

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline Psychology

Date: November 2004

Subject: Psychology

Proposed Grade Level(s): 11-12

Course Length: Semester

Grading: A-F

Number of Credits: 5

Prerequisites: 2.0 GPA

BRIEF COURSE DESCRIPTION:

This course will be an overview of the field of Psychology and will study the history of Psychology, different schools of thought, methods of therapy, personalities, behavior disorders, learning memory, biological aspects, and teen issues. Class will be conducted as a discussion and survey level class.

GENERAL GOALS / PURPOSES:

To introduce the students to the world of Psychology and to help prepare them for college level Psychology classes. Also, the class will:

- Help the students to understand and appreciate Psychology as a study and other relating Social Learning classes.
- Help develop students' critical thinking skills through subjective evaluations.
- Help develop students' problem solving skills through individual and group presentations.

Students will:

- Show an understanding for the vocabulary, history, and theories of Psychology.
- Write responses on videos relating to the topics that will be covered in class.
- Understanding of Psychology through an array of evaluations.
 1. Multiple-choice tests
 2. Take home essay tests
 3. Class project and presentations
 4. Through investigating the media sources they will find contemporary issues to discuss in class

STUDENT READING COMPONENT:

This course will consist of reading out of the available text "Psychology an Introduction", 11th edition, C. Morris and A. Maisto. In addition to the class text the students will explore other sources to accompany the course of study.

STUDENT WRITING COMPONENT:

Students will complete:

2 – 3 projects (1–2 group or 1–2 individual projects), movie and documentary reviews, and current event issues related to the class topics.

STUDENT ORAL COMPONENT:

All projects will have an oral presentation attached to the requirements that will be 5 -1 0 minutes in length. Class discussions will involve all students in topic areas, their understanding of the specific chapters and topics, along with outside connections to the course of study.

DETAILED UNITS OF INSTRUCTION:

“Psychology and Introduction”

Chapter Subjects Covered:

1. Introduction
2. Biological Basis of Behavior
3. Sensation and Perception
4. States of Consciousness
5. Learning
6. Memory
7. Intelligence and Mental Abilities
8. Motivation and Emotion
9. Life Span Development
10. Personality
11. Stress and Health
12. Psychological Disorders
13. Therapies

In addition to the text and the topics studied, the student will read and analyze each of the topics brought up in class through class discussions in small group or large group exercises, exams, and analytical writing.

Instructional Methods:

- Class Discussions
- Instructional Materials
- Questioning Techniques
- Audio / Visual Materials
- Small or Large Group Coaching
- Small or Large Group Activities
- Individual Instruction

Assessment Methods:

- Traditional Tests (short answer and T / F)
- Essay Take Home Tests requiring in depth analysis
- Written responses on Audio / Visual topics brought up in the course period
- Performance based student class presentations
- Individual and group assessments

THIS COURSE WILL HELP PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXAMS:

Writing, Reading, and Social Science.

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading Comprehension:

Students will:

- Read and comprehend grade–level appropriate material
- Analyze view points for pros and cons of the materials
- Through the course of study be able to analyze materials and discuss their positions of opinions.
- Through an open class approach, they will be able to clarify present facts and information.

Writing Comprehension:

Students will:

- Use the text and outside sources to help with their point of view, opinion, and style to relate to the course information.
- The use of vocabulary that will enhance their understanding and connection to the course.
- Learn to express their thoughts and feelings through writing responses and required written reports.

DISTRICT ESLRS TO BE ADDRESSED:

- **Self Directed Learners:** Students who take responsibility for their own learning. They will be guided towards an independent learning style to create lifelong tools for success in school and beyond their school years.
- **Effective Communicators:** Students who are able to relate and explain clearly and with logic in areas of writing and speaking. Students will be able to analyze all forms of communication and apply prior and learned knowledge to the current study of the course.
- **Quality Producers / Performers:** Students who will take pride in what they have learned and produced. In addition, students take with them a desire to perform to existing standards in all walks of their lives.
- **Constructive Thinkers:** Students who are able to demonstrate convincing and meaningful thoughts. Logic and support of knowledge will be required in all the writing and oral assignments.
- **Collaborative Workers:** Students who exercise the knowledge gained in class to share what they have learned about psychology, history, vocabulary, therapies, and general information with their groups in class and groups outside of class. In addition, students will do group projects that will help reinforce the need to cooperate with other fellow students, teachers, and administration to help create a finished project design or product.
- **Responsible Citizens:** Students who become part of the larger community and learn from their studying of the course and what affect one person can have on society and the world around them near and far.

This is a course that requires a student to be able to read the assigned chapters, to analyze the information learned in class, discuss the information with an open mind and without constant direction from the teacher. It is assumed that when the students arrive to class they will have already prepared themselves by having read the assigned chapters. In addition, the students will be able to use a text in class if the lesson for the day requires doing so.

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