

Psychology (11th/12th Grades)

Teacher: Mrs. David

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Telephone Number: 262-395-8700 (School Main Number) **Room:** 1324

Extra Help: When you have some **missing work, or are confused about a project or assignment, please do not wait to see me.** Make arrangements to see me as soon as possible. My prep period is not a good time to stop in since I use this to get lessons ready, make copies, contact parents, return e-mails, etc. That 53 minutes goes quite fast so **after school is best (3-3:30). I will make my best effort to return all parent contacts within 24hours.**

Materials: **Black or Blue Pen** (or Pencil) will be accepted for assignments only. **No colored inks will be accepted** (points will be deducted or the assignment will be given back to be written over again). **Large Spiral notebook**, students will be taking notes daily, readings and studies will also be read in class. Students will also need **loose leaf paper** in class work.

GRADE FOR NOTES TAKEN IN CLASS- Note taking is vital to the success of this class (your tests and the final exam are built around the material in your notes!). At the semester, I will give a **test grade** to students for their notes-**ALL NOTES MUST BE HAND WRITTEN or they will not be accepted for a grade.** It is of the utmost importance that students keep up with their notes and if absent, find someone in class to get notes from (students are not always able to come after school). **At the end of the semester, students will turn in all of notes from the semester for their test grade.**

Course Standards: (Benchmarks may be viewed at www.kusd.edu)

- 4.2 Understands the biological bases of behavior.
- 4.3 Understands the nature and functioning of sensation and perception.
- 4.4 Understands the sources and reactions to stress.
- 4.5 Understands the concepts of human development.
- 4.6 Understands the concepts the process of memory and thinking.
- 4.7 Understands the principles and applications of learning.
- 4.8 Understands altered states of consciousness.
- 4.9 Understands individual differences and how they can be measured.
- 4.10 Understands Psychological Disorders.

Lifelong Learning Standards:

Knowledgeable person, Complex thinker, Effective communicator, Self Directed learner, and Quality producer.

(Lifelong learning Benchmarks may be viewed at: www.kusd.edu).

The Big Ideas:

The History of Psychology, Problem/Solution based research, Developmental Theories, Anatomy, and Systems.

Essential Questions:

- How do different perspectives in Psychology compare and contrast?
- How do people grow and develop physically throughout the life span?
- How do the biological processes work to create and sustain behavior?

Course Outline:

First Day- Discuss syllabus, procedures, permission slip, complete reading in chapter one (if time), pass out texts, and answer questions about the class. No course material is covered the first day of class. Discuss ethics handout and questions (if time) **Homework- 1. Reading, 2. Have permission slip signed, and 3. Cover textbooks.**

Introduction to Psychology (chapter one / p. 2) Why study Psychology? Overview of the discipline, Psychology defined, introductory terms, goals in the field of Psychology, Scientific basis of (scientific Method), History and Origins of Psychology and Perspectives in the field Psychology. **Group Activity- “Perspectives” / Watch DVD (Segment)-“Magic of the Mind: the story of Psychology” (or segment if time allows).**

Research Methods and Statistics (chapter two / p. 34) Samples, Methods, Ethics, etc. The Milgram study, Placebo Effect, Self-Fulfilling Prophecy, and other studies.

Hawthorne Study- handout (reading)- discuss questions that follow (include in notes for final exam/unit quiz).

Clever Hans (The Learning Horse?) -discuss questions that follow (include in notes for final exam/unit quiz).

Learning (chapter nine / p.240) Classical conditioning (Pavlov’s Study), Operant conditioning (Skinner-Rewards/Punishments), and Social Learning Theory/Cognitive (Bandura-BoBo Doll Study-Aggression). Latent Learning, Cognitive Maps, **Watch- “The Learning Machine: Learning”** in class (covers studies in Learning). “Learned Helplessness”, Modeling, Behavior Modification (types discussed). Learning style test (if time). **Watch DVD “Stanford Prison Study” -Complete questions-will turn in following class** and have large class discussion (DVD permission slip to participate).

“Little Albert” Study (in text)-“Classical Conditioning”-Discuss questions that follow (include in notes for final exam/unit quiz).

