Description of Course - This course is designed to introduce students to concepts in psychology by employing active learning techniques. Students will be introduced to the field of psychology, explore psychology as a science, study the human life cycle, and investigate the brain including its functions and processes. Additionally, students will practice people skills including listening and speaking, and explore the importance of respect, empathy, trust, and being a responsible member of a group. This course is aligned to the National Standards for the Teaching of High School Psychology by the American Psychological Association and the History/Social Science Framework for California Public Schools.

Rationale for Course - This course will provide students insight into basic human behavior, giving them life skills for both personal and career endeavors. This knowledge provides tools for personal introspection and developing constructive relationships with others. By recognizing their unique personalities, students gain empowerment to be individuals and learn to respect the rights of others to do the same. Conversely by recognizing their similarities to others, even those with very different backgrounds, students learn to appreciate the unity of the human experience and realize that they are not alone.

Standard 1 - Introduction to the Field of Psychology

1.1 Objective: Understand the contemporary perspectives or schools of thought in psychology such as biological, behavioral, cognitive, and socio-cultural.

1.1.1 Performance Indicator: Students will analyze how each perspective may explain a concept such as aggression.

1.1.2 Performance Indicator: Students will compare the primary emphases of the different perspectives.

1.1.3 Performance Indicator: Students will create a time-line of psychological theory.
1.2 Objective: Understand the major subfields and career opportunities in psychology.

1.2.1 Performance Indicator: Students will identify the different subfields of psychology such as clinical, counseling, social, experimental, and developmental psychology.

1.2.2 Performance Indicator: Students will recognize applied specializations including forensic, community, industrial and organizational, cross-cultural, sports, or rehabilitation psychology.

1.2.3 Performance Indicator: Students will explain the differences between a psychologist and psychiatrist.

1.2.4 Performance Indicator: Students will explore career opportunities for college graduates with psychology majors.

Standard 2 - Research Methods

2.1 Objective: Understand the research strategies, statistical concepts, and ethical considerations used by psychologists to explore behavior and mental processes.

2.1.1 Performance Indicator: Students will describe the elements of an experiment or conduct an experiment by choosing an experimental problem and identifying the major components including possible confounding variables and ethical considerations.

2.1.2 Performance Indicator: Students will explain the importance of sampling in psychological research by critically examining possible biases in published newspaper and magazine articles.

2.1.3 Performance Indicator: Students will analyze statistical data calculating mean, median, and mode translating data into percentages, and comparing it to normal distribution patterns.

2.1.4 Performance Indicator: Students will discuss the pros and cons of the use of humans and other animals in psychological research including their ethical treatment.

Standard 3 - Lifespan

3.1 Objective: Students will study the lifespan of a human being from infancy through death, consider special issues of development and understand that it is a lifelong process.
3.1.1 Performance Indicator: Students will research language acquisition in infancy and childhood.

3.1.2 Performance Indicator: Students will compare and contrast theories of stages of development by such theorists as Piaget, Erikson, Freud, and Kohlberg.

3.1.3 Performance Indicator: Students will apply lifespan principles to personal experiences through timelines, sharing past experiences, and projecting future goals.

3.1.4 Performance Indicator: Students will examine how biological and environmental factors are linked to concepts of gender and ethnicity.

3.1.5 Performance Indicator: Students will understand the grief process by analyzing a personal loss.

3.1.6 Performance Indicator: Students will interview subjects such as children, other adolescents, adults, and older adults for understanding the different stages of life.

3.1.7 Performance Indicator: Students will examine critical periods of development, stability of traits, and the nature and nurture controversy.

Standard 4 - Biological Bases of Behavior

4.1 Objective: Study the structure and function of the brain and its supporting nervous and endocrine systems and the interaction of heredity and environment in influencing behavior.

4.1.1 Performance Indicator: Students will use models, diagrams, and/or computer programs to identify the major components of the brain.

4.1.2 Performance Indicator: Students will form a human chain of response to understand the speed of neural transmission of sensation.

4.1.3 Performance Indicator: Students will investigate the functions of the different hemispheres of the brain.

4.1.4 Performance Indicator: Students will experiment regarding gender differences in transitioning from one hemisphere to the other.

