

Course Title: Psychology 1-2
Grade Level: 11-12, Elective
Length of Course: 2 semesters
Prerequisites: Counselor's approval
Credit: 5 per semester

Course Description:

Psychology 1-2 is a basic high school college preparatory level survey course which is designed to provide students with knowledge of the fundamental principles of psychology. As a general introductory course, the class will be broad in scope and will offer the student an opportunity to explore the many fields and approaches of psychology.

The course begins with an effort to define psychology, a consideration of its relationship to other sciences, and a brief history of psychological thought and methodology. This is followed by a detailed study of human behavior. The first semester will focus primarily on psychological fundamentals: terminology, methods, learning theory, developmental theory, personality development and dysfunction, mental health, and social psychology.

The second semester will focus greater attention on scientific issues, corresponding applications to daily life, and an in-depth examination of selected current topics.

A wide array of reading materials and teaching methods and strategies will be employed to make the course interesting, foster intellectual and emotional involvement, and at the same time ensure that content and substance are not compromised. Critical thinking, analysis, research skills, and language arts will be stressed.

During the year, all students will complete at least one research project which will culminate in an oral and written report.

Goal Statements:

Students who complete this course successfully will:

- Gain a familiarity with the methods, concepts, and generalizations of psychology.
- Appreciate the unique and important contributions that psychology has made to the understanding of human behavior and its role in the behavioral sciences.
- Understand the importance of unconscious motivation and of psychoanalytic theory concerning human behavior.
- Cultivate a multicultural perspective that fosters respect, appreciation and tolerance for all peoples.
- Develop the ability to view psychological issues from multiple perspectives.
- Be able to explain the relative importance of heredity and environment as influences on human development.
- Understand the interaction and effects of the mind and the body on behavior.
- Acquire an understanding of and respect for gender differences and the origins of such differences.
- Gain an understanding of the basic theories of personality development and of the relative roles played by heredity and environment on the development of the human personality.

- Understand and identify types of personality dysfunction and acquire a basic knowledge of approaches to treatment and therapy.
- Explain the concept of a healthy personality and the issues of self responsibility and control.
- Apply the principles of psychology toward a greater understanding, insight, and acceptance of the behavior of himself and of those around him.
- Develop critical thinking skills and the ability to question, analyze, and judge information.
- Learn to obtain information and evidence, evaluate it, and arrive at sound conclusions.
- Demonstrate research skills in utilizing several sources and the ability to organize and present the evidence and conclusions in both written and oral form.

Scope and Sequence:

This section outlines specific topic—units which will be covered during the course. The precise sequencing, however, may change. Each unit outline includes the number of instructional weeks and suggested materials and teaching strategies. It is assumed that these too may vary to some degree based upon the needs of a particular class, the availability of materials, and teacher judgment.

During the fourth quarter of the course, current issues and problems in psychology will be emphasized in the context of the self and social influences. It should be understood that certain topics may be added, deleted, or modified based on changing social conditions, new research, new directions in the field of psychology, and student interest.

I. Introduction – The Field of Psychology

A. Defining psychology

1. Psychology as a science
2. Relation to other behavioral sciences (sociology, anthropology)
3. The methods of psychology, and nomenclature

B. A brief history of psychology

C. Overview of contemporary psychology

1. What psychologists do
2. Different approaches of present-day psychology

Some Suggested Instructional Strategies:

Biographical sketches - in oral or written form - of leaders in the field of psychology including historical figures such as Sigmund Freud, Carl Jung, B.F. Skinner, Wilhelm Wundt.

Classroom debates regarding the pros and cons of the basic psychological approaches, i.e., behaviorism, humanism, psychoanalysis, cognitive.

We will have field observations of human behavior or simple social settings which are designed to acquaint students with basic methods of observation, data recording, and analysis. For example, have students visit a store or restaurant and take detailed notes about the surroundings followed by an analysis of the effect of the environment on psychology and human behavior.

Writing - Students can begin learning logs including their own reactions to the material, personal observations, and questions about behavior or about the field of psychology.

II. The Brain, Body, and Behavior

A. Brain Function – left and right hemispheres

B. Consciousness

1. Defining consciousness
2. Sensation and perception
 - a. Subliminal- perception
 - b. ESP
3. Altered states of consciousness
 - a. Sleep and dreams
 - b. Hypnosis
 - c. Meditation

Some Suggested Instructional Strategies:

This unit lends itself very well to numerous hands-on activities that allow students to directly experience, record, or evaluate the material for the unit.

Measuring left brain/right brain dominance: Students can take a self-scoring test which will allow them to determine where they fit in on the left or right hemisphere continuum.

