

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## Psychology

<b>Board Approval Date:</b> June 17, 2021	<b>Course Length:</b> 1 Semester
<b>Grading:</b> A-F	<b>Credits:</b> 5 Credits per Semester
<b>Proposed Grade Level(s):</b> 9, 10, 11, 12	<b>Subject Area:</b> Elective <b>Elective Area (if applicable):</b> Health/Family Life, Human Development
<b>Prerequisite(s):</b> N/A	<b>Corequisite(s):</b> N/A
<b>CTE Sector/Pathway:</b>	
<b>Intent to Pursue ‘A-G’ College Prep Status:</b> Yes	
<b>A-G Course Identifier:</b> (g) College-preparatory elective	
<b>Graduation Requirement:</b> Yes	
<b>Course Intent: District Course Program (if applicable):</b>	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the <b>Title IX Coordinator(s) and Equity Compliance Officer(s):</b> Curtis Wilson, <a href="mailto:cmwilson@fcusd.org">cmwilson@fcusd.org</a> (grades K-5) and Jim Huber, Ed. D., <a href="mailto:jhuber@fcusd.org">jhuber@fcusd.org</a> (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625</p>	

### COURSE DESCRIPTION: (Online Course)

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as “What is happiness?” Students answer these questions before, during, and after they interact with direct instruction.

**DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<p><b>1. Psychology as Science</b></p>	<p>What does the term “psychology” mean?            What are the following perspectives within psychology: humanistic and positive psychology, cognitive-behavioral psychology, behavioral psychology, biopsychology, developmental psychology, and social psychology?            What is one important question that motivates scientists for each of the perspectives?            What is correlation versus causation?            What are positive, negative, and weak correlations?            What is a situation where there is no correlation?            What does the statement "correlation alone does not prove causation" mean?            What are the purposes and limitations of observational studies?            What are sources of bias in a study?            What does the term “experiment” mean and what can experiments prove?            What are dependent and independent variables?            What are sources of bias and methods for control in an experiment?</p>	<p>*Quiz: Grand Questions of Psychology Take a quiz to assess your understanding of the material            *Journal: Can Science Answer It? Choose a question about people that is especially interesting to you. How is it related to any of the big questions that psychologists are studying? Do you think that science can answer your question?            *Study: Poll: Experiments Think about an experiment that would answer the question, "Can people really learn about math or history by playing a video game?"</p>	<p>*Test: Psychology as a Science</p>
<p><b>2. The Brain and The Body</b></p>	<p>What does the term nervous system mean?</p>	<p>*Study: Poll: How Many Nervous Systems? Share your</p>	<p>*Test: The Brain and the Body</p>

	<p>What are the main parts of a neuron, and how do neurons communicate with each other across synapses?</p> <p>What is the difference between the central and the peripheral nervous system?</p> <p>What is the purpose of each of the subdivisions within the peripheral nervous system?</p> <p>What is the main purpose of the endocrine system, and functions of the major glands?</p> <p>What is the difference between the brain and the mind?</p> <p>What are the three main parts of the human brain, and what are their functions?</p> <p>What are the main parts of the hindbrain, midbrain, and forebrain, and their functions?</p> <p>What is the difference between sensation and perception?</p> <p>What is the role of the thalamus in sensation?</p> <p>What is transduction, and how does it work in vision, hearing, the vestibular sense, touch, smell, and taste?</p> <p>What is the purpose of a mechanoreceptor?</p> <p>What is the purpose of proprioception?</p> <p>What are the four basic senses in our skin, and the purpose of pain?</p> <p>What must the brain do in order to create perception?</p> <p>What is Gestalt, and at least three Gestalt principles of organization?</p> <p>What is feature detection</p>	<p>thoughts about the many things your nervous system does</p> <p>*Quiz: The Nervous System and Endocrine System Take a quiz to assess your understanding of the material</p> <p>*Discuss: Think about A Robot Brain Apply what you have learned about the brain by thinking about what a robot's brain would need to do if it were to act like a human</p> <p>*Study: Poll: Can you Sense It? Answer some questions about what senses are made of</p>	
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	<p>and its similarity to Gestalt principles of organization?          What is perceptual constancy and perceptual set?          What is an embodied mind and embodied cognition?</p>		
<p><b>3. Thinking, Feeling and Consciousness</b></p>	<p>How did Sigmund Freud, Wilhelm Wundt, and Edward Titchener view consciousness?          What is the definition of consciousness as understood by most modern psychologists?          What is the dual-processing theory and selective attention?          How does the dual-processing theory apply to decision making, selective attention, and hypnosis?          How do the following views of hypnosis differ: dissociation theory, role theory, and the unified account of hypnosis?          How does consciousness as involve neural activity in all parts of the brain          What is the difference between the emotional and rational brains, and how do they interact to influence thinking?          Which part of the brain is most responsible for rational thought?          What is the difference between thinking and cognition, and what are the meanings of mental images (or prototypes), concepts, and language?          What are two types of problem solving?          What are four characteristics of</p>	<p>*Quiz: Consciousness Take a quiz to assess your understanding of the material          *Practice: Why Do We Sleep? Write your best explanation of why people sleep and dream and how you would test your explanation</p>	<p>*Test: Thinking, Feeling, and Consciousness Take a computer-scored test to assess what you have learned in this unit.</p>

