

## High School Course Description for Survey of Psychology

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**Course Title:** Survey of Psychology

**Curricular Area:** Social Studies elective

*Note:* This course does not meet any of the social studies graduation requirements

**Course Number:** SOC091/SOC092

**Length:** One year (or Semester I or Semester II)

**Grade Level:** 10-12  
9<sup>th</sup> w/ teacher recommendation

**Prerequisites:** English 1 or concurrently enrolled in Honors English I

**Meets a UC a-g Requirement:** *G- Elective*

**Meets NCAA Requirement:** *Social Science*

**Meets High School Graduation Requirement for:**  
Social Studies ~ Elective Credit

### Course Description

The course will take students through each of the major areas of Psychology as described by the American Psychological Association. Beginning with “Why Study Psychology” and how it became a topic of scientific study, students will read, study, and write about the methods of acquiring psychological knowledge (Research Methods), the major components of the brain--relating components to behavior; sensation and perception, showing how they differ, motivation and emotion, stress and health, biological and psychological development from birth to death, different ways of learning, the process of memory; language and thinking, consciousness and the function of sleep, theories of personality, psychological disorders and their treatment, and social interaction-group dynamics.

### Alignment

This course is aligned to the *History-Social Science Framework for California Public Schools* (adopted 2005 Edition with New Criteria for Instructional Materials). The course is identified in ‘Elective courses in History--Social Science, Psychology’ (pages 122 – 123). The course also covers each of the Standards within the five broad content domains of the American Psychological Association’s National Standards for High School Psychology.

### Instructional Materials

1. Required Textbook:

Rathus, Spencer A., *Psychology, Principles in Practice*, Holt, Rinehart, and Winston (2007)  
**ISBN-10:**0030646383 **ISBN-13:** 978-0030646386

2. Readings and other materials:

Parent Effectiveness Training, Gordon  
Passions of the Mind, Stone  
Psycho-cybernetics, Maltz  
Walden Two, Skinner

Discovering Psychology Video Series, The Annenberg/CPB Collection **ISBN** 1-55946-133-0

BBC Documentary, The Human Senses

### Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Classwork .....	20%
Homework .....	20%
Assessments .....	20%
Group Project .....	10%
Participation .....	10%
Final Examination .....	20%
Total:	100%

### Development Team

This Course of Study was revised/updated by Elliot Glass, CHS.

## Pacing Guide for Survey of Psychology

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### First Quarter

Weeks 1-2 Chapter 1, pp. 2–23

Why Study Psychology: What is the study of Psychology? How and when did this study begin? What do psychologists do? What are the perspectives that make up the study of Psychology?

Weeks 3-4 Chapter 2, pp. 24-50

Psychological Methods: How does scientific research contribute to Psychology? What is the experimental method? How are surveys done? What is a correlation? How is an experiment planned? What are ethical issues in psychological research?

### Science Content Standards - Investigation & Experimentation - Grades 9 To 12

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations.

### CTE Standards - Education, Child Development, and Family Services

#### Foundation Standards

#### 5.0 Problem Solving and Critical Thinking

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- standard 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- standard 5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.
- standard 5.3 Use critical thinking skills to make informed decisions and solve problems.
- standard 5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

Weeks 5-6 Chapter 3, pp. 52-75

Biology and Behavior: How are messages transmitted by neurons? What are the functions of the major structures of the brain? How does the spinal cord and the peripheral nervous system function? What is the role of chromosomes and genes in heredity?

### Biology Grade 9-12 Standards -Physiology

9 - As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:

- a. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
- b. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
- c. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
- d. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.

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Weeks 7-8 Chapter 4, pp.76-101

Sensation and Perception: What is the difference between sensation and perception? How does the eye work? How does the ear work? How do the chemical, skin, and body senses work? What are the laws of sensory perception?

Weeks 9-10 Chapter 6, pp. 126-151

Learning: What are the principles of classical conditioning? What are the principles of operant conditioning and what are some of its applications? What is observational learning? What is latent learning?

