

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

Psychology

Course # 236

Grade(s) 12

Department: Social Studies

Length of Period (mins.) 41

Total Clock Hours: 61.5

Periods per Cycle: 6

Length of Course (yrs.) 0.5

Type of Offering: required elective

Credit: 0.5

Adopted: _____

Developed by:

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Description of Course

Course Title:

Psychology - # 236

Description:

This course is designed to stimulate seniors to think critically about human behavior. The students will study what psychologists have learned about the causes of behavior. At the same time, the students will make discoveries about their own lives and behavior.

Goals:

- To encourage students to discover the reasons behind their behavior and the behavior of others
- To understand what psychology is – including its difficulties, rewards, and fascinations

Requirements:

None.

Text:

Holt Psychology: Principles in Practice, Holt, Rinehart, and Winston, 2003

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Learning	1	Students will define psychology and describe common methods used in psychology.	L	<ul style="list-style-type: none"> • Worksheets • Class discussion • Experiments • Video 	<ul style="list-style-type: none"> • Test • Debate • Take-home learning experiment • Evaluation of video 	
	2	Students will compare and contrast basic principles of classical and operant conditioning.	R	<ul style="list-style-type: none"> • Worksheets • Class discussion • Experiments • Filmstrips • Prison Tour 	<ul style="list-style-type: none"> • Test • Evaluation of worksheet • Take-home learning experiment • Individual reports 	
	3	Students will discuss the contributions of Ivan Pavlov, B.F. Skinner, John Watson, and Mary Cover Jones to the principles of learning.	U	<ul style="list-style-type: none"> • Student experiment and research project – conditioning (mice experiment) 	<ul style="list-style-type: none"> • Test • Presentation of finding 	
	4	Students will cite applications of learning principles such as behavior modification and desensitization.	U	<ul style="list-style-type: none"> • Worksheets • Class discussions • Experiments • Filmstrips 	<ul style="list-style-type: none"> • Test • Take-home learning experiment 	
Remembering and Forgetting	5	Students will identify the three types of reasoning processes.	L	<ul style="list-style-type: none"> • Lecture • Class experiments 	<ul style="list-style-type: none"> • Test 	
	6	Students will describe the processes of short and long-term memory.	L	<ul style="list-style-type: none"> • Class experiments • Worksheet/chart 	<ul style="list-style-type: none"> • Test • Evaluation of chart 	
	7	Students will explain why people forget.	L	<ul style="list-style-type: none"> • Class experiment 	<ul style="list-style-type: none"> • Test 	
Intelligence	8	Students will define intelligence, IQ, mental retardation, gifted, and creativity.	L	<ul style="list-style-type: none"> • Otis-Lennon IQ test • “Chitling Test” • Class handouts • Class discussion 	<ul style="list-style-type: none"> • Test • Evaluation of discussion 	
	9	Students will explain the purpose of intelligence tests.	U	<ul style="list-style-type: none"> • Discussion with guidance counselor • Class discussion 	<ul style="list-style-type: none"> • Test • Evaluation of discussion 	
	10	Students will cite the strengths and weaknesses of group and individual IQ tests.	U	<ul style="list-style-type: none"> • Debate • Class discussion 	<ul style="list-style-type: none"> • Evaluation of debate • Evaluation of discussion 	
	11	Students will discuss the criticisms of IQ tests.	U	<ul style="list-style-type: none"> • Internet research of current opinion • Class handouts • Class discussion 	<ul style="list-style-type: none"> • Evaluation of discussion • Peer evaluation 	
	12	Students will list factors that may influence intelligence.	L	<ul style="list-style-type: none"> • Charting activity • Class handouts 	<ul style="list-style-type: none"> • Evaluation of chart • Evaluation of discussion 	

