**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:** 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 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 | MP1  MP3 |
| Cite the goals and scientific basis of psychology | PSYCH.9-12.SIRMF.1.1.1  PSYCH.9-12.SIRMF.1.1.2 | MP1  MP3 |
| Explain important trends in the study of psychology | PSYCH.9-12.SIRMF.1.1.1 | MP1  MP3 |
| Identify various approaches to the study of psychology | PSYCH.9-12.SIRMF.1.1.3 | MP1  MP3 |
| Explain the work of a psychologist | PSYCH.9-12.SIRMF.1.1.4 | MP1  MP3 |
| Summarize the careers and specialized fields in psychology | PSYCH.9-12.SIRMF.1.1.4  PSYCH.9-12.SIRMF.1.1.5 | MP1  MP3 |
| Identify the parts of the nervous system | PSYCH.9-12.BP.1.1.1  PSYCH.9-12.BP.1.1.2 | MP1  MP3 |
| Describe the functions of the nervous system | PSYCH.9-12.BP.1.1.3  PSYCH.9-12.BP.1.1.4 | MP1  MP3 |
| Identify the structure and functions of the human brain | PSYCH.9-12.BP.1.2.3 | MP1  MP3 |
| Discuss the different ways psychologists study the brain | PSYCH.9-12.BP.1.2.3 | MP1  MP3 |
| Describe the endocrine system | PSYCH.9-12.BP.1.1.5 | MP1  MP3 |
| Identify hormones and their function in the endocrine system | PSYCH.9-12.BP.1.1.5 | MP1  MP3 |
| Give examples of the effects of heredity and environment on behavior | PSYCH.9-12.BP.1.2.2 | MP1  MP3 |
| Describe the field of study known as psychophysics | PSYCH.9-12.BP.2.1.2 | MP1  MP3 |
| Define and discuss threshold, Weber’s law, and signal detection | PSYCH.9-12.BP.2.1.1  PSYCH.9-12.BP.2.2.1 | MP1  MP3 |
| Describe the nature and functioning of the sense organs | PSYCH.9-12.BP.2.1.1  PSYCH.9-12.BP.2.2.1  PSYCH.9-12.BP.2.2.2 | MP1  MP3 |
| Identify the skin and body senses and explain how they work | PSYCH.9-12.BP.2.2.3  PSYCH.9-12.BP.2.2.4 | MP1  MP3 |
| Outline the principles involved in perception | PSYCH.9-12.BP.2.1.1  PSYCH.9-12.BP.2.2.1 | MP1  MP3 |
| Describe how we learn to perceive and what illusions are | PSYCH.9-12.BP.2.1.2  PSYCH.9-12.BP.2.2.1  PSYCH.9-12.BP.2.2.2 | MP1  MP3 |
| Describe the research related to sleep and dreams | PSYCH.9-12.BP.3.2.1  PSYCH.9-12.BP.3.2.2  PSYCH.9-12.BP.3.2.3 | MP1  MP3 |
| List and discuss sleep disorders | PSYCH.9-12.BP.3.2.4 | MP1  MP3 |
| Determine how hypnosis relates to consciousness | PSYCH.9-12.BP.3.1.1  PSYCH.9-12.BP.3.1.2  PSYCH.9-12.BP.3.1.4 | MP1  MP3 |
| Describe research into such techniques as biofeedback and meditation | PSYCH.9-12.BP.3.1.3 | MP1  MP3 |
| Describe the effect drugs have on consciousness | PSYCH.9-12.BP.3.3.1  PSYCH.9-12.BP.3.3.2  PSYCH.9-12.BP.3.3.3 | MP1  MP3 |
| Analyze the characteristics of learning | PSYCH.9-12.DLP.2.3.1  PSYCH.9-12.DLP.2.3.2 | MP2  MP4 |
| Describe the principles of classical conditioning | PSYCH.9-12.DLP.2.1.1  PSYCH.9-12.DLP.2.1.2 | MP2  MP4 |
