

PSYCHOLOGY SEMESTER COURSE

Description

This Psychology course deals with the ideas, research and personalities shaping modern thinking. Units of study include a historical overview of the discipline of Psychology, Human Development throughout the Lifespan, the correlation of Mind and Body, Personality Theory, Therapy and Change and Disturbance and Breakdown.

Course Overview

Course Objectives

Students should:

- understand human development and behavior
- explain and understand the structure of and the connection between the physical body and the mind.
- understand human relationships
- explain major schools and theories of psychology
- identify different methods of diagnosis and therapies

Essential Questions

- To what extent are current issues in Psychology rooted in their historical legacy? (Fairfield)
- How do we become who we are? (Fairfield)
- What is the relationship of body and mind in explaining human behavior? (Fairfield)
- What are the major theories of personality? (Fairfield)
- What are the organic and inorganic therapies of choice for various psychological disorders? (Fairfield)
- How does abnormal behavior impact the quality of life? (Fairfield)

Assessments

Common Assessments

Content Outline

- I. Overview of the Discipline of Psychology
- II. Human Development
- III. Mind and Body
- IV. Personality Theory
- V. Therapy and Change
- VI. Disturbance and Change

Standards

[American Psychological Association National Standards for High School Psychology Curricula](#)

APA Standards are met in the following areas:

- APA.I: *Methods Domain***
APA.II: *Bio-psychological Domain*
APA.III: *Developmental Domain*
APA.IV: *Cognitive Domain*
APA.V: *Variations in Individual and Group Behavior Domain*

Grade Level Skills

Students will:

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Pacing Guide					
1st Marking Period			2nd Marking Period		
Month 1	Month 2	Month 3	Month 4	Month 5	
Unit 1 Overview of the Discipline of Psychology 1-2 weeks	Unit 2 Human Development 3-4 weeks	Unit 3 Mind and Body 2-3 weeks	Unit 4 Personality Theory 3-4 weeks	Unit 5 Therapy and Change 1 week	Unit 6 Disturbance and Change 7 weeks

Unit I - Overview of the Discipline of Psychology, 1-2 weeks [top](#)

Standards

Students will be able to:

APA IA-1.1 describe and compare the biological, behavioral, cognitive, socio-cultural, humanistic, and psychodynamic perspectives.

Unit Objectives

Students should:

- define and explain key psychological terminology.
- summarize the major movements in the history of Psychology.
- develop an understanding of current Psychological perspectives and their foundation in the history of Psychology.

Essential Question

- To what extent are current issues in Psychology rooted in their historical legacy? (Fairfield)

Focus Question

- Who are the key psychologists known for each perspective?

Suggested Assessment

- Meet the Psychologists Project

Skill Objective

Students will:

- demonstrate the ability to use technology to enhance analysis and communication.

Unit II – Human Development, 3-4 weeks [top](#)

Standards

Students will be able to:

- APA IIIA-1.1 describe physical, social, and cognitive changes from the prenatal period throughout the lifespan.
- APA IIIA-1.4 apply lifespan principles to personal experience.
- APA IIIA-3.1 explain various developmental models.
- APA IIIA-3.2 recognize how biological and cultural notions of gender shape the experiences of men and women.

Unit Objectives

Students should:

- identify issues relating to prenatal and natal development.
- articulate, using appropriate developmental terminology, the key issues in childhood, adolescence and adulthood development.
- understand the physical, cognitive, social and moral developments through each stage of human development.
- understand the stages of death and dying.

Essential Question

- How do we become who we are?
(Fairfield)

Focus Questions

- What are the major physical, cognitive, social and moral developments in infancy and childhood?
- What are the major physical, cognitive, social and moral developments in adolescence?
- What are the major physical, cognitive, social and moral developments in adulthood?
- What are the stages within the grieving process?

Suggested Assessments

- Child Development Interview
- Aged Interview

Skill Objectives

Students will:

- take useful notes and organize notes in a meaningful manner.
- read and interpret information.

