

Psychology

Curriculum/Content Area: Social Studies	Course Length: 1 term
Course Title: Psychology	Date last reviewed: October 2016
Prerequisites: None	Board approval date: December 2016

Course description and purpose: Psychology explores the fascinating subject of human behavior and the mind. It seeks to explain why people think, feel, and behave the way they do. The subject matter of psychology is the individual. Through a variety of classroom activities and experiments, the student is introduced to basic principles of psychology such as learning, dreams, behavior, psychological disturbance, and human development through the lifespan.

<p>Enduring Understandings (EUs):</p> <ol style="list-style-type: none"> 1. Basic biological functions drive human behavior and influence development of disorders. 2. There are a variety of approaches used in psychology to explain human behavior and the mind. 3. The Scientific Method is used to predict and analyze human behavior. 4. The environment influences behavior. 5. The development of behavior and the mind occurs over one's lifespan. 6. Psychologists differentiate between what is abnormal and normal behavior. 7. Psychology explores different states of consciousness and how it affects the mind and behavior. 8. Psychologists continue to explore the relative contributions of nature and nurture to human personality. 	<p>Essential Questions (EQs):</p> <ol style="list-style-type: none"> 1. How do biological factors (nervous and endocrine and genetic systems) impact on human behavior? 2. What are psychology's levels of analysis and related perspectives? 3. How do psychologists conduct experiments in human behavior? 4. How do psychologists develop theories that explain behavior and mental processes? 5. How do psychologists generalize between learned and unlearned behavior? 6. How do theories of cognitive development account for differences in children, adolescents, and adults? 7. How does the interaction of nature and nurture affect behavior? 8. How do psychologists distinguish between abnormal and normal behavior? 9. What is meant by variations in a given state of consciousness?
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Approaches and Research

Topics:

- A. Differentiating perspectives
- B. Characteristics of experiments
- C. Types of research

C3 Framework for Social Studies State Standards:

D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.

D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e. nature and nurture) and its influence on behavior.

D2.Psy.11.9-12. Identify the role psychological science can play in helping us understanding differences in individual cognitive and physical abilities.

D2.Psy.13.9-12. Explain common themes across the field of psychological science

D2 .Psy.16.9-1. Use critical thinking skills to become better consumers of psychological knowledge.

D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.

D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.

D2.Psy.21.9-12. Discuss ways in which the applications of psychological science can address domestic and global issues.

D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices.

Disciplinary Literacy Standards:

CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of

collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.11-12.7 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.

CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Learning Targets:

- I can analyze how each perspective would explain concepts, e.g., aggression, altruism.
- I can compare primary emphases of the different perspectives.
- I can identify the independent and dependent variables, possible confounding variables, and control and experimental groups in a description of an experiment.
- I can design an experiment in which the hypothesis, population, independent variable, dependent variable, and experimental and control groups are properly identified.
- I can explain the characteristics of surveys, naturalistic observation, case studies, and experiments.
- I can show how different theories of psychology produce different explanations of a particular behavior.

Biological Basis of Behavior

Topics:

- A. Neuron
- B. Nervous systems
- C. Brain regions
- D. Nature vs. nurture

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D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as

the factors related to the individual differences among people.

D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e. nature and nurture) and its influence on behavior.

D2.Psy.11.9-12. Identify the role psychological science can play in helping us understanding differences in individual cognitive and physical abilities.

D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena.

D2 .Psy.16.9-1. Use critical thinking skills to become better consumers of psychological knowledge.

D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.

D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.

D2.Psy.20.9-12. Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.

D2.Psy.21.9-12. Discuss ways in which the applications of psychological science can address domestic and global issues.

D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices.

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Learning Targets:

- I can use diagrams and models to identify the structure and function of different parts of a neuron.
- I can discuss the role of neurotransmitters in Parkinson's disease, hyperactivity, and/or multiple sclerosis.
- I can classify the major divisions and subdivisions of the nervous systems.
- I can summarize the functions of the major brain regions.
- I can describe the functions controlled by the frontal, parietal, occipital, and temporal lobes of the cerebral cortex.
- I can assess the effects of heredity and environment on behavior.

Development and Learning

Topics:

- A. Changes over time
- B. Theories of learning

C3 Framework for Social Studies State Standards:

D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.

D2.Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results

D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

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D2.Psy.13.9-12. Explain common themes across the field of psychological science

D2 .Psy.16.9-1. Use critical thinking skills to become better consumers of

psychological knowledge.

D2.Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology.

D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.

D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.

D2.Psy.20.9-12. Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.

D2.Psy.21.9-12. Discuss ways in which the applications of psychological science can address domestic and global issues.

D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices.

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Learning Targets:

- I can illustrate developmental changes in physical, cognitive, and social development.
- I can explain components of various developmental models.
- I can apply developmental theories to life situations.
- I can demonstrate the use of theories of learning in applied examples.
- I can label elements in classical conditioning examples.
- I can predict future strength of behavior by applying operant conditioning principles.
- I can explain how observational learning works.

States of Consciousness and Abnormal Behavior

Topics:

- A. Sleep cycles
- B. Abnormal disorders

C3 Framework for Social Studies State Standards:

D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.

D2.Psy.4.9-12. Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research results.

D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

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Learning Targets:

- I can discuss various states of consciousness.
- I can describe the differences between REM and non-REM (NREM) sleep.
- I can explain the effects of sleep deprivation.
- I can list criteria that distinguish normal from disordered behavior.
- I can identify patterns of behavior that constitute abnormality.
- I can describe observable symptoms of abnormal behavior.
- I can distinguish disorders on the basis of severity of interference with functioning, such as psychotic versus non-psychotic disorders.
- I can explain selected psychological disorders as classified in the Diagnostic and Statistical Manual.
- I can identify symptoms of selected categories of disorders.