| Outline the techniques of classical conditioning | PSYCH.9-12.DLP.2.1.1  PSYCH.9-12.DLP.2.1.2 | MP2  MP4 |
| Outline the principles of operant conditioning | PSYCH.9-12.DLP.2.2.1  PSYCH.9-12.DLP.2.2.2 | MP2  MP4 |
| Describe the applications of operant conditioning | PSYCH.9-12.DLP.2.2.1  PSYCH.9-12.DLP.2.2.2 | MP2  MP4 |
| Cite the principles involved in cognitive learning and modeling | PSYCH.9-12.DLP.2.3.1  PSYCH.9-12.DLP.2.3.2 | MP2  MP4 |
| Identify the principles of learning used in behavior modification | PSYCH.9-12.DLP.2.1.2  PSYCH.9-12.DLP.2.2.2 | MP2  MP4 |
| Explain the three processes of memory | PSYCH.9-12.CP.2.1.1  PSYCH.9-12.CP.2.1.2  PSYCH.9-12.CP.2.1.3 | MP2  MP4 |
| Describe the information-processing model of memory | PSYCH.9-12.CP.2.2.1 | MP2  MP4 |
| Identify several memory retrieval processes | PSYCH.9-12.CP.2.2.1  PSYCH.9-12.CP.2.2.2 | MP2  MP4 |
| Explain the processes involved in forgetting | PSYCH.9-12.CP.2.2.3  PSYCH.9-12.CP.2.2.4 | MP2  MP4 |
| Identify the units of thought and the kinds of thinking | PSYCH.9-12.CP.1.1.1  PSYCH.9-12.CP.1.1.2 | MP2  MP4 |
| Explain strategies for and obstacles to problem solving | PSYCH.9-12.CP.1.2.1  PSYCH.9-12.CP.1.2.2 | MP2  MP4 |
| Explain the structure of language | PSYCH.9-12.DLP.3.1.1 | MP2  MP4 |
| Describe how children develop language | PSYCH.9-12.DLP.3.1.2  PSYCH.9-12.DLP.3.1.3 | MP2  MP4 |
| Explain the various views of intelligence. | PSYCH.9-12.CP.4.1.1  PSYCH.9-12.CP.4.1.2  PSYCH.9-12.CP.4.1.3 | MP2  MP4 |
| Identify two kinds of IQ tests. | PSYCH.9-12.CP.4.2.1  PSYCH.9-12.CP.4.2.2 | MP2  MP4 |
| Identify the ways of measuring reliability | PSYCH.9-12.CP.4.2.3  PSYCH.9-12.CP.4.3.1 | MP2  MP4 |
| Define mental retardation, average intelligence, giftedness, and creativity. | PSYCH.9-12.CP.4.3.2 | MP2  MP4 |
| Explain how genetic makeup influences intelligence. | PSYCH.9-12.CP.4.3.2 | MP2  MP4 |
| Describe how environment influences intelligence. | PSYCH.9-12.CP.4.1.3 | MP2  MP4 |
| Describe four theories of motivation | PSYCH.9-12.SPP.4.1.1  PSYCH.9-12.SPP.4.1.2 | MP2  MP4 |
| Discuss the difference between intrinsic and extrinsic motivation | PSYCH.9-12.SPP.4.2.1  PSYCH.9-12.SPP.4.2.2 | MP2  MP4 |
| Describe the biological and social needs of humans | PSYCH.9-12.SPP.4.4.1  PSYCH.9-12.SPP.4.4.2  PSYCH.9-12.SPP.4.4.3  PSYCH.9-12.SPP.4.5.1  PSYCH.9-12.SPP.4.5.2 | MP2  MP4 |
| Explain Maslow’s hierarchy of needs | PSYCH.9-12.SPP.4.2.1  PSYCH.9-12.SPP.4.2.2 | MP2  MP4 |
| Give examples of the physiological theories of emotion | PSYCH.9-12.SPP.4.3.1  PSYCH.9-12.SPP.4.3.2  PSYCH.9-12.SPP.4.3.3 | MP2  MP4 |
| Define psychological disorder | PSYCH.9-12.MPHP.1.2.1 | MP2  MP4 |
| Distinguish between the concepts of normality and abnormality | PSYCH.9-12.MPHP.1.1.1  PSYCH.9-12.MPHP.1.1.2  PSYCH.9-12.MPHP.1.1.3  PSYCH.9-12.MPHP.1.1.4  PSYCH.9-12.MPHP.1.1.5 | MP2  MP4 |
