

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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](#)

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](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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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

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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

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PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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	MP2

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	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	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	MP2

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	PSYCH.9-12.MPHP.3.1.3 PSYCH.9-12.MPHP.2.2.1 PSYCH.9-12.MPHP.2.2.2	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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
		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

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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