

**PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION**

**PSYCHOLOGY**

Length of Course: Semester

Elective / Required: Elective

Schools: High School

Student Eligibility: Grade 11-12

Credit Value: 2.5 Credits

Date Approved: August 24, 2015

# PSYCHOLOGY

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**Modifications will be made to accommodate IEP mandates for classified students.**

### Statement of Purpose

The **Psychology** course for eleventh and twelfth grade students offers a survey of the foundations of the study of psychology.

Students will examine the factors that are at the root of human behavior. They will become familiar with the scientific principles involved in this study with a goal of developing better understanding of people and the elements that compose their environment and influence their behavior. Concept and skill development is to be provided as well as instruction in subject matter, thus providing a firm academic background in the study of human behavior.

There are no state standards for psychology; our curriculum is aligned with the expectations of Middlesex County College's Introduction to Psychology course, as our students may concurrently enroll for credit through Middlesex County College's High School Scholars Program.

### Course Objectives

Objectives for the **Psychology** course, a one-semester elective for grades 11-12, include the three categories of knowledge, skills, and attitudes.

**KNOWLEDGE** - Upon conclusion of study of the semester **Psychology** course, students will be able to:

1. Describe the evolution of psychology as a field of study
2. Discuss the research techniques and specialized fields of psychology
3. Understand the most important experiments in Psychology and how they influenced changes in society.
4. Demonstrate the familiarity with the importance of heredity and environment in the formation of the individual
5. Describe the techniques and uses of classical and operant conditioning
6. Explain the methods psychologist uses to gather data and use the experimental method for classroom assignments.
7. Describe some of the theories of learning, memory and forgetting
8. Explain the essentials of the Freudian models of the mind, personality, and dream interpretation.
9. Give examples of defense mechanisms such as displacement, repression, projection, and rationalization
10. Demonstrate familiarity with personality theories including psychoanalytic behavioristic, biological, evolutionary, and humanistic theories
11. Describe the traditional and contemporary perspectives in Psychology.
12. Describe the development of language and intellectual development in children
13. Explain the factors involved in human socialization with emphasis given to adolescent socialization
14. Discuss sleep disorders and effects of deprivation. .
15. Discuss problems associated with stages of the life cycle from child hood to old age
16. Give examples of the impact of social influence on the beliefs and behaviors of people
17. Demonstrate familiarity with the concepts of mental health and mental illness
18. Discuss the concept of IQ, its measurement, and the controversy over its use
19. Exhibit familiarity with aptitude, achievement, and personality testing and their application
20. Distinguish between sensation and perception
21. Explain the function of the brain and how its health and performance pertain to psychology

**INSTRUCTIONAL STRATEGIES** - Students will demonstrate proficiency in:

1. Locating information in a variety of sources
2. Oral and written communication pertinent to the subject matter of psychology
3. Formulating and testing hypotheses as a means of understanding the individual
4. Drawing conclusions from psychological data
5. Using charts and graphs to interpret psychological concepts
6. Forming hypotheses, drawing inferences and conclusions in regard to psychological data
7. Applying psychological understanding to their own life situations

**CONCEPTS** - Students will demonstrate:

1. Increased interest in psychology
2. Appreciation for the contributions which individuals and groups have made and continue to make in the field of psychology
3. Awareness of the different schools of psychological thought and their approaches to the study of human behavior
4. Awareness that in a democratic society differences of a wide range are to be tolerated
5. Greater understanding of the role of psychological principles and their practical application in our everyday lives
6. Awareness of the career-related applications of psychological study
7. Understanding the function and influence of the American Psychological Association (APA), its guidelines, and its writing format.

Timeline

First Quarter Units: I-V

Second Quarter Units: VI-IX

### **Introduction to Psychology**

The study of psychology as a means of better understanding in human behavior is a primary concern of this course. In this unit, students will be introduced to the discipline and its relationship to other sciences.

**UNIT I: INTRODUCTION TO PSYCHOLOGY****OBJECTIVES**

At the conclusion of study of this unit, students will be able to: Demonstrate general knowledge of the field of psychology and its methods of study.

**I. TOPIC I - WHAT IS PSYCHOLOGY?**

- A. Define the term **psychology**
- B. Trace the early history of psychology to the 1700's
- C. Demonstrate familiarity with the traditional perspectives of psychology and the learning school to the evolutionary school.
- D. Provide an example of the specific activities performed in each of the main areas in which psychologist work

**II. TOPIC II - PSYCHOLOGY AND OTHER SCIENCES**

- A. Describe the role of scientific method in psychology and other sciences
- B. Indicate how psychology is related to other sciences
- C. Define and critique parapsychology as well as major areas of parapsychological study

**III. TOPIC III - PSYCHOLOGICAL METHODS**

- A. Explain the five methods psychologists use to gather data.
- B. Define and give an example of an independent and a dependent variable
- C. Describe an experiment in which the independent and dependent variables, control group, and experimental group are correctly identified
- D. Explain hypnosis as an accepted area of scientific study
- E. Indicate limitations and difficulties in using the experimental approach

**IV. TOPIC IV - CAREERS IN PSYCHOLOGY**

- A. Evaluate career opportunities in the field of psychology
- B. Discuss training required in the field of psychology and psychiatry
- C. Explain the newest and fastest growing areas in psychology

### Instructional Strategies and Concepts

#### I. WHAT IS PSYCHOLOGY?

- A. Students should be able to show how the terms **science**, **behavior**, and **organisms** refer to the term psychology.
- B. Students will explain the branches/perspectives of psychology and research on the of the fields, explaining its ideology, purpose, and importance. (i.e. cognitive, educational, and sports, learning, biological, etc.)
- C. Have students research the contributions of major figures in the field of psychology.
- D. After reading and discussing the areas in which psychologists work, students should write a paper telling the areas where psychology is used.
- E. Look for “Psychologists” in the classified section of your telephone directory or in the directory of the nearest large city. If psychologists or psychological services are listed, what can you find out about their qualifications?
- F. Try to find out if your state has any regulations concerning the use of the title, Psychologist (most states do). If there are regulations, what qualifications are required? If there are no restrictions, are psychologists in your state doing anything to bring about some regulation?
- G. Ask several people who have not studied psychology to complete some or all of the following sentences. See how much agreement there is on what people think psychology is and does.
  - 1. Psychology is useful to people because
  - 2. Psychology is popular with many people because
  - 3. To me, common sense is psychology
  - 4. Some things psychologists tell us are
  - 5. In terms of ability to judge people, psychologists
  - 6. Psychology teaches you how to
  - 7. Psychologists can predict behavior by
  - 8. Psychologists are scientists who
- H. Ask a psychologist to speak to the class about her/his work. Your school system may have a full- or part-time psychologist. Local industries may employ psychologists. There will be one or more psychologists on the staff of any child guidance clinic. Institutions for the care of the mentally retarded, mentally ill, and people who have broken the law employ psychologists who may be willing to discuss their work.