	<p>creativity?</p> <p>What are the differences between three common theories of emotion?</p> <p>Why are memories not a completely accurate record of events?</p> <p>What are the differences between sensory memory, short-term memory, and long-term memory, and what are the characteristics of each?</p> <p>What are characteristics of the levels of process theory?</p> <p>What are the different types of long-term memory?</p> <p>What is priming, flashbulb memory, and eidetic memory?</p> <p>How are memories stored as nerve connections in the brain?</p> <p>What is the role of the hippocampus, the amygdala, and the endocrine system in forming new memories?</p> <p>What is sleep and dream?</p> <p>What are the characteristics of sleep stages 1 – 4, along with REM sleep?</p> <p>What is the difference between three common sleep problems?</p> <p>What are the differences between these theories of dreaming: psychodynamic theory, activation-synthesis theory, and information processing theory?</p> <p>What is the significance of circadian rhythms and how does the body react when they are disrupted?</p>		
<p><b>4. Developing Throughout Life</b></p>	<p>What does the term development mean?</p>	<p>*Study: Poll: How Have You Changed? Imagine reunions</p>	<p>*Test: Developing throughout Life</p>

	<p>How is development lifelong, multidimensional, multidirectional, and pliable?</p> <p>What are the physical, cognitive, psychosocial, and moral dimensions of development?</p> <p>What is the difference between the theme of continuity versus stages, and what are examples of each?</p> <p>What is the theme of nature versus nurture, and what is an example?</p> <p>What is the difference between the themes of stability versus change, and what are examples of each?</p> <p>What is the meaning of the term concept, and how concepts are formed?</p> <p>What are Piaget's concepts of assimilation and accommodation?</p> <p>What are Piaget's four stages of cognitive development?</p> <p>What are the main stages of language development?</p> <p>What is the meaning of the term moral development?</p> <p>What is Erik Erikson's term identity crisis, and what is the nature of developmental work in the stages of adolescence and young adulthood?</p> <p>What are the differences between Kohlberg's three stages of moral development?</p> <p>What is one reason why Kohlberg's theory of moral development has been criticized as being too narrow?</p>	<p>with your classmates in 20 years, 30 years, and 40 years. How do you think you will change and how will you stay the same?</p> <p>*Quiz: Life Stages and Moral Development Take a quiz to assess your understanding of the material</p>	
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<p><b>5. Social Psychology</b></p>	<p>What are attribution and attitude?          What is the difference between self-concept, self-esteem, and self-efficacy?          What is the difference between dispositional and situational attribution?          What is an example of the fundamental attribution error?          What are examples of self-fulfilling prophecy, the representativeness heuristic, base rate fallacy, and confirmation bias?          What is an example of cognitive dissonance, and how can it change attitudes?          What are the meanings of the terms conformity and obedience, and what are examples of each?          When can conformity and obedience can help or hurt people and what are examples of each?          What are the design, results, and conclusions of the Solomon Asch and Stanley Milgram experiments?          What are types of influences that can cause people to obey authority or conform to a group?          What are the causes and effects of groupthink, group polarization, deindividuation, social impairment, and social facilitation?          What is the meaning of the term mere exposure effect?          What factors make friendship likely?          What are the differences between three theories of</p>	<p>*Quiz: Attribution and Attitudes Take a quiz to assess your understanding of the material          *Discuss: Why Are You Friends? Take a look at your answers to the poll at the beginning of this lesson. How have your ideas about attraction changed?          *Quiz: Group Conflict and Group Interaction Take a quiz to assess your understanding of the material          *Practice: Intergroup Conflict Use what you have learned to write about how intergroup conflict might be prevented</p>	<p>*Test: Social Psychology</p>
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	<p>romantic love?          What do the terms prosocial behavior and altruism mean?          What do the terms stereotype, prejudice, and discrimination mean?          What are the concepts of in-group and out-group, and how can they lead to conflict between groups?          How does the Stanford prison experiment demonstrate how roles can lead to conflict?          How does the Robbers Cave study illustrate contact theory?          How is a jigsaw classroom an example of contact theory put into practice?</p>		
<p><b>6. Disorders and Wellness</b></p>	<p>What is the meaning of the American Psychiatric Association's definition of a psychological disorder, and name the book that catalogs all known mental disorders?          How do you use the American Psychiatric Association's definition of a psychological disorder to distinguish between a disorder and normal variations in thinking, feeling, and acting?          What are the meanings of the terms sane, competent, and functional?          Why do many people not acknowledge or seek treatment for psychological disorders?          What is the definition of anxiety disorder and mood disorder?          What are three types of anxiety disorders and three</p>	<p>*Study: Poll: What Is Normal? Consider the difference between being normal and not normal, and whether such a distinction really exists          *Discuss: What Is Normal? Take a look at your answers to the poll at the beginning of this lesson. Have your ideas about mental illness changed?          *Practice: Happiness Given what you have learned in this lesson, write about what tends to make people happy          *Quiz: Positive Psychology Take a quiz to assess your understanding of the material</p>	<p>*Test: Disorders and Wellness</p>



