

Glendale Unified School District

Senior High School

November 17, 2009

Department: Social Science
Course Title: Psychology I/Psychology II (Revision)
Course Number: 6175D/6176D, 6179D/6180D (AP)
Grade Level: 11 and 12
Semester Hours: 10 (2 semesters recommended as year course, Psychology I (5 units)/Psychology II (5 units)
Psychology can be taught as a semester course

Recommended Prerequisite: None

Recommended Textbook: *Thinking about Psychology 2e*, Blair-Broeker, and Ernst (2007); *Psychology Myers in Modules 7e* (2003) or *8e* (2006), Myers ; *Understanding Psychology*, Morris and Maisto, (2004)

Course Description: Psychology is a UC/CSU course meeting the "g" elective requirement. Through the study of Psychology, students will complete a survey of psychology with emphasis on the Cognitive, Developmental, Research Methods, Biopsychological and Variations in Individual and Group Behavior domains. Students will gain an understanding of the complexities of human thought and behavior, as well as the factors related to the differences between people. They should understand the relationship between psychology and everyday life and have an appreciation and understanding of individual and cultural diversity.

I. American Psychology Association National Standards

A. Standard Area IA: Introduction and Research Methods

1. *IA-A Contemporary perspectives used by psychologists to understand behavior and mental processes in context*
 - a. Describe and compare the biological, behavioral, cognitive, socio-cultural, humanistic, and psychodynamic perspectives.
2. *IA-2 Major subfields and career opportunities that comprise psychology*
 - a. List and explain the major subfields of psychology.

3. ***IA-3 Research strategies used by psychologists to explore behavior and mental processes***
 - a. Describe the elements of an experiment.
 - b. Explain the importance of sampling and random assignment in psychological research.
 - c. Describe and compare quantitative and qualitative research strategies.
4. ***IA-4 Purpose and basic concepts of statistics***
 - a. Define descriptive statistics and explain how they are used by behavioral scientists.
 - b. Explain and describe measures of central tendency and variability.
 - c. Describe the concept of correlation and explain how it is used in psychology.
 - d. Recognize how inferential statistics are used in psychological research.
5. ***IA-5 Ethical issues in research with human and other animals that are important to psychologists***
 - a. Identify ethical issues in psychological research.
6. ***IA-6 Development of psychology as an empirical science***
 - a. Discuss psychology's roots in philosophy and natural science.
 - b. Describe the emergence of experimental psychology.
 - c. Recognize the diversity of psychological theories in the 20th and 21st centuries.
 - d. Describe psychology's increasing inclusiveness of diverse interests and constituents.

B. Standard Area IIA: Biological Bases of Behavior

1. ***IIA-1 Structure and function of the neuron***
 - a. Identify the neuron as the basis for neural communication.
 - b. Describe how information is transmitted and integrated in the nervous system.

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

2. ***IIA-2 Organization of the nervous system***

- a. Classify the major divisions and subdivisions of the nervous system.
- b. Differentiate the functions of the various subdivisions of the nervous system.

3. ***IIA-3 Hierarchical organization of the structure and function of the brain***

- a. Identify the structure and function of the major regions of the brain.
- b. Recognize that specific functions are centered in specific lobes of the cerebral cortex.
- c. Describe lateralization of brain functions.

4. ***IIA-4 Technologies and clinical methods for studying the brain***

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

5. ***IIA-5 Structure and function of the endocrine system***

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

6. ***IIA-6 How heredity interacts with environment to influence behavior***

- a. Assess the effects of heredity and environment on behavior.

7. ***IIA-7 How psychological mechanisms are explained by evolution***

- a. Explain how evolved tendencies interact with the present environment and culture to determine behavior

C. Standard Area IIB: Sensation and Perception

1. ***IIB-1 Basic concepts explaining the capabilities and limitations of sensory processes***

- a. Explain the concepts of threshold, adaptation, and constancy.
- b. Describe the operation of sensory systems.

- c. List forms of energy for which we do and do not have sensory receptors.
- d. Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, architecture, and so on.

2. ***IIB-2 Interaction of the person and the environment in determining perception***

- a. Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on.
- b. Describe binocular and monocular depth cues.
- c. Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations.

3. ***IIB-3 Nature of attention***

- a. Explain what is meant by attention.
- b. Describe how attention differs for demanding versus simple tasks.