**II. PSYCHOLOGY AND THE OTHER SCIENCES**

- A. Have students take the role of a researcher using natural observation, directed observation, case-study method, interviews, questionnaire method, or any combination thereof.
- B. Have students attempt to find linkages between psychology and at least four other sciences or social sciences.
- C. Make a list of some “scientific facts” that were considered true in the past but are no longer thought to be true. For instance, for many centuries it was an accepted fact that the world was flat. You might get some ideas from teachers in such subjects as biology, physics, and chemistry. See if you can determine at what point in the past and for what reasons the facts were no longer considered true. Relate this to the tentative nature of psychological findings.
- D. Make up a list of guidelines you would like others to follow if they were conducting experiments on people. What guidelines would you use in experiments with animals? Check the textbook for current APA guidelines.
- E. If you have ever seen a demonstration of hypnosis, report it. What methods were used to produce hypnosis? What training in psychology did the hypnotist have? What is hypnosis used for today?
- F. many entertainers mystify their audiences by giving demonstrations of mind-reading. Perhaps you can arrange such a demonstration in class. Does the entertainer admit to using any special methods? Can you figure out how he/she achieves the effect of telepathy? What does the research show regarding psi?

**III. PSYCHOLOGICAL METHODS**

- A. Students are to read psychological experiments in class and be able to criticize their effectiveness and results.
- B. Students are to be able to plan, design, and conduct an experiment of their own device following accepted scientific procedure.
- C. Some of the publications of the American Psychological Association are useful in regard to the ethics of experimentation. The Milgram study of obedience and the Stanford Prison Experiments may be used for analysis.
- D. Students will discuss the Hawthorne Effect and its importance to the experimental design.
- E. Careers in Psychology
  - 1. Students are to read Careers in Psychology and examine possibilities for their future.
  - 2. Students are to interview some people with different careers in psychology (ex: Guidance Counselor, Social Psychologist, School Psychologist) and report to classroom.
  - 3. Invite a guest speaker to explain career opportunities and allow students to ask questions.

Additionally, make use of the activities suggested in the text and in the teacher’s guide.

**MATERIALS AND RESOURCES**

**Print:**

Rathus, Spencer A. Psychology: Principles in Practice (2007)

Snellgrove, Louis. Psychology: Its Principles and Applications.

Snellgrove, Louis. Psychology Experiments and Experiences.

**Unit II****Human Growth and Development****Mastery Objective**

The interplay of hereditary and environmental factors (nature versus nurture) in the formation of the individual will be examined in this unit. In addition, students will examine “critical time periods” of human development. Physiological and psychological development are areas for investigation.

**UNIT II: HUMAN GROWTH AND DEVELOPMENT****CONTENT****I. TOPIC I - BEHAVIORAL DEVELOPMENT**

- A. Explain the normal pattern of development of individual growth and behavior
- B. Distinguish between the psychological and physiological areas of development and areas of interrelationship
- C. Identify the normal stages of intellectual, social, emotional, and moral development and explain what should occur at each stage
- D. Analyze critical time periods of development and the impact of missing a stage

**II. TOPIC II - HEREDITY AND ENVIRONMENT**

- A. Indicate the differences between environmental hereditary factors as they affect behavior
- B. Show how the interaction of hereditary and environment affect individual behavior

**III. TOPIC III - PHYSIOLOGICAL PSYCHOLOGY**

- A. Describe the functions of the major components of the nervous system
- B. Show how malfunction in the nervous system can contribute to psychological problems
- C. Explain how glands can affect growth, development, and behavior
- D. Describe the role and impact of altered states of consciousness such as sleep, dreaming, hypnosis, and drug use on human behavior

### Instructional Strategies and Concepts

#### I. BEHAVIORAL DEVELOPMENT

- A. Students should be able to list and explain the basic patterns of development and how these patterns are studied.
- B. The areas of physical growth and development should be defined and examples given. Be sure students are aware of distinctions between maturation and learning. Walking and talking offer a good contrast.
- C. Imagine that you have developed a physical handicap. Write a report on how you might react and adjust to it. Be as honest as possible in describing the handicap and how you would feel about it.
- D. Interview a parent or guardian about your own early development
- E. Test piaget's conservation principles on a young child
- F. Select any two beliefs, interests, or attitudes you have and try to determine how they came about. When did they originate? How did they develop?
- G. Assume you have discovered a 12-year-old who has been reared by wolves since shortly after birth and who appears to have average intelligence. Describe the procedures you would use in helping this person develop appropriate social behavior and speech.
- H. Gerontology is a field of expanding study. Have students examine the role of older people in contemporary America as well as examining it in a cross-cultural study.
- I. Have students take Kohlberg's Moral Development Test and defend their responses.
- J. Have students play the role of parent and consider how they would respond to common behavioral problems of different stages of development.

#### II. HEREDITY AND ENVIRONMENT

- A. Students should give examples of hereditary and environmental factors and explain how they influence the development of the individual.
- B. Hold a debate. Have one team provide evidence of how environmental is the major influence in the development of the individual. The other team should show how heredity is of primary importance in the development of a person. At the conclusion, discuss the fallacy of the either/or position.
- C. Write a history of your family. It should include such physical characteristics as height, weight, eye color, hair color, and possibly body build. Include records of vocational activities, homes lived in, travel experiences, military service, etc. Contact all possible sources. Students should then relate these factors to themselves.
- D. There are many articles on genetics in such publications as Science, Scientific American, and National Geographic. You might select an article and make an oral presentation delineating your findings.

**III. PHYSIOLOGICAL PSYCHOLOGY**

- A. Students should be able to show knowledge of the nervous system. A reading in the contemporary press, using the Reader's Guide, would provide a useful update.
- B. Explain how glands affect the psychological and physiological development of the individual.
- C. Do some reading on how neurons transmit nerve impulses in the body. Then list some motor and sensory neurons. Examine the affects of drugs on neurotransmitters.
- D. What can you do to help someone who is having an epileptic seizure? Consult any local organization concerned with epilepsy. Bring your findings to class. Additionally, research regarding epilepsy and the law is likely to yield legislation rooted in ignorance and fear.
- E. For at least one week, perhaps two weeks, keep an account of how long you sleep during each 24-hour period. Prepare a bar graph and compare your average sleeping and waking time with that of other class members. Do you tend to sleep more on any specific day(s) of the week? Are there any differences in your behavior on the days when you've had less sleep?
- F. Have students record their dreams for two weeks and analyze at least three according to modern theories of dreaming.

