**COURSE DESCRIPTION**

**Course Title:** Psychology I

**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

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

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 Harcourt

**ISBN #:**  9780544859388

**Copyright Date:** 2018

**WCSD Board Approval Date:** April 12, 2021

**Supplemental Materials:** Online news resources.

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/14/2021

**Date Approved:**  6/14/2021

**Implementation Year:** 2021-2022

**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 | September  January |
| Cite the goals and scientific basis of psychology | I.A-2.1.c | September  January |
| Explain important trends in the study of psychology | I.A-2.1.b | September  September |
| Identify various approaches to the study of psychology | I.A-1.1.c | September  January |
| Explain the work of a psychologist | I.A-2.1.c | September  January |
| Summarize the careers and specialized fields in psychology | I.A-2.1.a | September  January |
| Identify the parts of the nervous system | IIA-2.1 | September  January |
| Describe the functions of the nervous system | IIA-2.2 | September  January |
| Identify the structure and functions of the human brain | IIA-3.1 | September  January |
| Discuss the different ways psychologists study the brain | IIA-4.1 | September  January |
| Describe the endocrine system | IIA-5.1 | September  January |
| Identify hormones and their function in the endocrine system | IIA-2.2. | September  January |
| Give examples of the effects of heredity and environment on behavior | IIA-6.1 | September  January |
| Describe the field of study known as psychophysics | IIB-1.2 | September  January |
| Define and discuss threshold, Weber’s law, and signal detection | IIB-1.1 | September  January |
| Describe the nature and functioning of the sense organs | IIB-1.2 | September  January |
| Identify the skin and body senses and explain how they work | IIB-1.2 | October  February |
| Outline the principles involved in perception | IIB-2.1 | October  February |
| Describe how we learn to perceive and what illusions are | IIB-2.3 | October  February |
| Describe the research related to sleep and dreams | IVD-3.2 | October  February |
| List and discuss sleep disorders | IVD-2.3 | October  February |
| Determine how hypnosis relates to consciousness | IVD-4.1 | October  February |
| Describe research into such techniques as biofeedback and meditation | IVD-4.2 | October  February |
| Describe the effect drugs have on consciousness | IVD-5.1 | October  February |
| Describe the principles of classical conditioning | IVA-2.1 | October  February |
| Outline the techniques of classical conditioning | IVA-2.1 | October  February |
| Outline the principles of operant conditioning | IVA-3.1 | November  March |
| Describe the applications of operant conditioning | IVA-3.1 | November  March |
| Cite the principles involved in cognitive learning and modeling | IVA-4.2 | November  March |
| * Identify the principles of learning used in behavior modification | IVA-1.1 | November  March |
| Explain the three processes of memory | IVB-2.2 | November  March |
| Describe the information-processing model of memory | IVB-1.2 | November  March |
| Identify several memory retrieval processes | IVB-3.1 | November  March |
| Explain the processes involved in forgetting | IVB-5.1 | November  March |
| Identify the units of thought and the kinds of thinking | IVC-2.1 | November  March |
| Explain strategies for and obstacles to problem solving | IVC-2.1 | November  March |
| Explain the structure of language | IVC-3.1 | November  March |
| Describe how children develop language | IVC-4.1 | November  March |
| Explain the various views of intelligence. | 1.1 | December  April |
| Identify two kinds of IQ tests. | 2.1 | December  April |
| Identify the ways of measuring reliability | 2.3 | December  April |
| Define mental retardation, average intelligence, giftedness, and creativity. | 1.3 | December  April |
| Explain how genetic makeup influences intelligence. | 3.2 | December  April |
| Describe how environment influences intelligence. | 3.2 | December  April |
| Describe four theories of motivation | 1.1 | December  April |
| Discuss the difference between intrinsic and extrinsic motivation | 2.3 | December  April |
| Describe the biological and social needs of humans | 1.1 | December  April |
| Explain Maslow’s hierarchy of needs | 1.3 | December  April |
| Give examples of the physiological theories of emotion | 2.4 | December  April |
| Define psychological disorder | 1.1 | January  May |
| Distinguish between the concepts of normality and abnormality | 1.1 | January  May |
| Identify the behavioral patterns that psychologists label as anxiety disorders | 2.3 | January  May |
| Explain what causes anxiety disorders | 2.3 | January  May |
| Identify the behavioral patterns that psychologists label as somatoform disorders | 2.3 | January  May |
| Describe the symptoms of dissociative disorders | 2.3 | January  May |
| Describe the different types of personality disorders. | 2.3 | January  May |
| Describe the disorder of schizophrenia | 2.3 | January  May |
| Describe how personality disorders differ from other psychological disorders | 2.3 | January  May |
| Describe several theories that try to explain mood disorders | 2.3 | January  May |
| Explain how drug abuse is a psychological problem | 3.3 | January  May |
| Explain the nature of psychotherapy | 1.2 | January  May |
| Describe the role a therapist | 1.2 | January  May |
| Describe psychoanalysis and its aims | 1.2 | January  May |
| Explain humanistic therapy and its goals | 1.2 | January  May |
| Describe cognitive therapies and their aims | 1.2 | January  May |
| Explain the processes and goals of behavior therapy | 1.2 | January  May |
| Explain biological approaches to treatment | 1.2 | January  May |
| Give examples of treatment medicines and their effects on patients | 1.2 | 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:** DBQS, PowerPoints, posters, brochures, worksheets, group projects, bell ringers, and video presentations.

**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, and essays.