

# Intro to Psychology

Little Chute  
Social Studies

Grades 11 - 12, .5 Credits

## Course Overview

This course provides the students with an opportunity to increase his/her knowledge of the human behavior and cognitive processes each individual displays. Introduction to Psychology focuses on human development and discovering the world through cognition, thinking, memory, and intelligence. Topics explored will be: Psychological Methods (Surveys, Samples, and Populations), Biology and Behavior (Nervous System and Phineas Gage), Sensation and Perception, Consciousness (Sleep, Dreams, Sigmund Freud, and Hypnosis), Learning (Operant v. Classical Conditioning), Memory and its Stages, and Psychological Disorders (Schizophrenia, Mood Disorders, Dissociative, Somatoform and Anxiety Disorders).

## Scope and Sequence

Timeframe	Unit	Instructional Topics
2 weeks	Unit 1- Historical Origins	1.1: History 1.2: Careers in Psychology
3 weeks	Unit 2- Research Methods	2.1 History of Psychological Testing 2.2 Testing methods 2.3 Research project
3 weeks	Unit 3- Brain and Behavior	3.1: Nervous System 3.2: The Brain 3.3: Endocrine System 3.4 Electrochemical process of the nerve impulse
2 weeks	Unit 4 - Altered States of Consciousness	4.1 Sensation and Perception 4.2 Altered States of Consciousness 4.3 Sleep and Dreams 4.4. Sleep Disorders
2 weeks	Unit 5 Learning and Cognitive Processes	5.1: Learning 5.2: Memory 5.3: Motivation and Emotion
3 weeks	Unit 6- Personality/Development	6.1: Psychological Testing 6.2: Personality Theories 6.3: Adolescence 6.4: Infancy and Childhood 6.5: Adulthood and Old Age
3 weeks	Unit 7- Abnormal Psychology	7.1 DSM-V Criteria 7.2 Anxiety Disorders 7.3 Mood Disorders

		7.4 Schizophrenia 7.5 Treatment
<b>Ongoing</b>	Unit 7- Technology	7.1: Technology Standards
<b>Ongoing</b>	Unit 8- Writing Standards	8.1: Writing Standards

### **Materials and Resources**

Notebook  
Folder/binder for handouts  
Pen/Pencil  
Handouts

## Course Details

### **UNIT: Intro to Psychology** -- 4 Day(s)

#### **Description**

Students will be able to explain what psychology is as well as its goals. They will also be able to determine the difference in the different perspectives of psychology and summarize how psychology has progressed through time.

#### **Academic Vocabulary**

Psychology  
Behavior  
Cognitive Activities  
Theory  
Principle  
Basic Research  
Introspection  
Associationism  
Structuralism  
Functionalism  
Behaviorism  
Gestalt Psychology  
Psychoanalysis  
Psychodynamic Thinking  
Biological Perspective  
Evolutionary Perspective  
Cognitive Perspective  
Humanistic Perspective  
Psychoanalytic Perspective  
Learning Perspective  
Social-Learning Perspective  
Ethnic Group

### **TOPIC: History** -- 1 Day(s)

#### **Learning Targets**

Explanations of human behavior from ancient societies to present

Students will understand where the basis for psychology started and how ideas have progressed through time. They will also be able to explain what psychology is and the goals of this science.

### **TOPIC: Psychological Research** -- 2 Day(s)

#### **Learning Targets**

Scientific Method and ways of gathering data and understanding experiments

Students will be able to explain and use the scientific method relating to psychology. They will also understand and implement the different ways of research and all of the parts required for them. As well as be able to analyze an experiment.

**UNIT: Brain and the Body** -- 10 Day(s)

**Description**

Students will understand the relationship between the various bodily systems as they relate to human behavior and each other.