D. Standard Area IIIB: Personality and Assessment

1. ***IIIB-1 Distinguish between personality and personality constructs***

- a. Define personality as the individual's unique way of thinking, feeling, and acting.
- b. Explain the role of personality constructs as a framework for organizing behavioral phenomena.

2. ***IIIB-2 Personality approaches and theories***

- a. Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.
- b. Identify important contributions to the understanding of personality.

3. ***IIIB-3 Assessment tools used in personality***

- a. Distinguish between objective and projective techniques of personality assessment.
- b. Describe tests used in personality assessment.

E. Standard Area IVA: Learning

1. *Characteristics of learning*

- a. Discuss learning from a psychological viewpoint.
- b. Recognize learning as a vehicle to promote adaptation through experience.

2. *IVA-2 Principles of classical conditioning*

- a. Describe the classical conditioning paradigm.

3. *IVA-3 Principles of operant conditioning*

- a. Describe the operant conditioning paradigm.

4. *IVA-4 Components of cognitive learning*

- a. Explain how observational learning works.
- b. Describe cognitive learning approaches.

5. *IVA-5 Roles of biology and culture in determining learning*

- a. Identify biological contributions to learning.
- b. Speculate on the role of culture in determining what behaviors will be learned.
- c. Explore how biological and cultural factors interact to impede or enhance learning.
- d. Describe the collaborative nature of some forms of learning within cultures.

F. Standard Area IVB: Memory

1. *IVB-1 Encoding, or getting information into memory*

- a. Characterize the difference between surface and deep (elaborate) processing.
- b. Identify other factors that influence encoding.

2. *IVB-2 Sensory, working or short-term, an long-term memory systems*

- a. Describe the operation of sensory memory.

- b. Describe the operation of short-term memory and working memory.
- c. Describe the operation of long-term memory.
- 3. ***IVB-3 Retrieval, or getting information out of memory***
 - a. Analyze the importance of retrieval cues in memory.
 - b. Explain the role that interference plays in retrieval.
 - c. Relate difficulties created by reconstructive memory processes.
- 4. ***IVB-4 Biological bases of memory***
 - a. Identify the brain structures most important to memory.
- 5. ***IVB-5 Methods for improving memory***
 - a. Identify factors that interfere with memory.
 - b. Describe strategies for improving memory based on our understanding of memory.
- 6. ***IVB-6 Memory Constructions***
 - a. Describe the processes that lead to inaccuracies in memory.

G. Standard Area IVD: States of Consciousness

- 1. ***IVD-1 Understand the nature of consciousness***
 - a. Define states of consciousness.
 - b. Describe levels of consciousness.
- 2. ***IVD-2 Characteristics of sleep and theories that explain why we sleep***
 - a. Describe the sleep cycle.
 - b. Compare theories that explain why we sleep.
 - c. Assess types of sleep disorders.
- 3. ***IVD-3 Theories used to explain and interpret dreams***
 - a. Demonstrate an understanding of individual differences in dream content and recall.

- b. Compare different theories about the use and meaning of dreams.

4. *IVD-4 Basic phenomena and uses of hypnosis*

- a. Describe several hypnotic phenomena.
- b. Explain possible uses of hypnosis in psychology.

5. *IVD-5 Categories of psychoactive drugs and their effects*

- a. Characterize the major categories of psychoactive drugs and their effects.
- b. Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs.

H. Standard Area IVE: Individual Differences

1. *IVE-1 Concepts related to measurement of individual differences*

- a. Define and understand the nature of test constructs, such as intelligence, personality, and creativity.
- b. Describe basic statistical concepts in testing.

2. *IVE-2 Influence and interaction of heredity and environment on individual differences*

- a. Explain how intelligence and personality may be influenced by heredity and environment.

3. *IVE-3 Nature of intelligence*

- a. Link intelligence to the use of cognitive skills and strategies.
- b. Describe theories of intelligence.

4. *IVE-4 Nature of intelligence testing*

- a. Explain why intelligence tests predict achievement.
- b. Explain issues of using conventional intelligence tests.

A. Standard Area IIC Motivation and Emotion

1. *IIC-1 Motivational concepts*

- a. Apply motivational concepts to the behavior of humans and other animals.

