

Psychology

Detailed Syllabus

Mr. Friend's Class Requirements and Regulations:

- ❖ **Preparation is the key to success! Remember the old boy scout motto: “BE PREPARED!” If you desire to succeed in this class you must complete the following:**
- ☐ **PowerPoint Note Taking**
- ☐ **Thinking Maps (TMs)**
- ☐ **UNRA(A)VEL – Larry Bell Critical Thinking Strategy**
- ☐ **12 Powerful Words – Larry Bell System**
- ☐ **Hands-On Activities**
- ☐ **Historical Debates & Vignette Summaries**
- ☐ **EOC Chapter Review Prep**
- ☐ **Map, Charts, Diagrams, & Document EOC Prep**
- ☐ **Culture Studies**
- ☐ **Grade the Lesson**
- ☐ **Round Table Discussions**
- ☐ **Round Robin Discussions**
- ☐ **Think-Pair-Share**
- ☐ **Exit Tickets/New Info Sheets/Progress Checks**
- ☐ **Current Events Discussions**
- ☐ **Assigned Readings**
- ☐ **Study the Notes**
- ☐ **Complete Your Assignments**
- ☐ **Study & Take quizzes**

- Study Guides
- Complete Projects & Presentations*

❖ If you do not participate in the above assignments, you will not be successful in this class! Everyone has the opportunity to succeed in my class. You have the power of choice! I encourage you to choose success!

Words of Wisdom for Life:

“Your life will be shaped by the choices you make.”

SCHOOL WEBSITE: www.mchscats.org

Psychology Content Rationale

● ***COURSE PERSPECTIVE AND FUNDAMENTALS:***

The value of psychological studies is pursuant to the philosophical idea of Socrates: “Know Thyself.” The modern term for this is *introspection*. This is the foundation of psychological studies. So, part of the rationale of an introductory unit on psychology is to reveal to young minds that this content is rooted in classical, Greek, philosophical reasoning that has impacted world history from the ancient world (B.C.E.) to the Renaissance (1350 C.E. to 1600 C.E.) in medieval Italy to the Scientific Revolution (1500s to 1700s) in Europe and indeed shaped the culture of Western Civilization itself.

Also, there are some fundamental (foundational) elements of psychology. The first two fundamental elements can be looked at *scientifically*. **Fundamental #1: Behavior** and **Fundamental #2: Mental Processes**. These are the fundamental concepts on which psychological studies are based. Thus, building on these two foundational principles: ***Psychology is the scientific study of behavior and mental processes***. Students of psychology should be engaged on all levels of thinking in Bloom’s taxonomy of thinking (*knowledge, understanding, application, analysis, synthesis, and evaluation*). This subject permeates every facet of life and society. Psychology begins in the womb, through Jean Piaget’s stages of development, through Erik Erickson’s stages of social development, and includes Maslow’s hierarchy of essential needs. This discipline includes looking at racial psychology, gender psychology, human biology & psychology, mate selection, child-raising, psychological health, psychological disorders, geriatrics, and Alzheimer’s disease.

Lastly, the student of psychology should be introduced to the *philosophical* element of psychology: “Why study Psychology?” Some of the reasons have been listed above. But, what is the “WHY?” of Psychology? *The Why of Psychology (or the larger question of Psychology) is this: What is the MOTIVATION behind an individual’s behavior? What are a person’s motives for behaving the way he or she behaves?* This fundamental question is the larger question behind all psychological study. Example: If your best friend “out of the blue” yells at you, psychology can help you answer why he or she did so. How? The **WHY of Psychology** attempts to answer the question. WHY DID MY BEST FRIEND JUST YELL AT ME? WHAT WAS HIS OR HER MOTIVES FOR DOING SO? The answer may be a **misunderstanding**, a **rumor** told by a third “friend,” or maybe **you** hurt his or her feelings without knowing it. In the realm of science, a professional psychologist may try to understand why a person is afraid of people. All of the above is in the realm of psychology.

GRADING POLICY

A) State of Tennessee Grading Scale:

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59 & Below = F

B) McNairy County Board Policy Category

Percentages:

Daily Grades = 40% of Overall Grade per Quarter

Assessments (Quizzes & Tests) = 60% of Overall

Grade per Quarter

****EOC Students:***

Daily Grade = 34%

Assessments (Quizzes & Tests) = 51%

EOC (State Test) = 15% [*Counts as Final Exam]

MAKE UP WORK POLICY

McNairy County Board of Education

Monitoring:

Review: Annually, in

**March Descriptor Term: Attendance Descriptor Code: 6.200 Issued Date:
09/08/22 Rescinds: 6.200 Issued: 08/12/21**

MAKE-UP WORK

All missed work or tests (whether from excused or unexcused absence) may be made up if the student makes request immediately upon the returning to school and if class time is not taken from other students.

