TAMALPAIS UNION HIGH SCHOOL DISTRICT

Psychology Course of Study

Overview Information

Title of Course: Psychology	
Course Author(s): Jon Hirsh; Michael Rawlins; Aaron Pribble	Schools where the course will be taught: Tam, Archie, Redwood, Tamiscal, San Andreas
Length of Course: One semester	Subject Area and Discipline: Social Studies
Grade Levels: 11th and 12th	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G)? Yes, G
Prerequisites (required or recommended): None	Co-requisites (required or recommended): None
If there are prerequisites for the course, please include a justification as to why they are in place: N/A	
Check all that apply: ✅ UC A-G course ❑ Graduation Requirement (specify the requirement this course meets) ✅ Elective ❑ Honors/AP ❑ CTE	

Introduction to the Course

Course Overview:

Psychology is a one-semester elective course centered on the study of the mind and human behavior, intended for students enrolled in grades eleven and twelve. This survey course provides students with an introductory understanding of the basic principles and branches of psychology, including opportunities to think critically, consider multiple perspectives, and collaborate and communicate effectively. The class will emphasize relevance, relating psychological understandings to students' lives and the world around them. In addition, students interested in postsecondary study or careers with psychological applications will find this course of interest.

Unit 1 Title: ***Introduction to Psychology***

Unit Summary:

In this unit, students will learn the history and development of psychology as a social science, including the role of pioneers in the field. Students define psychology as the study of the mind and behavior, and what psychology intends to study. The methods and ethics of designing psychological experiments and the scientific method are explored by looking at classic experiments in psychology and the experimental design process. As a foundational component of psychology and this course, the biological nature and structure of psychology is established through studying the brain and nervous system, sensation and perception, and human consciousness, including sleep and dreams.

Unit Outcomes:

Content

1. Students will be able to define psychology and interpret what psychological study entails.
2. Students will understand the scientific method and ethics as they pertain to the design of psychological experiments.
3. Students will be able to identify the functions of specific parts of the brain and nervous system.
4. Students will demonstrate an understanding of the five senses and how sensory information is received and processed in the brain.
5. Students will analyze the different states of consciousness, including altered states of consciousness, with a particular focus on the study of sleep and dreams.

Skills

1. CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
6. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Sample Unit Assignments:

Assignments in this unit are designed to support students in building foundational understandings that will support learning in future units. Creating diagrams and/or models of the nervous system and lobes and structures of the brain, with their functions, establishes key vocabulary and knowledge for the rest of the course. Students will read and analyze summaries of classic experiments in psychology to improve their understanding of experimental methods and ethics. Students can participate in a long-standing psychological study, the Implicit Association Test (IAT), and reflect critically upon their experience and results orally and in writing. Exploring optical illusions is an opportunity to actively engage in the study of visual perception, and similar activities can be designed for the various senses. After learning about the stages of sleep and the interpretation of dreams,

students can complete a sleep and dream journal that assesses the quality of their sleep routine and offers a chance to reflect on healthy sleep habits and potential sleep disorders.

Sample unit Assessment:

Test. On the structure and function of the nervous system and the brain.

Psych or Not Psych. An assessment to sort what falls under the study of psychology and what does not.

Dream Analysis Project. Students will analyze five of their dreams through several of the prominent dream theories including threat-simulation, expectation-fulfillment, activation-synthesis, continual-activation, and the theories of Sigmund Freud, Carl Jung, and Rosalind Cartwright. They will also evaluate which theories they most agree with personally.

Unit 2 Title: ***Developmental Psychology***

Unit Summary:

Developmental psychology concerns how humans develop across the lifespan. In this unit students will learn about the relationship between nature and nurture in shaping who we are. Subjects include stage theories of development; adolescent identity formation; teen risk-taking; stages of grief; emotions; personality; defense mechanisms; and racial identity development, all pointed toward an introspective, reflective study of the self.

Unit Outcomes:

Content

1. Students will describe key stage development theories such as cognitive, psychosocial, and moral theories, and apply these theories to their own lives.
2. Students will explain adolescent identity formation theory and apply it to their own lives.
3. Students will evaluate the constituent elements of teen risk-taking.
4. Students will identify the five stages of grief and apply them to a real-world case study.
5. Students will consider competing theories of emotional development and demonstrate the importance of emotional intelligence.
6. Students will reflect on their own personalities through leading trait models of personality, such as the Big Five.
7. Students will identify key defense mechanisms and apply them to their own lives as well as the people surrounding them.
8. Students will explain racial identity development theory and appraise its effects on individuals and society.

