

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II – December 2011
Alternative Education & Davison High School

Psychology

Course Essential Questions (from Phase I report):

1. What are the ways we can study how and why people behave as they do?
2. What is personality?
3. How do nature and nurture influence our development from birth to death?
4. What is the difference between normal and abnormal behavior?
5. How is psychological research conducted?
6. How do we learn things?
7. How does the brain process information?
8. How do the states of consciousness impact ones behavior?

Phase II Curriculum

Unit 1: History of Psychology

Essential Questions:

- Why study psychology?
- What is the history of psychology?
- What are the 6 approaches to psychology?
- What can I do with a degree in psychology?

Essential Understanding:

- Psychology is the study of human behavior and mental processes.
- We study psychology to get a better understanding of why people behave the way they do.
- Psychology started out as a philosophy evolved into a science but later became its own separate field of study.
- There were very few pioneers in the field of psychology: Freud, Wundt, James, Gestalt, Galton, Pavlov, Skinner, Watson, Maslow, Rogers, May, Piaget, and Horney
- There are 6 ways that we can study how and why people behave as they do: Biological, Behavioral, Cognitive, Socio cultural, Humanistic and Psychodynamic.
- Psychologists work in a variety of careers and settings depending on their area of specialization.

Curriculum Standards

IA-1.1 Contemporary Perspectives used by psychologists to understand behavior and mental processes in context

IA-2.1 Major subfields and career opportunities that comprise psychology

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • The following psychologist and theories: Wilhem Wundt, William James, Sir Francis Galton, Gestalt Psychology, Sigmund Freud, Ivan Pavlov, John B. Watson, B.F. Skinner, Abraham Maslow, Jean Piaget, Karen Horney. • The different subfields: clinical, counseling, social, experimental, school, developmental, forensic, community, industrial/organizational, and cross-cultural. • The difference between a psychologist and psychiatrist. • The study of human behavior and mental processes. • Studying to get a better understanding of why people behave the way they do. • Psychology starting as a philosophy but evolving into a science. • The 6 approaches that can be used to study behavior. • The variety of careers in psychology • The academic vocabulary needed to understand this unit: psychology, subfield, biological, humanistic, sociocultural, behavioral, psychodynamic, scientific method, hypothesis 	<ul style="list-style-type: none"> • Describe and compare the biological, behavioral, cognitive, socio cultural, humanistic, and psychodynamic perspectives. • List and explain the major subfields of psychology • Recall the 4 goals of psychology • Define psychology • List and define the steps involved in the scientific method • Explain important trends in the history of psychology • Explain the work of a psychologist • Summarize the careers and specialized fields in psychology
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Unit 2: Research Methods	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the ways we can study how and why people behave as they do? • How is psychological research conducted? • What are the 7 Research Methods used in psychology? • What are the Problems and Solutions in Research? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Using the basic techniques to conduct scientific and systematic research is important • The scientific method must be used in conducting all research for the result to valid. • The goals of research are to describe, explain, predict and control behavior. • Psychologists use various methods of research to accomplish each of these goals. • Sometimes an experimenter's behavior may unwittingly influence the results: self-fulfilling prophecy • Ethical standards have evolved because of past questionable research techniques.
Curriculum Standards	
<p>IA-3.1 Describe the elements of an experiment</p> <p>IA-3.2 Explain the importance of sampling and random assignment in psychological research</p> <p>IA-3.3 Describe and compare quantitative and qualitative research strategies</p> <p>IA-5.1 Identify ethical issues in psychological research</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • The steps involved in the scientific method and identify representative and non-representative samples • The characteristics of surveys, naturalistic observation, case studies, longitudinal studies, cross-sectional research, and experiments • The ethical issues in psychological research and identify historical examples (Milgram Experiment, Little Albert, Genie the Wild Child.) • Using the scientific method to conduct all research for the results to be valid. • The goals of research to describe, explain, predict, and control behavior. • The effects an experimenter's behavior may have on the results of an experiment (i.e. self-fulfilling prophecy). • Ethical standards evolving because of past questionable research techniques • The academic vocabulary essential to 	<ul style="list-style-type: none"> • Examine experimental procedures psychologists use to avoid bias • Outline and explain the different types of research methods, including the advantages and disadvantages of using each type • Use case studies such as Milgram, Little Albert and Genie to examine the ethical issues in psychological research • Describe the process of psychological research. • Describe the scientific method. • Summarize the methodological hazards of doing research.

understanding this unit: scientific method, ethics, bias, placebo, control group, experimental group, independent variables, dependent variables, self-fulfilling prophecy, hypothesis, methodology

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Unit 3: Life Span Development

Essential Questions:

- How do nature and nurture influence our development from birth to death?
- How does a child develop physically, perceptually, cognitively, emotionally, socially and linguistically?
- How does parenting style effect the development of the child?
- What role does gender play in one's development?

