**COURSE DESCRIPTION**

**Course Title:** Psychology

**Course Number:** 00118

**Course Prerequisites:** None

**Course Description:** Psychology is a broad and diverse field that studies the connections between the mind and behavior by seeking to provide answers to questions such as: why do people behave the way they do? What makes people happy or unhappy? What are the relationships between the mind and the brain? Students will investigate topics related to Learning and Memory, Sensation and Perception, Emotion and Motivation, Development and Disorders, Treatment of Disorders, and Careers in Psychology.

**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

CSPG 58 Social Sciences

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 choose 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 #:**  TEXT: 978-0-54-485938-8/ONLINE: 978-1-32-875503-2

**Copyright Date:** 2018

**WCSD Board Approval Date:** 04/12/2021

**Supplemental Materials:** Online Resources

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/22/2023

**Date Approved:**  6/12/2023

**Implementation Year:** 2023/2024

**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, AND CONCEPTS**

**Marking Period 1**

* Introduction to Psychology
* Body and Mind

**Marking Period 2**

* Learning and Cognition
* Motivation and Emotion
* Health and Adjustments

**Marking Period 3**

* Introduction to Psychology
* Body and Mind

**Marking Period 4**

* Learning and Cognition
* Motivation and Emotion
* Health and Adjustments

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught**  |
| --- | --- | --- |
| Describe the range of topics that are covered in an introductory psychology course | PSYCH.9-12.SIRMF.1.1.1 | MP1MP3 |
| Cite the goals and scientific basis of psychology | PSYCH.9-12.SIRMF.1.1.1PSYCH.9-12.SIRMF.1.1.2 | MP1MP3 |
| Explain important trends in the study of psychology | PSYCH.9-12.SIRMF.1.1.1 | MP1MP3 |
| Identify various approaches to the study of psychology | PSYCH.9-12.SIRMF.1.1.3 | MP1MP3 |
| Explain the work of a psychologist | PSYCH.9-12.SIRMF.1.1.4 | MP1MP3 |
| Summarize the careers and specialized fields in psychology | PSYCH.9-12.SIRMF.1.1.4PSYCH.9-12.SIRMF.1.1.5 | MP1MP3 |
| Identify the parts of the nervous system  | PSYCH.9-12.BP.1.1.1PSYCH.9-12.BP.1.1.2 | MP1MP3 |
| Describe the functions of the nervous system  | PSYCH.9-12.BP.1.1.3PSYCH.9-12.BP.1.1.4 | MP1MP3 |
| Identify the structure and functions of the human brain  | PSYCH.9-12.BP.1.2.3 | MP1MP3 |
| Discuss the different ways psychologists study the brain  | PSYCH.9-12.BP.1.2.3 | MP1MP3 |
| Describe the endocrine system  | PSYCH.9-12.BP.1.1.5 | MP1MP3 |
| Identify hormones and their function in the endocrine system  | PSYCH.9-12.BP.1.1.5 | MP1MP3 |
| Give examples of the effects of heredity and environment on behavior | PSYCH.9-12.BP.1.2.2 | MP1MP3 |
| Describe the field of study known as psychophysics  | PSYCH.9-12.BP.2.1.2 | MP1MP3 |
| Define and discuss threshold, Weber’s law, and signal detection  | PSYCH.9-12.BP.2.1.1PSYCH.9-12.BP.2.2.1 | MP1MP3 |
| Describe the nature and functioning of the sense organs  | PSYCH.9-12.BP.2.1.1PSYCH.9-12.BP.2.2.1PSYCH.9-12.BP.2.2.2 | MP1MP3 |
| Identify the skin and body senses and explain how they work  | PSYCH.9-12.BP.2.2.3PSYCH.9-12.BP.2.2.4 | MP1MP3 |
| Outline the principles involved in perception | PSYCH.9-12.BP.2.1.1PSYCH.9-12.BP.2.2.1 | MP1MP3 |
| Describe how we learn to perceive and what illusions are  | PSYCH.9-12.BP.2.1.2PSYCH.9-12.BP.2.2.1PSYCH.9-12.BP.2.2.2 | MP1MP3 |
| Describe the research related to sleep and dreams  | PSYCH.9-12.BP.3.2.1PSYCH.9-12.BP.3.2.2PSYCH.9-12.BP.3.2.3 | MP1MP3 |
| List and discuss sleep disorders  | PSYCH.9-12.BP.3.2.4 | MP1MP3 |
| Determine how hypnosis relates to consciousness  | PSYCH.9-12.BP.3.1.1PSYCH.9-12.BP.3.1.2PSYCH.9-12.BP.3.1.4 | MP1MP3 |