Additionally, make use of the activities suggested in the text and in the teacher's guide.

**MATERIALS AND RESOURCES****Print:**

Rathus, Spencer A. Psychology: Principles in Practice (2007)

Snellgrove, Louis. Psychology: Its Principles and Applications.

Snellgrove, Louis. Psychological Experiments and Experiences.

"The truth and hype of hypnosis," ScientificAmerican, July 2001

"Everyday Fantawsia: the world of Synesthesia," Monitor on Psychology, March 2001

**Videos:**

Genie and Feral Children

Harry Harlow

Maslow;s Hierarchy of Needs

Secret Life of Twins

**Unit III**

**Understanding Human Behavior**

**Mastery Objective**

This unit will deal with various theories concerning the development and measurement of personality as well as the measurement of intellectual abilities.

**UNDERSTANDING HUMAN BEHAVIOR****CONTENT**

At the conclusion of study of this unit, students will be able to:

**I. TOPIC I - PERSONALITY DEVELOPMENT**

- A. Explain the manner in which theories of personality describe personality development
- B. Describe the difference between psychoanalytic, social psychoanalytic, social learning, behavioristic and humanistic theories

**II. TOPIC II - MEASURING PERSONALITY DEVELOPMENT**

- A. Describe the kinds of personality measures used by psychologists
- B. State the advantages and disadvantages of rating scales, personality inventories, interview, behavior sampling, projective techniques, achievement tests, and vocational-interest inventories.

**III. TOPIC III - MEASURING INTELLECTUAL ABILITY**

- A. Explain the controversy that exists in defining human intelligence
- B. Discuss the use and misuse of intelligence tests
- C. List advantages and disadvantages of verbal and nonverbal IQ tests
- D. Compare and contrast mental retardation and superior intelligence
- E. E. Use a bell curve to show the intelligence range of the population.

### Instructional Strategies and Concepts

#### I. PERSONALITY DEVELOPMENT

- A. Students should be able to state in two ways the roles home, birth order, and society play in influencing personality development.
- B. Using class readings, students should show how the following are related to one another in Freud's theory of personality: id, ego, superego, conscious.
- C. Students will evaluate the psychoanalytic technologies -- dream analysis, free association, and hypnosis -- and their relationship to the unconscious.
- D. In a short reaction paper, students will relate the personality theories of Rogers and Maslow in terms of the basic needs that motivate people.
- E. Write a brief autobiography stressing the events in your life that you believe have especially influenced the development of your personality.
- F. Select a personality theory identified in the text. Rate in on the basis of how clear you think its concepts are. Use a 5-point scale: 1 = very poor, 5 = very good. Explain the basis of your evaluation. Compare your rating with those of other class members who chose the same personality theory. Is there much agreement or much disagreement on the ratings?
- G. Research the life, theory, and contributions of a psychologist and share your findings with the class. Choose from among Adler, Sullivan, Erikson, Kohlberg, Jung, Horney, Ellis, Maslow, Rogers, and Perls

#### II. MEASURING PERSONALITY DEVELOPMENT

- A. Have students define the following terms: standardized test, norm group, reliability, validity.
- B. Students should be able to compare and contrast the advantages and disadvantages of interview technique, projective technique, personality survey, and rating scale.
- C. Examine the major differences between aptitude and achievement tests.
- D. Select a specific trait, such as shyness and list various behaviors that describe or illustrate it. Then compare your list to the behavior lists of other students. Can you see why personality inventories need to be standardized?
- E. Discuss Rorschach and his theories regarding inkblots.
- F. Administer a standardized personality test.

**III. MEASURING INTELLECTUAL ABILITY**

- A. Students are to explain the factor theory of intellectual development and give at least five examples of factors.
- B. List two or more advantages of using individual IQ tests as opposed to using group tests.
- C. Contrast the major symptoms of profoundly, severely, moderately, and mildly retarded individuals. What are the prognoses for their adult lives?
- D. Write a paragraph listing three advantages and three disadvantages of verbal and nonverbal IQ tests.
- E. Students should be able to compute an IQ based upon statistics involved in mental and chronological ages. Additionally, you might have students research the work of Binet and his intent in developing such measurement tools.
- F. Students should be able to describe the use of various forms of the Binet and Wechsler tests.
- G. Ask several people (including students as well as older persons) to define intelligence. Record their answers and compare your finds to those of other students. Do people agree on what intelligence is?
- H. Make an appointment with your counselor or the school psychologist. Ask what tests are given in your school and how the results are used. Ask especially about intelligence tests.
- I. Find out if your community has special education programs for the mentally retarded. If possible, determine what criteria are used to select individuals to participate in the programs. You might also wish to determine what training or care for the mentally retarded your state provides.
- J. If it can be arranged, visit a school/class for the mentally retarded to see how people are cared for and taught. Interview the teacher in regard to her/his expectations for students.

Additionally, make use of the activities suggested in the text and in the teacher's guide.

**MATERIALS AND RESOURCES**

**Print:**

Rathus, Spencer A. Psychology: Principles in Practice (2007)

Snellgrove, Louis. Psychology: Its Principle and Applications.

Snellgrove, Louis. Psychological Experiments and Experiences.

**Unit IV**

**Learning and Thinking**

**Mastery Objective**

Learning, remembering, forgetting, and the development and process of thinking will be studied in this unit.

**UNIT IV: LEARNING AND THINKING****CONTENT**

At the conclusion of study of this unit, students will be able to:

**I. TOPIC I - PRINCIPLES OF LEARNING**

- A. Define the term learning and the manner in which learning theories were developed by Pavlov, John B. Watson, B.F. Skinner, and others
- B. Explain the process involved in classical and operant conditioning, and social learning
- C. Discuss the characteristics of the cognitive approach to learning
- D. Evaluate the relationship between operant conditioning and punishment
- E. Give examples of operant and classical conditioning.