Essential Understanding:

- The nature v. nurture question is controversial.
- Nature is genetics and nurture is environment; parenting styles are example of environment.
- Maturational readiness cannot be forced therefore a child develops within his/her own maturational process
- Gender plays a role in one's development

Curriculum Standards

IIIA-1.1 Describe physical, social, and cognitive changes from the prenatal period throughout the life span.

IIIA-1.2 Examine the nature of change over the life span.

IIIA-1.3 Identify the complex cognitive structures found in the early development of infants and young children.

IIIA-1.4 Apply life span principles to personal experience.

IIIA-3.1 Explain various developmental models.

IIIA-3.2 Recognize how biological and cultural notions of gender shape the experiences of men and women.

IIIA-4.1 Describe the role of critical periods in development.

IVC-4.1 Discuss the effects of development on language acquisition.

Knowledge/Content

Students will know about....

- The controversy of nature v. nurture.
- Genetics determining nature and environment determining nurture
- Parenting styles as examples of environment.
- A child developing within his/her own maturational process because maturational readiness cannot be forced.
- The role that gender plays in one's development.
- The academic vocabulary essential for understanding this unit: nature, nurture, perception, cognition, linguistics, genetics, maturational readiness, moral reasoning, linguistic acquisition, cognition, prenatal

Skills/Processes

Students will be able to.....

- Describe the physical and perceptual development of newborns and children.
- Outline and discuss the effects of development on language acquisition.
- Summarize the cognitive-development theory.
- Discuss how children develop emotionally.
- Describe theories of social development.
- Outline Kohlberg's stages of moral reasoning.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

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Phase V Learning Plan

Unit 4: Psychological Disorders	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we distinguish between the concepts of normality and abnormality? • What are the different types of psychological disorders? • What are the causes of psychological disorders? • What are the symptoms of psychological disorders? • What are the major explanations for psychological disorders? • What are some of the challenges associated with accurate diagnosis? • What impact can mental disorders have on the individual and society? • 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Psychologists use the same criteria in diagnosing a patient. • Psychologist use the DSM-IV as a tool to categorize disorders. • There are many triggering factors that can cause psychological disorders. • Symptoms may vary from disorder to disorder, or be shared. • The major explanations focus on the physiological and socio-cultural factors. • Different orientations of psychologists produce different diagnostic conclusions. • A diagnostic label will have a stigma on the patient/society that may hinder social interaction.
Curriculum Standards	
<p>VA-1: Characteristics and origins of abnormal behavior</p> <p>VA-1.1 Distinguish the common characteristics of abnormal behavior.</p> <p>VA-1.2 Cite examples of abnormal behavior.</p> <p>VA-1.3 Relate judgments of abnormality to contexts in which those judgments occur.</p> <p>VA-1.4 Describe major explanations for the origins of abnormality.</p> <p>VA-3:Major categories of abnormal behavior</p> <p>VA-3.1 Discuss major categories of abnormal behavior.</p> <p>VA-3.2 Explore the challenges associated with accurate diagnosis.</p> <p>VA-4: Impact of mental disorders</p> <p>VA-4.1 Consider factors that influence vulnerability to abnormal behavior.</p> <p>VA-4.2 Discuss the stigma associated with abnormal behavior.</p> <p>VA-4.3 Speculate about means for promoting greater understanding of abnormal behavior.</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • The current theory, The Dopamine Theory, suggests that patients who suffer from Schizophrenia have an excess of dopamine • Psychologists using the same criteria in 	<ul style="list-style-type: none"> • Define psychological disorder • Distinguish between the concepts of normality and abnormality • Identify the behavioral patterns that

diagnosing a patient.