Dream recording and interpretation: This assignment will provide an opportunity for students to write about and analyze their own dreams based on dream theory.

The interaction of the mind and body and the power of suggestion will be demonstrated in class. Students will be asked to hold small hand thermometers while being led through the suggestion of lowering or raising their body temperatures. A discussion of their experiences and the results will follow.

The effect of perceptions on preferences can be examined by simple classroom experiment. Students will conduct tests to see if people prefer brand name products over generic ones because of their labels.

III. Growth and Development

A. Nature vs. nurture controversy

B. Stages of growth and development

1. Maturation
2. Cognitive development
3. Moral development (socialization)
4. Language skills

C. The family and child development

1. The changing family
2. Working mothers—the impact of day care
3. The father
4. Selected issues
 - a. Child abuse
 - b. Birth order

- c. Siblings
- d. Divorce/remarriage

Some suggested instructional strategies:

Audio-visual materials: There are excellent films and videos available about the importance of child development. KQED's six-part series aired during 1991-92 on the "Developing Child" provides an interesting cross-cultural look at children and families from birth up to puberty.

Oral family history projects are useful with this unit. Students might interview their parents, grandparents, or siblings about childrearing attitudes, patterns, and experiences.

Classroom debate concerning the relative influences of nature vs. nurture on such attributes as intelligence, personality, athletic prowess, artistic skill and creativity, motivation, etc., is productive.

Role playing would work well with this unit to dramatize the interactions between parent and child or between siblings.

Research projects emphasizing twin studies and the effects of heredity and the environment: These can be presented in written or oral form and might include interviews with a set of twins.

IV. Adolescent Development

- A. Defining adolescence
- B. Social/psychological issues
- C. Physical changes
- D. Contemporary issues concerning adolescence
 - 1. Drug abuse
 - 2. Sexual behavior
 - 3. Conformity
 - 4. Authority
 - 5. Stress
 - 6. Identity
 - 7. Other issues

Some suggested instructional strategies:

Audio-visual materials are available on many aspects of adolescent psychology. A few examples include "Teen Idols," "The Most Perfect Little Girl in the World," "Ordinary People," "Stand and Deliver," and "The Breakfast Club."

Role playing would enhance this unit by giving students the opportunity to act out and gain insight into the relationships between peers, family members, and authority figures.

Debates are also appropriate and can center around such topics as the definition of adolescence and the roles, obligations, limitations, and societal perceptions of teenagers.

Literature: There are numerous cross-cultural studies that examine the nature and characteristics of adolescent behavior. Assignments might include an oral or written presentation comparing and

contrasting American adolescents with those of another culture.

V. Personality Development

A. Defining personality

1. Nature vs. nurture controversy
2. A brief history of personality theory

B. Personality Theory

1. Psychoanalysis – Sigmund Freud, Carl Jung
2. Behaviorism – B. F. Skinner
3. Social Psychology – Karen Homey, Erik Ericson
4. Humanism – Carl Rogers, Abraham Maslow

Some suggested instructional strategies:

Biographical sketches of major personality theorists such as Adler, Freud, Rogers, Homey, etc. An interesting assignment would be to focus on the psychologist's personality and try to determine how it might have influenced the development of his or her theory.

Students might write learning logs relating the material on personality theory to their own personality development and personal experience. Variations might include having students write about their ideal selves.

Small group work: Assign a theorist – along with a case study of a personality – to each group. Have them analyze their case from their group's theoretical perspective.

VI: The Dysfunctional Personality (Abnormal Psychology)

A. Defining personality disorders. The healthy personality.

B. Classifications of disorders

1. Psychotic
2. Non-psychotic

C. Causes of disorders

1. Environmental
2. Physical

Some suggested instructional strategies:

Classroom discussion concerning the definition of mental decides? What is considered abnormal? By whom? When?

Literature review: Assign oral or written reports based on people with personality disorders.

Audio-visual aids: Selected current releases such as “Awakening,” “Rainman,” “Elephant Man,” or older films including, “Flowers for Algernon,” “I Never Promised You a Rose Garden” and “King of Hearts.”

Classroom discussion of common phobias that students might have: For example, fear of heights, fear of snakes and spiders, fear of flying; or compulsive behaviors such as overeating, being

overly neat, overly anxious, or alcohol and other substance abuse.