**II. TOPIC II - LEARNING, REMEMBERING, AND FORGETTING**

- A. Summarize factors that can increase or decrease learning efficiency
- B. Indicate familiarity with the models currently used to explain remembering and forgetting
- C. Apply factors related to learning to their own situations

**III. TOPIC III - THE PROCESS OF THINKING**

- A. Define the following terms: thinking, creative thinking, imagining, problem solving
- B. Demonstrate steps which can be taken to enhance creative thinking

### Instructional Strategies and Concepts

#### I. PRINCIPLES OF LEARNING

- A. How is the term **learning** to be distinguished from the term **reflex**?
- B. Students should be able to give an example of classical and operant conditioning not provided in the text in which the following terms are identified: unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response.
- C. Describe how experimental extinction, spontaneous recovery, discrimination, generalization, positive and negative reinforcements, intermittent reinforcement, and secondary reinforcement occur in classical and operant conditioning.
- D. Have students describe a procedure that illustrates how biofeedback techniques are used in controlling some functions of the autonomic nervous system.
- E. State at least four factors in cognitive learning.
- F. Explain what is meant by insight learning and how it differs from other kinds of learning.
- G. Students should be able to state the case for the use of reward and/or punishment. Have them examine behavior modification programs such as token economies used for institutionalized individuals and evaluate their merits.
- H. Choose at least five different behaviors that you do, such as studying or playing some sport. Determine the reinforcement for each of these behaviors. Choose behaviors that you've had for a year or more and that occur rather frequently. Do any of these behaviors have more than one reinforcement? Are any of them maintained by the same reinforcement?
- I. Do you have a pet that has some behavior that you dislike? Try to get rid of the behavior by using the principles of operant conditioning. Remember not to cause the animal any physical pain. You might scold your pet when it shows the undesirable behavior and reward it when it behaves the way you would like. Keep an accurate record of your activities and the responses of your pet. Then write a report on the procedures and outcomes.
- J. Demonstrate Pavlov's classical conditioning by telling an elaborate story of Pavlov's experiment (referring to Pavlov repeatedly) while having students taste a sour lemonade powder each time the name "Pavlov" is used. Then repeat Pavlov a few times without students tasting the powder and some will experience salivation.
- K. Demonstrate shaping by having a student leave the room while the class selects a task for the student to perform (example - open a window in the back of the room). Without telling the student the task, reinforce the student for moving toward approximations of the behavior with clapping.
- L. Describe examples of operant conditioning and punishment in your own life and identify the principle used. Consider relationships with parents, teachers, and friends. Using examples of operant conditioning, punishment, and social learning, have students evaluate them considering their ethical use and effectiveness.

- M. Select one particular behavior of your own that you would like to change - for example, biting your fingernails or chewing the end of your pencil. Over a specific period of time, such as a week or two, try to end this specific behavior. Keep a record of what time of day you do this behavior, each time you do it, and the frequency with which it occurs. You might begin by trying to determine what acts as a reward for this behavior. At the end of the time period you selected, compare your record of the frequency of the behavior with the frequency on the first day or two. Are there any differences? Do you think it is more effective to get rid of the behavior through self-control? Or through having someone punish you? Or be rewarding some opposite, desirable behavior?

## II. LEARNING REMEMBERING, AND FORGETTING

- A. Students should be able to describe and demonstrate the seven ways of improving the effectiveness of learning. The SQ3R method might be presented to students as a model of a learning approach in reading.
- B. Complete an experiment in class demonstrating the effectiveness of distributed practice over massed practice as a means of learning.
- C. Define the terms **transfer**, **positive transfer**, **negative transfer** as they relate to learning.
- D. Explain ways of measuring the amount of data remembered and theories used to explain reasons for forgetting.
- E. Examine the problems and or controversies of eyewitness testimony, repression, false memories, and amnesia.

## III. THE PROCESS OF THINKING

- A. Have students define **thinking** and explain how assimilation and accommodation are related to its development. Give an example of each.
- B. Compare inductive and deductive reasoning. Some students might prepare a brief presentation about syllogistic logic.
- C. Conduct a brainstorming and problem solving activity.
- D. Bring to class examples of newspaper or magazine advertisements for household cleaners, toothpastes, cars, and aspirin. Note such advertising on radio and television. Are the statements in the advertisements based on scientifically determined facts? Do advertisers sometimes use language to encourage uncritical thinking on the part of the public?
- E. Become familiar with writers on creativity. Particularly recommended are Applied Imagination by Alex Osborn and Lateral Thinking by Edward de Bono.

Additionally, make use of the activities suggested in the text and in the teacher's guide.

**MATERIALS AND RESOURCES**

**Print:**

Rathus, Spencer A. Psychology: Principles in Practice (2007)

Snellgrove, Louis. Psychology: Its Principles and Applications.

Snellgrove, Louis. Psychological Experiments and Experiences.

**Videos:**

Classical Conditioning—Ivan Pavlov

The Office (Dwight—altoids)

Big bang Theory (chocolate, reinforcement)

**Unit V**

**Awareness, Emotions, and Motives**

**Mastery Objective**

The interrelationships of senses, perception, and emotions as elements in human motivation are examined in this unit.

**UNIT V: AWARENESS, EMOTIONS, AND MOTIVES****CONTENT**

At the conclusion of this unit, students will be able to:

**I. TOPIC I - SENSATION AND PERCEPTION**

- A. Describe the following sensory areas: hearing, sight, touch, smell, taste, kinesthetic sense, equilibrium
- B. State the major difference between sensation and perception and how attention can affect our reactions to them.

**II. TOPIC II - EMOTIONS**

- A. Name the bodily changes that accompany emotions
- B. Describe techniques developed to measure emotional states

**III. TOPIC III - MOTIVATION**

- A. Explain the concepts of needs, drives, incentives, motives
- B. Define the terms **instinctive**, **species-specific**, and **learned behavior**
- C. Indicate the difference between self-motivation and external motivation (intrinsic versus extrinsic)

### Instructional Strategies and Concepts

#### I. SENSATION AND PERCEPTION

- A. Explain how the concept of threshold can be applied to different senses.
- B. Students should be able to describe the major difference between perception and sensation. Discuss with them the role that experience and context play in altering perceptions.
- C. Students should be able to draw and define an optical illusion. Virtually every introductory psychology text has some illusions which can be shared with the class.
- D. Demonstrate interference through showing in stroop effect.
- E. Try spending 15 minutes with a blindfold over your eyes. If you plan to walk around, you will need someone to guide you. What sensory experiences do you notice that you are not usually aware of? Perhaps this experience will help you to understand how blind people may feel.
- F. Have you ever had difficulty seeing objects when you first entered a darkened movie theater but found later that you could see them without difficulty? Your eyes had become adapted to the dim lighting. You can easily demonstrate visual adaptation to different amounts of light by closing one eye for about 10-15 minutes before entering a dimly-lit room. When you enter the room, keep your eye closed for a minute longer. The room will appear dark when you use the eye that you kept open. Then open your closed eye and close the one you kept open. Can you see more clearly?
- G. Demonstrate the interconnection between taste and smell by having blindfolded students taste and identify cookies or crackers while pinching their noses shut.

