

Introduction to Psychology (Grades: 11, 12)

Prerequisite: None

Credit: 1 year, 1 credit, elective

Course Overview:

The goal of this course is to introduce students to the field of psychology, improve critical thinking skills, and to encourage both introspection and empathy. Topics will include but are not limited to: brain and behavior, learning styles, personality, sensation and perception, motivation and emotion, states of consciousness, intelligence and creativity, disturbance and breakdown, etc. Students will be doing considerable research and reading of psychological literature. This is an assessment driven course.

Social Studies Content Strands

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

I. Participation and Application Skills

A. Study and Organization Skills

1. Notetaking and Outlining

- Classroom lecture/discussion material
- Suggested methods of instructor and materials related formats

2. Demonstrating a Sense of Chronology

3. Identifying, Classifying and Summarizing Ideas

B. Communication Skills

1. Writing and Research

- Short essay tests and assignments
- Novel analysis
- Journal writing
- Semester Projects

2. Listening and Oral

- Class discussion of factual and analytical questions orally and on written assignments (daily)
- Oral presentations

3. Reading and Vocabulary

- Focus on basic terminology
- Text and supplementary reading
- Guided reading including cooperative groups

C. Map and Globe skills

D. Group Participation Skills

1. Conflict Resolution
 - Controversial issues developed and introduced in all units and discussed freely
 - Discussions related to current events
2. Simulations
 - Various experiments to simulate human behavior in the real world.
3. Class Discussion
 - Ongoing throughout the course
 - Both teacher and student developed topics and projects

II. Citizenship Skills

- A. Comparing and Evaluation of Political Process
- B. Investigating Historical and Geopolitical Interrelationships
- C. Evaluating the Contributions of Cultures and Regions
- D. Comparing Different Values, Traditions and Religious Beliefs
 - Comparisons made in all units
- E. Exploring Social, Psychological and Economic Forces
 - Contrasting various impacts of psychological forces on society (throughout)
- F. Critical and Analytical Skills
 1. Drawing Inferences
 - Personalizing and generalizing psychological patterns
 - Giving examples of psychological theories in social context and in daily life
 2. Distinguishing Fact, Bias and Propaganda
 - Author and psychologist bias
 - Internet use and research
 3. Understanding cause and effect relationships
 - Disturbance and breakdown, stress and conflict
 - Ongoing throughout the course
 - Classroom discussion, projects, assignments
 4. Interpreting charts, graphs, tables, diagrams, and visuals
 - Experimental results
 - Sociological and demographic charts, etc.
 5. Developing hypotheses and gathering and evaluating data
 - Experimental results
 - Evaluating data from completed experiments
 6. Using primary and secondary sources
 - Case studies and autobiographical accounts
 - Internet use and research
 7. Relating the past to the present
 - The dynamics of social change
 8. Predicting the future using past and present trends
 - Deviant behavior, adolescence, effects of the media

Social Studies Content Standards and Benchmarks

Standard 1: Students will outline and discuss various aspects of the field of psychology. (SSCS—1)

Benchmarks

1.1 Students will recognize why psychology is studied and taught. (1.12.1)

Students will:

	Essential Learnings	Assessment	Map
1.1.1	Discuss the range of topics that are covered in an introductory course in psychology.	V, W	I
1.1.2	Define basic psychological terminology.	W	I
1.1.3	Explore the concept of introspection through journaling.	W	I, D

1.2 Students will chart the historical trends and influences on psychology. (1.12.1-3)

Students will:

	Essential Learnings	Assessment	Map
1.2.1	Explain important historical trends within psychology.	V, W	I, D
1.2.2	Explain the contributions made by leaders in the field of psychology.	V, W, P	I
1.2.3	Compare the six major fields of psychology.	V, W, O, P	I, D

Standard 2: Students will describe the physiological aspects of psychology. (SSCS—1)

Benchmarks

2.1 Students will examine the physiological aspects of human behavior. (1.12.2-3)

Students will:

	Essential Learnings	Assessment	Map
2.1.1	Plan and design a product that symbolizes the functions of the cerebral cortex, hemispheres and lower brain	V, W, P for all.	I, D, M for all.
2.1.2	Describe how neurons communicate		
2.1.3	Describe the central and peripheral nervous systems and their components		
2.1.4	Understand the role of the endocrine glands on behavior		

Standard 3: Students will explore sensation and perception. (SSCS—1, 6)

Benchmarks

3.1 Students will explore the physiological and psychological basis for sensation and perception (1.12.1)

Students will:

	Essential Learnings	Assessment	Map
3.1.1	Provide examples of the different concepts and principles of sensation and perception such as perceptual constancies and illusions	V, W, O for all.	I, D for all.
3.1.2	Explain the nature and functioning of the sense organs.		

Standard 4: Students will examine the theories and physiological reasons for motivation and emotion. (SSCS--1-6)

Benchmarks

4.1 Students will explain the sociological basis/theories for motivation and emotion. (6.12.1)

Students will:

	Essential Learnings	Assessment	Map
4.1.1	Provide reasons for the physiological basis of motivation	V, W for all.	I, D
4.1.2	Describe and evaluate the different types of psychological motivation		I, D, M
4.1.3	Understand and evaluate the concepts of intrinsic and extrinsic motivation		I, D
4.1.4	Explain and apply Maslow’s Hierarchy of Needs.		I
4.1.5	Explain the three main theories of emotion and apply to real life situations		I

Standard 5: Students will explore altered states of consciousness. (SSCS—1)

Benchmarks

5.1 Students will examine states of consciousness and their impact on behavior (1.12.2)

Students will:

	Essential Learnings	Assessment	Map
5.1.1	Evaluate research related to sleep and dreaming.	V, W for all.	I, D for all.
5.1.2	Research and teach consciousness and its levels, including altered states of consciousness		
5.1.3	Explain the physiological processes of consciousness, such as biological clocks and circadian rhythms		
5.1.4	Evaluate and interpret dreams based on psychological theory.		