VII. Treatment and Therapy

A. A brief history concerning treatment of the mentally ill

B. Approaches to mental health (treatment)

1. Psychoanalysis
2. Behavior modification
3. Humanistic treatment
4. Group therapy (group processes such as encounter groups, support groups, peer counseling)
5. Psychopharmacology/psychosurgery

C. Types of mental health professionals

1. Psychiatrist
2. Psychologist
3. MFCC
4. MCSW
5. Psychiatric Nurse
6. Psychotherapist

Some suggested instructional strategies:

Outside speakers who provide community mental health services would be very appropriate and useful for this unit. Possible speakers/agencies could include Marin Phobia Center, Catholic Family Services, Jewish Family Services, Marin County Mental Health Association, and Center for Transpersonal Analysis, etc.

In-class writing projects in response to lecture or textbook material using BAWP techniques: Students could react to controversial issues such as electro-shock therapy, chemotherapy, psychosurgery, lock-up facilities.

Another possibility is a review of primary source material (case studies or diaries) of disturbed patients and documentation of their treatments.

VIII. Gender Differences

A. Nature vs. Nurture

1. Physiological differences, childbearing
2. Mathematics and spatial
3. Intelligence
4. Academic performance
5. Social skills
6. Verbal skills
7. Maternal instinct skills

B. Social Influences

1. Family, school peers, mass media
2. Stereotyping
3. Future trends

C. Male/female relationships

1. Marriage

Some suggested instructional strategies:

Role playing is ideal for this unit and would graphically illustrate stereotypes and expectations.

Group work: Divide class into two groups based on gender and have them discuss their perceptions of the opposite sex and what they like and don't like. Groups would then report their conclusions to each other.

Large group work: Sex role issues are very controversial and easily lend themselves to lively discussion. For example: What are the pluses and minuses of being male? A female? If you could choose the sex of your child, would you prefer a boy or a girl? Should we strive toward androgyny? (Should we rear boys and girls identically?)

Several good videos are available, including "He Said, She Said."

IX. Emotions and Drives

A. Defining emotions

1. Theories of emotions
2. Symbolism and emotion

B. Drives

1. Physical needs (survival needs)
2. Psychological needs
 - a. Maslow hierarchy of needs

Some suggested instructional strategies:

Analysis of ads: Students will collect ads and classify them on the basis of needs they appeal to. Follow-up discussion may include why advertisers play upon our needs.

Writings: Have students write about things that motivate them to work or to do well in school.

Role playing: Have students act out how we communicate emotions non-verbally. After presentations have students record the emotions they think are being expressed.

Selected Issues in Psychology:

During the latter part of the second semester several topical units will be selected based on current trends and developments in psychology, student interest and ability, time, and availability of materials.

These topics might include but are not necessarily limited to the following:

- Psychological Testing
- Propaganda and Advertising
- Intelligence and Creativity
- Adulthood and Aging
- Deviant Behavior
- Stress and Drugs

Aggression and Violence

X. Psychological Testing

A. Purpose of tests

1. Types of tests
2. Standardizing tests and establishing norms

B. Personality testing

1. Projective testing.
2. Inventories, Types
3. Vocational interest tests

C. Intelligence testing

1. Intelligence tests defined – purpose intelligence testing
2. Types of intelligence tests
3. Controversy and ethics regarding testing

Suggested instructional strategies:

Administer sample portions of the MENSA test and/or other intelligence/achievement tests. The purpose of this exercise is not to score or evaluate the test but rather merely to provide students with an opportunity to experience this type of test.

Administer sample portions of any of the personality inventories or vocational interest tests.

Lead a group discussion about the ethics and controversy surrounding intelligence testing.

Visit the Career Center for a hands-on opportunity to use tests in a real-life setting.

Have guest speakers from special education come in to discuss how tests are used in their areas of specialization.

XI. Propaganda and Advertising

A. Introduction: The Psychology of Persuasion – Changing Attitudes and Behavior

1. Propaganda defined
2. Propaganda techniques
 - a. Appealing to psychological needs
 - b. Bias by word choice, placement, picture, angle
 - c. Process of enemy making

B. Examples of Propaganda

1. Advertisements
2. Speeches
3. Posters
4. Films

Some suggested instructional strategies:

There is a wealth of material for students to view and analyze, including numerous propaganda films. For example: Frank Capra's work, Disney's Latin American Good Neighbor Policy propaganda, the documentary 'Faces of the Enemy,' and numerous magazine and television advertisements.

Speeches: Students would analyze one or two political speeches for their propaganda content such as a current State of the Union message or an Inaugural Address.

Group work involving the analysis of propaganda samples (pamphlets, pictures, etc.) brought in by students. These would be shared with the class by group presentation.

Projects: Students might create their own propaganda using various appeals to psychological needs such as love, acceptance, conformity, status, etc.