#### II. EMOTIONS

- A. Describe an experiment to illustrate how emotions have been shown to affect various physiological functions.
- B. Explain three frequently-used methods of measuring emotions.
- C. Discuss the advantages and disadvantages of using polygraphs. Students can consider the legal acceptability of the polygraph. A student with some talent in wiring could build a Galvanic Skin Response (GSR) machine which could be used to illustrate an aspect related to the Keeler Polygraph.
- D. Observe both your own emotions and the emotional behavior of others during special events such as holidays, birthday parties, or sports events. To what extent do your emotions seem to be the result of your interpretations of the emotional behavior of the people reacting around you?
- E. Discuss emotional contagion and give examples of positive and negative situations that lead to this. How do advertisers use this concept?
- F. Time the pulse rate of several friends while they are sitting quietly. Are there differences among their pulse rates? Then have these friends perform exactly the same physical exercise - such as waking up the same flight of stairs. Take each pulse rate again. Compare the increase in pulse rate for each individual and note any differences among them. How can you account for the different pulse rates among individuals? How would you establish what is the normal pulse rate for each person?
- G. With the permission and guidance of your teacher, hold debate on the following question: "Would submitting a polygraph violate the rights of individuals not to testify against themselves?"

**III. MOTIVATION**

- A. Distinguish among needs, drives, and motives.
- B. Students may complete a supplemental class reading in which they attempt to identify the behavior portrayed as instinctive, species-specific, or learned.
- C. Cite an experiment to illustrate imprinting. In this area, the work of Konrad Lorenz is seminal. Some of his writing is both interesting and informative.
- D. Describe one study on the exploratory drive and another on the approval motive.
- E. Distinguish between self-motivation and external motivation and give an example of each. Have students consider which kinds of motives operate for them in school, family, and peer settings. Does the source of motivation affect its duration?
- F. If possible, visit a zoo or farm and look for examples of imprinting. Are there any ducklings or baby chicks following their mother? Or look through magazines and books for illustrations or cartoons of imprinting. Bring them to class and use them in a bulletin board display.
- G. Observe the behavior of the people around you. Choose five behaviors - such as a friend studying or participating in a sport. Then try to determine what motivated the person to perform that activity. Was it a biological drive? A desire for approval? Some other motive?
- H. List those activities you engage in that are self-motivated. Then list the externally-motivated activities you do, along with any rewards you may have received for performing them. Which type of activity do you prefer? Why?
- I. McLelland's work on achievement motivation is interesting. An interested student might survey his work and present his cross-cultural findings to the class.

Additionally, make use of the activities suggested in the text and in the teacher's guide.

**MATERIALS AND RESOURCES**

**Print:**

Rathus, Spencer A. Psychology: Principles in Practice (2007)

Snellgrove, Louis. Psychology: Its Principles and Applications.

Snellgrove, Louis. Psychological Experiments and Experiences.

**Videos:**

“Fly Away Home”

Take a Seat, Make A Friend

Do Optimists Live Longer

Free Hugs

Dove Patch

Baby Crying

**Unit VI**

**Conflicts, Frustrations, and Stress**

**Mastery Objective**

In this unit, students will study the causes, symptoms, and ways of dealing with personality disturbances.

**UNIT VI: CONFLICTS, FRUSTRATIONS AND STRESS****CONTENT**

At the conclusion of this unit, students will be able to:

**I. TOPIC I - FACING CONFLICT AND FRUSTRATION**

- A. Explain frustration and the various kinds of conflicts experienced by humans
- B. Discuss the adjustment mechanisms used by humans in dealing with frustrations and conflicts
- C. Analyze the use of adjustment mechanisms by groups or nations

**II. TOPIC II - COPING WITH STRESS**

- A. Explain stress, stressors, and stress reaction
- B. Describe some factors which determine stress and how they affect our health
- C. Examine stressors through the Life Cycle
- D. Examine the different methods for controlling stress
- E. Discuss the suicide substance abuse as reactions to stress

**III. TOPIC III - PERSONALITY DISTURBANCES**

- A. State the categories of emotional disorders and personality disturbances found in society and broadly identify each according to its frequency and intensity
- B. Explain the various approaches for dealing with personality disturbances
- C. Indicate familiarity with the problems of drug addiction and alcoholism and agencies and approaches used in their treatment
- D. Relate the nervous system to drug addiction and alcoholism

**IV. TOPIC IV - TREATMENT OF PERSONALITY DISTURBANCES**

- A. Evaluate the use of the following in the treatment of personality disturbances: medical, therapy, psychotherapy, behavior therapy, group therapy
- B. Discuss the effectiveness of different therapies in treating the disturbed
- C. Analyze Mental Hospitals and Community Centers as a form of treatment

## Instructional Strategies and Concepts

### I. FACING CONFLICT AND FRUSTRATION

- A. Have students develop scenarios portraying the three basic conflict patterns postulated by Kurt Lewin.
- B. Happiness does not depend on the absence of conflict. It depends on how well you resolve conflicts. Often it helps to analyze conflicts so that they can be faced more objectively. For a few days, jot down the nature of conflicting situations that you experience. Try to classify these conflicts as approach-approach, approach-avoidance, or avoidance-avoidance. Perhaps some of your conflicts are related to school situations and are common to a number of students. If they aren't too personal, discuss them in class or in a small group. Does such an approach help you with your individual conflicts? Does classifying them help?
- C. Make sure that students can distinguish between healthy and unhealthy use of defense mechanisms.
- D. Students can create a story in which a specified number of adjustment mechanisms are used. These stories can then be used to check the ability of other students to identify the mechanisms employed.
- E. Students should examine the role that adjustment mechanisms played during the holocaust.
- F. Use role-play to practice conflict resolution.

### II. COPING WITH STRESS

- A. Have students examine the difference between "fight and flight" reaction vs. "The General Adaptation Syndrome," and their circumstances.
- B. Have students complete "The Adolescent Life Change Event Scale", as a way of assessing their own stress life
- C. Have students revise "The Adolescent Life Change Event Scale", to be more inclusive.
- D. Role playing is an excellent technique when examining suicidal tendencies.
- E. Students should be given relaxation techniques as a way of coping with stress.

