

Submitted to UC Doorways for approval 6/29/2010

FAME Public Charter School A-G Course Template

Course Title: a-g Psychology

Brief Course Description - Briefly (in a short paragraph) describe the course focusing on content. This should look like something you would see in a course catalog. Type the information in the text box below. All text boxes will expand as needed.

This psychology will simplify complex psychological concepts for students. The class philosophy will be to make psychology relevant, fun, interesting, and approachable. It will be an interactive class with activities, case studies, current issues, and readings about the field of psychology and its various dimensions. At the completion of this course students will have a grasp of (a) the study of psychology and its various branches (b) the history, differences and implications of various psychological schools of thought (c) developed an understanding and knowledge about the mind, behavior, and its relationship with human biology and society.

Textbooks

Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts course. Online texts or non-standard text materials should include a link to the online text.

Textbooks

Title: Understanding Psychology

ISBN: 0078745179

Edition: 2008

Publication Date: 2008

Publisher: Glencoe McGraw-Hill

Author(s):

URL Resource(s): www.glencoe.com

or

Title: Invitation to Psychology

ISBN: 0131347446

Edition: 4th

Publication Date: 2008

Publisher: Prentice Hall

Author(s): Wade, Tavis

URL Resource(s):

Additional a-g approved course options

1. Brigham Young University Independent Study AP Psychology (part 1 and/or part 2)
2. NUVHS Psychology (a one semester course)

Supplemental Instructional Materials - Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.

Teacher's Edition ISBN for Understanding Psychology: 0078745187

Teacher's Resource CD ISBN for Invitation to Psychology: 0131573209

Study Guide ISBN for Invitation to Psychology: 0132324741

Scientific American: Mind

A study guide that covers various topics in Psychology which may be used in conjunction with various text unit studies.

Course Goals and Major Student Outcomes – what the students will be able to do at the end of the course

Students will be expected to learn the material presented in class but more importantly to further develop their critical thinking and synthesis skills. Upon completion of the course students will be able to:

- Understand the field of psychology and the problems and issues social scientists study, what psychologists do, how they approach their work, and how that work differs from work in other science disciplines.
- Evaluate the content and research findings of the various subfields within psychology from how the brain influences behavior, to the study of genetics in behavior, how people learn, how children develop, abnormal behavior, group behavior and so forth.
- Compare and contrast the major approaches in the study of psychology, the major historical figures that have made major contributions the field.
- Interpret statistical reasoning.
- Use the vocabulary and jargon of the field appropriately in their coursework assignments.
- Synthesize on a personal level what it means to study human beings, their cognitions, emotions, and behavior from a scientific perspective.
- Develop a healthy scientific skepticism for what they read and hear about abnormal behavior, its causes and treatment.
- Take the knowledge learned and apply various principals to their own life. For example, using a stress-reduction technique that will enable them to live happier more fulfilled lives, prevent problems.
- Use the knowledge gained to assist in the development of their own critical thinking skills.
- Develop a greater understanding of and empathy for the unfortunate individuals who are afflicted with emotional and psychological disorders.

Course Outline by Units of Study – the content you will cover arranged in units

Unit 1: Approaches to Psychology

- A brief history of psychology
- The different approaches of psychology.
- Psychological research methods and statistics.
- Problems and solutions in psychological research.
- Statistical Evaluation.

Unit 2: The Human Life Span

- Physical, perceptual and language development.
- Personal development.
- Social development.
- Cognitive and emotional development.
- Gender roles and differences.
- Parental styles and social development.

- Understanding the stages of child, adolescent, adulthood, old age and dying and death.

Unit 3: The Workings of the Mind and Body

- The relationship of body and behavior.
- The nervous system and its basic structures.
- Studying the brain and endocrine systems.
- Heredity and environment difference and interplay.
- Altered states of consciousness.
- Sleep and Dreams.
- Hypnosis, Biofeedback and Meditation.
- Drugs and Consciousness.

Unit 4: Learning and Cognitive Processes

- The senses and perceptive frameworks.
- Learning principals and applications: classical and operant conditioning and social learning.
- How memory works and the different types.
- Ways to improve memory and retrieve and storing information.
- Thinking and problem solving.
- The role of language and theories on the role of language in consciousness.
- Theories of motivation.
- Biological and social motives.
- The biological causes and social cues of Emotion.

Unit 5: Personality and Individuality

- Personality and development.
- Characteristics of psychological and intelligence tests.
- Measuring achievements, abilities and interests.
- Personality testing.
- Theories of personality and their purposes.
- Psychoanalytical theories of personality.
- Learning theories of personality.
- Humanistic, cognitive and trait theories of personality.

