

Hallsville R-IV High School

Psychology

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Curriculum Strands and Big Ideas

- **Social-Cultural**
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 - [Human Development](#)
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 - [Conflict/Adjustment/Stress](#)
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Rationale:

We are independent as individuals and as nations; therefore, we should prepare our students to function in their local communities, state, country, and world. Our goal is well educated, caring, and concerned citizens. Geography I, II, and III helps in this preparation.

Course Description:

Grade 11-12, 1/2 unit

Psychology is an elective semester course available to juniors and seniors. It is designed to explore the behavior and thinking of people in order to facilitate a better understanding of themselves and a greater insight into the field of mental health. Subject units for this course include: physiological/biological influences on behavior and thinking, social/environmental influences on behavior and thinking, learning theory, memory and thinking, personality theory, stress and health, adjustment mechanisms, abnormal behavior and theory. Activities and learning techniques will include the use of various resources (i.e. videos, documents, textbooks, fieldtrips, projects, etc.). This will help to better develop the student's interest in social studies, increase understanding of self and others and help students become responsible citizens. Application of information and concepts will include presentations, reports, discussions, etc.

Concept: What Is It?

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Topic Objective:
1. Students will demonstrate proficiency in the knowledge of the purpose, methods, vocabulary, and contributions of psychology.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1A. Define psychology and explain how it differs from similar social sciences such as anthropology and sociology.</p> <p>1B. Apply (use) in context basic vocabulary words used in the field of psychology.</p> <p>1C. Identify and describe the contributions of psychology to the understanding of self and others.</p> <p>1D. Identify and describe the methods used by psychology (scientific and non-scientific).</p>	1.10	SS 7			<p>1D Mnemonic Device: Develop a mnemonic device (i.e. MORCS) to remember the guidelines used to study behavior scientifically (Measurement, Objective, Repeatable, Communicate results, and Systematic approach)</p> <p>1D Partner Activity: Conduct an ESP experiment.</p>	<p>1B, C (PE) Chart/Poster: Make a chart/poster illustrating the contributions to psychology from structuralism, functionalism, psychoanalysis, behaviorism, and Gestaltism; cognitive, existential, and humanistic contributions to the field will also be put on the chart/poster (Scoring Guide)</p> <p>1A - D Teacher Created Test: Over the purpose, methods, vocabulary and contributions of psychology (Scoring Guide) (80% mastery)</p> <p>1A - D Standardized review: Required (Scoring Guide) (75% mastery)</p> <p>1A - D (PE) Project: complete a project (choices given) which relates to learner expectations (Scoring Guide) (80% mastery)</p> <p>1D ESP Experiment: Conduct in pairs (Scoring Guide) (100% mastery)</p>

Subject: Social Studies

Grade: 12 Psychology

Resources:

Text
Standardized review
Standardized worksheets for each chapter
Russian Psi tape

Instructional Methods:

Enrichment/ Special Needs:

+Key to Integrated Skills

DS = Disability Equity
C = Character Education
E = Gender Equity
D = Cultural Diversity

R = Research Skills
W = Workplace Skills
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Concept: Human Development

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Topic Objective:
2. Students will demonstrate proficiency in the knowledge of the major forms of human development and the influences (biological and environmental) upon human development and behavior.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2A. Identify the general principles of development.</p> <p>2B. Identify and explain the different forms of development (pre-natal, physical, motor, language, emotional, social, intellectual, and moral).</p> <p>2C. Identify and explain the influences of environment and heredity upon development.</p> <p>2D. Know the major parts and functions of the nervous system.</p> <p>2E. Describe the effects of sleep and dreams upon behavior.</p>	1.6	HP 1			<p>2B Baby Books: Bring in their baby books and compare height and weight at birth, age 1, age 3, age 5, and their current age.</p> <p>2B, C Twin Research: View a tape about twin research.</p> <p>2B, C Chimps: View tape illustrating language development in chimps.</p> <p>2B "Beyond Africa": View tape by Richard Leaky on language development.</p> <p>2E Dreams: View tape on dreams.</p> <p>2D Nervous System: Identify the parts of the nervous system, explain their functions and view "split brain" patients of "Infinite voyage" tape.</p>	<p>2B (CR) Moral Dilemma: Write a moral dilemma and write six statements that illustrate the six stages of moral reasoning (Scoring Guide) (100% mastery)</p> <p>2D PE) Hemispheric Mode Indicator: Take the HMI test to determine which hemisphere they use and to determine right/left mode characteristics. Right mode students will make a collage/poster which represents right mode characteristics. Left mode students will make a collage/poster representing left mode characteristics (Group project evaluated by students) (100% mastery)</p>

Subject: Social Studies

Grade: 12 Psychology

Resources:

Text
Standardized review
Standardized worksheets
VCR tapes
Examples of sleep deprived individuals (hallucinations, etc.)
Standardized HMI test to determine right/left mode characteristics.