- Psychologists using the DSM-IV as a tool to categorize disorders.
- Triggering factors that can cause psychological disorders.
- Symptoms varying from disorder to disorder, or being shared.
- The major explanations focusing on the physiological and socio-cultural factors.
- Different orientations of psychologists producing different diagnostic conclusions.
- Diagnostic labels having stigma on the patient/society that may hinder social interaction.
- The academic vocabulary essential for understanding this unit: normality, abnormality, diagnosis, anxiety disorders, dissociative disorder, triggering factors, depressive disorders, delusions, hallucinations, schizophrenia, disorganized schizophrenia, undifferentiated schizophrenia, paranoid schizophrenia, catatonic schizophrenia, DSM-IV, antisocial, psychological dependence, addiction, remission, somatoform

psychologists label as anxiety disorders.

- Explain what causes anxiety disorders.
- Identify the behavioral patterns that psychologists label as somatoform disorders.
- Describe the symptoms of dissociative disorders.
- Describe the disorder of schizophrenia.
- Describe several theories that try to explain mood disorders.
- Describe how personality disorders differ from other psychological disorders.
- Explain how drug abuse is a psychological problem.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

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Phase V Learning Plan

Unit 5: Learning	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is classical conditioning? • What techniques are used in classical conditioning? • What is operant conditioning? • What are the applications of operant conditioning? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Classical/Operant conditioning can be applied to everyday life. • Ethnical concerns have been raised during experiments using classical/operant conditioning
Curriculum Standards	
<p>IVA-1.1 Discuss learning from a psychological viewpoint.</p> <p>IVA-1.2 Recognize learning as a vehicle to promote adaptation through experience.</p> <p>IVA-2.1 Describe the classical conditioning paradigm.</p> <p>IVA-3.1 Describe the operant conditioning paradigm.</p> <p>IVA-4.1 Explain how observational learning works.</p> <p>IVA-4.2 Describe cognitive learning approaches.</p> <p>IVA-5.1 Identify biological contributions to learning.</p> <p>IVA-5.2 Speculate on the role of culture in determining what behaviors will be learned.</p> <p>IVA-5.3 Explore how biological and cultural factors interact to impede or enhance learning.</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • Ethnical concerns that have been raised during experiments using classical/operant conditioning. • How to apply elements of classical conditioning to different situations. • How to apply elements of operant conditioning to different situations. • Organisms learning by observation. • The academic vocabulary essential for understanding this unit: classical conditioning, operant conditioning, reinforcement, shaping, response chain, aversive control, CS, CR, UCS, UCR, extinction, generalization, neutral stimulus, reinforcer, reinforcement schedules, learning process, fixed-ratio and variable ratio schedules, fixed-interval and variable-interval schedules, avoidance conditioning, 	<ul style="list-style-type: none"> • Describe the principles of classical conditioning. • Outline the techniques of classical conditioning. • Summarize the principles of operant conditioning. • Describe the applications of operant conditioning. • Apply elements of classical/operant conditioning to different situations

discrimination

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

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Phase V Learning Plan

Unit 6: Biological Bases of Behavior

Essential Questions:

- What is the structure of a neuron?
- What are the functions of a neuron?
- How is the organization of the nervous system?
- What are the structures of the brain?
- What are the functions of those structures of the brain?
- What methods are used for studying the brain?

Essential Understanding:

- There are many parts in the human brain that work together to coordinate movement and stimulate thinking and emotions, resulting in behavior.
- The human brain has over 100 billion nerve cells.
- Neurons are the fundamental unit of the nervous system.
- Neurons transmit electrochemical signals throughout the body.
- Neurons are similar in structure to other cells in the body.
- Axons and dendrites allow neurons to send and receive information.
- The nervous system has two divisions: Central Nervous System (CNS) and Peripheral Nervous System (PNS).
- The PNS has two divisions: somatic and autonomic
- The Autonomic System has two divisions: sympathetic and parasympathetic.
- There are four lobes that make up the cerebral cortex: Frontal, parietal, temporal and occipital.
- The brain is composed of three parts: the hindbrain, the midbrain and the forebrain.
- There are a variety of imaging techniques that psychologists use to study the brain.

Curriculum Standards

IIA-1: Structure and function of the neuron

IIA-1.1 Identify the neuron as the basis for neural communication.

IIA-1.2 Describe how information is transmitted and integrated in the nervous system.

IIA-1.3 Analyze how the process of neurotransmission can be modified by heredity and environment.