Unit 6: Adjustment and Breakdown

- Stress and health issues.
- Sources of stress and reactions to stress.
- Coping with stress in one's life.
- Psychological disorders.
- Anxiety, somatoform and dissociative disorders.
- Schizophrenia and mood disorders.
- Personality disorders and drug addiction.
- Psychotherapy and its goals.
- Psychoanalysis and humanistic therapy.

- Cognitive and behavior therapies.
- Biological approaches to therapies.

Unit 7: Social Psychology

- Social psychology and individual interaction.
- Interpersonal attraction.
- Social perception.
- Personal relationships.
- Group interaction, behavior and dynamics.
- Conformity and obedience.
- Conflict and cooperation.
- Attitude formation, change and prejudice.
- The power and techniques of persuasion.
- Psychology in the present and future.
- Careers in psychology and its contributions to society.

Key Assignments

Writing Assignments:

- The writing assignments for this course are embedded in the key assignments. All research project papers are to be 5-7 pages in length and will be presented in MLA or APA format. Instruction in MLA and APA format will be explicitly taught throughout the course.
- The final paper/project, together with all drafts, will be submitted and the final product will be graded using a rubric. The psychology teacher or an English teacher colleague will complete the assessment. The evaluator will consider spelling, grammar, vocabulary, depth of understanding, insight, and other qualities of good writing and whether or not the project meets the scope of the assignment.

In addition to chapter reading, answering text questions, tests, quizzes and final exams students will complete each of the following key assignments.

1. Keep a psychology journal. Complete weekly critical response type entries related to the topic areas of study. The expectation is that you will engage in an analytical self study as it relates to the themes explored in the text and in coursework discussions. Journals will be collected monthly for review and feedback by the teacher.
2. Visit the following website <http://www.apa.org/monitor/feb03/intelligent.aspx> and read the article Intelligent Intelligence Testing. Research and read at least two other articles on the subject of intelligence testing. Write a 3-5 page persuasive essay in support of or in opposition to intelligence testing. Be sure to include information on both sides of the argument as well as provide ample evidence for your conclusions. Be sure to write in MLA format and include a reference page identifying the sources of your information.
3. Research the following terms related to the concept of learning styles and dispositions: VARK, Gregorc (Mind Styles Model), Multiple Intelligences (Howard Gardner), Hemisphericity, Kolb Learning Style Inventory. Type up a one page summary defining each theory. All of these intelligence theories or theorists offer some kind of learning style assessment. Choose two from the above list and take the learning profiles

assessments that each may offer. Write up a 1-2 page descriptor of the results of each of your personal assessments. Be sure to explain whether or not you agree or disagree with the results.

4. Based on reading from your textbook and internet research regarding conflict management styles and techniques, write a 2-3 page analytical personal reflection of the conflict management styles you use most often. Be sure to describe the positive aspects and/or the negative aspects of how you manage conflicts.
5. Complete a cultural research project regarding some aspect of what it means to be an ethnic American. Students will chose any ethnicity other than their own. Examples include Japanese American, Latina/Latino American, Italian American, Mexican American, African American or any other ethnicity which has migrated and attempted to integrate into American culture. Any American ethnicity other than the student's own is an appropriate choice for this project. The project must include information about how the cultural precepts, both positive and negative, affect this culture's ability to integrate fully into the larger American culture. It may include other topical issues such as language barriers, cultural identity, isolation, integration of cultural traditions or other topics specific to the culture chosen. All project topics must first be approved by the student's teacher and will include the following upon completion:
 1. 5-7 page essay in MLA format.
 2. Visual representation of the project.
 3. Oral presentation of the essay and visual requirement.

Instructional Methods and Strategies

Instructional methods may include lecture, group work, readings, project-based learning, service-learning, library research, internet research, interviewing, videos, audiotapes, CD Rom instruction, etc. The following primary instructional methods may be used but are not limited to:

- Interactive Instruction
- Open Discussion
- Text Reading and Practice Questions
- Critical Thinking Exercises
- Online coursework
- Multi-media support components
- Group work and projects
- Internet Research
- Article and Book Research and Readings
- Class experiential activities

Assessment Methods and Strategies

Student achievement is measured using multiple and on-going assessment tools that are aligned with the content standards and curriculum objectives. Throughout the course students will be supplied with rubrics and other tools for a clear understanding of the expectations as they relate to course grades. The teacher may use any combination of the following to grade and assess student learning:

- Tests and quizzes

- Graded textbook assignments
- Writing products including journals and essays shall be graded and assessed using standard rubrics
- Visual products as part of presentations
- Oral presentations of projects, skits, role playing and interviews
- Individual and/or group projects
- Use of technology such as PowerPoint, slide shows, videos, and audio tapes
- Teacher observations