

a-g Psychology

Title: a-g Psychology

Transcript Abbreviation:

a-g Psychology 1A 7E81308

a-g Psychology 1B 7E81309

Seeking “Honors” Distinction: No

Subject Area: Elective

Category: History/Social Science

Grade Level for which this course has been designed: 10th

Unit Value: one year, 2 semesters

Brief Course Description

This course is correlated to the most recent National Standards for High School Psychology Curricula published by the American Psychological Association (APA). The course is organized into seven domains, which include Scientific Inquiry, Biopsychology, Development and Learning, Social Context, Cognition, Individual Variations, and Applications of Psychological Science. The course addresses the twenty Standards Areas that are embedded within the seven domains. During the one year course, students explore the following topics: the science of psychology, the biological basis of behavior, sensation and perception, states of consciousness, learning, memory, cognition and mental abilities, motivation and emotion, life-span development, personality, stress and health psychology, psychological disorders, therapies, and social psychology. Through course activities and resources, students acquire learning skills in critical analysis, research methods, and academic writing. Included are weekly thought-provoking, open ended questions answered in essay form. Students complete written assignments, activities, projects, midterms, and a final exam.

Pre-Requisites

Co-Requisites

Context for Course (optional)

History of Course Development (optional)

Textbooks 1

Title: Psychology

Edition: 1

Publication Date: 2012

Publisher: Pearson/Prentice Hall

Author(s): Katherine P. Minter, William J. Elmhorst

URL Resource:

Usage: Primary Text (Read in entirety or near entirety)

Supplemental Instructional Materials

Course Purpose

The goals of this course are:

- Follow the recommended National Standards for High School Psychology Curricula published by the American Psychological Association (APA). These standards are organized in seven

broad content domains: Scientific Inquiry, Biopsychology, Development and Learning, Social Context, Cognition, Individual Variations, and Applications of Psychological Science. Central to the discipline of psychology, the Scientific Inquiry Domain serves as the central and unifying element of the standards. The other six domains cover broad content areas to be included in high school psychology curricula.

- Provide students with an academically rigorous and robust overview of Psychology
- Help students understand that scientific research is the cornerstone of Psychology. Students will be taught how psychologists use the scientific method to interpret data and develop hypotheses. Students will learn how to ask pertinent questions, make observations, and draw conclusions.
- Understand the human brain and how it influences human behavior
- Understand that the science of Psychology is constantly growing and evolving
- Understand that Psychology is the study of who we are and why we do what we do, that psychologists are constantly seeking to understand language and its acquisition, learning, emotions, human development, mental illness, and our everyday behaviors.
- Help students understand that studying psychology helps them become more effective in their most important and basic role in the world - relating to others and understanding themselves.

Course Outline

The course is organized and correlated to the National Standards for High School Psychology Curricula published by the American Psychological Association (APA). These standards help teachers design curricula for teaching scientific psychology that are consistent in content, level, and quality. The standards are divided into seven domains and twenty standard areas providing a complete and comprehensive course.

Scientific Inquiry Domain - The Science of Psychology

Summary of student outcomes:

Students will explore the definition of psychology and learn about its goals. They will trace the history of psychology by reading about famous psychologists and the major modern psychological perspectives. They will discuss why psychologists perform research and will identify the major subfields of psychology. Students will investigate degree requirements for psychological professionals, learn what career options are available to persons with a bachelor's degree in psychology and how psychology is used in other career fields.

Learning Objectives:

1. Describe the major fields of psychology including developmental, physiological, experimental, personality, clinical and counseling, social, and industrial/organization psychology.
2. Summarize the goals of psychology.
3. Describe the early schools of psychology and explain how they contributed to its development. .
4. Distinguish between the five basic methods used by psychologist to gather information about behavior. Identify the situations in which each of the methods would be appropriate.
5. Describe the importance of sampling related to issues of gender, race, and culture in research.
6. Discuss the concerns of ethics in psychology.