Standard 6: Students will examine the factors involved in learning. (SSCS—1)

Benchmarks

6.1 Students will explain the different theories that attempt to explain learning. (1.12.1)

	Essential Learnings	Assessment	Map
6.1.1	Apply the principles and techniques of both classical and operant conditioning.	V, W, O for all.	I, D

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6.1.2	Understand factors involved in the process of social learning.		I, D, M
6.1.3	Compare and contrast the cognitive approach with other types of learning		I, D

6.2 Students will understand how the human brain acquires, processes and retains information

Essential Learnings		Assessment	Map
6.2.1	Understand how the human brain acquires information	V, W, O for all.	I, D, M for all.
6.2.2	Describe the different ways the brain processes information		
6.2.3	Explain how the brain retains information		

Standard 7: Students will explore human intelligence and creativity. (SSCS—1, 6)

Benchmarks

7.1 Students will explain how intelligence and creativity is defined and measured. (1.12.3, 6.12.8)

Students will:

Essential Learnings		Assessment	Map
7.1.1	Examine the constructs of intelligence and creativity	V, W, O for all.	I, D, M
7.1.2	Evaluate the effects of heredity and environment on intelligence		I, D, M
7.1.3	Understand trends in aptitude testing and how they mirror historic changes in society		I, D
7.1.4	Analyze the limitations of aptitude testing		I, D

Standard 8: Students will examine personality as a component of human behavior. (SSCS—1, 6)

Benchmarks

8.1 Students will examine personality theories and their applications in the real world. (1.12.3, 6.12.8)

Students will:

Essential Learnings		Assessment	Map
8.1.1	Identify the nature and aims of personality theory.	V, W, O	I
8.1.2	Compare and contrast various personality theories.	V, W, O	I
8.1.3	Apply various personality theories to self.	W, O	I, D
8.1.4	Understand psychoanalytic personality theory and how the introduction of social factors impacts that theory	V, W, O	I
8.1.5	Identify key Freudian and Jungian terms regarding psychoanalytic theory	V, W, O	I
8.1.6	Explain the humanistic and behaviorist theories of personality	V, W, O	I
8.1.7	Describe the various personality trait theories and the role heredity and environment play in trait theory	V, W, O	I, D

Standard 9: Students will explore the stages of life physically, mentally and emotionally.
(SSCS—1, 6)

Benchmarks

9.1 Students will explore the process of child growth and development physically, socially, and intellectually. (1.12.1)

Students will:

	Essential Learnings	Assessment	Map
9.1.1	Examine the process of intellectual development and theory.	V, W, O	I, D
9.1.2	Compare the Freud, Piaget, and Kohlberg theories of social development.	V, W, O	I
9.1.3	Apply the theories of Piaget and Kohlberg to real life situations.	V, W, O, P	I, D

9.2 Students will analyze the role of family on child growth and development. (1.12.1)

Students will:

	Essential Learnings	Assessment	Map
9.2.1	Compare and evaluate the different parenting styles	V, W, O for	I, D, M
9.2.2	Examine the lasting effects of child abuse.	all.	for all.

9.3 Students will chart the psychological, sociological and physical changes experienced by adolescents. (1.12.2, 6.12.1, 6.12.4, 6.12.7-8)

Students will:

	Essential Learnings	Assessment	Map
9.3.1	Examine the physical, cognitive and ideological changes that characterize adolescence.	V, W, O for all.	I, D
9.3.2	Describe and analyze Erikson’s stages of psychosocial development		I
9.3.3	Identify and describe Marcia’s Identity States		I
9.3.4	Discuss the social development of the adolescent and the role of peers and family in that development		I, D, M

9.4 Students will chart the physical, sociological and intellectual changes experienced by adults. (6.12.7-8)

Students will:

	Essential Learnings	Assessment	Map
9.4.1	Examine the physical, sexual, and intellectual changes that occur during adulthood.	V, W, O	I, D
9.4.2	Identify the theoretical stages of dying and discuss their validity	V, W, O	I, D

Standard 10: Students will explore characteristics of mental breakdown and abnormality.
(SSCS—1)

Benchmarks

10.1 Students will analyze societal, physical and psychological concepts of disturbance and breakdown. (1.12.1)

Students will:

	Essential Learnings	Assessment	Map
10.1.1	Distinguish between the concepts of normalcy and abnormality.	V, W, O	I, D
10.1.2	Categorize behavior patterns labeled by psychologists as neurotic and psychotic.	V, W, O	I
10.1.3	Distinguish between personality disorders and neurosis and psychosis.	V, W, O	I
10.1.4	Explain the major symptoms of various mental disorders	V, W, O, P	I

10.2 Students will compare and contrast various means for treating disturbance and breakdown. (1.12.1)

Students will:

	Essential Learnings	Assessment	Map
10.2.1	Explore the uses of psychotherapy, psychoanalysis and group therapy.	V, W, O for all.	I for all.
10.2.2	Compare the various forms of therapy and evaluate their effectiveness		
10.2.3	Identify the positive and negative attributes to biomedical therapies		