2. ***IIC-2 The role of biology and learning in motivation and emotion***
 - a. Describe the interaction of internal cues and learning on basic drives.
 - b. Describe the situational cues giving rise to anger and fear.
 - c. Describe the situational cues and individual characteristics giving rise to curiosity and anxiety.
3. ***IIC-3 Major theories of motivation***
 - a. Describe one or more theories of motivation, such as expectancy value, cognitive dissonance, arousal, Maslow's hierarchy of needs, and drive reduction.
4. ***IIC-4: Interaction of biological and cultural factors in emotions and motivations***
 - a. Explain how common motives and emotions develop.
5. ***IIC-5: Role of values and expectancies in determining choice and strength of motivation***
 - a. Use expectancy-value theory to explain their own and others' behavior.
6. ***IIC-6 Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects***
 - a. Describe theories of emotion, such as James-Lange, Cannon-Bard, or cognitive theories.
 - b. Explaining how emotions and behaviors are related.
7. ***IIC-7 Effects of motivation and emotion on perception, cognition, and behavior***
 - a. Describe differences in perception between individuals differing in motivation.
 - b. Explain how learning, memory, problem solving, and decision-making strategies are influenced by motivation and emotion.

B. Standard Area IID: Stress, Coping, and Health

1. ***IID-1 Sources of stress***
 - a. Identify and explain major sources of stress.

2. ***IID-2 Physiological reactions to stress***
 - a. List and explain possible physiological reactions to stress.
3. ***IID-3: Psychological reactions to stress***
 - a. List and explain possible psychological reactions to stress.
4. ***IID-4: Cognitive and behavioral strategies for dealing with stress and promoting health***
 - a. Identify and explain cognitive strategies to deal with stress and promote health.
 - b. Identify and explain behavioral strategies to deal with stress and promote health.

C. Standard Area IIIA: Lifespan Development

1. ***IIIA-1: Development as a lifelong process***
 - a. Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan.
 - b. Examine the nature of change over the lifespan.
 - c. Identify the complex cognitive structures found in the early development of infants and young children.
 - d. Apply lifespan principles to personal experience.
2. ***IIIA-2 Research techniques used to gather data on the developmental process***
 - a. Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study.
3. ***IIIA-3 Theories of development***
 - a. Explain various developmental models.
 - b. Recognize how biological and cultural notions of gender shape the experiences of men and women.
 - c. Examine the development of ethnic identity.
 - d. Explore developmental theories as they relate to cultural bias.

4. ***IIIA-4 Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)***
 - a. Describe the role of critical periods in development.
 - b. Explain the issues of continuity/discontinuity and stability/instability in development.

D. Standard Area IVC: Thinking and Language

1. ***IVC-1 Basic elements comprising thought***
 - a. Define thinking as a mental process involved in the manipulation and understanding of information.
 - b. Recognize that information is classified into categories containing similar properties known as concepts.
2. ***IVC-2: Strategies and obstacles involved in problem solving and decision-making***
 - a. Identify problem solving as a directed and productive example of thinking.
 - b. Explain the use of creative thinking in problem solving.
 - c. Analyze the obstacles that inhibit problem solving and decision-making.
3. ***IVC-3 Structural features of language***
 - a. Define language as symbols and sounds that convey meaning and facilitate communication.
 - b. Recognize that language is organized in a hierarchical structure.
4. ***IVC-4 Theories and developmental stages of language acquisition***
 - a. Discuss the effects of development on language acquisition.
 - b. Evaluate the theories of language acquisition.
 - c. Speculate on whether animals acquire and use language.
5. ***IVC-5 Links between thinking and language***
 - a. Examine the influence of language on thought and behavior.

E. Standard Area VA: Psychological Disorders

1. ***VA-1 Characteristics and origins of abnormal behavior***
 - a. Distinguish the common characteristics of abnormal behavior.
 - b. Cite examples of abnormal behavior.
 - c. Relate judgments of abnormality to contexts in which those judgments occur.
 - d. Describe major explanations for the origins of abnormality.
2. ***VA-2 Methods used in exploring abnormal behavior***
 - a. Identify the purpose of different research methods.
 - b. Characterize the advantages and limitations of different research methods for studying abnormal behavior.
3. ***VA-3 Major categories of abnormal behavior***
 - a. Discuss major categories of abnormal behavior.
 - b. Explore the challenges associated with accurate diagnosis.
4. ***VA-4 Impact of mental disorders***
 - a. Consider factors that influence vulnerability to abnormal behavior.
 - b. Discuss the stigma associated with abnormal behavior.
 - c. Speculate about means for promoting greater understanding of abnormal behavior.

