



Psychology MIGs

Course Description (1/2 unit, grades 11-12) This psychology survey course is designed to help each student gain insight into human behavior. Students will also identify current events and issues in psychology on a regular basis.

Rationale The purpose of psychology is to help the student understand, articulate and disseminate psychology as a science. The student should examine/understand the behavior and mental process. Students should be able to draw on and respond to other students' diverse characteristics.

Theme 1: History of Psychology: Students will Identify and demonstrate comprehension of the origins of the schools of thought attempting to explain human behavior while examining interrelationships between biological and environmental effects on behavior.

	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	A. Identify each theorist with respective theory/perception. (1.1.A) B. Recognize theory components. (1.1.B) C. Classify specifics of career requirements in psychology. (1.1.C) D. Explain the work of a psychologist (1.1.D) E. Summarize the careers and specialized fields in psychology. (1.1.E) F. Outline requirements needed to become a psychologist. (1.1.F) G. Describe psychologists' contributions to everyday life. (1.1.G)				A. Identify parts of the brain and their inter-relationships. (1.5.A) B. Identify the four nervous systems (1.5.B) C. Illustrate the four nervous systems and their functions. (1.5.C) D. Examine how the body adapts to the demands of its environment. (1.5.D) E. Investigate the stages of awareness, including sleep, reaction to drugs, daydreaming, and controlled consciousness processes. (1.5.E) F. Identify and describe the parts and functions of the nervous system. (1.5.F) G. Identify and discuss the structure, functions and different ways psychologists study the brain. (1.5.G) H. Give examples of the effects of heredity and environment on behavior and summarize research on the effects of heredity and environment on behavior. (1.5.H) I. List, describe and summarize the states of consciousness (sleep, hypnosis, biofeedback, meditation, and drug use.) (1.5.I) J. Identify, define, and describe the nature and functioning of sensory organs and the principles involved in perception. (1.5.J)
Possible Sources of Studies					
- Discovery Education the amazing power of the sleeping brain - Discovery Education Teen Files: The Truth About Drugs			20/20 episode Brandy Binder part 1 20/20 episode Brandy Binder part 2		

Theme 2: Learning and Thinking Processes: Evaluate various perspectives of memory, learning, aptitude and intelligence.					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	A. Identify the basic theories regarding memory, thought, and learning. (2.1.A) B. Compare and contrast views on intelligence. (2.1.B) C. Describe and outline the principles and techniques of classical conditioning and operant conditioning. (2.1.C)				A. Describe three processes and stages of memory. (2.5.A) B. Demonstrate principles of memory processes. (2.5.B) C. Propose how learning environment can enhance or inhibit learning abilities. (2.5.C) D. Identify and cite the principles involved in cognitive learning, modeling and behavior modification. (2.5.D) E. Explain the three processes of memory and describe the processes involved in forgetting. (2.5.E) F. Describe the theories of motivation and emotion, including Maslow's hierarchy of needs. (2.5.F)
Possible Sources of Studies					
• My life as a Turkey-Imprinting • AARP Memory Games online					

Theme 3: Developmental & Social Psychology: Examines how behavior changes during the course of our life span. Students will analyze the physical, intellectual, moral, social and personality development of the individual throughout the lifespan.

	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	A. Identify the various developmental theorists and their ideas, including Piaget's theories of cognitive development, Kohlberg's stages of moral reasoning and Erikson's stages of Psychosocial Development (3.1.A)				A. Explain how biological, intellectual, emotional, and moral development affect behavior. (3.5.A) B. Demonstrate appropriate developmental task for people at varying ages. (3.5.B) C. Compare and contrast the various developmental theories. (3.5.C) D. Appraise the effectiveness of various theories in explaining human development. (3.5.D) E. Describe the physical and perceptual development of newborns and children. (3.5.E) F. Summarize the cognitive-development theory. (3.5.F) G. Describe theories of social development. (3.5.G) H. Describe the physical changes that characterize adolescence. (3.5.H) I. Describe research related to the sexual attitudes and roles of adolescents. (3.5.I) J. Describe and outline the processes that characterize adolescence. (3.5.J) K. Describe and characterize the physical, social, and emotional changes that occur during adulthood. (3.5.K) L. Identify and summarize how people physically, mentally and socially adjust to old age. (3.5.L)
Possible Sources of Studies					
Hoyt Family <i>2nd Hand Lions-Lifespan</i>			Elder/Aging Issues <i>Rebel Without A Cause-Film/Adolescence</i>		

Theme 4: Personality and Individuality: Students will examine multicultural perspectives as they relate to the study of psychology and human behavior. They will be able to describe common personality disorders and addictive behaviors.