7. Describe possible careers in psychology.

Biopsychological Domain - The Biological Basis of Behavior

Summary of student outcomes:

Students will explore the structure and functions of the nervous system and study how the neuroendocrine system functions. Students will learn how scientists study the brain, including the use of the most up to date technological tools and instruments (such as the use of computed tomography scans, magnetic resonance imaging, positron emission tomography, and electroencephalograms). They will study the different parts of the brain and what the parts do. They will assess how the left side of the brain differs from the right side. Students will learn how genetic factors determine who we are and how heredity and environmental factors interact to affect our development. They will also discuss how evolved tendencies influence our behavior.

Learning Objectives:

1. Describe the structure of the neuron. Trace the path of a neural impulse, and explain how it transmits messages from cell to cell.
2. Explain how neurons communicate. Identify the roles and neurotransmitters and receptors. Describe the effects of drugs on the synapse.
3. Describe the divisions and structures of the brain, and explain the role of each.
4. Identify the functions of the sensory and motor projection areas. Describe the abilities of the two hemispheres of the cerebral cortex.
5. Describe the structure and function of reticular formation, limbic system, and spinal cord.
6. Identify the divisions of the peripheral nervous system, and the autonomic nervous system, and explain how they work together to regulate the lands and smooth muscles of the body. Describe the functions of the endocrine system. Explain how hormones released by the endocrine system affect metabolism, blood-sugar level, sex characteristics, and the body's reaction to stress.
7. Summarize the concerns of behavior genetics.
8. Describe the structure of chromosomes and the role they play in inherited traits and characteristics.
9. Explain the concepts of dominant and recessive genes.
10. Identify several approaches to studying heritability of a trait.
11. Explain how the process of natural selection may influence human social behaviors.
12. Discuss some social implications of behavior genetics.

Biopsychological Domain - Sensation and Perception

Summary of student outcomes:

Students will explain the distinctions between sensation and perception. They will define sensory threshold and sensory adaptations. They will examine how the senses of vision, hearing, taste, smell and touch work. Students will consider the nature of attention and perceptual constancies, and why they are important.

They will explore Gestalt principles such as figure-ground relationships, proximity, similarity, closure and continuity. Students will investigate the Visual Cliff experiment and will assess how visual illusions work, and examine how perception is influenced by expectations and experiences.

Learning Objectives:

1. Describe the difference between the absolute threshold and the difference threshold.
2. Trace the path of light from the time it enters the eye until it reaches the receptor cells.
3. Distinguish between rods and cones, and list their characteristics and functions with respect to light, color, and how they connect to other cells.
4. Explain how messages entering the eye are processed in the visual system.
5. Describe the three basic properties of color. Distinguish between additive and subtractive color mixing. Describe the two main theories of color vision.
6. Identify the characteristics of sound, and state the two theories of pitch discrimination.
7. Describe the structure of the ear, and explain the functions of the various component parts.
8. Explain the importance of vestibular senses, and describe the functions of the two divisions.
9. Describe the skin as a sense organ, and explain smell and taste.
10. Define perceptual constancy and identify four kinds. Identify the contributions of both monocular and binocular cues of depth.

Biopsychological Domain - States of Consciousness

Summary of student outcomes:

Students will study the different levels of consciousness and explain the difference between explicit and implicit processing. They will investigate how and why people sleep and dream and will assess the different kinds of sleep disorders and explore how daytime experiences affect dreaming

Learning Objectives:

1. Define and describe consciousness, waking consciousness, altered states of consciousness and day dreaming.
2. Describe the states of sleep and dreaming.
3. Explain why REM sleep is also called paradoxical sleep.
4. Explain the theories of the nature and content of dreams.

5. Define the sleep disorders of insomnia, narcolepsy, and apnea.
6. Describe the effects of sensory deprivation.
7. Explain the differences between substance abuse and substance dependence.
8. Explain the effects of depressants, stimulants, and hallucinogens.
9. Identify two conditions that can determine the effects of drugs.
10. List two negative effects of each of the following drugs: alcohol, marijuana, amphetamines, barbiturates, the opiates, cocaine, and the hallucinogens.
11. Describe meditation and hypnosis

Development and Learning Domain - Learning

Summary of student outcomes:

Students will investigate aspects of classical conditioning, including its principles and how it works in people's everyday lives, and study how phobias can be learned when something unpleasant is paired with a neutral stimulus. They will also understand how people learn behavior by watching others perform that behavior, explore how observational learning requires attention, memory, capability and desire to perform a behavior. Students will describe how cognitive learning theory focuses on the role of thought processes in learning.