IIA-2: Organization of the nervous system

IIA-2.1 Classify the major divisions and subdivisions of the nervous system.

IIA-2.2 Differentiate the functions of the various subdivisions of the nervous system.

IIA-3: Hierarchical organization of the structure and function of the brain

IIA-3.1 Identify the structure and function of the major regions of the brain.

IIA-3.2 Recognize that specific functions are centered in specific lobes of the cerebral cortex.

IIA-3.3 Describe lateralization of brain functions

IIA-4: Technologies and clinical methods for studying the brain

IIA-4.1 Explain how research and technology have provided methods to analyze brain behavior and disease.

IIA-5: Structure and function of the endocrine system

IIA-5.1 Describe how the endocrine glands are linked to the nervous system.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none">• The many parts in the human brain that work together to coordinate movement and stimulate thinking and emotions, resulting in behavior.• The human brain having over 100 billion nerve cells• Neurons being the fundamental unit of the nervous system• Neurons transmitting electrochemical signals throughout the body• Neurons similarity in structure to other cells in the body• Axons and dendrites allowing neurons to send and receive information• The nervous system having two divisions: CNS and PNS• The PNS having two divisions: somatic and autonomic• The Autonomic System having two divisions: sympathetic and parasympathetic• The four lobes that make up the cerebral cortex: Frontal, Parietal, Temporal and Occipital• The three parts of the brain: Hindbrain, Midbrain and Forebrain• The variety of imaging techniques used to study the brain• The academic vocabulary essential for understanding this unit: neuron, cerebral cortex, CNS, PNS, somatic, autonomic, electrochemical signals, neurotransmitters, parietal lobe, occipital lobe, temporal lobe, frontal lobe, hindbrain, midbrain, forebrain, axons, dendrites, sympathetic, parasympathetic, synapse, myelin sheath, spinal	<ul style="list-style-type: none">• Label and describe the function of each part of a neuron• Differentiate between the CNS and PNS• Define the role neurons play in the human body• Identify the four lobes of the cerebral cortex• Distinguish between the two divisions of the PNS: Somatic and Autonomic• Explain the role of the sympathetic and parasympathetic systems• Distinguish between the four lobes of the cerebral cortex• Identify the three parts that make the hindbrain• Categorize the variety of imaging techniques

cord, cerebellum, cerebrum, pons, medulla,
corpus callosum, EEG, MRI, PET, CAT,
association areas, lesion, endocrine system,
pituitary gland, thyroid gland, adrenal glands,
heredity, hormones, genes, synthesize,
Alzheimer's disease

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Phase V Learning Plan

Unit 7: States of Consciousness

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is consciousness? • Why do we sleep? • Why do we dream? • What are sleep disorders? • What is hypnosis? • How can drugs effect perception and behavior? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Consciousness is the state of awareness • There are 4 stages of sleep • There are different theories as to why we dream • Sleep deprivation can lead to delusions, hallucination and possibly death • There are various sleep disorders that affect people of all ages and cultures. • Various hypnotic induction tools can be used to hypnotize subject. Subjects under hypnosis are considered "highly suggestible" or "role playing". • Drugs such as narcotic, depressant, stimulant, and hallucinogens play a role in a person's state of awareness.
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Curriculum Standards

- IVD-1.1 Define states of consciousness.
- IVD-1.2 Describe levels of consciousness.
- IVD-2.1 Describe the sleep cycle.
- IVD-2.2 Compare theories that explain why we sleep.
- IVD-2.3 Assess types of sleep disorders.
- IVD-3.1 Demonstrate an understanding of individual differences in dream content and recall.
- IVD-3.2 Compare different theories about the use and meaning of dreams.
- IVD-4.1 Describe several hypnotic phenomena.
- IVD-4.2 Explain possible uses of hypnosis in psychology.
- IVD-5.1 Characterize the major categories of psychoactive drugs and their effects.
- IVD-5.2 Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs.