Memory and Thought (chapter ten/ p. 272) - Memory activities (we will do a few in class to demonstrate concepts), stages of memory, memory research, memory improvement, etc. **DVD (CLIP) - “Memory and Renewal”- Jeremy's case**, coping with short term permanent memory loss. Loftus (research with Eyewitness testimony).

Handout “Eyewitness Testimony” reading-Discuss questions that follow (include in notes for final exam/unit quiz).

Body and Behavior/ Neuropsychology- (chapter six/ p. 152) – The Nervous System, the structure of a neuron and the neural process, types of neurotransmitters, etc. The Three brains (Hindbrain, Midbrain, and Forebrain), The Lobes of the brain, some brain structures discussed, The Hemispheres of the brain, split brain operations, how the brain is studied- EEGs, PET Scans, CAT Scans, and MRI’s. The Endocrine System (Hormones and behavior) and Heredity vs. Environment (which is more influential?). **Clips- “Brain Games” and “The Brain”**

Handout-Phineas Gage (first documented brain injury) Reading and response question to follow (include in notes for final exam/unit quiz).

Sensation and Perception- In place of this unit, we will cover some essential terms from **chapter eight (p. 206)**. Students will participate in **“Blindfold Activity”** that will connect to these terms and other Sensation/Perception related concepts. **Students will be given criteria for a response paper to complete following the experiment (due the next class period)**. The experiment items will be discussed the following class.

Take Anger/Emotion Quiz- to identify anger style(s)-

Begin Anger/Emotion Mini Project – Identify anger “Invitations” and Responses- (1.5 weeks to complete and turn in).

Motivation and Emotion (chapter twelve p.312) - Drive Reduction Theory, Homeostasis, Incentive Theory, Cognitive Theory, etc. Hunger and Motivation-Lateral/Ventromedial Hypothalamus, Causes of Obesity, and Maslow’s Hierarchy of Needs, etc. Emotions- Ekman (Face-site of emotions), James-Lange Theory, Cannon-Bard Theory, Shoachter-Singer Experiment, etc. **Lying Activity (group activity) - “Are you a good liar?” Watch portion of the DVD- “Lies and How to Spot Them” (Eckman's theory of emotion).**

Handout- Lie Detectors (Effective?) Reading and Response question to follow (include in notes for final exam and unit quiz) .

Stress and Health (chapter fifteen p. 410)- Components of stress, Fight or Flight response, General Adaptation Syndrome, Responses to Stress, Factors that influence stress, Coping with stress (“Active” vs. “Defensive” approaches), and Stress in life- discuss in relation to own situation -**Take “Life Readjustment Rating Scale Stress Test.” Take A/B personality Test** (Are you an A or a B personality type?). Both of these tests are two of many stress tests to help determine how well people will cope with stressors. **End of Unit- “Relaxation Activity” Guided Imagery and Progressive Relaxation.**

Handout- "Teens and Sleep"- Reading and respond to questions (include in notes for final exam and unit test).

Altered States of Consciousness (chapter seven p.182) - Begin unit with taking quiz on sleep myths and sleep deprivation (How much do students know about sleep?). Why we sleep and how much we need, Stages of sleep, Circadian Rhythms, Sleep disorders, etc. Dreams- Dream Interpretation/Daydreams, Theories on why we dream? Sleep Disorders, Hypnosis, Biofeedback, Meditation, etc. Drugs and Consciousness. **DVD on Dreams, Sleep Behavior and Sleep Disorders will be viewed in class in connection to the concepts we are learning.**

Life-Span Assignment: Developmental Toy/Game-Connect to theory (will have 2 weeks to complete and turn in written portion and presentation to class).

Life Span Unit/Developmental Psychology (chapter three p.60 and selected sections of chapters four/five) - Development terms- physical/perceptual development, stranger/separation anxiety, etc. Cognitive/Emotional development (Piaget, Freud, Erickson), Moral Development (Kohlberg), and parenting styles. Selected areas discussed within Adolescence (“Storm and Stress theory” and Identity development) and Adulthood/Old Age- Midlife Crisis and Death and Dying theory (Kubler-Ross). **Watch portion of DVD series “Baby Human”- covers development concepts on early human development (questions from this series will be included on the unit test-and final exam).**

*Questions-"Parenting Styles"- Which parenting styles did you grow up with (out of the four discussed in class)? Did they change at all growing up? How did they impact the person you are today? Will you use some of the same parenting styles and techniques your parents did? Explain your responses above. **Will discuss in class.** -*

Personality Theory (chapter fourteen p. 374) - Id, Ego, Superego, and Defense Mechanisms (Freud). Other Learning theorists covered include- Jung, Adler, Fromm, and Horney. Learning theories, Cognitive theories, Humanistic theories and Trait theories discussed in relation to personality development. A variety of personality tests will be distributed, taken and discussed- Myers-Briggs, Ink Blot (Rorschach), Birth Order Personality Test, etc.

