

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Department	Social Science			Course Title	Psychology 1A		
Course Code	S0310		Grade Level	9 – 12		Course Length	One sem.
Credits/Semester	5	Required for Graduation		no		Elective Credit	Yes
Prerequisites	None						
Community College Articulation			Name of College				
UC/CSU Articulation			Name of University				
Meets UC/CSU “a-g” Requirement		Yes	Meets NCAA Requirement			Honors Grading Differentiation	No

COURSE DESCRIPTION

This one-semester course will provide a survey of topics in psychology; topics include psychology as a science, physiological foundations of behavior, states of consciousness, cognitive processes, personality, psychological health and behavior in the social context

GOALS: (Expected performance outcomes for students)

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| 1. Investigate the history of psychology as a science | 7. Explain the major theories of human development |
| 2. Explore the physiological foundations of psychology | 8. Explain the major theories of personality |
| 3. Understand the processes of sensation and perception | 9. Identify specific psychological disorders |
| 4. Explain the states of consciousness | 10. Understand the different modes of therapy |
| 5. Explain the human memory process | 11. Explain major concepts related to social psychology |
| 6. Understand major concepts of learning | |

California Content Standards

There are no California state adopted standards for psychology 1A. The course is developed using the American Psychological Association's *National Standards for High School Psychology Curricula* 2005 (<http://apa.org/led/hscontents.html>).

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric. District-wide benchmark assessments will be assessed using the following chart:

Performance Standards - Benchmark Assessments				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A

Course Outline

Unit 1	Course Title			
	Key Terms	Standards*	Model Tasks	Tools & Text
Introduction to Psychology Chapters 1 and 2 2 weeks Subtopics: • History of psychology • Major perspectives • Careers/subfields in psychology • Research methods	Science Behavior Cognitive Process Clinical Psychology Counseling Psychology School Psychology Educational Psychology Developmental Psychology Personality Psychology Industrial Psychology Social Psychology William James Wilhelm Wundt John B. Watson Sigmund Freud Carl Rogers Scientific Method Experiment Survey Case Study Correlation Ethical Standards	1A-1 1A-2 1A-3 1A-5 1A-6	Note Taking Reading of textbook Journal Responses Quizzes Unit Exams Projects Videos Simulations Oral Presentations	Textbook Video Directed Internet Research Teacher Created Materials Diagrams
Differentiation	Support -- for students struggling with content	Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics Process: Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points, Product: Results of common assessment and classroom grading procedures.		
	Extension – for high achieving students.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents		

	Required activities for all honors courses.	Process: Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences Product: Projects, Research assignments, audio-visual assignments and other student created assessments/assignments
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, and final exams.	

Unit 2	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
Physiological Psychology Chapters 3, 4, 5 3 weeks Subtopics: • Biology and Behavior • Sensation and Perception • States of Consciousness	Nervous System Neuron Axon Dendrite Cell Body Neurotransmitter Synapse Central Nervous System Peripheral Nervous System Somatic Nervous System Sympathetic Nervous System Parasympathetic Nervous System Endocrine System Sensation Perception Vision Hearing Tactile Sense Olfactory Sense Gustatory Sense Kinesthetic Sense	IIA-1 IIA-2 IIA-3 IIA-5 IIB-1 IIB-2 IVD-1 IVD-2 IVD-3 IVD-4 IVD-5		Note Taking Reading of Textbook Journal Responses Quizzes Unit Exams Projects Videos Simulations Oral Presentations	Textbook Video Directed Internet Research Teacher Created Materials Diagrams

	Vestibular Sense All structures of the above senses Figure-Ground Depth Cues Pitch Loudness Brightness Color Vision Consciousness Altered State of Consciousness Sleep Rapid Eye Movement Dreams Sigmund Freud Hobson and McCarley Lucid Dreams Insomnia Night Terrors Apnea Sleep Walking Sleep Talking Nocturnal Enuresis Hypnosis Meditation Stimulants Depressants Hallucinogens					
Differentiation	Support -- for students struggling with content	Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics Process: Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points, Product: Results of common assessment and classroom grading procedures.				

	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents Process: Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences Product: Projects, Research assignments, audio-visual assignments and other student created assessments/assignments
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Unit 3	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
Learning, Memory and Cognition Chapters 6,7,8,9, 3 weeks Subtopics: • Learning • Memory • Thinking and Language • Intelligence	Learning Classical Conditioning Stimulus Response Unconditioned Stimulus Unconditioned Response Conditioned Stimulus Conditioned Response Operant Conditioning Reinforcement Punishment Observational Learning Vicarious Reinforcement Vicarious Punishment Ivan Pavlov B.F. Skinner	IVA-1 IVA-2 IVA-3 IVA-5 IVB-1 IVB-2 IVB-3 IVB-4 IVB-5 IVB-6 IVC-1 IVC-2 IVC-4 IVE-1 IVE-3 IVE-4		Note Taking Reading of Textbook Journal Responses Quizzes Unit Exams Projects Videos Simulations Oral Presentations	Textbook Video Directed Internet Research Teacher Created Materials Diagrams

	John B. Watson Albert Bandura Learning Style Selective Attention Encoding Storage Retrieval Sensory Memory Short Term Memory Long Term Memory Mnemonic Device Interference Theory Repression Amnesia Decay Theory Hippocampus Reconstructive Aspect of Memory Elizabeth Loftus Heuristics Language Acquisition Problem Solving Creativity Deductive Reasoning Inductive Reasoning Intelligence Multiple Intelligence Howard Gardner Emotional Intelligence Intelligence Assessment					
Differentiation	Support -- for students struggling with content	Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics Process: Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points, Product: Results of common assessment and classroom grading procedures.				