Learning Objectives:

1. Define: learning, unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response.
2. Describe the experiment with Little Albert. Describe desensitization therapy.
3. Explain these processes: extinction, spontaneous recovery, inhibition, stimulus generalization, discrimination, and higher-order condition.
4. Distinguish between classical and operant conditioning.
5. Explain the principle of reinforcement. Define primary reinforce and secondary reinforce, and give examples of each.
6. Explain the effects of delay of reinforcement.
7. Identify four schedules of reinforcement and the pattern of response associated with each.
8. Define positive reinforcement, negative reinforcement, punishment, and avoidance training.
9. Distinguish between cognitive learning and traditional theories of conditioning. Explain contingency theory.
10. Describe what learning by observation or vicarious learning.
11. Describe Bandura's (1986) social cognitive theory

Development and Learning Domain - Life Span Development

Summary of student outcomes:

Students will investigate how biological and environmental factors influence human development, describe how researchers study development and assess major issues in developmental psychology, and explain how particular experiences affect critical periods and sensitive periods. They will also describe development during adolescence, including physical changes, levels of morality, the formation of identity, and the influence of parents and peer pressure. Students will define language and understand the relationship between language and thought, and acquisition of language.

Learning Objectives:

1. Define developmental psychology and discuss some limitations of the methods used to study development.
2. Describe prenatal, infancy, and child development
3. What are the four stages of Piaget's theory of cognitive development
4. Trace language development from infancy through age 5 or 6
5. Explain the importance of secure attachments between a caregiver and a child
6. Explain how sex-role identity is formed
7. Summarize the important physical and cognitive changes that the adolescent undergoes during puberty
8. Discuss the four problems of adolescence: self-esteem, depression, suicide, and eating disorders.
9. Distinguish between the longitudinal and cross-sectional methods as they relate to the study of adulthood. List the disadvantages of the methods and how the disadvantages can be overcome.
10. Identify the central concerns and crises that characterize the young, middle and late adulthood stages. Explain moral development.
11. Identify Elisabeth Kubler-Ross five sequential stages through which people pass as they react to their own impending death.

Social Context Domain - Social Psychology

Summary of student outcomes:

Students will explain how the presence of others influences our behavior, feelings, and thoughts, describe the meaning of conformity, compliance, obedience, investigate groupthink and influence of group interactions, understand how leaders develop and how they affect the groups they lead. Students will also explain the difference between prejudice and discrimination and between attraction and love. They will describe antisocial and prosocial behavior and their effects on social relations.

Learning Objectives:

1. Describe the process by which we form first impressions of other people. Identify three factors that influence personal perception
2. Explain three aspects of attribution and explain attribution errors

- 3.Explain the dynamics of interpersonal attraction
- 4.Identify the components of attitudes. Explain how attitudes are acquired and how the change
- 5.Explain the origin of prejudice and discrimination and how prejudice can be reduced
- 6.Discuss the dynamics of attitude change and the process of persuasion
- 7.Explain the theory of cognitive dissonance
- 8.Explain how culture, conformity, compliance, and obedience exert social influence
- 9.Identify the four types of social action.
- 10.Define risky shift and polarization. Summarize the conditions under which groups are effective and ineffective in solving problems.
- 11.Identify at least two theories of leadership

Cognition Domain - Memory

Summary of student outcomes:

Students will explain the information processing model, the depth and stages of memory (sensory, short-term and long term memory), how information enters the nervous system through the senses, how chunking can increase the amount of information that can be transferred into long term memory through elaborative rehearsal, how surroundings become a cue for memory retrieval, mnemonic devices. Students will explore how memories are revised, edited, altered, false memories, why a person forgets, and amnesia.

Learning Objectives:

- 1.Describe the path information takes from the environment to long-term memory.
- 2.Explain the characteristics and coding of short-term and long-term memory.
- 3.Describe storage and retrieval in long-term memory.
- 4.Describe and explain the brain structures and regions that are the bases for memory.
- 5.Describe how information is stored and how it is organized.
- 6.Discuss explanations for forgetting.
- 7.Describe the different types of memory and their characteristic properties.
- 8.Know the limits of memory, and discuss whether they can be expanded.
- 9.Define schema. How are schemata used
- 10.Discuss how and why memories change over time, and understand techniques for improving your memory.
- 11.Explore and discuss several special topics in memory including cultural influences, autobiographical memory, childhood memory, flashbulb memory, and recovered memories.