| Describe research into such techniques as biofeedback and meditation  | PSYCH.9-12.BP.3.1.3 | MP1MP3 |
| Describe the effect drugs have on consciousness | PSYCH.9-12.BP.3.3.1PSYCH.9-12.BP.3.3.2PSYCH.9-12.BP.3.3.3 | MP1MP3 |
| Analyze the characteristics of learning | PSYCH.9-12.DLP.2.3.1PSYCH.9-12.DLP.2.3.2 | MP2MP4 |
| Describe the principles of classical conditioning  | PSYCH.9-12.DLP.2.1.1PSYCH.9-12.DLP.2.1.2 | MP2MP4 |
| Outline the techniques of classical conditioning | PSYCH.9-12.DLP.2.1.1PSYCH.9-12.DLP.2.1.2 | MP2MP4 |
| Outline the principles of operant conditioning  | PSYCH.9-12.DLP.2.2.1PSYCH.9-12.DLP.2.2.2 | MP2MP4 |
| Describe the applications of operant conditioning   | PSYCH.9-12.DLP.2.2.1PSYCH.9-12.DLP.2.2.2 | MP2MP4 |
| Cite the principles involved in cognitive learning and modeling | PSYCH.9-12.DLP.2.3.1PSYCH.9-12.DLP.2.3.2 | MP2MP4 |
| Identify the principles of learning used in behavior modification  | PSYCH.9-12.DLP.2.1.2PSYCH.9-12.DLP.2.2.2 | MP2MP4 |
| Explain the three processes of memory | PSYCH.9-12.CP.2.1.1PSYCH.9-12.CP.2.1.2PSYCH.9-12.CP.2.1.3 | MP2MP4 |
| Describe the information-processing model of memory  | PSYCH.9-12.CP.2.2.1 | MP2MP4 |
| Identify several memory retrieval processes  | PSYCH.9-12.CP.2.2.1PSYCH.9-12.CP.2.2.2 | MP2MP4 |
| Explain the processes involved in forgetting  | PSYCH.9-12.CP.2.2.3PSYCH.9-12.CP.2.2.4 | MP2MP4 |
| Identify the units of thought and the kinds of thinking   | PSYCH.9-12.CP.1.1.1PSYCH.9-12.CP.1.1.2 | MP2MP4 |
| Explain strategies for and obstacles to problem solving   | PSYCH.9-12.CP.1.2.1PSYCH.9-12.CP.1.2.2 | MP2MP4 |
| Explain the structure of language  | PSYCH.9-12.DLP.3.1.1 | MP2MP4 |
| Describe how children develop language  | PSYCH.9-12.DLP.3.1.2PSYCH.9-12.DLP.3.1.3 | MP2MP4 |
| Explain the various views of intelligence. | PSYCH.9-12.CP.4.1.1PSYCH.9-12.CP.4.1.2PSYCH.9-12.CP.4.1.3 | MP2MP4 |
| Identify two kinds of IQ tests.  | PSYCH.9-12.CP.4.2.1PSYCH.9-12.CP.4.2.2 | MP2MP4 |
| Identify the ways of measuring reliability  | PSYCH.9-12.CP.4.2.3PSYCH.9-12.CP.4.3.1 | MP2MP4 |
| Define mental retardation, average intelligence, giftedness, and creativity.  | PSYCH.9-12.CP.4.3.2 | MP2MP4 |
| Explain how genetic makeup influences intelligence. | PSYCH.9-12.CP.4.3.2 | MP2MP4 |
| Describe how environment influences intelligence.  | PSYCH.9-12.CP.4.1.3 | MP2MP4 |
| Describe four theories of motivation   | PSYCH.9-12.SPP.4.1.1PSYCH.9-12.SPP.4.1.2 | MP2MP4 |
| Discuss the difference between intrinsic and extrinsic motivation  | PSYCH.9-12.SPP.4.2.1PSYCH.9-12.SPP.4.2.2 | MP2MP4 |
| Describe the biological and social needs of humans   | PSYCH.9-12.SPP.4.4.1PSYCH.9-12.SPP.4.4.2PSYCH.9-12.SPP.4.4.3PSYCH.9-12.SPP.4.5.1PSYCH.9-12.SPP.4.5.2 | MP2MP4 |
| Explain Maslow’s hierarchy of needs  | PSYCH.9-12.SPP.4.2.1PSYCH.9-12.SPP.4.2.2 | MP2MP4 |
| Give examples of the physiological theories of emotion  | PSYCH.9-12.SPP.4.3.1PSYCH.9-12.SPP.4.3.2PSYCH.9-12.SPP.4.3.3 | MP2MP4 |
| Define psychological disorder | PSYCH.9-12.MPHP.1.2.1 | MP2MP4 |
| Distinguish between the concepts of normality and abnormality  | PSYCH.9-12.MPHP.1.1.1PSYCH.9-12.MPHP.1.1.2PSYCH.9-12.MPHP.1.1.3PSYCH.9-12.MPHP.1.1.4PSYCH.9-12.MPHP.1.1.5 | MP2MP4 |
| Identify the behavioral patterns that psychologists label as anxiety disorders  | PSYCH.9-12.MPHP.1.2.1PSYCH.9-12.MPHP.1.2.2PSYCH.9-12.MPHP.1.2.3 | MP2MP4 |
| Explain the causes of and treatments for anxiety disorders  | PSYCH.9-12.MPHP.2.1.1PSYCH.9-12.MPHP.2.1.2PSYCH.9-12.MPHP.2.1.3PSYCH.9-12.MPHP.2.1.4 | MP2MP4 |
| Identify the behavioral patterns that psychologists label as somatoform disorders | PSYCH.9-12.MPHP.1.2.3 | MP2MP4 |
| Describe the symptoms of dissociative disorders  | PSYCH.9-12.MPHP.1.2.3 | MP2MP4 |