4.1.5 Performance Indicator: Students will summarize the functions of major parts of the brain by creating “whole brain” charts including words, images, color, linear structure, and graphic structure.
4.1.6 Performance Indicator: Students will access the internet to find examples of PET scans, MRIs, CAT scans, and EEGs to see images and understand the differences in the technologies and what information they give about the brain.

Standard 5 - Sensation and Perception

5.1 Objective: Learn the basic concepts of the capabilities and limitations of the sensory processes and the interaction of the individual and the environment in determining perception.

5.1.1 Performance Indicator: Students will diagram the main parts of several sensory systems.

5.1.2 Performance Indicator: Students will participate in experiments that explore sensation.

5.1.3 Performance Indicator: Students will analyze advertisements for their appeal to sensory systems.

5.1.4 Performance Indicator: Students will visually examine Gestalt concepts and principles such as figure-ground, continuity, similarity, proximity, closure, and other illusions.

5.1.5 Performance Indicator: Students will discuss in groups perceptions they hold on issues and examine the effect of past experiences, cultural expectations, motivation, and environmental variables.

Standard 6 - Motivation and Emotion

6.1 Objective: Understand concepts of motivation and emotion, their relationship, and their effects on perception, cognition, and behavior.

6.1.1 Performance Indicator: Students will apply Maslow’s theory to make predictions about meeting needs and critically evaluate the universality of his theory.

6.1.2 Performance Indicator: Students will analyze occasions when they experienced high emotional responses such as anger, fear, anxiety, sadness, joy and consider the accompanying motivations and individual differences in reactions.

6.1.3 Performance Indicator: Students will evaluate their decision making, problem solving, memory, and learning capabilities when experiencing strong emotions.
6.1.4 Performance Indicator: Students will develop strategies to cope with powerful feelings in constructive ways by considering the consequences of their behavior and taking personal responsibility for their actions.

**Standard 7 - States of Consciousness**

7.1 Objective: Understand the concept of consciousness and theories and personal implications for altered states of consciousness including sleep, dreams, hypnosis, and psychoactive drugs.

7.1.1 Performance Indicator: Students will draw, label, or chart the sleep cycle and differences between NREM and REM sleep.

7.1.2 Performance Indicator: Students will research and explain the effects of sleep deprivation and evaluate whether they are getting enough sleep.

7.1.3 Performance Indicator: Students will maintain a sleep and dream log for a period of time including length and quality of sleep, dreams recalled, and mood at bedtime and upon waking. Students may then analyze the information looking for patterns and insight.

7.1.4 Performance Indicator: Students will compare different theories about the significance of dreams.

7.1.5 Performance Indicator: Students will be asked to share dreams based on content and explore similarities and differences with others to gain insight.

7.1.6 Performance Indicator: Students will examine facts and misconceptions about sleep and dreams.

7.1.7 Performance Indicator: Students will watch a video regarding the phenomenon of hypnosis and discuss its purposes and history.

7.1.8 Performance Indicator: Students will create posters of different categories of drugs citing characteristics, effects, addictiveness, and dangers discuss the information as a group and hang the posters around the school to inform others.

7.1.9 Performance Indicator: Students will be encouraged to share in discussion the ways in which drugs, including alcohol and tobacco, have adversely affected their lives.
**Standard 8 - Human Relations**

8.1 Objective: Consider and practice people skills including listening and speaking, self-respect, respect for others, empathy, trust, and being a responsible member of a group.

8.1.1 Performance Indicator: Students will work cooperatively and collaboratively with others in groups and understand the importance of their contributions.

8.1.2 Performance Indicator: Students will participate in discussions, wait for their turn to speak, and practice listening to others with respect.

8.1.3 Performance Indicator: Students will practice confidentiality and understand its importance in developing and maintaining trust.

8.1.4 Performance Indicator: Students will use group discussions to clarify and share their point of view and values, while respecting the differences of others.

**Standard 9 - Technology**

9.1 Objective: Explore technological resources available for study in the field of psychology and use those resources to enhance knowledge of the subject.

9.1.1 Performance Indicator: Students will use applications such as word processors, presentation software, spreadsheets, databases, graphic programs, and other programs to communicate information.

9.1.2 Performance Indicator: Students will search the Internet for informational sites to enhance their understanding and knowledge of psychology and complete assignments.