	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents Process: Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences Product: Projects, Research assignments, audio-visual assignments and other student created assessments/assignments
	Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.

Unit 4	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
Developmental Psychology Chapters 10, 11, 12 2 weeks Subtopics: • Physical Development • Social Development • Cognitive Development	Nature Nurture Maturation Reflex Attachment Harry Harlow Imprinting Parenting Style Self Esteem Jean Piaget Cognitive Development Schema Assimilation Accommodation Sensorimotor Preoperational Concrete Operational Formal Operational	IIIA-1 IIIA-3 IIIA-4		Note Taking Reading of Textbook Journal Responses Quizzes Unit Exams Projects Videos Simulations Oral Presentations	Textbook Video Directed Internet Research Teacher Created Materials Diagrams

	Lawrence Kohlberg Moral Reasoning Adolescence Puberty Erik Erikson Psychosocial Development Identity Eating Disorders Dating Relationships Divorce Elizabeth Kubler-Ross Death and Dying					
Differentiation	Support -- for students struggling with content	Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics Process: Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points, Product: Results of common assessment and classroom grading procedures.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents Process: Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences Product: Projects, Research assignments, audio-visual assignments and other student created assessments/assignments				
	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson					

Evaluation	or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.
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Unit 5	Course Title				
	Key Terms	Standards*	Model Tasks		Tools & Text
Personality Chapters 13 and 14 2 weeks Subtopics: • Motivation and Emotion • Theories of Personality	Motivation Instinct Drive Homeostasis Abraham Maslow Hierarchy of Needs Hypothalamus Achievement Motivation Emotions Personality Hippocrates Gordon Alport Raymond Cattell Hans Eysenck Introvert Extrovert Sigmund Freud Id Ego Superego Defense Mechanisms Psychosexual Development Carl Jung Alfred Adler Humanistic Theory Carl Rogers	IIIB-1 IIIB-2 IIIB-3 IIC-1 IIC-3		Note Taking Reading of Textbook Journal Responses Quizzes Unit Exams Projects Videos Simulations Oral Presentations	Textbook Video Directed Internet Research Teacher Created Materials Diagrams

	Self Concept Sociocultural Approach Individualism Collectivism					
Differentiation	Support -- for students struggling with content	Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics Process: Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points, Product: Results of common assessment and classroom grading procedures.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents Process: Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences Product: Projects, Research assignments, audio-visual assignments and other student created assessments/assignments				
Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.					

Unit 6	Course Title				
	Key Terms	Standards*	Model Tasks	Tools & Text	

Health and Adjustment Chapters 17,18,19 3 weeks Subtopics: • Stress and Health • Psychological Disorders • Methods of Therapy	Stress Approach-Avoidance General Adaptation Syndrome Anxiety Phobia Obsession Compulsion Bipolar Depression Schizophrenia Personality Disorder Somatoform Disorder Dissociative Disorder Psychoanalytic Approach Behavioral Approach Humanistic Approach Cognitive Approach Biological Approach	IID-1 IID-2 IID-3 IID-4 VA-1 VA-3 VB-1 VB-2		Note Taking Reading of Textbook Journal Responses Quizzes Unit Exams Projects Videos Simulations Oral Presentations		Textbook Video Directed Internet Research Teacher Created Materials Diagrams
Differentiation	Support -- for students struggling with content	Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics Process: Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points, Product: Results of common assessment and classroom grading procedures.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents Process: Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences Product: Projects, Research assignments, audio-visual assignments and other student created assessments/assignments				

Evaluation	Formative Assessments: Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to checks for understanding, quizzes, and homework review. Benchmark tests are required for all state tested subjects. Summative Assessments: Typically used to assess student achievement at the end of units or end of course. Strategies may include, but are not limited to, chapter tests, research papers, CST's and final exams.
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Unit 7	Course Title				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Social Psychology Chapters 20 and 21 2 weeks Subtopics: • Social	Attitude Persuasion Prejudice Attribution Non-verbal Communication Interpersonal Attraction Conformity Solomon Asch Obedience Stanley Milgram	VC-1 VC-2 VC-3		Note Taking Reading of Textbook Journal Responses Quizzes Unit Exams Projects Videos Simulations Oral Presentations	Textbook Video Directed Internet Research Teacher Created

Cognition • Social Interaction	Aggression Altruism Bystander Affect					Materials Diagrams
Differentiation	Support -- for students struggling with content	Content: Adaptive reading with multiple levels, Multi-sensory information, Modified pacing, Rubrics Process: Assignments will involve projects that allow the student to show progress in oral, visual or written manner. Teacher evaluation as to reading and writing capability; collaborative projects for peer support; direct instruction using visuals, power points, Product: Results of common assessment and classroom grading procedures.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Extended activities, Enrichment projects, Multiple Supplement Materials, Primary source documents Process: Use of note-taking transparencies, Collaborative group assignments, Use of PowerPoint and other technologies, Chapter outlines, Research projects, Hands-on experiences Product: Projects, Research assignments, audio-visual assignments and other student created assessments/assignments				
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