Birth Order Theory (Alfred Adler) - Reading and Response on Theory (keep any notes from class for final exam and unit quiz).

Psychological Disorders (chapter sixteen p. 446)- Define "Normal" from "Abnormal" behavior and Classification of Disorders-DSM IV- Anxiety Disorders, Dissociative Disorders, Mood Disorders, Schizophrenia, Personality Disorders, and Drug addiction.

Additional/If Time

- We will end the semester with a historical and ground breaking study in Psychology. We will watch the "**Brown Eye/Blue Eye Experiment**"(**Jane Elliot Study**) and follow with questions and discussion. This study ties in units on Learning/Behavior (modeling), Racism/Prejudice, and Research.
- There is an excellent **documentary on Obedience and Authority** that ties into Social Psychology- A great discussion piece that connects to the Stanford Prison Study (even interviews the inmates in the study many years later), the Milgram Obedience study, and some contemporary cases that connect. **Only 30 minutes-**
- A bit longer in length, but still quite interesting, this documentary touches on the art of **body language** in our communication (in politics, within facial communication, the handshake, etc.). It makes us analyze one another much more closely.

Social Psychology (p. 516- spans across several chapters- we will only cover selected terms from them)- How friendships form, schemas, Attribution Theory, Love, How Groups are formed, Obedience/Authority (revisit the Milgram and Stanford Experiment), Why do people obey? Aggression, Altruism, etc. **We sometimes do not have time for this final unit but we will try!!**

FINAL EXAM- Written final (District required) that covers all material from the semester. Student will be provided with a review sheet prior to the exam to prepare.

Guest Speakers Panel- In the past, we have done this at the end of the semester (twice a year) but with 45 min class periods I may only do one at the end of the year. I usually have five to six speakers come on one day to talk to all of the classes and students may ask any questions related to Psychology and working in the field of Psychology.

Board-Approved Instructional Materials-
Understanding Psychology (Glencoe-Publisher)

Point Distribution/Grades-

Formative Assessment- Homework, Class Work, Journals = 20%

Summative Assessments- Projects and Unit Tests/Assessments = 80%

Board Approved Grading Scale

A+ = 100-98%	C+ = 79.9-76%
A = 97.9-93%	C = 75.9-73%
A- = 92.9-90%	C- = 72.9-70%
B+ = 89.9-86%	D+ = 69.9-66%
B = 85.9-83%	D = 65 -63%
B = 82.9- 80%	D- = 62.9-60%
	F = 59% and below

Make up Work-

Upon returning to school **after an absence, a student has the responsibility to meet with the teacher to make arrangements to make up all missing work.** This is to be done on the first day that the student returns to school, to ensure that the student does not fall behind in material. **Find a note buddy, someone in class that you are able to get the notes from in case you are absent.** I will not get the previous class notes out for students during class. If the student is unable to get the notes from another student, he or she must come during a prep period or after school to write them down.

Syllabus /Supplemental Materials Form- Please Sign After Reading the Syllabus

Dear Parent and Student,

Please indicate below that the syllabus has been read and understood prior to the start of Psychology. **Each signature indicates that the parent and the student will have an understanding of the expectations going into the class.** During the semester, supplemental Psychology clips and related studies will also be shown to illustrate the theories that students are learning about. **Your signature also grants permission for the supplemental clips and studies/experiments in Psychology to be viewed in class by your son or daughter.** If there are any questions or concerns (about the syllabus or the content of the studies or clips that will be shown) please contact me at the school via e-mail (bdavid@kUSD.edu) or by phone (the secretary will connect you). I am looking forward to another great semester/year! Thank You!

Sincerely,

Mrs. David

Circle One- AP Psychology / Honors Psychology / Psychology

Student Signature

Print name

Date

Parent Signature

Print name

Date