<p>Knowledge/Content Students will know about....</p>	<p>Skills/Processes Students will be able to.....</p>
<ul style="list-style-type: none"> • Consciousness as the state of awareness • The 4 stages of sleep • The different theories as to why we sleep/dream • Sleep deprivation leading to delusions, hallucination and possible death 	<ul style="list-style-type: none"> • Describe the research related to sleep and dreams • List and describe sleep disorders • Determine how hypnosis relates to consciousness • Describe research into such techniques as

<ul style="list-style-type: none"> • The various sleep disorders that affect people of all ages and cultures • Various hypnotic induction tools used to hypnotize subjects. (Subjects under hypnosis are considered "highly" suggestible" or "role playing") • The different theories of hypnosis. • The role that drugs such as narcotics, depressants, stimulants, and hallucinogens play in a person's state of awareness. • The academic vocabulary essential for understanding this unit: consciousness, hypnosis, sleep disorder, biofeedback, sleep apnea, REM sleep, circadian rhythm, narcolepsy, night terrors, sleepwalking, meditation, post-hypnotic suggestion, psychoactive drugs, hallucinations, LSD, drug abuse, opiates, hallucinogens, narcotic, delusions, depressant, stimulant, induction tools, addiction, role-playing, highly suggestible 	<ul style="list-style-type: none"> • biofeedback and meditation. • Describe the effects drugs have on consciousness. • Identify and explain the different theories of hypnosis. • Analyze theories used to explain and interpret dreams.
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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Phase V Learning Plan

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Unit 8: Personality/Psychological Testing

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is personality? • How do we measure creativity? • How do we measure intelligence? • How do creativity and intelligence make each individual unique? • How do personality theories provide a way to organize characteristics that people may have? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Psychologists define personality as the individual's unique way of thinking, feeling, and acting. • Psychologists use personality tests such as the Meyers Briggs test to measure individual's creativity and intelligence. • Freudian theory is based on three components: the id, ego and superego. • Behaviorists are interested in how aspects of personality are learned. • Humanistic and cognitive theories of personality stress the positive aspects of human nature. • Trait theorists believe that character traits account for consistency of behavior in different situations.
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Curriculum Standards

IIIB-1: Distinguish between personality and personality constructs

IIIB-1.1 Define personality as the individual's unique way of thinking, feeling, and acting.

IIIB-1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena.

IIIB-2.1 Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.

IIIB-2.2 Identify important contributions to the understanding of personality.

IIIB-3.1 Distinguish between objective and projective techniques of personality assessment.

IIIB-3.2 Describe tests used in personality assessment

<p>Knowledge/Content Students will know about....</p>	<p>Skills/Processes Students will be able to.....</p>
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<ul style="list-style-type: none"> • The major purposes of personality theories. • The major schools of personality theory. • Sigmund Freud's structural concepts of personality. • Carl Jung's theory of personality. • Alfred Adler's theory of personality. • B.F. Skinner's concept of personality. • Albert Bandura's social cognitive theory of personality. • Abraham Maslow's idea of self-actualization. • Carl Roger's view of human behavior. • The main features of trait personality. 	<ul style="list-style-type: none"> • Identify their own thoughts, feelings, and behavior in a personal experience • Describe how personality can explain individual differences and individual consistencies • Evaluate the influence of variables such as culture, family, and genetics on personality development • Explore the impact of sociocultural factors on personality development, including ethnicity,
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<ul style="list-style-type: none"> • Gordon Allport's theory of personality. • Raymond Cattell's theory of personality. • Hans Eysenck's theory of personality. • Various personality tests that are used by psychologists. • Concepts related to the measurement of testing and individual differences. • Ethical issues that arise in connection with testing • The academic vocabulary essential to understanding this unit: personality, social-cognitive theory, self-actualization theory, personality tests, intelligence tests, ethnicity, gender, sexual orientation, code-switching, multicultural individuals, situational basis, enduring aspects 	<p>gender, sexual orientation, ability/disability, and so on</p> <ul style="list-style-type: none"> • Differentiate the situational basis for personality versus enduring aspects of personality • Identify their personal constructs for explaining behavioral phenomena • Hypothesize on the difficulties personality researchers have studying personality • Discuss how bicultural and multicultural individuals may express different personality dimensions (e.g., code-switching) depending on the cultural context • Analyze how each approach would assess a case history • Diagram Freud's structure of personality and describing his role in initiating study in the area of personality • Describe the influence of external stimuli, modeling, and situational context on behavior • Explore the significance of self-perception and needs on an individual's thoughts, feelings, and actions • Compare the validity and reliability of objective and projective assessment techniques • Identify the possible applications of personality assessment • Explain how standardization, norms, reliability, and validity apply to testing • Evaluate types of tests and ethical issues associated with those tests
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

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Phase V Learning Plan

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