**Academic Vocabulary**

Central Nervous System  
Peripheral Nervous System  
Neurons  
Cell Body  
Dendrites  
Axon  
Myelin  
Axon Terminals  
Synapse  
Neurotransmitters  
Spinal Cord  
Somatic Nervous System  
Autonomic Nervous System  
Medulla  
Pons  
Cerebellum  
Reticular Activating System  
Thalamus  
Hypothalamus  
Limbic System  
Cerebrum  
Cerebral Cortex  
Corpus Callosum  
Association Areas  
Endocrine System  
Hormones  
Heredity  
Genes  
Chromosomes

Sensation  
Perception  
Absolute Threshold  
Difference Threshold  
Signal-Detection Theory  
Sensory Adaptation  
Pupil  
Lens  
Retina  
Photoreceptors  
Blind Spot  
Visual Acuity

Complementary  
Afterimage  
Cochlea  
Auditory Nerve  
Conductive Deafness  
Sensorineural Deafness  
Olfactory Nerve  
Gate Theory  
Vestibular Sense  
Kinesthesia  
Closure  
Proximity  
Similarity  
Continuity  
Common Fate  
Stroboscopic Motion  
Monocular Cues  
Binocular Cues  
Retinal Disparity

Consciousness  
Selective Attention  
Preconscious  
Unconscious  
Nonconscious  
Altered State of Consciousness  
Circadian Rhythm  
Rapid-Eye-Movement Sleep  
Insomnia  
Night Terror  
Sleep Apnea  
Narcolepsy  
Meditation  
Biofeedback  
Hypnosis  
Posthypnotic Suggestion  
Addiction  
Depressant  
Intoxication  
Narcotic  
Stimulant  
Amphetamine  
Hallucination  
Delusion  
Detoxification

**TOPIC: Nervous System** -- 1 Day(s)

**Learning Targets**

Updated June 2021

How the Nervous system works

Students will be able to explain the difference between the central and peripheral nervous systems and how they are used in human behavior. Also be able to label the different parts of the neuron and explain what they do.

**TOPIC: The Brain** -- 2 Day(s)

**Learning Targets**

Understand the main functions of the different parts of the brain.

Students will be able to identify the different parts of the brain and explain each of their functions and how it affects people's behavior.

**TOPIC: Endocrine system** -- 1 Day(s)

**Learning Targets**

Components of the endocrine system.

Explain what the endocrine is and its functions. Identify hormones and their function on the endocrine system.

**TOPIC: Consciousness** -- 4 Day(s)

**Learning Targets**

Altered states of consciousness

Students will assess how altered states of consciousness affect behavior and body.

The different levels of consciousness

Students will examine Freud's levels of consciousness and then be able to explain how they are used and evaluate their own lives through the levels.

The stages of sleep and other sleep related behaviors

Students will understand the different stages of sleep and how people go through them. They will be able to chart their dreams and report what they remember and how it relates to sleep and the different stages. Students will be able to describe problems related to sleeping and their effects on behavior.

**TOPIC: Sensation and Perception** -- 2 Day(s)

**Learning Targets**

Perception

Students will differentiate the many ways people perceive stimulus.

Sensation and senses

Students will be able to explain sensation and differentiate between thresholds.

**UNIT: Behavior Issues and Treatment** -- 9 Day(s)

**Description**

Students will report on the different mental disorders that afflict people and point out how it and treatment has progressed over time. They will also understand how disorders are organized into categories.

## **Academic Vocabulary**

Psychological Disorders  
Culture-Bound-Syndromes  
Anxiety  
Phobia  
Simple Phobia  
Social Phobia  
Panic Attack  
Agoraphobia  
Obsessions  
Compulsions  
Post-Traumatic Stress Disorder  
Dissociation  
Depersonalization  
Somatization  
Depression  
Bipolar Disorder  
Mania  
Schizophrenia  
Catatonic Stupor

### **TOPIC: Organization of Disorders** -- 1 Day(s)

#### **Learning Targets**

Different categories of disorders.

Students will be able to explain how psychologists use the DSM-IV to put disorders into categories and identify some disorders in their proper category.

### **TOPIC: Disorders** -- 4 Day(s)

#### **Learning Targets**

Research Disorders

Students will be able to explain how disorders affect people physically and behaviorally as well as treatments available and how they affect the person afflicted.

### **TOPIC: Therapy** -- 2 Day(s)

#### **Learning Targets**

Treating disorders

Students will describe how therapy is used to treat disorders and explain the difference in treatments.

### **TOPIC: Stress** -- 2 Day(s)

#### **Learning Targets**

Coping with stress

Students will state the different ways stress is coped with and recognize what causes them stress and how they cope.

## Types of Stress

Students will differentiate between the different kinds of stress and how they affect us.

