how theoretical orientations may promote specific treatment biases

CONTENT STANDARD VB-2: Types of practitioners who implement treatment
Students are able to (performance standards):

VB-2.1 Identify therapists according to training.

Students may indicate this by (performance indicators):

a. Differentiating various types of intervention specialists (e.g., psychologist, psychiatrist, counselor, social worker)
b. Debating the advantages and disadvantages of different types of practitioners
c. Exploring how credibility of treatment professionals or healers varies among diverse groups of people

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

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Suggested Formative Assessments:

- Pre-assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Discussions
- Projects
- Teacher observation
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Debate
- Writing prompts
- Note taking
- Problem-based learning modules
- Open-ended written response
- Quizzes /tests
- Essays

Suggested Summative Assessments:

- Student presentations/projects
- Essays
- Quizzes/tests

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: _____ Yes __X__ No

District-wide Final Examination Required: __X__ Yes _____ No

Course Challenge Assessment :

Must be able to score at least 84 percent on the final exam for this course.

REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

Content Sequence	Dates
Methods Domain	
Introduction:	2.5 wks
Definition of psychology	
Careers in psychology	
History of psychology	
Contemporary Perspectives	
Methods:	2 wks
Research Strategies	
Experimental Methods	
Ethics	
Biopsychological Domain	3 wks
Nervous System and the endrocrine system:	
Neurons	
Neural communication	
Neurotransmitters	
Nervous system	
Endrocrine system	
Genetics- Heredity: Genetic background	
Brain	
Lower level structures	
Cerebral Cortex	
Differences between the two hemispheres	
Sensation and Perception:	3 wks
Basic principles	
Visual system	
Hearing	
Other senses	
Perception:	
Gestalt Organization Principles	
Depth perceptiony	
Perception-motion, constancy	
Cognitive Domain	
Learning:	2.5 wks
Classical Conditioning	
Operant Conditioning	
Consciousness	2 wks
Sleep	
Psychodynamic perspective	
Freud's view of the mind: Id, ego, superego	

Psychosexual stages of development
Dreams
Body Rhythms
Sleep and sleep deficit
Why we sleep
Sleep stages
Sleep disorders & problems

Variation in Individual and Group Behavior Domain **3 wks**

Psychological disorders
Defining disorders
Understanding disorders
Classifying disorders
Anxiety
Mood
Dissociative
Schizophrenic
Personality
Therapy
Psychoanalysis
Humanistic
Behaviorial
Cognitive
Family & group
Biomedical

Objectives:

See national standards

WRITING TEAM: Michel Elmer

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ___x___ Yes _____ No
2. Does this course issue a mark/grade for the report card? ___x___ Yes _____ No
3. Does this course issue a Pass/Fail mark? _____ Yes ___x___ No
4. Is the course mark/grade part of the GPA calculation? ___x___ Yes _____ No
5. Is the course eligible for Honor Roll calculation? ___x___ Yes _____ No
6. What is the academic weight of the course?

   _____ No weight/Non credit ___x___ Standard weight

   _____ Enhanced weight (Describe)