Cognition Domain - Cognition and Mental Abilities

Summary of student outcomes:

Students understand the differences between mental images and concepts, explore mechanical solutions and heuristics to solve problems and make decisions, assess artificial intelligence, discuss obstacles to problem solving and making good judgements and decisions, define intelligence, understand intellectual disability and giftedness, explore intelligence testing and standards, and assess heredity and environment influence intelligence. Students will define culture and explain how cultures are shaped at different time and in different places, define gender and gender identity and will understand how biological and environmental factors affect gender identity.

Learning Objectives:

1. Define phonemes, morphemes, and grammar.
2. Distinguish between the concepts of surface structures and deep structure.
3. Define cognition. Differentiate between images and concepts. Explain the set of prototypes.
4. Describe how language thought, and culture may influence each other.
5. Summarize the relationship between language and thinking. Explain Whorf's linguistic relativity hypothesis. Cite criticisms of Whorf's hypothesis.
6. Describe the basic steps of problem solving. List and describe the four types of solution strategies.
7. Discuss various obstacles to problem solving. Describe four ways in which a person can become a better problem solver. Distinguish between divergent and convergent thinking.
8. Distinguish between problem solving and decision-making
9. Compare two models of decision-making, and explain why one leads to a better solution than the other does
10. Distinguish between heuristics and algorithms.
11. List the characteristics of intelligence as described by both laypersons and psychologists.
12. Summarize the views of Spearman, Thurstone, Guilford, Cattell, and Gardner with respect to what constitutes intelligence
13. Trace the development of intelligence tests from Binet through Terman, noting the contributions of each. Describe the standard procedure for the Stanford-Binet Scale
14. Distinguish the Wechsler Adult Intelligence Scale-III from the Stanford-Binet
15. Distinguish between individual and group tests. Give examples of group tests. List the advantages and disadvantages of group tests.
16. Define creativity, and explain methods that have been used to measure it.
17. Define reliability in mental tests. Identify three techniques for measuring reliability. Explain how psychologists express reliability. How reliable are intelligence tests

18. Define validity. What are two measures of validity

19. Explain the high correlation between IQ scores and academic performance. How well do high IQs correlate with later occupational success

20. List two criteria used to identify mental retardation. List and describe four causes of mental retardation.

21. Discuss the relationship of mental abilities with gender and culture

22. Define what is meant by creativity and discuss how creativity is thought to relate to intelligence

Individual Variations Domain - Motivation and Emotion

Summary of student outcomes:

Students will explore major cognitive and biological theories of motivation (early instinct approaches, drive-reduction approaches, arousal theory, incentive approach), Maslow's hierarchy, expectancy-value theories, and humanist theory, investigate factors that motivate eating and sexual behavior/orientation and achievement. Students will understand theories of emotion and emotional expression, and analyze emotional behaviors in depth.

Learning Objectives:

1. Define instinct and describe the reason for the failure of instinct theory as it relates to human behavior.

2. Define motive and emotion, and explain the roles of stimulus, behavior, and goals in motivation.

3. Identify the primary drives and their physiological bases.

4. Identify the categories in Maslow's hierarchy of needs.

5. Describe how hunger and thirst are controlled in the brain. Explain how external cues and experience influence hunger.

6. Differentiate between what some psychologists refer to as intrinsic and extrinsic behavior

7. List the biological factors involved in the sex drive. Discuss psychological influences on sexual motivation. List the causes of sexual dysfunction.

8. List the characteristics of the following stimulus motives: activity, exploration, curiosity, manipulation, and contact.

9. Define aggression. Discuss three theories of aggressive behavior

10. Define Sexual Coercion, and explain its effects

11. Distinguish between the motives for power, achievement, and affiliation

12. Describe and differentiate among the James-Lange, Cannon-Bard, cognitive and Izards theories of emotion.

13. Describe the role of nonverbal communication, including facial expression, in emotion.

14.Explain the emotional display rules used in two different cultures

Individual Variations Domain - Personality

Summary of student outcomes:

Students will learn the three parts of the personality, understand the behaviorists definition of personality, explore theories of personality and the trait theory, validity of personality measurement techniques, how personality influences health and work, and self esteem.

