

**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, principals and phenomena associated with Biological bases of behavior, sensation and perception, motivation and Emotion. Other areas include personality, learning, memory, consciousness, intelligence, psychological disorders and therapy. Additional 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 the course.

**Suggested Grade Level:** Grades 10-12

**Length of Course:** One Semester

**Units of Credit:** .5

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

CSPG 59 - Social Studies 7-12, CSPG 52 - Middle Level Social Studies Grades 7-9, CSPG 10 Grades 4-8

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type:**  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code:** 04254 - Psychology

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** Psychology  
**Publisher:** Houghton-Mifflin  
**ISBN #:** 978-1-32-875510-0  
**Copyright Date:** 2018  
**WCSD Board Approval Date:** 2/8/2021

**Supplemental Materials:** Online news resources.

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 4/9/2018  
**Date Approved:** 4/9/2018  
**Date(s) Revised:** 2/8/2021  
**Implementation Year:** 2020-2021

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Describe the range of topics that are covered in an introductory psychology course	I.A-1.1 - Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic perspectives.	September January
Cite the goals and scientific basis of psychology	I.A-2.1.c - Explaining the differences between a psychologist and psychiatrist	September January
Explain important trends in the study of psychology	I.A-2.1.b - Recognizing applied specializations, including forensic, community, industrial/organizational, human factors, cross-cultural, sports, or rehabilitation psychology, among others	September September
Identify various approaches to the study of psychology	I.A-1.1.c - Comparing primary emphases of the different perspectives	September January
Explain the work of a psychologist	I.A-2.1.c - Explaining the differences between a psychologist and psychiatrist	September January
Summarize the careers and specialized fields in psychology	I.A-2.1.a - Identifying the different subfields of psychology, such as clinical, counseling, social, experimental, school, and developmental psychology	September January
Identify the parts of the nervous system	IIA-2.1 - Classify the major divisions and subdivisions of the nervous system.	September January
Describe the functions of the nervous system	IIA-2.2 - Differentiate the functions of the various subdivisions of the nervous system.	September January
Identify the structure and functions of the human brain	IIA-3.1 - Identify the structure and function of the major regions of the brain.	September January
Discuss the different ways psychologists study the brain	IIA-4.1 - Explain how research and technology have provided methods to analyze brain behavior and disease.	September January

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Describe the endocrine system	IIA-5.1 - Describe how the endocrine glands are linked to the nervous system.	September January
Identify hormones and their function in the endocrine system	IIA-2.2 - Differentiate the functions of the various subdivisions of the nervous system.	September January
Give examples of the effects of heredity and environment on behavior	IIA-6.1 - Assess the effects of heredity and environment on behavior.	September January
Describe the field of study known as psychophysics	IIB-1.2 - Describe the operation of sensory systems.	September January
Define and discuss threshold, Weber's law, and signal detection	IIB-1.1 - Explain the concepts of threshold, adaptation, and constancy.	September January
Describe the nature and functioning of the sense organs	IIB-1.2 - Describe the operation of sensory systems.	September January
Identify the skin and body senses and explain how they work	IIB-1.2 - Describe the operation of sensory systems.	October February
Outline the principles involved in perception	IIB-2.1 - Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on.	October February
Describe how we learn to perceive and what illusions are	IIB-2.3 - Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations.	October February
Describe the research related to sleep and dreams	IVD-3.2 - Compare different theories about the use and meaning of dreams.	October February
List and discuss sleep disorders	IVD-2.3 - Assess types of sleep disorders.	October February
Determine how hypnosis relates to consciousness	IVD-4.1 - Describe several hypnotic phenomena.	October February
Describe research into such techniques as biofeedback and meditation	IVD-4.2 – Explain possible uses of hypnosis in psychology.	October February
Describe the effect drugs have on consciousness	IVD-5.1 - Characterize the major categories of psychoactive drugs and their effects.	October February
Describe the principles of classical conditioning	IVA-2.1 - Describe the classical conditioning paradigm.	October February