Skills

1. CCSS.ELA-Literacy.RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
2. CCSS.ELA-Literacy.RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. CCSS.ELA-Literacy.RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

4. CCSS.ELA-Literacy.RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
5. CCSS.ELA-Literacy.RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6. CCSS.ELA-Literacy.RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
7. CCSS.ELA-Literacy.RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Sample Unit Assignments:

Theories of Development Timeline. Students will create an integrated timeline of the cognitive, psychosocial, and moral theories of development, including a description of each stage for each theory. They will also indicate with a star where on each theory they currently reside.

Personality Tests and You. Students will take a variety of personality tests, including the Big Five, the Kiersey Temperament Sorter, Myers-Briggs, Cattell's 16 Personality Factors, and the Color Code Personality Test. Students will then write a reflection about what the tests say about their personality and the extent to which they agree. Finally, students will interview someone who knows them well and interrogate how this person's views map to their own.

Sample Unit Assessment:

Developmental Autobiography Project. This summative unit assessment requires students to apply what they have learned about developmental psychology by answering the question "What makes you, you?" Students will analyze themselves through the topics about which they have learned–such as emotions, personality, teen risk-taking, grief, defense mechanisms, and race–considering how both nature and nurture have shaped who they are and who they have become. Their product may be a formal essay, a podcast, a double-sided journal, an oral presentation, or a video.

Unit 3 Title: ***Social Psychology***

Unit Summary:

Students will explore various concepts in the field of social psychology to build and shape a new lens through which to understand and explain how others and groups explicitly and implicitly influence the behavior of individuals and groups, as well as our perceptions of those influences, real and imagined. Subjects include situational influences on behavior; bias; smartphones and social media; persuasion; attraction and love; and prejudice and discrimination. Students will be encouraged to consider the perspective of others, in particular.

Unit Outcomes:

Content

1. Students will compare and contrast situational versus dispositional influences on behavior.
2. Students will describe forms of bias such as the fundamental attribution error, the actor-observer bias, self-serving bias, and the just-world hypothesis, and apply these to the world around them.

3. Students will identify influences on behavior such as conformity, obedience, groupthink, group polarization, social facilitation, and social loafing.
4. Students will critique the effects of social media and smartphone use on their own mental and physical health.
5. Students will identify forms of persuasion such as reciprocity, scarcity, authority, consistency, liking, and consensus.
6. Students will evaluate leading theories of attraction and love, such as the mere-exposure effect, homophily, reciprocity, self-disclosure, the triangle theory of love, and the social exchange theory.
7. Students will explain theories of prejudice and discrimination and apply them to the world around them.

Skills

1. CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
5. CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
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Sample Unit Assignments:

Students will form groups to research the methods and insights gained from specific experiments in social psychology, such as Asch, Darley & Latane, Jane Elliot, Milgram, and Zimbardo. In a small-group jigsaw, students will think critically and share with classmates the reliability of their findings based on an analysis of their methods and how those methods have stood the test of time, as well as teach classmates clearly about the important concepts within social psychology, demonstrated best by their topic.

Sample unit Assessment:

Social Psychology Experiment Project. Students will design and implement their own social experiment. They can work alone or in groups of up to four. They will select a subject, write a proposal, conduct the experiment, gather the results, and write a final report.

Unit 4 Title: ***Abnormal Psychology***

Unit Summary:

Students will learn about the diagnostic criteria and real-world presentation of common psychiatric disorders and mental illnesses. They will develop an understanding of specific challenges faced by those who struggle with specific mental illnesses, separate fact from popular fiction by gaining understanding of specific, professional criteria for diagnosis and evidence-based treatments, and develop empathy and strategies to support those in

their communities who suffer. Subjects include psychopathology, etiology, diagnosis, comorbidity, empathy and compassion.

Unit Outcomes:

Content

1. Students will apply understanding of specific signs and symptoms rooted in the DSM-V criteria to properly diagnose unique mental illnesses.
2. Students will identify and analyze common treatment options, including keys to healthy community support of afflicted individuals.
3. Students will identify common traits that cross over from one illness to another, analyze them as a group, and explain what their commonality might tell us about the nature of mental illness and its treatment.

Skills

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6. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Sample Unit Assignments:

After learning about Antisocial Personality Disorder, students will read an article (Ramsland, K. (n.d.). *Asperger's vs. antisocial personality: What's the difference?* Psychology Today) describing the difference between Antisocial Personality Disorder and Autism Spectrum Disorder. They will answer a series of questions individually about the reading, then engage in a group discussion to demonstrate understanding. This simultaneously acts as a review of ASPD and an introduction to a discussion of ASD that challenges them to see nuance and cultivate interest and understanding of behaviors they may encounter.