Learning Objectives:

- 1.Define personality
- 2.Summarize the interaction of elements of personality according to Freud's theory: id, ego and superego. Identify Freud's five stages of psychosexual development
- 3.Differentiate between the theories of Jung, Adler, and Horney. Identify what these theories have in common
- 4.Identify Erik Erikson's eight stages of personality development
- 5.Contrast Carl Rogers humanistic theory with Freudian theory
- 6.Explain trait theory
- 7.List the five basic traits that most describe differences in personality
- 8.Compare cognitive social-learning theories to early views of personality.
- 9.Describe the four basic tools psychologists use to measure personality. List two objective tests, two projective tests and their uses.

Applications of Psychological Science Domain - Stress and Health Psychology

Summary of student outcomes:

Students define stress and explain causes (environmental, social, psychological), effects on body systems, investigate anxiety disorders, how to assess a stressor, examine ways to deal with stress and how to be more optimistic, learn how to be more optimistic, explore behaviors and lifestyle choices that promote physical and mental health.

Learning Objectives:

- 1.Define adjustment and stress. Identify sources of stress.
- 2.Describe the nature of pressure, frustration, conflict, anxiety, and identify situations that produce each one.
- 3.Identify the five basic sources of frustration
- 4.Give examples of each of the following: approach/approach conflict; avoidance/avoidance conflict; approach/avoidance conflict; double approach/avoidance conflict
- 5.Distinguish between direct coping and defensive coping

6. Identify and characterize the three ways that people cope directly
7. Describe all the defense mechanisms
8. Discuss how socioeconomic and gender differences impact coping with stress
9. Discuss the psychological and physiological effects of stress on people
10. Identify five sources of extreme stress and describe posttraumatic stress disorder (PTSD)
11. Discuss the opposing views of what characterizes a well-adjusted individual

Applications of Psychological Science Domain - Psychological Disorders

Summary of student outcomes:

Students will explore explanations of mental illness in other time and cultures, describe abnormal behavior from a psychological perspective, understand that biological models propose that psychological disorders have a biological cause and biopsychosocial models propose that biological (with psychological and sociological) factors interact to cause abnormal behavior. Students will also understand the DSM classification system and will discuss problems in diagnosing mental disorders, examine types and causes various kinds of disorders (anxiety, mood, somatoform, dissociative, schizophrenia and personality).

Learning Objectives:

1. Distinguish among the standards for defining abnormal behavior from the view of society, the individual, and the mental health professional.
2. Summarize historical attitudes toward abnormal behavior
3. State the four current models of abnormal behavior and explain the diathesis- stress model. Explain how the DSM-IV classifies mental disorders
4. Distinguish between the two basic kinds of mood disorders and how they may interact with each other.
5. Describe the differences between depression and a normal reaction to negative life events
6. Discuss the possible causes of mood disorders including biological and psychological factors
7. Describe the anxiety disorders
8. Describe the characteristics of the psycho-physiological disorders and the somatoform disorders.
9. Characterize three different types of dissociative disorders
10. Define and give examples of the sexual disorders
11. Define gender-identity disorders
12. Define personality disorders. Describe four kinds of personality disorders
13. Describe four types of schizophrenic disorders and identify possible causes of the disorder

14. Discuss Attention-deficit/hyperactivity

15. Discuss the complex factors that contribute that contribute to different rates of abnormal behavior in men and women

Applications of Psychological Science Domain - Therapies

Summary of student outcomes:

Students will learn the two modern forms of therapy are psychotherapy and biomedical therapy and that various professionals (psychiatrists, psycho-analysts, psychiatric social workers and psychologists) treat disorders. Students will explore biomedical therapies (drug, electroconvulsive, and psychosurgery), and resources available for the mentally ill.