**III. PERSONALITY DISTURBANCES**

- A. There are many novels and movies which students can read and view to gain insight in this area. Among those to consider are I Never Promised You a Rose Garden, Lisa Bright and Dark, Lisa and David, One Flew Over the Cuckoo's Nest, Sybil, and Three Faces of Eve.
- B. A point to be raised in the context of this unit is the concept of normality and the difficulty of defining it. Students should be aware that abnormalities are often not in the kinds of behavior - rather, they are matters of degree.
- C. Have students examine the differences in etiology of mental illness seen by different schools of thought and the treatments springing from these differences. Perhaps biochemical and psychoanalytic offer the greatest contrast.
- D. Write a brief report on the behavior of some well-known person in history or current pop-culture whose behavior was so unusual that the person might be considered psychotic. You could investigate such figures as Caligula (a Roman emperor), Ivan the Terrible (czar of Russia), Napoleon, and Hitler.
- E. Substance abuse continues to be a major problem among American youth. At some point, seek to reinforce familiarity with:
  - 1. Societal attitudes
  - 2. Theories of causation
  - 3. Short and long-term effects
  - 4. Agencies offering assistance to dependent individuals and their families
- F. For an alternative point of view, students might be directed to the work of Dr. Thomas Szasz - especially his The Myth of Mental Illness.

**IV. TREATMENT OF PERSONALITY DISTURBANCES**

- A. Have students differentiate the various treatment modalities and compare the demonstrated effectiveness of the different therapeutic approaches in treating personality disturbances.
- B. Have students choose a particular area in the field of adjustment and report to the class. Consider the following:
  - 1. Psychiatrist
  - 2. Clinical Psychologist
  - 3. Psychiatric Social Worker
  - 4. Objective personality tests
  - 5. Projective tests
  - 6. Group therapy
  - 7. Psychodrama
  - 8. Therapeutic community

Additionally, make use of the activities suggested in the text and in the teacher's guide.

**MATERIALS AND RESOURCES**

**Print:**

Rathus, Spencer A. Psychology: Principles in Practice (2007)

Snellgrove, Louis. Psychology: Its Principles and Applications.

Snellgrove, Louis. Psychological Experiments and Experiences.

**Videos:**

“Sybil”

“One Flew Over the Cuckoo’s Nest”

**Unit VII**

**Social Behavior and the Holocaust**

**Mastery Objective**

The impact of social influence and social interaction will be examined in this unit. Small group behavior is an important area for investigation.

**UNIT VII: SOCIAL BEHAVIOR****Content**

At the conclusion of study of this unit, students will be able to:

**I. TOPIC I - BEHAVIOR IN SMALL GROUPS**

- A. Explain the influence which small groups can have upon human behavior
- B. Identify the different kinds of small groups
- C. Discuss how the size of a group affects its level of productivity
- D. List reasons why individuals join small groups
- E. Identify four characteristics of small groups which keep the group together
- F. Explain different communication patterns within small groups

**II. TOPIC II - SOCIAL INFLUENCE AND HOLOCAUST**

- A. Define and illustrate attitudes and prejudice
- B. Explain how different propaganda devices are used to change attitudes
- C. Define and give examples of democratic autocratic, and laissez-faire leaders
- D. Discuss the conclusions of Milgram's experiment on authority
- E. Describe how peer groups influence our attitudes and values
- F. Describe how male and female role are changing in our society

**III. TOPIC III - SOCIAL INTERACTION**

- A. Describe when and why helping behavior takes place
- B. Define and give an example of social facilitation
- C. Describe the conclusions of the Deutch-Krauss Trucking Experiment on competition
- D. Describe two disadvantages of competition
- E. Define and give an example of social cooperation

**IV. TOPIC IV - THE HOLOCAUST**

- A. Examine some of the psychological factors which contributed to the Holocaust and the phenomena of genocide.
- B. Discuss the conclusions of the Millgram experiment on authority.
- C. Examine the effects of conditioning as a form of control.
- D. Explain how different propaganda devices are used to change attitudes. Indicate how propaganda and cognitive dissonance can lead to conformity and control.
- E. Discuss how the use of adjustment mechanisms (projection, scapegoating, and rationalization) can contribute to atrocious acts.
- F. Examine the factors leading to learned helplessness as they relate to control and conformity.
- G. Discuss diffusion of responsibility, social facilitation, competition and hostile aggression as factors that influence our behaviors toward others.
- H. Examine the power of modeling as a source of controlling behavior.
- I. Discuss the findings of the Stanford Prison experiment
- J. Research other institutions such as nursing homes, orphanages, colleges, hospitals, etc. and present the problems/issues faced in each of these institutions.
- K. Find and share articles on blind obedience to authority (i.e. nurse/doctors, athletes, coaches. Discuss safeguards that can be utilized to prevent an abuse of power.

### Instructional Strategies and Concepts

#### I. BEHAVIOR IN SMALL GROUPS

- A. If possible, locate a room where a group is to meet to talk over some project or activity. Arrange the chairs in pairs, some fairly a large distance apart. Note how many pairs of individuals pull their chairs closer together; is there any difference between dyads of the same sex and different sexes? You might also put small tables, such as card tables, between some pairs of chairs. Do people tend to choose chairs with a table between them or chairs not separated by a table? Is there a tendency to form larger than two-person groups?
- B. Present a skit on some interaction-oriented group situation. The rest of the class should note the communication that takes place in the skit. There can be a number of variations, such as having the actors change roles, doing the skit again after class discussion, or having a group that has been out of the room do a skit on the same group situation.
- C. To illustrate communication with gestures, have one student try to communicate specific ideas to the class using only gestures.
- D. If you were the manager of a large industrial plant, what procedures would you introduce so that all personnel in the plant would be more highly motivated? Would you organize departments into large groups or small groups? Would you emphasize group feedback? What would you do to improve group atmosphere?

#### II. SOCIAL INFLUENCE

- A. As a class project, prepare an exhibit of newspaper and magazine advertising. Ask your students to identify the different propaganda devices which they use.
- B. Have your students ask their parents about masculine and feminine roles when they were young. What changes, if any, do you find in male roles? In female roles?
- C. Ask your students to think of a time when a person of their age tried to persuade them to do something that they didn't want to do? Was the appeal more emotional or rational? Would it have made any difference if the person had been older or younger?
- D. If you had absolute, unlimited power, what would you do? How would your present behavior change? How do you think the behavior of others would change toward you?

#### III. SOCIAL INTERACTION

- A. For a period of one week, analyze T.V. programs, such as news programs, soap operas, movies, and specials. Keep a record of the number of times one person does something to hinder another person's progress. At the end of the week, compare helping and hindering behavior for each kind of program?
- B. In times of disaster, new, and probably temporary, helping groups appear. Use mass media reports or disasters to note how people respond to distress.
- C. Ask: What can be done to increase social cooperation in America?
- D. Ask: Do you believe that school grades should be assigned on a competitive basis?
- E. Ask: What are the advantages and disadvantages of competition?

