**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](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**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](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

**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).

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

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Month Taught and Assessed for Mastery** |
| --- | --- | --- |
| 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 |
| 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 |
| 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 |
| 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 |

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Month Taught and Assessed for Mastery** |
| --- | --- | --- |
| 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 |
| 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