Make-up work must be made up and turned in by the end of the second day after the student returns to school. In case consecutive days absent, then one day per day for each day absent may be added to the allowed time for the make-up work to be turned in.

● ***CLASS COMPONENTS***

● ***The Problems and Goals***

The **problems** and **goals** that the curriculum needs to address are as follows:

- ★ Understanding the role of psychology in the entire human experience
- ★ The nature vs. nurture debate in psychology
- ★ The role of biology in psychology* (See below!)
- ★ The role of genetics in psychology
- ★ The impact of individual psychology within society
- ★ Psychological disorders' impacts on individuals and societal concerns
- ★ The linkage or non-linkage of deviance to psychology

- ★ Ethical issues in psychological research

- ***The Learners and Society***

The **learners** using the curriculum are in the adolescent stage of development in grades 11 through 12 roughly ages 16-18. These learners are to learn:

- ★ The vital role of psychology in their stage of development: **adolescence*** (See below!)
- ★ The impacts of psychology on group interaction with peers
- ★ The role of psychology in the students' past, present, and future experiences as they enter into the adult stage of life and development
- ★ According to Howard Gardner's **Theory of Multiple Intelligences**, individual learners may include: *Verbal/linguistic, logical mathematical, bodily kinesthetic, naturalist, visual/spatial, intrapersonal, interpersonal and existential.*
- ★ According to Bloom's Taxonomy learners are to be engaged in different levels of thinking: *knowledge, understanding, application, analysis, synthesis, and evaluation.*

- ***The Overall Educational Goal***

The overall educational goal is to create new schemas of learning on all levels of Bloom's taxonomy and to update prior knowledge of the subject area, incorporate new knowledge, and integrate prior and new knowledge with curriculum content in psychology and content from all across the curricular spectrum.

- ***Tennessee Curriculum Standards***

**Social Studies
PSYCHOLOGY HIGH SCHOOL**

| PSYCHOLOGY

Course Description: Students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in humans, the processes of sensation and perception, life span development, and memory, including encoding, storage, and the retrieval of memory. Students will look at perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Students will examine social and cultural diversity as well as diversity among individuals. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

Scientific Inquiry Domain Research Methods, Measurement, and Statistics

Overview: Students will describe research methods and measurements used to study behavior and mental processes. Students will identify ethical issues in research with human and animal subjects. Students will also explain basic concepts of data analysis.

Biopsychology Domain Biological Bases of Behavior

Overview: Students will explore the structure and function of the nervous system in humans, the interaction between biological factors and experience, and methods and issues related to biological advances.

Sensation & Perception

Overview: Students will explain the processes of sensation and perception and describe the interaction between people and the environment to determine perception.

Consciousness

Overview: Students will examine both consciousness and unconsciousness, focusing on sleeping patterns, functions and disorders, and the impact of drugs and relaxation techniques on consciousness.

Lifespan Development

Overview: Students will examine and describe methods, issues, and theories in lifespan development, including prenatal development, infancy, childhood, adolescence, adulthood, and aging.

Social Interactions

Overview: Students will explore social cognition, social influence, and social relations.

Sociocultural Diversity

Overview: Students will examine social and cultural diversity and diversity among individuals.

Learning, Memory, and Intelligence

Overview: Students will explore the process of learning as well as the process, types, disorders, and retrieval of memory. Students will also describe and discuss cognitive processes and intelligence along with their roles within human development.

Psychological Disorders

***Overview:** Students will explore perspectives on abnormal behavior and categories of psychological disorders.*

● ***National Standards of Psychology-American Psychological Association***

(Below)

Structure of the Standards

No one psychology course can cover all of the standards described in this document. We think psychology can be well represented by including at least one unit from each of five "domains" of psychology described below. This proposal advocates a strategy for coping with the pressures high school psychology teachers feel to cover the entire content of the discipline of psychology in the high school psychology course. We recommend making judicious selections among the content areas available to suit the length of the course, needs of the students, and talents of the teachers.

High school psychology courses often reflect two basic approaches: They emphasize either the scientific basis of psychology or the personal insight and adjustment side of psychology. This emphasis may reflect the departmental home of the course in the high school structure or it may represent the training and preferences of the teacher.