| Describe the different types of personality disorders.  | PSYCH.9-12.MPHP.1.2.1 | MP2MP4 |
| Describe the disorder of schizophrenia  | PSYCH.9-12.MPHP.1.2.1PSYCH.9-12.MPHP.1.2.2PSYCH.9-12.MPHP.1.2.3 | MP2MP4 |
| Describe how personality disorders differ from other psychological disorders | PSYCH.9-12.MPHP.1.2.1 | MP2MP4 |
| Describe several theories that try to explain mood disorders  | PSYCH.9-12.MPHP.1.1.2 | MP2MP4 |
| Explain how drug abuse is a psychological problem  | PSYCH.9-12.MPHP.1.1.1 | MP2MP4 |
| Explain the nature of psychotherapy  | PSYCH.9-12.MPHP.3.1.1PSYCH.9-12.MPHP.3.1.2PSYCH.9-12.MPHP.3.1.3 | MP2MP4 |
| Describe the role a therapist  | PSYCH.9-12.MPHP.3.2.1PSYCH.9-12.MPHP.3.2.2PSYCH.9-12.MPHP.3.2.3 | MP2MP4 |
| Describe psychoanalysis and its aims  | PSYCH.9-12.MPHP.3.1.1PSYCH.9-12.MPHP.3.1.2PSYCH.9-12.MPHP.3.1.3 | MP2MP4 |
| Explain humanistic therapy and its goals  | PSYCH.9-12.MPHP.3.1.1PSYCH.9-12.MPHP.3.1.2PSYCH.9-12.MPHP.3.1.3PSYCH.9-12.MPHP.2.2.1PSYCH.9-12.MPHP.2.2.2 | MP2MP4 |
| Describe cognitive therapies and their aims  | PSYCH.9-12.MPHP.3.1.1PSYCH.9-12.MPHP.3.1.2PSYCH.9-12.MPHP.3.1.3PSYCH.9-12.MPHP.2.2.1PSYCH.9-12.MPHP.2.2.2 | MP2MP4 |
| Explain the processes and goals of behavior therapy  | PSYCH.9-12.MPHP.3.1.1PSYCH.9-12.MPHP.3.1.2PSYCH.9-12.MPHP.3.1.3PSYCH.9-12.MPHP.2.2.1PSYCH.9-12.MPHP.2.2.2 | MP2MP4 |
| Explain biological approaches to treatment  | PSYCH.9-12.MPHP.3.1.1PSYCH.9-12.MPHP.3.1.2PSYCH.9-12.MPHP.3.1.3 | MP2MP4 |
| Give examples of treatment medicines and their effects on patients  | PSYCH.9-12.MPHP.3.1.1PSYCH.9-12.MPHP.3.1.2PSYCH.9-12.MPHP.3.1.3 | MP2MP4 |
| Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole | CC.8.5.11-12.A | MP1MP2MP3MP4 |
| Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and idea | CC.8.5.11-12.B | MP1MP2MP3MP4 |
| Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain | CC.8.5.11-12.C | MP1MP2MP3MP4 |
| Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10) | CC.8.5.11-12.D | MP1MP2MP3MP4 |
| Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole  | CC.8.5.11-12.E | MP1MP2MP3MP4 |
| Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence  | CC.8.5.11-12.F | MP1MP2MP3MP4 |
| Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem | CC.8.5.11-12.G | MP1MP2MP3MP4 |
| Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information  | CC.8.5.11-12.H | MP1MP2MP3MP4 |
| Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources  | CC.8.5.11-12.I | MP1MP2MP3MP4 |
| By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently | CC8.5.11-12.J | MP1MP2MP3MP4 |
| Write arguments focused on discipline-specific content | CC.8.6.11-12.A | MP1MP2MP3MP4 |
| Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes | CC.8.6.11-12.B | MP1MP2MP3MP4 |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience | CC.8.6.11-12.C | MP1MP2MP3MP4 |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | CC.8.6.11-12.D | MP1MP2MP3MP4 |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information | CC.8.6.11-12.E | MP1MP2MP3MP4 |
| Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation | CC.8.6.11-12.F | MP1MP2MP3MP4 |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation | CC.8.6.11-12.G | MP1MP2MP3MP4 |
| Draw evidence from informational texts to support analysis reflection, and research | CC.8.6.11-12.H | MP1MP2MP3MP4 |
| Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences | CC.8.6.11-12.I | MP1MP2MP3MP4 |

**ASSESSMENTS**

**PDE 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 but are not limited to:**

* Journal Entry
* Entry/Exit Ticket
* Thinking Map
* Verbal Explanation
* Observation
* Artifacts
* Reflection/Summary
* Quiz

**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 but are not limited to:**

* Marking Period Assessment/Final Exam
* Writing a Paper/Essay
* Performance Tasks
* Project
* Tests
* Portfolio