**IV. THE HOLOCAUST**

- A. Have students examine and critique Millgram's study on obedience, Ashe's study on conformity, Zimbardo's study on roles in prison, and studies on learned helplessness and helping behavior.
- B. Have students present propaganda to class followed by discussion of its effectiveness.
- C. Have students debate the issue of conditioning and its power as a source of conformity and control (students can include readings, such as Brave New World, Clockwork Orange, or 1984).
- D. Explain how different propaganda devices are used to change attitudes. Indicate how propaganda and cognitive dissonance can lead to conformity and control.
- E. Discuss how the use of adjustment mechanisms (projection, scapegoating, and rationalization) can contribute to atrocious acts.
- F. Examine the factors leading to learned helplessness as they relate to control and conformity.
- G. Discuss diffusion of responsibility, social facilitation, competition and hostile aggression as factors that influence our behaviors toward others.
- H. Examine the power of modeling as a source of controlling behavior.
- I. Create a chart of America's institutions (i.e. prisons, orphanages, universities, nursing homes, hospitals, animal shelters,) and show statistics regarding problems these institutions experience.

Additionally, make use of the activities suggested in the text and in the teacher's guide.

**MATERIALS AND RESOURCES**

**Print:**

Rathus, Spencer A. Psychology: Principles in Practice (2007)

Snellgrove, Louis. Psychology: Its Principles and Applications.

Snellgrove, Louis. Psychological Experiments and Experiences.

**Videos:**

The Milgram Experiment

The Stanford Prison Experiment

Soloman Asch's Conformity Experim

**BASIC TEXT/MATERIALS****Basic Text**

Rathus, Spencer A. Psychology: Principles in Practice Austin, TX: Holt, Rinehart and Winston, Inc., 2007

Snellgrove, Louis. Psychology: Its Principles and Applications, New York: Harcourt Brace Jovanovich, Inc., 1989.

**Supplementary Materials**

Snellgrove, Louis. Psychology: Its Principles and Applications, Teacher Manual and Tests, Seventh Edition, New York: Harcourt Brace Jovanovich, Inc., 1989.

Snellgrove, Louis. Psychological Experiments and Experiences, Seventh Edition, New York: Harcourt Brace Jovanovich, Inc., 1989.

**Internet Resources**

[www.apa.org/ed/topsshonnepage.html](http://www.apa.org/ed/topsshonnepage.html)

[www.schizophrenia.com](http://www.schizophrenia.com)

[ericir.syr.edu/virtual/lessons/social\\_st/psychology](http://ericir.syr.edu/virtual/lessons/social_st/psychology)

**UNIT VIII**  
**THE HUMAN BRAIN**

Mastery Objective

The anatomy and function of the human brain will be examined in this unit with a focus on new research regarding neuroplasticity and the function of neurotransmitters. In addition, students will research the placebo and nocebo effects and their importance to pharmaceutical development. Students will also investigate the abilities and limitations of people who present savant syndrome.

**UNIT VIII – THE HUMAN BRAIN****CONTENT**

- I. TOPIC I – THE HUMAN BRAIN
  - A. Explain the anatomy and function of the different areas of the brain
  - B. Describe an fMRI and its uses in the study of the brain
  - C. Distinguish between myths and facts about the brain (10% theory)
  - D. Discuss neuroplasticity and its uses for stroke victims and people who suffer brain injuries
  
- II. TOPIC II – PLACEBO/NOCEBO
  - A. Explain the placebo/nocebo effects. Analyze the research and discuss its implications for pharmaceutical development
  - B. Describe the connection between the brain and physical health
  - C. Evaluate the benefits/detriments of the placebo/nocebo effects
  
- III. TOPIC III – SAVANT SYNDROME
  - A. Identify the typical savant skills and symptoms of people who present developmental disorders
  - B. Research famous savants and share findings with the class
  - C. Discuss how physically altering the brain may create

### Instructional Strategies and Concepts

#### I. THE HUMAN BRAIN

- A. Students should be able to identify areas of the brain and the functions of the area.
- B. Have students research studies of the brain using an fMRI and share findings.
- C. Examine myths and facts about the brain. Where did the 10% theory originate? How did Einstein contribute to this myth?
- D. Imagine that you are the caretaker of a stroke victim. How will you use your knowledge of neuroplasticity to develop a physical therapy program?

#### II. PLACEBO/NOCEBO EFFECT

- A. Explain the placebo/nocebo effect and its influence on western medicine.
- B. Have students discuss examples of the connection between the brain and the body. Students will read articles and view videos that can be used for discussion. Include statistics and clinical research studies.
- C. Evaluate the Pros/Cons of using placebos.
- D. Create a list of nocebo effects. How can these effects be avoided? What solutions can be offered?
- E. Research the differences between Eastern/Western ideology regarding the brain/body connection.
- F. How does meditation and biofeedback relate to neuroplasticity? How does yoga and acupuncture relate to the placebo?

#### III. SAVANT SYNDROME

- A. Explain the etiology of savant syndrome and its relationship to people suffer developmental disorders.
- B. Have students view a Discovery Channel documentary on famous savants and list the areas of genius.
- C. Relate these skills to the function of the brain and its potential to expand. How does shutting down one area of the brain enhance another? How does neuroplasticity relate to this topic?
- D. Orlando Serrell suffered a brain injury and developed savant skills shortly thereafter. Imagine you are Orlando. Write a journal on your before/after experiences.
- E. Have students debate about the potential for brain alteration to enhance intellectual abilities. Will brain surgery join the list of popular surgeries that people use to “improve” themselves (i.e., cosmetic surgery)?
- F. Allan Snyder of the University of Sydney carries out an experiment where he attempts to disable areas of the brain to promote more creativity in other areas. Discuss how ethical this experiment is regarding brain research.

**Materials and Resources**

**Print:**

Rathus, Spencer A. Psychology: Principles in Practice (2007)

**Videos:**

Discovery Channel Documentary  
Placebo/Nocebo Effect

**UNIT IX: SLEEP DISORDERS**

## Mastery Objective

Students are the most sleep deprived group in America. Consequently, this unit will focus on improving students' sleep patterns by understanding the benefits of sleep, the detrimental effects of sleep deprivation, and the most common sleep disorders. Students will also keep a sleep log to evaluate their sleep patterns and make adjustments accordingly.

