**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:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

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

[x] F – Final Average [x] MP – Marking Period [x] EXM – Final Exam

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

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

**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.