Instructional Strategies:

San Rafael High School District social studies teachers utilize a wide variety of teaching methodologies, especially in teaching such a course as Psychology 1-2P. Teachers exercise professional judgment in selecting appropriate methodologies, basing their selection on such factors as:

1. The particular topic being studied
2. The mix and number of students in a given class
3. Time constraints
4. Availability of equipment and materials
5. The background, experience and preferences of the teacher

Within the Social Studies Departments all of the following instructional strategies are in use in the course of the year, each teacher selecting appropriately as indicated above:

1. Lecture
2. Guided discussion
3. Socratic dialogue approach
4. Cooperative learning
5. Other types of small group activities
6. In-class writing exercises, such as:
 - a. Quick-writes
 - b. Learning logs, reading logs
 - c. Paired writing
 - d. Poems reflecting students' interpretation of events
7. Written essays, both in class and take home
8. Classroom Theater: reading or acting plays based on historical materials and incidents
9. Dramatic readings
10. Rewriting (student paraphrasing)
11. Article writing
12. Student presentations, either oral or written
 - a. Individual
 - b. Group Debates
13. Debates
14. Book reviews
15. Research projects, using library and other sources
16. Other library exercises

17. Community service projects
18. Simulations
19. Role playing
20. Teacher-made or -duplicated materials, such as:
 - a. Worksheets
 - b. Study guides
 - c. Newspaper and magazine articles
 - d. Excerpts from selected literature and documents
21. Art projects
22. Computer assisted instruction
23. Audiovisual materials such as film, video, laser disk, slides, music
24. Multimedia presentations
25. Interdepartmental/interdisciplinary research and other projects
26. Outside speakers
27. Class field trips (when funds are available)
28. Individual (self-guided) field trips
29. Supervised individual work during class
30. Individual tutoring during study hall or other non-class time
31. Examinations, written and oral, objective and subjective

Student Outcomes for all Units of Instruction:

Students will be able to:

- Define psychology and differentiate between the training and function of a counselor, psychologist, and psychiatrist.
- Trace the historical roots of psychology.
- Identify the contributions of historical figures to the field of psychology, i.e., Wilhelm Wundt, Freud.
- Understand the basic concepts of scientific methodology as applied to psychology.
- Understand and be able to identify some of the significant structures and functions of the brain regarding sensation and perception.
- Explain the difference between nature and nurture in relation to human behavior.
- Identify major stages of growth and development.
- Explain the influence of the environment and heredity on growth and development.
- Understand what each of the major schools of psychology tells us about growth and development.
- Understand the importance of the unconscious.
- Explain the contribution of heredity and socialization to gender role behavior.
- Explain and identify several theories of personality development.
- Identify and appreciate the contributions of Sigmund Freud to the understanding of human behavior.
- Understand the nature and characteristics of mental illness.
- Identify some of the treatments and approaches to mental illness.
- Explain the factors that contribute to the development of the healthy personality.
- Explain the purpose of psychological testing.

Assessment Strategies:

In assessing student progress in the course - that is, in determining to what extent the goals and desired outcomes have been achieved - the following types of assessment strategies will be used. It should be noted that these techniques include so called “alternative assessment” methods which, although presented by some contemporary educational literature as new, have actually been in use in this department during at least the last 25 years.

Of course, it is recognized that which particular assessment strategy (or strategies) will be utilized at a given time during the course will depend upon the professional judgment of each teacher. Teachers will consider, among other factors, the particular subjects which have been covered, the outcomes which have been sought, the instructional strategies which have been employed, and the mix and number of students in the class.

- Written examinations, including such items as:
 - Essay questions which require the logical organization of material and the drawing of conclusions;
 - Short answer questions which require the recall and analysis of limited amounts of material or information;
 - The interpretation of selected reading material; and
 - Multiple choice, true-false, and fill-in questions which require the recall of information or the application of knowledge or ideas.
- Written essays, either in class or take home.
- Oral testing which requires students to “think on their feet,” recalling and organizing information, applying ideas, and expressing themselves verbally.
- Periodic quizzes, both announced and unannounced.
- Class participation grades, based upon the quality and quantity of the student’s contributions to class discussions, to other work of the class, to the general atmosphere and welfare of the class, or to a combination of these factors.
- Oral reports.
- Research projects, either completed by the student individually or done as a member of a group, and reported either in writing or orally.
- Book reviews or reports, either written or oral.
- In-depth oral or written reports (biographical studies) on selected figures who have made major contributions to the field or who have exerted important influence on it.
- Interdepartmental or interdisciplinary projects arranged for by the student and approved in advance by the teachers involved.
- Other extra credit projects approved in advance by the teacher.