Unit III – Mind and Body, 2-3 weeks [top](#)

Standards

Students will be able to:

- APA IIA-3.1 identify the structure and function of the major regions of the brain.
- APA IIA-3.3 describe lateralization of brain functions.
- APA IIB-1.2 describe the operation of sensory systems.
- APA IVD-2.2 compare theories that explain why we sleep.
- APA IVD-2.3 assess types of sleep disorders.

Unit Objectives

Students should:

- explain and understand the connection between the physical body and the mind.
- identify the different divisions of the nervous system and brain functions.
- comprehend the different functions of the senses and the perception of them.
- summarize the various altered states of consciousness.

Essential Question

- What is the relationship of body and mind in explaining human behavior?

Focus Questions

- What are the brain structures and their functions?
- What are the functions of the left and right hemispheres?
- What are the senses and how do they function?
- What are the main principles of perception?
- What are the types of sleep?
- What are the theories which explain our need of sleep?
- What altered states of consciousness are commonly experienced by humans?

Suggested Assessments

- Blind Walk
- Senses project

Skill Objectives

Students will:

- develop the ability to understand issues from diverse viewpoints.
- interact appropriately with others in interpersonal and group contexts.

Unit IV – Personality Theory, 3-4 weeks [top](#)

Standards

Students will be able to:

APA IIIB-2.1 explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.

Unit Objectives

Students should:

- express correct terminology for the psychoanalytic, humanistic and behavioral schools of personality.
- understand the major theories on personality development, such as Freud, Rogers and Skinner.
- identify the factors at work in individual personality development.

Essential Question

- What are the major theories of personality?

Focus Questions

- What are the main theories of psychoanalytic personality school?
- What are the main theories of humanistic personality school?
- What are the main theories of behavioral personality school?

Suggested Assessments

- “Who am I” project
- Psycho social family tree

Skill Objectives

Students will:

- take useful notes and organize notes in a meaningful manner.
- compare and contrast viewpoints from several sources.

Unit V – Therapy and Change, 1 week [top](#)

Standards

Students will be able to:

APA VB-1.2 describe characteristics of effective treatment and prevention.

Unit Objectives

Students should:

- identify the therapies utilized by each school of psychology, such as psychoanalytic, behavioral, cognitive, group and biomedical.
- explain the therapies available for various psychological disorders.

Essential Question

- What are the organic and inorganic therapies of choice for various psychological disorders? (Fairfield)

Focus Questions

- What are the therapies of choice for the various psychological disorders?
- What are the major treatments utilized by the psychoanalytic school?
- What are the major treatments utilized by the behavioral school?
- What are the major treatments utilized by the cognitive school?
- What are the major treatments utilized by the group school?
- What are the major treatments utilized by the biomedical school?

Suggested Assessment

- Treatment worksheet

Skill Objectives

Students will:

- take useful notes and organize notes in a meaningful manner.
- compare and contrast viewpoints from several sources.

Unit VI - Disturbance and Change, 7 weeks [top](#)

Standards

Students will be able to:

- APA VA-3.1 discuss major categories of abnormal behavior.
- APA VA-4.2 discuss the stigma associated with abnormal behavior.

Unit Objectives

Students should:

- identify the major categories of illness.
- use the appropriate terminology in describing causes, symptoms and treatments of each illness.
- relate to persons afflicted by these psychological disturbances.

Essential Question

- How does abnormal behavior impact the quality of life? (Fairfield)

Focus Questions

- What are the causes of the individual disorders?
- What are the everyday implications of life for persons living with various disorders?
- What are the major categories of the disturbances?

Suggested Assessments

- Diagnosis of disorders as portrayed in “One Flew Over the Cuckoo’s Nest”
- Project “me” presentations

Skill Objectives

Students will:

- compare and contrast viewpoints from several sources.
- develop the ability to understand issues from diverse viewpoints.
- interact appropriately with others in interpersonal and group contexts.