

PSYCHOLOGY YEAR

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, Learning and Cognitive Processes, Personality Theory, Social Psychology, Stress and Health, 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)
- How do our cognitive processes impact our learning and memory capabilities? (Fairfield)
- What are the major theories of personality? (Fairfield)
- What influences and relationships mold us as individuals? (Fairfield)
- What is the impact of stress on physical and emotional health and well-being? (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. [Learning and Cognitive Process](#)

Standards

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

APA Standards are met in the following areas:

Grade Level Skills

Students will:

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V. Personality Theory VI. Social Psychology VII. Stress and Health VIII. Therapy and Change IX. Disturbance and Change	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	
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Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	
Overview of the Discipline of Psychology	Human Development	Mind and Body	Learning and Cognitive Process	Personality Theory	Social Psychology	Stress and Health	Therapy and Change	Disturbance and Change	
1-2 Weeks	5-6 Weeks	6 weeks	4-5 weeks	3-4 weeks	3-4 weeks	2-3 weeks	1 week	8-10 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.
- identify possible careers in the field of Psychology.

Essential Question

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

Focus Questions

- How does the history of psychology compare to modern experience?
- Who are the key psychologists known for each perspective?
- What are the major sub-fields and careers in psychology?

Suggested Assessment

- Meet the Psychologists Project

Skill Objectives

Students will:

- research and identify career opportunities in Psychology.
- demonstrate the ability to use technology to enhance analysis and communication.

Unit II – Human Development, 5-6 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, 6 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? (Fairfield)

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 – Learning and Cognitive Process, 4-5 weeks [top](#)

Standards

Students will be able to:

- APA IVA-2.1 describe the classical conditioning paradigm.
- APA IVA-3.1 describe the operant conditioning paradigm.
- APA IVA-4.1 explain how observational learning works.
- APA IVB-3.3 relate difficulties created by reconstructive memory processes.
- APA IVC-2.2 explain the use of creative thinking in problem solving.
- APA IIC-3.1 describe one or more theories of motivation, such as expectancy value, cognitive dissonance, arousal, Maslow’s hierarchy of needs, and drive reduction.

Unit Objectives

Students should:

- identify and understand the different aspects of cognition.
- classify terminology of classical, operant and observational learning.
- understand memory encoding, storage and retrieval.
- evaluate current opinions on memory validity.
- explain Maslow’s hierarchy of needs and the drive reduction theory.

Essential Question

- How do our cognitive processes impact our learning and memory capabilities?

Focus Questions

- What are the main principles of classical conditioning?
- What are the main principles of operant conditioning?
- What are the characteristics of short-term and long-term memory?
- How do we retrieve information stored in memory?
- What interferes with memory?

Suggested Assessment

- Issues in Memory Roundtable

Skill Objectives

Students will:

- synthesize information from a variety of sources.
- interact appropriately with others in interpersonal and group contexts.

Unit V - 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 VI - Social Psychology, 3-4 weeks [top](#)

Standards

Students will be able to:

- APA VC-1.2 describe how attributions affect our explanations of behavior.
- APA VC-1.3 identify sources of attitude formation.

Unit Objectives

Students should:

- identify the factors in the formation of first impressions.
- understand the forces at play in the development of individuals within the context of groups.
- express the roots and results of prejudice and discrimination.
- compare relationships within culturally diverse groups.

Essential Question

- What influences and relationships mold us as individuals?

Focus Questions

- How do we form first impressions?
- How and why do we interact with others the way we do?
- Why do prejudices exist?
- Why do we perceive social situations the way we do?

Suggested Assessments

- Psycho-social worksheet
- Socio cultural web search

Skill Objectives

Students will:

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

VII. Stress and Health, 2-3 weeks [top](#)

Standards

Students will be able to:

- APA IID-1.1 identify and explain major sources of stress.

Unit Objectives

Students should:

- understand the biological and environmental sources of stress.
- articulate the terminology associated with the issues of stress.
- identify the physiological and psychological manifestations of stress.
- learn skills to be utilized in coping with stress.

Essential Question

- What is the impact of stress on physical and emotional health and well-being?

Focus Questions

- What are the sources of stress?
- What are the differing levels of response to stress?
- What are the techniques to be employed in the coping of stress?

Suggested Assessment

- Holmes and Rahe Social Readjustment Rating Scale exercise

Skill Objectives

Students will:

- read and interpret information.
- interact appropriately with others in interpersonal and group contexts.

VIII. 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.

IX. Disturbance and Change, 8-10 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.