CTE Standards -Education, Child Development, and Family Services

C.Education

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C5.0Students understand important elements of physical, intellectual, emotional, and social development of children and adolescents:

- standard C5.1Know how typical and common atypical developmental patterns affect the educational progress of children and adolescents.
- standard C5.2Identify the factors in heredity, family, culture, and the environment that may influence the development of children and adolescents.
- standard C5.3Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.
- standard C5.4Know the best practices for inclusion in the education of children and adolescents with special needs

Writing Exercise: Using the Internet and other research sources, write a term paper explaining how classical conditioning and operant conditioning can be used to help individuals overcome fears and bad habits. Show how these methods of learning can be used to shape desired behavior. Explain the ethical concerns of one person controlling another through using varied types of reinforcement to generate desired behavior. What if the receiving person approves ahead of time?

## **Second Quarter**

Weeks 11-12 Chapter 7, pp. 152-174

Memory: What are the three kinds of memory? What are the three processes of memory? How are the three stages of memory related to each other? How do we forget and how can we improve our memory?

Weeks 13-14 Chapter 8, pp. 176-203

Thinking and Language: What role do symbols, concepts, and prototypes have in forming our thoughts? What are several methods people use to solve problems? What is the difference between deductive reasoning and inductive reasoning? What are the basic elements of language?

Weeks 15-16 Chapter 13, pp. 298-319

Motivation and Emotion: What are the four theories of motivation? What causes hunger? What causes obesity? What are stimulus motives? What is the theory of cognitive dissonance? What are the four theories of emotion?

Health Content Standards Grades 9-12 - Nutrition & Physical Activity - Essential Concepts

1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.

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- 1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.
- 1.3.N Explain the importance of variety and moderation in food selection and consumption.
- 1.6.N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.
- 1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.
- 1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.
- 1.9.N Analyze the relationship between physical activity and overall health.
- 1.10.N Evaluate various approaches to maintaining a healthy weight.

### Health Content Standards Grades 9-12 - Mental, Emotional - Essential Concepts

- 1.1.M Describe the benefits of having positive relationships with trusted adults.
- 1.2.M Analyze the qualities of healthy peer and family relationships.
- 1.3.M Describe healthy ways to express caring, friendship, affection, and love.
- 1.4.M Describe qualities that contribute to a positive self-image.
- 1.5.M Describe how social environments affect health and well-being.
- 1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.

### Weeks 17-18 Chapter 17, pp. 384-407

Stress and Health: What is stress? How do we consciously respond to stress? What are the physical effects of stress? How can we cope with stress and preserve our health?

### Health Content Standards Grades 9-12 - Mental, Emotional - Essential Concepts

- 1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.
- 1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 1.9.M Classify personal stressors at home, in school, and with peers.
- 1.10.M Identify warning signs for suicide.
- 1.11.M Identify loss and grief.

## Third Quarter

### Weeks 1-2 Chapter 10, pp. 226-249

Infancy and Childhood Development: What are the major theories of development? What physical changes occur during infancy? What is the social development of infants and children? What are the stages of cognitive development in Piaget's theory? What is Kohlberg's theory of moral development?

### CTE Standards - Education, Child Development, and Family Services

#### A.Child Development

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A5.0 Students understand important elements of a child's physical, intellectual, emotional, and social growth and development:

- standard A5.1 Understand the biological and environmental factors that influence the development of infants, toddlers, and children.
- standard A5.2 Know the developmental stages of infants, toddlers, and children.

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- standard A5.3 Understand the ways in which diversity, family, and culture influence the development of children.
- standard A5.4 Relate the importance of learning environments, experiences, and interactions and how they connect to each stage of physical, intellectual, social, and emotional development.
- standard A5.6 Relate the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development.

Weeks 3-4 Chapter 11, pp. 250-271

Adolescent Development: What are the physical and psychological changes that occur during adolescence? What role do peers and parents play during adolescence? What are the four categories of identity status? What are the major challenges faced by adolescents in today's world?

Health Content Standards Grades 9-12 - Growth, Development - Essential Concepts

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult.
- 1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.<sup>1</sup>
- 1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.<sup>2</sup>

Weeks 5-6 Chapter 12, pp. 272-295

Adult Development: What are the major characteristics of young adulthood? What are the issues that must be faced in middle adulthood? What are the changes that occur in late adulthood? What are issues related to death and dying?