Learning Objectives:

1. Differentiate between insight therapies, behavior therapies, cognitive therapies, and group therapies.

2. Discuss the criticisms of psychoanalysis

3. Explain how client-centered and rational-emotive therapists interpret causes of emotional problems. Describe the therapeutic techniques of these approaches

4. Summarize the behavioral therapist's interpretation of disorders. Describe aversive conditioning, desensitization, and modeling

5. Describe stress-inoculation therapy, Beck's cognitive therapy, and Gestalt therapy

6. List the advantages and disadvantages of group therapies. Identify five current approaches to group therapy.

7. Discuss the effectiveness of insight therapy and behavior therapy

8. Outline the available biological treatments and discuss the advantages and disadvantages of each

9. Summarize the inadequacies of institutionalization. List the alternative to institutionalization

10. Explain the differences between primary, secondary, and tertiary prevention

11. Discuss gender and cultural differences in relationship to treatment of physiological problem

Writing Assignments

All activities and assignments in this course are intended to be learner-centered and achievement-driven. The written assignments included here demonstrate the intent to engage students in the study of psychology with the goal of awakening students' curiosity and their desire to learn more. Written assignments, such as those listed below, are authentic and project based giving students an opportunity to assess learning in a real-world context. Students will be expected to do at least seven written assignments throughout the school year.

1. Book Report: 4-6 pages typed, MLA format. Students will develop an understanding of psychological disorders by examining situations where psychological disorders exist. Students will use critical thinking skills to analyze and evaluate disorders. These concepts were studied in the

Applications of Psychological Science Domain.

Guidelines and Questions:

- Briefly introduce the character or person the book is about and the plot of main events. Describe who the book is about (biography) or discuss the main characters (fiction) (What psychological disorder does your main character or person have How does it affect his or her life You should use your textbook and the Internet to describe the disorder and its symptoms in addition to discussing the impact of the disorder on the person or characters life Conclude with a general comment on the novel or biography. Describe your response to the book. Did you find it interesting or compelling? Why or why not? What did you learn from the book? Would you recommend this book to other readers? Why or why not?

2. Write a science fiction story of 250-500 words in which you imagine what the world would be like if the human race had evolved with a dominant right hemisphere. Students use information acquired from study of specialization of left and right hemispheres and envision what the results will develop from a dominant right hemisphere world. Students will appreciate the different specializations of the brain as learned while studying the Biopsychological Domain.

3. Dying and death have only recently become topics that are discussed openly. Given this growing openness, what changes do you see being made to make the adjustment to the prospect of dying less severe? What other changes do you think still need to be made? Some people believe that dying people should not be told they are dying. Do you agree? Why or why not? Discuss as 2 pages typed using MLA format. Students will ponder their own view of death and apply to society's openness to discuss it, as well as formulate ways of viewing death as less severe. They will examine research presenting a positive or negative view of informing a dying person of the impending death, establish an opinion, and defending it. Students will learn about death and dying while studying the Development and Learning Domain.

4. Some research indicates that the rate at which we age and the age we ultimately attain may be linked more to genetic programming than to behavior and the environment. Research attempts that are being made to slow down the aging process or to correct genetic factors that contribute to diseases such as breast cancer or Alzheimer's. Write a short 3 page typed report on your findings using MLA format. Students survey the aging process and theories, and examine modern methods of slowing down aging while studying the Development and Learning Domain. Students will be prepared if a relative is diagnosed with a said disease.

5. Identify three different cliques in your school. How would you characterize the people who belong to each group What do you think keeps groups together? Students will observe and evaluate the three groups and type a short 3 page report (MLA format) on their ideas. Students will understand the effects of peer pressure on adolescents while studying the Development and Learning Domain.

6. Choose a behavior that you perform automatically and pay close attention to how you perform it. How does consciously thinking about the behavior affect your performance of it? Students will understand memory and it's characteristics while studying the Cognition Domain. Students write a page summary (MLA format) of their experience of actively monitoring the automatic behavior.

7. Write five words or phrases that, in your opinion, characterize adolescence. Then ask an adult to also write five words or phrases. What are the similarities and the differences? What are some reasons for the differences? Students synthesize the information learned about adolescence to choose words to describe the stage of life. Write 4 paragraphs comparing and contrasting the words from the adult list. Students will understand the stages of adolescence while studying the Development and Learning Domain.