| Identify the behavioral patterns that psychologists label as anxiety disorders | PSYCH.9-12.MPHP.1.2.1  PSYCH.9-12.MPHP.1.2.2  PSYCH.9-12.MPHP.1.2.3 | MP2  MP4 |
| Explain the causes of and treatments for anxiety disorders | PSYCH.9-12.MPHP.2.1.1  PSYCH.9-12.MPHP.2.1.2  PSYCH.9-12.MPHP.2.1.3  PSYCH.9-12.MPHP.2.1.4 | MP2  MP4 |
| Identify the behavioral patterns that psychologists label as somatoform disorders | PSYCH.9-12.MPHP.1.2.3 | MP2  MP4 |
| Describe the symptoms of dissociative disorders | PSYCH.9-12.MPHP.1.2.3 | MP2  MP4 |
| Describe the different types of personality disorders. | PSYCH.9-12.MPHP.1.2.1 | MP2  MP4 |
| Describe the disorder of schizophrenia | PSYCH.9-12.MPHP.1.2.1  PSYCH.9-12.MPHP.1.2.2  PSYCH.9-12.MPHP.1.2.3 | MP2  MP4 |
| Describe how personality disorders differ from other psychological disorders | PSYCH.9-12.MPHP.1.2.1 | MP2  MP4 |
| Describe several theories that try to explain mood disorders | PSYCH.9-12.MPHP.1.1.2 | MP2  MP4 |
| Explain how drug abuse is a psychological problem | PSYCH.9-12.MPHP.1.1.1 | MP2  MP4 |
| Explain the nature of psychotherapy | PSYCH.9-12.MPHP.3.1.1  PSYCH.9-12.MPHP.3.1.2  PSYCH.9-12.MPHP.3.1.3 | MP2  MP4 |
| Describe the role a therapist | PSYCH.9-12.MPHP.3.2.1  PSYCH.9-12.MPHP.3.2.2  PSYCH.9-12.MPHP.3.2.3 | MP2  MP4 |
| Describe psychoanalysis and its aims | PSYCH.9-12.MPHP.3.1.1  PSYCH.9-12.MPHP.3.1.2  PSYCH.9-12.MPHP.3.1.3 | MP2  MP4 |
| Explain humanistic therapy and its goals | PSYCH.9-12.MPHP.3.1.1  PSYCH.9-12.MPHP.3.1.2  PSYCH.9-12.MPHP.3.1.3  PSYCH.9-12.MPHP.2.2.1  PSYCH.9-12.MPHP.2.2.2 | MP2  MP4 |
| Describe cognitive therapies and their aims | PSYCH.9-12.MPHP.3.1.1  PSYCH.9-12.MPHP.3.1.2  PSYCH.9-12.MPHP.3.1.3  PSYCH.9-12.MPHP.2.2.1  PSYCH.9-12.MPHP.2.2.2 | MP2  MP4 |
| Explain the processes and goals of behavior therapy | PSYCH.9-12.MPHP.3.1.1  PSYCH.9-12.MPHP.3.1.2  PSYCH.9-12.MPHP.3.1.3  PSYCH.9-12.MPHP.2.2.1  PSYCH.9-12.MPHP.2.2.2 | MP2  MP4 |
| Explain biological approaches to treatment | PSYCH.9-12.MPHP.3.1.1  PSYCH.9-12.MPHP.3.1.2  PSYCH.9-12.MPHP.3.1.3 | MP2  MP4 |
| Give examples of treatment medicines and their effects on patients | PSYCH.9-12.MPHP.3.1.1  PSYCH.9-12.MPHP.3.1.2  PSYCH.9-12.MPHP.3.1.3 | MP2  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information | CC.8.5.11-12.H | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| Write arguments focused on discipline-specific content | CC.8.6.11-12.A | MP1  MP2  MP3  MP4 |
| Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes | CC.8.6.11-12.B | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |
| Draw evidence from informational texts to support analysis reflection, and research | CC.8.6.11-12.H | MP1  MP2  MP3  MP4 |
| 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 | MP1  MP2  MP3  MP4 |

**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