CTE Standards - Education, Child Development, and Family Services

### C.Education

C5.0 Students understand important elements of physical, intellectual, emotional, and social development of children and adolescents:

- standard C5.1 Know how typical and common atypical developmental patterns affect the educational progress of children and adolescents.
- standard C5.2 Identify the factors in heredity, family, culture, and the environment that may influence the development of children and adolescents.
- standard C5.3 Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.
- standard C5.4 Know the best practices for inclusion in the education of children and adolescents with special needs

Weeks 7-8 Chapter 5, pp. 102-125

Consciousness: What is consciousness? What are the stages of sleep and what are possible sleep problems? What are meditation, biofeedback, and hypnosis as they relate to consciousness? What are the effects of various drugs on consciousness and personality?

Weeks 9-10 Chapter 14, pp. 320-341

Theories of Personality: What are the main features of the trait theory? What is the psychoanalytic theory and how has it impacted the study of personality? What is the learning approach to personality? What are the humanistic views of personality? What is the sociocultural approach to personality?

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<sup>1</sup>See *Education Code (EC)* sections 51933(b)(7), (b)(11), and 51934(b)(6).

<sup>2</sup>EC Section 51930(b)(2).

Secondary Curriculum Council Approval: 5/11/10

Board Approval: 5/27/2010

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Writing Exercise: Using the Internet and other research sources, and after reading either Passions of the Mind or Psycho-cybernetics write a term paper explaining either the impact of Sigmund Freud on the study of human behavior or a term paper explaining how to develop self-esteem and how its development can affect one's physical and psychological health.

### Fourth Quarter

Weeks 11-12 Chapter 18, pp. 408-433

Psychological Disorders: What are psychological disorders? What are the different forms of anxiety disorders and their causes? What are somatoform disorders? What are dissociative disorders? What are mood disorders and how do we explain them? What is schizophrenia and what is its cause? What are the differences between personality disorders and psychological disorders?

Weeks 13-14 Chapter 19, pp. 434-456

Methods of Therapy: What are the major methods of psychotherapy? What is the psychoanalytic approach? What are the goals of humanistic therapy? What are the techniques of cognitive therapy? When is behavioral therapy most effective? What is biological therapy?

Weeks 15-16 Chapter 20, pp. 458-477

Social Cognition: How do attitudes develop? How do attitudes relate to behavior? What is the influence of persuasion on attitudes and behaviors? What causes prejudice and how may it be overcome? How do non-verbal factors influence our perception of others?

Weeks 17-18 Chapter 21, pp. 478-495

Social Interaction: How do groups affect an individual's behavior? How can an individual influence a group? What did Stanley Milgram show us about obedience? What are pressures we face to conform to societal norms? What are several views of why we are aggressive?

**Term/Research Paper Q4** – Using the concepts related to this course, the Internet, and other sources utilized in research, students choose an ethnic group that immigrated to the United States and trace their experience in America. Students write an essay explaining why, as a group, they did or did not realize the “American Dream.” What are the positives and negatives that are associated with their immigration and assimilation to the American culture? How have they contributed to a multicultural America?

**Essential components of the term/research project:**

- Research
- Term paper utilizing MLA Format
- Oral presentation of material

**Support for English Language Learners:** English Learners will be supported through:

- Increased opportunities for discussion, collaboration, and development of academic language
- Tutorial assistance
- Assistance with the writing tasks of this course (from the teacher or other support staff)

**Support for Special Education Students:** Special Education students will be supported through:

- Increased opportunities for discussion, collaboration, and development of academic language

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- Tutorial assistance
- Assistance with the writing tasks of this course (from the teacher or other support staff)
- Monitoring and other support provided by Special Education staff

**Differentiating the Lesson for GATE Students:** GATE students will be challenged to fully develop their potential through strategies such as:

- Opportunities for advanced research
- Alternate or more challenging assignments
- Access to additional resources (from print and online sources)
- Opportunities for presentations and creative project