Sample unit Assessment:

Students will form groups to collaboratively research the outward signs and symptoms, diagnostic criteria, and evidence-based treatments of common psychiatric disorders. Examples include Major Depressive, Generalized Anxiety, Substance Use, Body Dysmorphic, Bipolar, Borderline & Antisocial Personality, Dissociative Identity, Schizophrenia, and Obsessive Compulsive Disorders.

Unit 5 Title: ***Positive Psychology***

Unit Summary:

Positive psychology is the study of happiness, well-being, and human flourishing. Subjects include positive affect and optimism; flow; habits; Stoicism; regulating stress; mindfulness and meditation; multitasking; motivation; gratitude; relationships; goal-setting; boredom and creativity; grit, mental toughness, growth mindset; and altruism. In this unit, students will learn about what makes for a satisfying life and what tools we possess in order to thrive.

Unit Outcomes:

Content

1. Students will apply their understanding of how specific parts of our brain influence our conscious and unconscious cognitive processes in specific ways, such as pleasure and happiness, but also how our brains can become misguided in those pursuits (addiction/dependency).
2. Students will explore the effects of specific neurotransmitters such as dopamine and cortisol on our behavior in the context of pleasure, reward, queuing, habit formation, desensitization, and the zone of optimum stress/performance.
3. Students will think critically about the benefits of practices such as mindfulness, gratitude, mental imagery training, cognitive loading, self-compassion, cultivating a growth mindset, habit formation, and the difference between practice and deliberate practice.
4. Students will apply their understanding of stress reduction techniques to the practice of mindfulness and meditation.
5. Students will explain the relationship between boredom and creativity, applying it to their own lives.
6. Students will consider the benefits of gratitude, and engage in gratitude visits.
7. Students will define grit, growth mindset and mental toughness, and apply it to an aspect of their lives.

Skills

1. CCSS.ELA-Literacy.RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
2. CCSS.ELA-Literacy.RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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Sample Unit Assignments:

Multitasking. In partners, students will perform a test on multitasking. They will start by drawing two horizontal lines on a piece of paper. One partner will time the other who carries out the test. On the first line,

students write ¨I am a great multitasker." Then on the second line they write out the numbers 1-20 sequentially and record how much time each task took. Students then draw two additional horizontal lines and again have someone time them, writing a letter on one line and then a number on the line below, then the next letter in the sentence on the upper line, and then the next number in the sequence, and so on, changing from line to line.

Once groups finish calculating their times for task 1 and task 2, students create class averages, compare times, and discuss why task 2 took so much longer. Then have each partner read a different article on the costs of multi-tasking/task switching. Each partner should summarize the key research findings and use specific evidence in the form of at least one quote from the article to support that summarized conclusion. After all partner groups are done, discuss as a class the takeaways and ensure the understanding of the difference between task switching (two conscious tasks that cannot be completed simultaneously) and multi-tasking (when only one task requires conscious attention and can truly be done simultaneously), and discuss the possible benefits of that gained understanding applied to our behaviors and choices.

Motivation. Students will write an analytical comparison of the difference in conceptualizing motivation at a societal level from individualistic versus communal lenses, based on Maslow's "Hierarchy of Needs" and his time with the Blackfoot (Siksika) tribe.

Ravilochan, T., Kessler, C., & Mason, J. (2021, April 4). *Could the Blackfoot Wisdom that Inspired Maslow Guide Us Now?* Medium.

Sample unit Assessment:

Teen Guide to Health and Wellbeing. Students will create a teen guide to happiness. It should be directed at their fellow friends and classmates. The product should be a real-life guide that would exist in the world, such as a public service announcement, a website, a film, a magazine, a brochure, a social media campaign, or a podcast. The guide should be meaningful, relevant, and useful, with the goal of applying what students have learned to their own lives and the world around them.

Recommended Texts and Resources:

Textbook:
Rathus, S. A. (2010). Psychology: Principles in Practice. Holt McDougal.

Supplementary Resources:
Mook, D. G. (2005). Classic Experiments in Psychology. Westport, Conn.: Greenwood Press.

The American Psychological Association. https://www.apa.org/.

Introduction to Psychology. Lumen Learning, 2020,
https://courses.lumenlearning.com/waymaker-psychology/.

Board Approval Date: 1/23/1995
Revised: 5/4/2026
UC "G" Revision: 06/2026