**CONTENT****I. TOPIC I – THE BENEFITS OF SLEEP**

- A. Keep a sleep log to evaluate sleep debt for one week
- B. Explain the sleep cycles and the physiological changes that occur during sleep
- C. Explain how sleep is beneficial physically, mentally and emotionally
- D. Create a sleep plan

**II. TOPIC II – SLEEP DEPRIVATION**

- A. Describe how sleep deprivation is used as a method of torture
- B. List the ill effects of sleep deprivation that occur on a physical, mental and emotional level
- C. Analyze how sleep patterns relate to overall health and happiness

**III. TOPIC III – SLEEP DISORDERS**

- A. Discuss the popularity, addiction and side effects of sleeping pills
- B. Describe the etiology of the most common sleep disorders
- C. Explain the correlation between sleep disorders and mental illness
- D. Evaluate the therapies in treating sleep disorders

### Instructional Strategies and Concepts

#### I. The Benefits of Sleep

- A. Students will keep a sleep log for one week and tally the sleep debt for the week.
- B. Create a chart that shows sleep cycles one through four and REM. In the chart list the physiological effects that occur in each cycle. Show how each cycle performs a different task on the body.
- C. Examine the benefits of sleep and have students explain how their sleep patterns are correlated to these benefits. (Can sleep improve memory? Can it help you lose weight? Can it help you to be more successful?)
- D. Discuss the physical, mental and emotional benefits of sleep. Research the most recent sleep studies and produce a public service announcement that details these benefits. Use statistics and facts to back up your study.
- E. Students will create a sleep plan that helps eliminate sleep debt and reset their circadian rhythm. Students will monitor their sleep logs and readjust patterns accordingly.

**II. SLEEP DEPRIVATION**

- A. Discuss how sleep deprivation has been used as a form of torture in times of war and at Guantanamo Bay by the CIA.
- B. Research sleep deprivation and share with the class how it has played a key role in human error leading to such disasters as Chernobyl, the Space Challenger, the Exxon Valdez and most recently the Amtrak crash in NY.
- C. Examine professions where sleep deprivation is common place such as doctors, nurses, police officers, etc. Explain how this practice puts the public at risk.
- D. Create a chart that displays the physical, mental and emotional decline when someone is sleep deprived. What are the correlations between these? symptoms and society's ills?
- E. Describe how sleep deprivation can cause someone to be misdiagnosed with anxiety and depression.
- F. Write a persuasive article that encourages readers to make sleep a priority based on the research learned in class.

**III. Sleep Disorders**

- A. Discuss the popularity of sleeping pills and society's reliance on such aids to self-medicate for sleep problems. List the side effects of sleeping pills.
- B. Research and list the statistics related to sleep disorders. Which disorders are most common? How many people suffer from the disorder? Etc.
- C. List the symptoms of insomnia, sleep apnea, narcolepsy, and REM behavior disorder
- D. Explain what causes sleep disorders and how students can be preventive to reduce the likelihood of suffering a sleep disorder.
- E. Discuss how sleep disorders are treated and evaluate the therapeutic treatments available.
- F. Interview parents, friends and family about their sleep patterns. Share the research you acquired in this unit and ask them to create a sleep plan.

**MATERIALS AND RESOURCES**

**Print:**

Rathus, Spencer A. Psychology: Principles in Practice (2007)

**Videos:**

Teens and Sleep –NBC News

Oprah – Sleep Disorders

Discovery Channel – The Human Body

**Career Exploration  
Psychology – Grades 11-12  
Semester Course – Two (2) Lessons**

**Lesson 1****Objectives:**

1. Evaluate Career opportunities in the field of psychology.
2. Explain the newest and fastest growing areas in psychology.

**Activities:**

Discuss and relate a variety of careers to the field of psychology, for example:

1. Human Resources
2. Sports psychology
3. Forensic/criminal psychology
4. Rehabilitative psychology
5. Experimental psychology
6. Social work
7. Guidance counselor/school personnel

**Note:**

Open the lesson with students generating a list of all the psychology related careers they can. Discuss the nature of the work, education required, salary range, and opportunities for employment. As time allows, incorporate current articles, data, and experiments in fast growing areas of psychology.

**Lesson 2****Objectives:**

1. Discuss in-depth the training required in one specific area of psychology.
2. Relate the field of psychology to the addressing of real world problems.

**Activities:**

Invite a guest speaker who currently works in a field related to psychology. Some examples may include:

1. Professor
2. Guidance Counselor
3. Social Worker
4. School Psychologist
5. Psychiatrist or Psychotherapist

Students should prepare questions in advance. The guest may provide a brief presentation, followed by questions, answers, and discussion.

**COURSE REQUIREMENTS  
PSYCHOLOGY****GRADE:** 11-12**LENGTH OF COURSE:** SEMESTER

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- I. **COURSE CONTENT** - This course will consist of a combination of the following units of study.
- A. Introduction to Psychology
    - 1. What is psychology?
    - 2. Psychology and other sciences
    - 3. Psychological methods
    - 4. Careers
  - B. Human Growth and Development
    - 1. Behavioral development
    - 2. Heredity and environment
    - 3. Physiological psychology
  - C. Understanding Human Behavior
    - 1. Personality development
    - 2. Measuring personality development
    - 3. Measuring intellectual ability
  - D. Learning and Thinking
    - 1. Principles of Learning
    - 2. Learning, remembering, and forgetting
    - 3. The process of thinking
  - E. Awareness, Emotions, and Motives
    - 1. Sensation and perception
    - 2. Emotions
    - 3. Motivation
  - F. Conflicts and Adjustments
    - 1. Facing conflict and frustration
    - 2. Stress
    - 3. Personality disturbances
    - 4. Treatment of personality disturbances
- Course Requirements - Page 2**
- G. Social Behavior
    - 1. Behavior in small groups
    - 2. Social influence
    - 3. Social interaction
    - 4. The Holocaust

- II. **COURSE REQUIREMENTS** - To complete this course successfully, students will be required to demonstrate a satisfactory (or higher) level of proficiency in:
- A. Explaining what is involved in the study of psychology and how it relates to other sciences
  - B. Applying psychological methods to the study of human behavior and the various factors that affect it
  - C. Formulating, interpreting, and evaluating concepts and generalizations pertaining to personality development and intellectual abilities
  - D. Using the vocabulary presented during the course
  - E. Understanding the contributions made by various groups and individuals in developing schools of psychological thought
  - F. Employing, reading, writing, research, and speaking skills to demonstrate an understanding of psychology and to communicate that understanding to others
  - G. Being aware of significant contemporary issues in psychology and their historical antecedents
  - H. Being aware of the applications of this course of study in the use of psychological principles as they apply to the everyday lives of individuals
- 

- III. **ASSESSMENTS** - Throughout the length of this course, students will be evaluated on the basis of:
- A. Tests and/or quizzes
  - B. Homework assignments
  - C. Research assignments
  - D. Participation in class activities
-