The task force crafted standards in each of 15 content areas, or units, although introducing content in all of these areas may not be reasonable, given the time constraints in some courses. These standards are clustered into five content domains, and we recommend that all high school courses reflect content from all of them. Teachers are encouraged to select one or two units in each domain to fit their courses. For example, a one-semester course might include anywhere from 5 to 10 standard areas selected across the five content domains. (You will find examples of specific designs for different content configurations on pages 94-96.) Experienced teachers may find ways to integrate content listed under one domain with other domains as well, which is appropriate and desirable. Specific standards are listed only under the domain where they fit most clearly.

In addition to content specifications, a well-taught course should foster development of certain abilities and attitudes. For example, high school psychology students should develop curiosity about the causes of human behavior. They should learn to reject simplistic explanations of behavior in favor of richer, more complex approaches (other examples are outlined later, as "Course Objectives"). Some content standards may emphasize certain abilities and attitudes over others. However, course objectives should include the integration of abilities and attitudes across content domains.

COURSE OBJECTIVES

The Task Force for the Development of National High School Psychology Standards developed course objectives to emphasize how students are likely to change as a result of their experience in the high school course. The objectives reflect performance expectations across content domains.

Objective 1: **Overall Content Goal**

To understand the methodological aspects of the discipline of psychology as well as the biopsychological, cognitive, developmental, and sociocultural processes of human behavior

Students would demonstrate an acceptable degree of mastery of the basic concepts, principles, and processes of psychology with the understanding that social behavior and attitudes are largely learned. This learning is situated in historical times. Thus, the historical experience of certain groups of people who have been regarded as racial or ethnic minorities, and even inferior at different times in history, will necessarily be part of the curriculum. Specifically, the historical attitudes that disenfranchised American Indians, Africans, Asians, and Hispanics from civil rights and educational and legal recourse become a context in which to understand certain group values, some behaviors, and intergroup process. The psychology course should provide substantive content and opportunity for self-examination of the student's personal attitudes in order to promote effective understanding of differences in people who vary by ethnicity, race, class, sexual orientation, religion, age,

gender, and able-bodiedness. Integrating frameworks for understanding diversity in the curriculum will also support the development of critical thinking skills.

Objective 2: **Scientific Reasoning**

To improve in the ability to reason scientifically about behavior • Observe/listen accurately. • Analyze (interpret) examples of behavior cautiously. • Read and interpret psychological findings. • Use several perspectives to explain causality. • Require evidence for casual conclusions. • Evaluate the quality of psychological findings. • Practice ethical standards. • Evaluate generalizability of results from sample to larger more diverse populations.

People skilled in this ability would be unlikely to accept simplistic solutions or conclusions based on a single instance of behavior. These individuals are likely to reject pseudoscientific explanations or to accept conclusions without analyzing the soundness of the argument. Such people would be less inclined to make logical errors in interpreting behavior.

Objective 3: **People Skills**

To improve in the ability to interact effectively with others • Use psychological concepts meaningfully to explain behavior in speaking and writing. • Demonstrate ability to use technology to enhance analysis and communication. • Interact appropriately with others in interpersonal and group contexts. • Manage the challenges of working with people from diverse backgrounds.

- Develop the ability to understand issues from diverse points of view. • Enact practices that promote respect and trust (e.g., honesty, fair-minded judgment, and reliability).

People skilled in this ability would avoid using "psychobabble." Such individuals connect with others in different formats using different modes of communication. They would show enthusiasm for the prospect of working with people from diverse backgrounds. Although they may make mistakes, they strive to maintain trust-promoting character traits, values, and practices.

Objective 4: **Values of Psychology**

To reflect the values of the discipline of psychology • Demonstrate enhanced curiosity about understanding people. • Recognize the breadth and complexity of behavior and mental processes. • Recognize the need for scientific explanations of behavior. • Appreciate the role of technology in expanding psychology's boundaries. • Recognize the importance of lifelong learning to improve adaptability. • Acknowledge the role of psychology in promoting human welfare. • Appreciate how culture provides a context for learning and producing behavior.

Students would emerge from their first exposure to psychology with a rich appreciation of the nature of psychology. Although the majority of students will not become psychologists, they would be favorably disposed toward the potential role that psychology—its principles, processes, and professionals—may play in their lives.

LINKING CONTENT DOMAINS WITH CHARACTERISTICS OF PSYCHOLOGICAL THINKING

The content domains not only provide a means of structuring content standards, but they can also organize the specific characteristics of "thinking like a psychologist." Although these characteristics are likely to be apparent throughout the psychology course, the model below highlights where these characteristics can be emphasized within specific content domains.