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Outline the techniques of classical conditioning	IVA-2.1 - Describe the classical conditioning paradigm.	October February
Outline the principles of operant conditioning	IVA-3.1 - Describe the operant conditioning paradigm.	November March
Describe the applications of operant conditioning	IVA-3.1 - Describe the operant conditioning paradigm.	November March
Cite the principles involved in cognitive learning and modeling	IVA-4.2 - Describe cognitive learning approaches.	November March
Identify the principles of learning used in behavior modification	IVA-1.1 - Discuss learning from a psychological viewpoint.	November March
Explain the three processes of memory	IVB-2.2 - Describe the operation of short-term memory and working memory.	November March
Describe the information-processing model of memory	IVB-1.2 - Identify other factors that influence encoding.	November March
Identify several memory retrieval processes	IVB-3.1 - Analyze the importance of retrieval cues in memory.	November March
Explain the processes involved in forgetting	IVB-5.1 - Identify factors that interfere with memory.	November March
Identify the units of thought and the kinds of thinking	IVC-2.1 - Identify problem solving as a directed and productive example of thinking.	November March
Explain strategies for and obstacles to problem solving	IVC-2.1 - Identify problem solving as a directed and productive example of thinking.	November March
Explain the structure of language	IVC-3.1 - Define language as symbols and sounds that convey meaning and facilitate communication.	November March
Describe how children develop language	IVC-4.1 - Discuss the effects of development on language acquisition.	November March
Explain the various views of intelligence	1.1 Discuss intelligence as a general factor	December April
Identify two kinds of IQ tests	2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness	December April

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Identify the ways of measuring reliability	2.3 Identify measures of and data on reliability and validity for intelligence test scores	December April
Define mental retardation, average intelligence, giftedness, and creativity	1.3 Describe the extremes of intelligence	December April
Explain how genetic makeup influences intelligence	3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence	December April
Describe how environment influences intelligence	3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence	December April
Describe four theories of 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	December April
Discuss the difference between intrinsic and extrinsic motivation	2.3 Discuss achievement motivation	December April
Describe the biological and social needs of humans	1.1 Explain biologically based theories of motivation	December April
Explain Maslow's hierarchy of needs	1.3 Explain humanistic theories of motivation	December April
Give examples of the physiological theories of emotion	2.4 Discuss other ways in which humans and non-human animals are motivated	December April
Define psychological disorder	1.1 Define psychologically abnormal behavior	January May
Distinguish between the concepts of normality and abnormality	1.1 Define psychologically abnormal behavior	January May
Identify the behavioral patterns that psychologists label as anxiety disorders	2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)	January May
Explain what causes anxiety disorders	2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)	January May

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Identify the behavioral patterns that psychologists label as somatoform disorders	2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)	January May
Describe the symptoms of dissociative disorders	2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)	January May
Describe the different types of personality disorders	2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)	January May
Describe the disorder of schizophrenia	2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)	January May
Describe how personality disorders differ from other psychological disorders	2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)	January May
Describe several theories that try to explain mood disorders	2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)	January May
Explain how drug abuse is a psychological problem	3.3 Evaluate the biological and psychological effects of psychoactive drugs	January May
Explain the nature of psychotherapy	1.2 Match methods of treatment to psychological perspectives	January May
Describe the role a therapist	1.2 Match methods of treatment to psychological perspectives	January May
Describe psychoanalysis and its aims	1.2 Match methods of treatment to psychological perspectives	January May

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Explain humanistic therapy and its goals	1.2 Match methods of treatment to psychological perspectives	January May
Describe cognitive therapies and their aims	1.2 Match methods of treatment to psychological perspectives	January May
Explain the processes and goals of behavior therapy	1.2 Match methods of treatment to psychological perspectives	January May
Explain biological approaches to treatment	1.2 Match methods of treatment to psychological perspectives	January May
Give examples of treatment medicines and their effects on patients	1.2 Match methods of treatment to psychological perspectives	January May

**ASSESSMENTS**

**PSSA Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** worksheets, projects, charts, summaries, bell ringers, essays

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** tests, quizzes, essays