8. Write 3 examples of times when you have engaged in maladaptive thought patterns. Analyze the incidents and identify whether the thought patterns were examples of overgeneralization, polarized thinking, or selective attention. Students write 250 words (MLA format) examining personal experiences for behaviors that interrupt the ability to function in everyday life. Students will have an understanding of psychological abnormal behavior after studying the concept in the Individual Variations Domain.

9. Why do you think it can be difficult for people suffering from major depressive disorders to take action to overcome the disorder? Students watch video "Depression: On The Edge", and write a 1 page typed essay (MLA format) discussing the difficulty people face in getting help for depression. Therapies and issues in therapy will be discussed during the study of the Applications of Psychological Science Domain.

10. After discussion of a case study: Describe the biological, psychological, and biopsychological models of abnormality. Which model do you believe best explains the causes of the psychological disorder of the person in the case study? How does your schema about psychological disorders help you identify the person's disorder? Would your findings be different if you were operating under Freuds schema? If you were operating under a schema that believed that demon possession was the primary cause of mental disorders, how would your analysis of the person's behavior change? Students examine their own schema (considering religious, cultural, environmental factors) and compare against other schemas listed. Students write a 400 word essay (MLA format) explaining how those schemas are different. Students will have an understanding of abnormalities and psychological disorders after studying the Applications and Psychological Science Domain

Key Assignments

All activities and assignments in this course are intended to be learner-centered and achievement-driven. The assignments below are examples of a number of strategies designed to draw the student into an ongoing dialogue about psychology with the goal of engaging student interest. Students are motivated to succeed when goals and expectations are clearly laid out and attainable. The activities and assignments in this course are aligned with the APA's National Standards for High School Psychology Curricula and are intended to assess students' progress in mastering these objectives/domains.

1. Draw a diagram of the visual system. Identify the different parts of the visual system with captions. Use lots of color!
2. Give a speech in which you debate the following topic: should people be routinely screened for genetic problems before having children Why or Why not Your speech should be 250-500 words (MLA format). You should videotape your speech and submit it to your teacher
4. Conduct the following field demonstration of the autokinetic illusion. Get a thin, sharp flashlight or cut a small hole in a piece of cardboard and place it over the lens of the flashlight. Go into a very dark room and shine the light on the wall about 10 feet in front of you describe the results of the demonstration. Discuss why this illusion occurs with your teacher via phone or email.
5. Research a career in psychology. What are the educational requirements for this position? How much does it pay? What does a person in this career do on a daily basis? Write up your findings in a 250-word paper (MLA format). Here are some careers to get you started:
 - Clinical Psychologist
 - Psychiatrist
 - Mental Health Worker

- Licensed Clinical Social Worker
- Marriage and Family Therapist
- Psychology Professor

Focusing on states of Consciousness and Learning. Choose one of the following five options.

1. Stage a mock interview with one of the following learning theorists: Ivan Pavlov, Mary Clover Jones, John Watson and Rosalie Raynor, Edward Lee Thorndike, B.F. Skinner, Joseph Wolpe, Martin Seligman, Wolfgang Kohler, or Harry Harlow. Your interview should include at least five questions. Responses should tell your audience who your theorist is and how she or he contributed to theories of learning. You can videotape your interview if you know how to email the video, or post on YouTube.

2. Based on what you know about punishment and negative reinforcement, write a 250-500 (MLA format) word proposal in which you assess the effectiveness of the current correctional system in your home, or local juvenile facility and propose how it might be improved. Address your proposal to a politician of your choice.

3. Make a collage or illustration in which you depict the content of a particularly memorable dream. For inspiration, check out this [web site on the surrealist artist Salvador Dali](#)

4. Over the course of the week, use the following instructions to meditate at least three times:

- Turn off the lights and remove all phones and other distractions from a room where you will not be disturbed
- Sit erect in a chair with your hands in your lap and your feet on the ground
- Close your eyes, sit quietly, and breathe in and out as usual for about 30 seconds
- As thoughts arise, let them pass through your mind. Focus on breathing in and out through your nostrils.
- After 5-10 minutes, begin focusing on bodily sensations and sounds in the room around you. Do this for about a minute.
- Open your eyes

In a 250 word paper (MLA format), describe your experience of meditation. Did you experience greater levels of well-being and satisfaction Did you find it difficult to concentrate? Did you experience heightened states of consciousness, creativity or alertness?