	<p>types of mood disorders?          What are the main characteristics of behaviorist, humanist, biomedical, and cognitive-behavioral approaches to therapy for anxiety and mood disorders?          How are three main types of dissociative disorders defined?          What are the positive, negative, and cognitive symptoms of schizophrenia?          What is the definition of happiness and what are the origins of positive psychology?          What needs are identified in Maslow's hierarchy of needs?          What are examples of the adaptation-level principle and role deprivation theory in action?          What is learned optimism and what are some of the health benefits of optimism?</p>		
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**ESSENTIAL STANDARDS:**

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 American Psychological Association’s National Standards for High School Psychology

Scientific Inquiry Domain  
 Standard Area: Perspectives in Psychological Science  
 Content Standards: After concluding this unit, students understand:  
 1. Development of psychology as an empirical science  
 2. Major subfields within psychology

Standard Area: Research Methods, Measurement, and Statistics  
 Content Standards: After concluding this unit, students understand:  
 1. Research methods and measurements used to study behavior and mental processes  
 2. Ethical issues in research with human and non-human animals  
 3. Basic concepts of data analysis

## Biopsychology Domain

### Standard Area: Biological Bases of Behavior

Content Standards: After concluding this unit, students understand:

1. Structure and function of the nervous system in human and non-human animals
2. Structure and function of the endocrine system
3. The interaction between biological factors and experience
4. Methods and issues related to biological advances

### Standard Area: Sensation and Perception

Content Standards After concluding this unit, students understand:

1. The processes of sensation and perception
2. The capabilities and limitations of sensory processes
3. Interaction of the person and the environment in determining perception

### Standard Area: Consciousness

Content Standards: After concluding this unit, students understand:

1. The relationship between conscious and unconscious processes
2. Characteristics of sleep and theories that explain why we sleep and dream
3. Categories of psychoactive drugs and their effects
4. Other states of consciousness

## Development and Learning Domain

### Standard Area: Lifespan Development

Content Standards: After concluding this unit, students understand:

1. Methods and issues in lifespan development
2. Theories of lifespan development
3. Prenatal development and the newborn
4. Infancy (i.e., the first two years of life)
5. Childhood
6. Adolescence
7. Adulthood and aging

### Standard Area: Learning

Content Standards: After concluding this unit, students understand:

1. Classical conditioning
2. Operant conditioning
3. Observational and cognitive learning

### Standard Area: Language Development

Content Standards: After concluding this unit, students understand:

1. Structural features of language
2. Theories and developmental stages of language acquisition
3. Language and the brain

## Sociocultural Context Domain

### Standard Area: Social Interactions

Content Standards: After concluding this unit, students understand:

1. Social cognition
2. Social influence

### 3. Social relations

#### Standard Area: Sociocultural Diversity

Content Standards: After concluding this unit, students understand:

1. Social and cultural diversity
2. Diversity among individuals

#### Cognition Domain

##### Standard Area: Memory

Content Standards: After concluding this unit, students understand:

1. Encoding of memory
2. Storage of memory
3. Retrieval of memory

##### Standard Area: Thinking

Content Standards: After concluding this unit, students understand:

1. Basic elements comprising thought
2. Obstacles related to thought

##### Standard Area: Intelligence

Content Standards: After concluding this unit, students understand:

1. Perspectives on intelligence
2. Assessment of intelligence
3. Issues in intelligence

#### Individual Variations Domain

##### Standard Area: Motivation

Content Standards: After concluding this unit, students understand:

1. Perspectives on motivation
2. Domains of motivated behavior in humans and non-human animals

##### Standard Area: Emotion

Content Standards: After concluding this unit, students understand:

1. Perspectives on emotion
2. Emotional interpretation and expression
3. Domains of emotional behavior

##### Standard Area: Personality

Content Standards: After concluding this unit, students understand:

1. Perspectives on personality
2. Assessment of personality
3. Issues in personality

##### Standard Area: Psychological Disorders

Content Standards: After concluding this unit, students understand:

1. Perspectives on abnormal behavior
2. Categories of psychological disorders

#### Applications of Psychological Science Domain

##### Standard Area: Treatment of Psychological Disorders

Content Standards: After concluding this unit, students understand:

1. Perspectives on treatment
2. Categories of treatment and types of treatment providers
3. Legal, ethical, and professional issues in the treatment of psychological disorders

Standard Area: Health

Content Standards: After concluding this unit, students understand:

1. Stress and coping
2. Behaviors and attitudes that promote health

Standard Area: Vocational Applications

Content Standards: After concluding this unit, students understand:

1. Career options
2. Educational requirements
3. Vocational applications of psychological science

## **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

### **Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

### **Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

### **Link to Program Content Area Standards (if applicable):**

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.apa.org/education/k12/psychology-curricula.pdf>

## **TEXTBOOKS AND RESOURCE MATERIALS:**

### **Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
<i>Yes</i>		<i>APEX Psychology</i>		Apex Online Courses		<i>2019</i>

**Other Resource Materials**

N/A

**Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A