

Wilson Area School District Planned Course Guide

Title of planned course: Psychology

Subject Area: Social Studies

Grade Level: 10-12

Course Description: This course provides an overview of the scientific study of human behavior and cognitive processes. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, and other relevant topics.

Time/Credit for this Course: 0.5 Academic Year / 0.5 Credit

Curriculum Writing Committee: Brendan Powers

Curriculum Map

First Semester

August: Chapter 1 Intro to Psychology

September: Unit 2 Body and Mind

October: Unit 3 Learning and Cognition

November: Unit 4 Development

December: Unit 5 Stress and Health

January: Unit 6 Psychological Disorders

Second Semester

January: Chapter 1 Intro to Psychology

February: Unit 2 Body and Mind

March: Unit 3 Learning and Cognition

April: Unit 4 Development

May: Unit 5 Stress and Health / Unit 6 Psychological Disorders

June: Unit 6 Psychological Disorders

**Wilson Area School District
Planned Course Materials**

Course Title: Psychology

Textbook: Holt Psychology: Principles in Practice

Teacher Resources: APA website, Youtube, TOPSS, teachpsych.org

Curriculum Scope & Sequence

Planned Course: Psychology

Unit: 1 What is Psychology?

Time frame: 10 days

National Standards: IA.1-2

Essential content/objectives: At end of the unit, students will be able to:

- Identify the goals of psychology
- Describe the general timeline for the field of Psychology in history
- Describe the kinds of work that psychologists do and the history of psychology
- Distinguish the contemporary perspectives in the field of psychology

Core Activities: Students will complete/participate in the following:

- Students will participate in positive visualization practice
- Who am I? Through yes/no questions Identifying careers
- Analysis of Plato's The Cave
- Fill out notes for each section of Chapter
- Observation skills-episode of Modern Family

Instructional Methods:

- Primary document analysis
- Classroom discussion
- Debates
- Lectures/discussion
- Historic literature discussion
- Text/skills based enrichment worksheets
- Videos
- Computer based presentations
- Textbook reading
- Timelines

Materials & Resources:

- Holt Psychology: Principles in Practice
- APA website, Youtube, TOPSS, teachpsych.org

Assessments:

- Homework assignments
- Chapter test

Curriculum Scope & Sequence

Planned Course: Psychology

Unit: 2 Body and Mind

Time frame: 20 days

National Standard: IIA.1-7; IIB.1-2

Essential content/objectives: At end of the unit, students will be able to:

- Describe how the nervous system, brain, endocrine system and heredity affect behavior
- Explain the different meanings and levels of consciousness as well as how it is affected by sleep, meditation, biofeedback, hypnosis, and drugs

Core Activities: Students will complete/participate in the following:

- Identifying parts and function of a neuron verbally
- Read and analyze Case study on Helen Keller as related to sensory experience.
- Students will log their sleep patterns to affect change
- Students will practice meditation to understand the power of the mind over the body

Instructional Methods:

- Primary document analysis
- Classroom discussion
- Lectures/discussion
- Historic literature discussion
- Text/skills based enrichment worksheets
- Videos
- Computer based presentations
- Textbook reading

Assessments:

- Verbal presentation explaining understanding of nervous system
- Chapter tests

Curriculum Scope & Sequence

Planned Course: Psychology

Unit: 3 Learning and Cognition

Time frame: 15 days

National Standards: IVA.1-5

Essential content/objectives: At end of the unit, students will be able to:

- Analyze the ways in which behavior can be conditioned
- Describe the factors involved in learning

Core Activities: Students will complete/participate in the following:

- Practice the principles of Operant conditioning to start or stop a habit
- Analysis of behavior scenarios. Identifying operant vs. classical conditioning

Instructional Methods:

- Classroom discussion
- Debates
- Lectures/discussion
- Text/skills based enrichment worksheets
- Videos
- Computer based presentations
- Textbook reading

Assessments:

- Chapter test
- Homework
- Project

Curriculum Scope & Sequence

Planned Course: Psychology

Unit: 4 Development

Time frame: 10 days

State Standards: IIIA.1-4

Essential content/objectives: At end of the unit, students will be able to:

- Students will describe the physical and social developments that occur during infancy and childhood and discuss the major theories of infant and child development
- Students will identify the physical and psychological changes that occur during adolescence and discuss social development, identity formation, and the challenges facing adolescents in modern society

Core Activities: Students will complete/participate in the following:

- Students will create a personal development chart to compare/contrast their own development to established timeframes.
- Case Study Genie. Examine the role of critical periods in maturation

Instructional Methods:

- Classroom discussion
- Debates
- Lectures/discussion
- Text/skills based enrichment worksheets
- Videos
- Computer based presentations
- Textbook reading

Assessments:

- Chapter test
- Homework assignments
- Project

Curriculum Scope & Sequence

Planned Course: Psychology

Unit: 5 Stress and health

Time frame: 15 days

State Standards: IID.1-4

Essential content/objectives:

- Students will describe the effect stress has on physical and psychological health, and identify ways that people can better cope with stress

Core Activities: Students will complete/participate in the following:

- Social Readjustment Rating scale-students will identify major stressors and critique list
- Students will create/sell their fictional Spa to identify and apply sources, reactions, and ways to deal with stress
- Video: Stress: Portrait of a Killer. Students will examine health issues associated with stress

Instructional Methods:

- Classroom discussion
- Debates
- Lectures/discussion
- Text/skills based enrichment worksheets
- Videos
- Computer based presentations
- Textbook reading

Assessments:

- Presentation on Fictional Spa
- Chapter test

Curriculum Scope & Sequence

Planned Course: Psychology

Unit: 6 Psychological Disorders

Time frame: 15 days

State Standards: VA.1-4

Essential content/objectives:

- Students will explain the causes and symptoms of various types of psychological disorders

Core Activities: Students will complete/participate in the following:

- Case Study-Read Article about pleading not guilty by reason of Insanity
- Video: Psychological Disorders and the Prison system: Students analyze how the closing of state mental hospitals have made the prison system the new mental “health” facilities

Instructional Methods:

- Classroom discussion
- Debates
- Lectures/discussion
- Text/skills based enrichment worksheets
- Videos
- Computer based presentations
- Textbook reading

Assessments:

- Chapter test
- Research assignment
- Homework