Students will vary in their demonstration of these characteristics before, during, and even after their exposure to psychology. However, we propose these characteristics as an ideal that captures the nature of psychological thinking. As with the skills discussed in the previous section, experienced teachers may work toward integrating these characteristics across the domains.

Psychology Pacing Guide

Week 1

- Chapter 1: “Introducing Psychology”

Week 2

- Chapter 1 Wrap-Up & Chapter 2: “Psychological Research Methods and Statistics”

Week 3

- Chapters 3-5: “The Life Span: Erik Erikson’s Eight Stages of Psychosocial Development”

Week 4

- Chapter 6: “Body and Behavior”

Week 5

- Chapter 7: “Altered States of Consciousness”

Week 6

- Chapter 8: “Sensation and Perception”

Week 7

- Chapter 9: “Learning: Principles and Applications”

Week 8

- Chapter 10: “Memory and Thought” + Chapter 11: “Thinking and Language”

Week 9

- Chapter 12: “Motivation and Emotion”

Week 10

- Chapter 13: “Psychological Testing”

Week 11

- Chapter 14: “Theories of Personality”

Week 12

- Chapter 15: “Stress and Health”

Week 13

- Chapter 16: “Psychological Disorders”

Week 14

- Chapter 17: “Therapy and Change”

Week 15

- Chapter 18: “Individual Interaction”

Week 16

- Chapter 19: “Group Interaction”

Week 17

- Chapter 20: “Attitudes and Social Influence”

Week 18

- Chapter 21: “Psychology: Present and Future”

PSYCHOLOGY'S RULES FOR BEHAVIOR AND CLASSROOM PROCEDURES

MR. JOHN J. FRIEND'S DISCIPLINE PLAN & CLASSROOM PROCEDURES for ALL CLASSES!

My rules for classroom behavior are simple and direct. They are as follows:

- 1. Be in your seat when the tardy bell rings.**
- 2. Be prepared. Always have your materials with you.**
- 3. Be respectful to Mr. Friend and your classmates.**
- 4. Be responsible for completing your assignments on time.**
- 5. Be respectful & responsible to not use any personal electronic device (smartphone + Internet watch + notebook + laptop) during class unless you have permission from Mr. Friend and for educational purposes ONLY. ***

** Special Note: Mr. Friend reserves the right to have all personal cell phones/electronic devices placed in Dr. Pyron's designated area in the classroom per MCHS's official policy for personal cell phones/electronic devices. Please refer to the student handbook or official handouts from the administration of MCHS.*

My procedures for classroom behavior are also simple and direct. They are as follows:

- 1. *Upon entering the classroom*, all personal electronic devices are to be silenced and placed on your desk in plain sight—unless otherwise instructed, or you have written permission from the principal in relation to family emergencies ONLY.**
- 2. *During class time*, raise your hand and wait to be called upon by Mr. Friend.**
- 3. Speak only when called upon and not while Mr. Friend is speaking.**
- 4. You may respond to a classmate's point of view only after that person has finished speaking, you have raised your hand, and Mr. Friend calls upon you.**

Consequences for disobeying rules or not following procedures are as follows:

- 1. A verbal warning in front of the class.**
- 2. A personal talk with Mr. Friend in the hall.**
- 3. A written office referral only after following the RTI₂-B Discipline Policy. The principals will discipline you according to all school board policies.**

Student's Signature & Date:

Parent's Signature & Date:

Textbook #

Special Note to Parents:

Dear Parents or Legal Guardians and Students,

Psychology is an exciting subject to study. However, at times, there are topics in psychology that may be of a sensitive nature like differing religious beliefs, human growth and development, Sigmund Freud's views, eating disorders, and drug addiction. Students are curious about such subjects in psychology. In addition, they are exposed to such issues in other classes like biology and history. They may ask me about them from a psychological perspective. I want to assure you all that we will **not** discuss anything inappropriate in Mr. Friend's class. **However, be advised that there are a few topics like this in the psychology textbook in case your child reads about them and shares them with you.** If you have any questions or concerns, please call me at (731) 645-3226. My planning block is from 8:00 a.m. to 9:15 a.m. during both the fall and spring semesters. Thanks for your time and attention!

Sincerely,

John J. Friend

Parent:

I, _____,
have read and understand this more detailed syllabus and this special note on sensitive topics from Mr. Friend.

Student:

I, _____,
have read and understand this more detailed syllabus and this special note on sensitive topics from Mr. Friend.