	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	A. Explain how individuals adjust to societal mores. (4.1.A) B. Examine the environment for cliques, their values, and taboos. (4.1.B) C. Trace the origin of attitudes and describe their function. (4.1.C)				A. Summarize the communication and persuasion processes. (4.5.A) B. Describe attitude changes and prejudice in relationship to stereotypes and roles. (4.5.B) C. Identify and discuss group dynamics and the influence of groups on an individual's behavior. (4.5.C) D. Identify, describe and explain types of groups and the interactive patterns within groups. (4.5.D) E. List, discuss and explain the factors involved in interpersonal and personal relationships including friendship, parent/child, and love relationships. (4.5.E) F. Hypothesize factors essential to long-term relationships. (4.5.F) G. Specify the biological and cultural influences that affect gender role. (4.5.G) H. Identify differences in psychological disorders. (4.5.H) I. Delineate between syndromes for a variety of mental disorders. (4.5.I) J. Assess the concepts of abnormality. (4.5.J) K. Differentiate stress reactions and alternative responses. (4.5.K) L. Identify and define the types and sources of stress, explain the psychological, physical and behavioral reactions to stress, and explain and describe strategies for coping with stress. (4.5.L) M. Distinguish between the concepts of normality and abnormality. (4.5.M) N. Define psychological disorder, identify, describe and explain the major types of

					disorders, and assess the forms of therapy for disorders. (4.5.N)
Possible Sources of Studies					
<i>Dealing With Stress</i>			<i>Memory Loss</i> <i>A Beautiful Mind-Schizophrenia's Impact</i>		

Theme 5: Research: Psychology is research based. Therefore, students will demonstrate knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents).

	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	A. Interpret maps, statistics, charts, diagrams, graph, pictures, audiovisual materials, continua, written resources, art and artifacts. (5.1.A) B. Examine Wilhelm Wundt's impact on psychological research. (5.1.B)				A. Develop a research plan and identify appropriate resources for investigating social studies topics. (5.5.A) B. Distinguish between and analyze primary sources and secondary sources. (5.5.B) C. Distinguish between fact and opinion and analyze sources to recognize bias and points of view. (5.5.C) D. Create maps, charts, diagrams and graphs to assist in analyzing and visualizing concepts in social studies. (5.5.D)
Possible Sources of Studies					
<i>Discovery Education-Psychological Experiments</i>					

Theme 6: Current Events: Students will recognize and integrate specific aspects of the past to current events and issues as they apply to life as an American citizen in a global community. They will relate the study of psychology to personal development and responsible behavior in a democratic society.

	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	A. Examine current events as they relate to psychology. (6.1.A)				A. Integrate the disciplines of social studies into psychology by examining current and multicultural perspectives. (6.5.A)
Possible Sources of Studies					
• <i>Psychology Today</i> • <i>Wall Street Journal-Current Events</i> • <i>BBC</i> • <i>CNN Student News-Current Events</i>					

Use the following Social Science Tools for Themes 1-6

Tools of Social Science Inquiry-In order to investigate and draw conclusions about the past students:

- Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
- Develop compelling questions and research the past.
- Anticipate and utilize the most useful sources to address their questions.
- Develop and test claims and counter-claims to address their questions.
- take informed action based on their learning.

	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, Cultures
Disciplinary Tools and Sources	A. Create and use tools to evaluate how historical events and developments were shaped, time and place, as well as broader historical context. (1.A) B. Analyze the perspective of people in a historical era to explain the influence of complex factors. (1.B) C. Create and use tools to analyze a sequence of events that happen at the same time. (1.C) D. Explain connections among historical context and perspectives at the time. (1.D)	A. Evaluate government systems in order to compare how they affect individuals and groups within and among societies. (2.A) B. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. (2.B)	A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends within and among regions. (3.A)	A. Analyze the role of comparative advantage to determine its impact on the exchange of people, goods, and ideas. (4.A) B. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals. (4.B)	A. Analyze the sources/artifacts people created to determine the extent to which accelerated exchange impacted their content and perspective. (5.A) B. Examine the origins and impact of social structures and stratification on societies and relationships between people. (5.B) C. Describe how perspectives shape the sources/artifacts created. (5.C)