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> Class discussion 		
	13	Students will discuss exceptional children such as gifted and mentally challenged children.	L	<ul style="list-style-type: none"> Guest speaker – Special Education Class handouts Class discussion 	<ul style="list-style-type: none"> Test Evaluation of discussion Quiz 	
	14	Students will explain creativity and factors that may influence creativity.	L	<ul style="list-style-type: none"> Internet research Notes Class handouts Class discussion 	<ul style="list-style-type: none"> Evaluation of discussion Evaluation of research 	
Human Development	15	Students will define developmental psychology.	L	<ul style="list-style-type: none"> Class experiments 	<ul style="list-style-type: none"> Test 	
	16	Students will describe Jean Piaget’s theory of cognitive development.	U	<ul style="list-style-type: none"> Elementary student activity Class discussion 	<ul style="list-style-type: none"> Evaluation of drawing to determine stage of development 	
	17	Students will describe moral decisions and Kohlberg’s stages of moral development.	U	<ul style="list-style-type: none"> Notes Guest speaker – Judge (juvenile) Tour of KidsPeace 	<ul style="list-style-type: none"> Test Evaluation of question 	
	18	Students will discuss Erik Erikson’s theory of psychosocial development.	U	<ul style="list-style-type: none"> Notes Charting activity Personal interviews from each stage 	<ul style="list-style-type: none"> Test Evaluation of chart 	
Emotion and Motivation	19	Students will distinguish between motivation and emotion.	L	<ul style="list-style-type: none"> Class discussion Handout 	<ul style="list-style-type: none"> Test Evaluation of handout and discussion 	
	20	Students will define the two kinds of motivation: biological and social/psychological.	U	<ul style="list-style-type: none"> Experiment Class discussion Handout 	<ul style="list-style-type: none"> Test Evaluation of handout and discussion 	
	21	Students will evaluate the various theories of motivation, such as drive, behavior, psychodynamic, cognitive, and humanistic.	U	<ul style="list-style-type: none"> Class discussion Handout Debate 	<ul style="list-style-type: none"> Test Evaluation of handout and discussion Evaluation of debate 	
States of Consciousness	22	Students will define consciousness.	L	<ul style="list-style-type: none"> Handouts Current periodicals Dream log 	<ul style="list-style-type: none"> Test Evaluation of handout and dream log 	
	23	Students will discuss the stages of sleep.	U	<ul style="list-style-type: none"> Video Handouts Current periodicals Dream log 	<ul style="list-style-type: none"> Test Evaluation of handout and dream log 	

Unit	Num	Objective	Level	Content	Evaluation	Standard
	24	Students will describe some theories about why people dream.	U	<ul style="list-style-type: none"> Class discussion Internet research Dream log 	<ul style="list-style-type: none"> Test Evaluation of handout and dream log 	
	25	Students will discuss hypnosis and note how memory and perception can be altered under hypnosis.	U	<ul style="list-style-type: none"> Guest speaker – Hypnotist Dream log 	<ul style="list-style-type: none"> Test Evaluation of handout and dream log 	
	26	Students will describe how meditation affects consciousness.	U	<ul style="list-style-type: none"> Class experimentation Slides/filmstrips 	<ul style="list-style-type: none"> Test Evaluation of handout and dream log 	
	27	Students will discuss the concept of extrasensory perception.	A	<ul style="list-style-type: none"> Video Handouts 	<ul style="list-style-type: none"> Test Evaluation of handout and dream log 	
Personality	28	Students will define personality and describe two kinds of personality tests given.	A	<ul style="list-style-type: none"> Variety of personality tests Class discussion 	<ul style="list-style-type: none"> Test Evaluation of worksheet and assignments 	
	29	Students will describe, evaluate, compare, and contrast various theories of personality, such as psychoanalytic, behavior, and humanistic.	U	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Test Evaluation of finding and assignment 	
	30	Students will cite the contributions of noted psychologists, such as Sigmund Freud, B.F. Skinner, Albert Bandura, Carl Rogers, Abraham Maslow, Alfred Adler, Anna Freud, and Carl Jung.	U	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Test Evaluation of worksheets and assignment 	
Abnormal Psychology	31	Students will determine what normal and abnormal behavior is.	L	<ul style="list-style-type: none"> Video – <u>Sybil</u> Class discussion Class handouts 	<ul style="list-style-type: none"> Test Evaluation of discussion of video 	
	32	Students will describe characteristics of psychological disorders.	U	<ul style="list-style-type: none"> Class discussion Class handout Role play 	<ul style="list-style-type: none"> Test Evaluation of handout and discussion 	
	34	Students will explain what is meant by personality disorders.	R	<ul style="list-style-type: none"> Class discussions Class handout 	<ul style="list-style-type: none"> Test Evaluation of discussion 	
	35	Students will describe what physical, psychological, social, and environmental factors may contribute to the formation of psychological disorders, personality disorders,	L	<ul style="list-style-type: none"> Guest speaker – Psychiatrist Class discussion Class handout 	<ul style="list-style-type: none"> Test Evaluation of discussion 	

Unit	Num	Objective	Level	Content	Evaluation	Standard
		addictions, and diseases.				
	36	Students will distinguish between a psychiatrist and a psychologist.	L	<ul style="list-style-type: none"> • Class discussion • Class handout 	<ul style="list-style-type: none"> • Test • Evaluation of discussion 	
	37	Students will describe methods of psychoanalysis and group therapy.	U	<ul style="list-style-type: none"> • Internet research • Class discussion • Class handout 	<ul style="list-style-type: none"> • Test • Evaluation of discussion 	
	38	Students will describe humanistic and behavior therapies.	A	<ul style="list-style-type: none"> • Class discussion • Class handout 	<ul style="list-style-type: none"> • Test • Evaluation of discussion 	
	39	Students will list ways of coping with stress to prevent substance abuse, aggression, withdrawal, and suicide.	A	<ul style="list-style-type: none"> • Guest speaker – AA group leader or KidsPeace personnel • Class discussion • Class handout 	<ul style="list-style-type: none"> • Test • Evaluation of discussion 	