5. If you were designing the ideal slot machine, how would you apply the principles of learning to ensure that people play the machine over and over again despite winning very little money How does your ideal slot machine compare to state lotteries or mail contests (such as Publishers Clearing House Sweepstakes) Write up your response in 250-500 words, (MLA format)

In this assignment, you will connect modern psychological theory to popular myths and movies. Your mission for this assignment is to read a myth or watch a science fiction/action/fantasy movie. Identify as many of the following archetypes as you can. Write a 500-word paper (MLA format) in which you analyze what archetypes appear in myth or movie, how they advance the plot, and what impact they have on your interpretation of the myth or movie.

- The Hero- From World Leaders to mythic gods, the hero represents someone who rises to the

occasion to conquer and vanquish with great might. Often the hero is a relatively weak individual, but one who connects to powerful internal forces

- The Trickster This archetype is often seen as a collective shadow figure representing underdeveloped or inferior traits of individuals. In mythology (such as many Native American folktales), the trickster is often someone who is dull-witted but someone who provides positive outcomes.
- Great Mother The Virgin Mary, the Hindu goddess Kali, fertility symbols, Mother Earth, myths, and legends of motherhood these are all reflections of our archetype of one who ushers us into existence and nurtures us.
- Spiritual Father Our image and sense of fathers is tied to spirituality. An obvious link, established well before Jung, is found in many Judeo-Christian religions.
- Mandala The archetype of order. Examples of this are plentiful both within and across cultures. Circles, squares, fractal forms, swastikas, wheels, yin-yang, crosses, and numbers are a few examples
- Transformation Journeys to the self, whether in mythology, dreams, or symbols, represent transformation.
- And don't forget about the archetypes mentioned in your textbook: persona, anima/animus, and wise old man.
- Some ideas for movies:
 - Harry Potter
 - Star Wars
 - The Empire Strikes Back
 - The Wizard of Oz
 - Pirates of the Caribbean
 - Indiana Jones

Some sources for myths:

[Living Myths](#)

[Gateway-Africa](#)

[Myths and Heroes](#)

Instructional Methods and/or Strategies

Differentiated Instruction will be used to engage all students in learning and enable all students to achieve success. The teacher will respond to a variety of student learning styles, readiness levels, and interests by developing and using instructional strategies that address the needs of diverse learners. Diagnostic tests and assessments will help define the specific needs of students and once the strengths and weaknesses are determined, the curriculum will be differentiated through its content, the process of instruction, and the students' product.

- Differentiated Instruction - a combination of teaching methods will be used to preteach, teach, and assess including
 - inquiry-based learning
 - cooperative learning
 - information processing models done as a whole class, in groups, in pairs, or individually
 - Direct Instruction
 - Teacher demonstration
 - Technology tools such as online activities, online text, online audio and visuals
 - Multimedia presentation and support materials Dialogs
 - Tutorials
 - CD's and/or Computer based resources
 - Grammar and vocabulary drills

- Reading for understanding
- Listening for understanding

Assessment Methods and/or Tools

Assessment is constant and takes a variety of formats. The goal of assessment is to focus, guide, and support instruction and subsequently learning. The teacher is making thoughtful observations about the student's strengths and weaknesses that is objective and analyzes students' performance against specific goals and criteria. Feedback is given to students revealing students understanding of key concepts thus revealing areas that need review before moving on the new topics. Students' progress will be assessed through a variety and/or combination of methods using both formative and summative assessments. The methods available include but are not limited to the following: Regular review of work by Education Specialist (credentialed teacher) and Effective Educator (EE).

Formative Assessments (self-assessment) - The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments: help students identify their strengths and weaknesses and target areas that need work and help teachers recognize where students are struggling and address problems immediately. This type of assessment is usually low stakes because it has little effect on the student's grade.

- practice quizzes
- pretests, posttests
- self and peer assessment
- Observations of and discussions with students
- Student demonstrations/presentations
- Participation
- Graphic organizers
- student record keeping

Summative Assessment (used to judge progress) - The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

- Student work samples(written and oral)
- Student written and oral responses
- Student writing assignments
- Portfolios
- End of chapter and end of unit assessments
- Semester Final Projects and/or Semester Final Exam
- Tests and Examinations
- rubrics