### **UNIT: Learning and Cognitive Processes** -- 8 Day(s)

#### **Description**

Students will be able to describe how learning takes place, focusing on classical and operant; as well as how memory works. Intrinsic and extrinsic motivation as well as how emotions affect our day to day behavior will also be discussed.

#### **Academic Vocabulary**

Stimulus  
Response  
Conditioning  
Classical Conditioning  
Unconditioned Stimulus  
Unconditioned Response  
Conditioned Stimulus  
Conditioned Response  
Taste Aversion  
Extinction  
Spontaneous Recovery  
Generalization  
Discrimination  
Flooding  
Systematic Desensitization  
Counterconditioning  
Operant Conditioning  
Reinforcement  
Primary Reinforcers  
Secondary Reinforcers  
Positive Reinforcers  
Secondary Reinforcers  
Schedule of Reinforcement  
Continuous Reinforcement  
Partial Reinforcement  
Shaping  
Latent Learning  
Observational Learning

### **TOPIC: Learning** -- 3 Day(s)

#### **Learning Targets**

##### Conditioning

Students will be able to incorporate both classical and operant conditioning into their own lives. Students will identify theorists and their ideas on learning. Also be able to differentiate and devise examples of the different types of conditioning (learning). Students will also decide and justify which type of learning is best.



## Social Learning

Students will be able to recognize social learning and identify which way they learn best. Students will differentiate between the two types of social learning, model social learning, and evaluate which way they learn best.

### **TOPIC: Memory** -- 2 Day(s)

#### **Learning Targets**

##### Memory processes

Students will be able to illustrate the processes of memory. Students will be able to describe the process of making memories and recalling memories.

##### Types of memory

Students will be able to identify the different types of memory, compare the different types, and distinguish what type of memory a memory would be.

### **TOPIC: Motivation and Emotion** -- 3 Day(s)

#### **Learning Targets**

##### Emotions

Students will be able to define what an emotion is, give examples of emotions they've experienced or seen, and differentiate positive and negative emotions.

##### Social Motivation

Students will be able to communicate the biological & social motives they experience. Students will be able to prioritize the different biological and social motives that drive them and describe the different motives that all humans face.

##### Theories of Motivation

Students will be able to incorporate the theories of motivation into events they've experience or seen. Students will be able to evaluate the different theories of motivation and justify which one they believe is the most accurate for motivating themselves.

### **UNIT: Personality** -- 8 Day(s)

#### **Description**

Students will research the different theories on personality as well as understanding the theorists who work on personality. Students will also explore psychological tests and why tests are used.

### **TOPIC: Psychological testing** -- 3 Day(s)

#### **Learning Targets**

##### Characteristics of tests

Students will be able to define the different characteristics that all tests must have, create a test that has all of the characteristics, and be able to evaluate tests to measure each characteristic.

Types of tests

Students will be able to describe the different tests and the purposes of each test. Students will take some of these tests and evaluate them based on the characteristics of tests and interpret the results of the tests.

**TOPIC: Personality theories** -- 4 Day(s)

**Learning Targets**

Theories of personality

Students will break down the different theories and theorists of personality. Students will collaborate and be able to explain a theory and compile pictures to represent the different theories. Students will also compare and contrast the theories to decide which one is the most reasonable to them for how their personality is formed.

**UNIT: Human Development** -- 5 Day(s)

**Description**

Students will present the different stages of human development; Infancy and childhood, adolescence, and adulthood and old age.

**TOPIC: Adolescence** -- 2 Day(s)

**Learning Targets**

Change and growth in adolescence

Students will describe the role of family and peers and their impact on development during adolescence.

**TOPIC: Infancy and Childhood** -- 2 Day(s)

**Learning Targets**

Development of newborns and children

Students will be able to describe the physical and perceptual development of newborns and children.

**TOPIC: Adulthood and Old Age** -- 2 Day(s)

**Learning Targets**

Changes in adulthood and old age

Students will identify changes that occur in health and life situations during adulthood through old age and death.

**UNIT: Technology** -- Ongoing

**Description**

Students use the Internet, computers, and other technology throughout the term.

**TOPIC: Technology Standards** -- 0 Day(s)

**Learning Targets**

Rules and standards for using technology

**UNIT: Writing Standards** -- Ongoing

**Description**

Within the class, students will produce several different works.

**TOPIC: Writing Standards** -- 0 Day(s)

**Learning Targets**

Standards used for writing and producing assignments