F. Standard Area VB: Treatment of Psychological Disorders

1. ***VB-1 Prominent methods used to treat individuals with disorders***
 - a. Describe availability and appropriateness of various modes of treatment for individuals (e.g., children, adolescents, and adults) with psychological disorders.
 - b. Describe characteristics of effective treatment and prevention.
2. ***VB-2 Types of practitioners who implement treatment***
 - a. Identify therapists according to training.

- b. Describing strategies for locating appropriate therapists.
- 3. ***VB-3 Legal and ethical challenges involve in delivery of treatment***
 - a. Describe the intersection between mental health and law.
 - b. Examine the influence of ethics and professional practice.

G. Standard Area VC: Social and Cultural Dimensions of Behavior

- 1. ***VC-1 Social judgment and attitudes***
 - a. Demonstrate an understanding of person perception (how people interact with each other, based on their perception of that person).
 - b. Describe how attributions affect our explanations of behavior.
 - c. Identify sources of attitude formation.
 - d. Assess some methods used to change attitudes.
- 2. ***VC-2 Social and cultural categories***
 - a. Identify basic social and cultural categories.
 - b. Discuss how social and cultural categories affect behavior.
- 3. ***VC-3 Social influence and relationships***
 - a. Describe effects of the presence of others on individual behavior.
 - b. Describe how social structure can affect intergroup relations.
 - c. Explore the nature and effects of bias and discrimination.
 - d. Describe circumstances under which conformity and obedience are likely to occur.
 - e. Discuss the nature of altruism in society.
 - f. Discuss the significance of aggression.
 - g. Discuss factors influencing attraction.

II. Assessment Methods:

- A. Traditional forms of assessment may include:

1. Written reports including research, evaluation, compare and contrast analysis, persuasive analysis, and research analysis.
2. Written Tests and Quizzes.
3. Released Advanced Placement Psychology Exams.
4. Individual oral/ visual presentations.
5. Note taking.

B. Project Based assessment may include:

1. Project selection and development.
2. Collaborative Projects/Group presentations.
3. Experiment Participation.
4. On-going cumulative portfolio record of project and accomplishments.
5. Individual Assessment.
6. Group Assessment.
7. Advocacy and Outreach Programs.

III. Topic of Study- Suggested Time Distribution (American Psychological Association):

History and Approaches	2-4%
Research Methods	6-8%
Biological Base of behavior	8-10%
Sensation and Perception	7-9%
States of Consciousness	2-4%
Learning and Memory	7-9%
Cognition	8-10%
Motivation and Emotion	7-9%
Developmental Psychology	7-9%
Personality	6-8%

Testing and Individual Differences	5-7%
Abnormal Psychology	5-7%
Treatment of Psychology Disorders	5-7%
Social Psychology	7-9%

See suggested material for the three Psychology classes.

For Semester Course: One unit from each of the domains below.

For Year Course: Two units from each of the domains below.

For Advanced Placement course: All units from the domains below.

- I. Methods: Introduction, Research, Methods
- II. Biopsychological: Biological basis of behavior, Sensation and perception, stress and health, motivation, and emotion
- III. Developmental: Childhood, adolescence, adulthood, nature vs. nurture
- IV. Cognition: Thinking and language, intelligence, memory, learning and states of consciousness
- V. Variations in individual and group differences: personality, assessment, abnormal, therapy, and social

IV. Recommended Materials:

- A. *Thinking about Psychology*, Blair-Broeker, and Ernst (2007), *Psychology* Myers in Modules 7e (2003) or 8e (2006), Myers, *Understanding Psychology*, Morris and Maisto, (2004)
- B. Professional Publications
- C. *Journal of American Medicine*
- D. American Psychology Association resources
- E. AV Resource materials:
 - 1. Worth Publishers Digital Media Archive
 - 2. *Discovering Psychology* Updated Edition
 - 3. Teaching Modules: The Brain
 - 4. Scientific American Frontiers Video Collection
 - 5. Psychology: The human experience teaching modules
 - 6. Frontline: Inside the Teenage Brain
 - 7. Everybody Rides the Carousel
 - 8. Quiet Rage: The Stanford Prison Experiment
 - 9. NOVA BRAIN SERIES