Instructional Methods:

Enrichment/ Special Needs:

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Concept: Personality Theories

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Topic Objective:
3. Students will demonstrate proficiency in the ability to analyze the different personality theories and the factors which influence personality development.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>3A. Identify and explain factors which influence the development of personality.</p> <p>3B. Analyze different personality theories (psychoanalytical, social psychoanalytical, behaviorists, and humanistic)</p> <p>3C. Identify theorists who have contributed to each personality theory.</p>	<p>1.7</p> <p>1.9</p>	<p>HP 2</p> <p>SS 7</p>			<p>3A - C Handouts: Complete numerous handouts which relate to the different theorists theories.</p> <p>3B Typology Test: Take Jung and Myers-Briggs tests to identify personality type.</p> <p>3B Inkblot Test:</p>	<p>3A (CR) Birth Order: Analyze their place in their family (birth order) and relate how birth order has influenced their personality. (100% mastery)</p> <p>3A - C Test: Over personality theories and factors which influence personality development (80% mastery)</p> <p>3B (PE) Analyze "Debbie": A hypothetical person - as psychologists would using psychoanalytical, social psychoanalytical, behaviorist and humanistic approaches (80% mastery)</p> <p>3A - C Complete Review: (75% mastery)</p> <p>3A - C Take a typology test (100% mastery)</p>

Subject: Social Studies

Grade: 12 Psychology

Resources:

Text book
Numerous worksheets

Instructional Methods:

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Concept: Learning/Problem Solving/Creative Thinking

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Topic Objective:
4. Student will demonstrate proficiency in the ability to identify and explain the factors which influence learning, memory, problem solving, and creative thinking.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>4A. Differentiate between classical and operant conditioning.</p> <p>4B. Define and identify the factors that may increase the capacity to learn (transfer, meaningfulness, feedback, practice, whole-part learning, mnemonic devices, over learning, and chunking).</p> <p>4C. Identify and explain methods of remembering (3 R's - recall, recognize, relearn).</p> <p>4D. Identify and explain the four steps in creative thinking.</p> <p>4E. Identify and explain the factors which affect our ability to problem solve.</p>	3.4	SS 7			<p>4A Conditioning: Give examples of conditioning and discuss the concept of reward vs. punishment (discuss whether parents should spank their children).</p> <p>4B Learning Style: take a learning styles inventory and analyze how their style influences their ability to learn.</p> <p>4C Experiment: Do an experiment related to STM (short term memory) and LTM (long term memory)</p> <p>4D Tape: View a tape on creative thinking.</p> <p>4E Problem Solving: Do creative thinking and problem solving exercises (some math and spatial relations)</p>	<p>4B (PE) Factors: Devise a learning device such as a mnemonic sentence to learn the factors that increase the capacity to learn (Scoring Guide) (Example: "The man failed pre-algebra, music, Latin, and organic chemistry")</p> <p>4B, C (PE) Game: create a story which begins, "I'm going to Florida and I'm taking an air mattress, a bat, a cat, a dog, etc" until all the letters of the alphabet are used. This will illustrate principles of learning and remembering. (Scoring Guide) (100% mastery)</p>

Subject: Social Studies

Grade: 12 Psychology

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
						<p>4B, C (PE) Experiment: Divide into two teams, one team views words, one word at a time until 18 words are shown; the words will be grouped according to classifications such as tree names, bird names, etc. the second team will be shown the same words but not grouped. Each team will recall the words. The activity will illustrate the concept of learning and remembering (Scoring Guide) (100% for participation and 75% for mastery)</p> <p>4A - E Take traditional test over learning, problem solving, and creative thinking (Scoring Guide)</p> <p>4A - E Complete a review (Scoring Guide) (75% mastery)</p>
<p>Resources:</p> <p>Teacher handouts Textbook chapter 10 - 11 VCR tape on problem solving and creative thinking Learning Styles Inventory Experiments on STM and LTM</p>				<p>Instructional Methods:</p>		

Subject: Social Studies

Grade: 12 Psychology

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Concept: Conflict/Adjustment/Stress

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Topic Objective:
5. Students will demonstrate proficiency in the ability to identify and explain the influences conflict, adjustment mechanisms, and stress upon behavior and thinking.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
5A. Identify and explain ways frustration affects our lives. 5B. Identify and explain the different kinds of conflict. 5C. Identify and explain adjustment mechanisms. 5D. Identify and explain the factors which influence stress. 5E. Identify and explain the signs of stress. 5F. Identify and explain the stresses which affect people at various stages in the lifecycle. 5G. Analyze the effects of stress upon health. 5H. Identify and explain the coping methods to help reduce stress.	2.4	HP 2 SS 7			5A Frustrations: Record all their frustrations in a 24 hour period and analyze how those frustrations affected their decisions and actions. 5D - H Take a stress test 5D - H View a tape on stress 5D - H Examine coping techniques which help reduce stress.	5B, C (PE) Model: teach peers about conflict and adjustment mechanisms. Illustrate and/or model the conflict or adjustment mechanism (Scoring Guide) (100% mastery) 5D (PE) Stressful Event: Calculate stressful events and relate their score to the Social Readjustment Rating scale; their score will illustrate the relationship between stress and health (Scoring Guide) (100% participation) 5A - H Take a traditional test over conflict, adjustment mechanisms, and influences of stress on behavior and thinking (Scoring Guide) (75% mastery) 5A - H Complete review (Scoring Guide) (75% mastery)

Subject: Social Studies

Grade: 12 Psychology

Resources:

Textbook
teacher made topic cards

Instructional Methods:

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Concept: Personality Disturbances

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Topic Objective:
6. Students will demonstrate proficiency in the ability to identify and explain the classifications of personality disturbances, and the causes and treatments for the personality disturbances.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>6A. Identify and explain the classifications of personality disturbances (neuroses, psychoses, and personality disorders)</p> <p>6B. Identify and explain the major types of neuroses, their probable causes, and their treatments.</p> <p>6C. Identify and explain the major types of psychoses, their probable causes, and their treatments.</p> <p>6D. Identify and explain the major types of personality disorders, their probable causes, and their treatments.</p> <p>6E. Identify and explain the addictions, their probable causes, and their treatments.</p> <p>6F. Identify and explain the influences of drugs and alcohol upon personality and behavior.</p>	<p>1.7</p> <p>2.4</p>	<p>HP 2</p> <p>SS 6</p>			<p>6A - F Complete numerous handouts which relate to this unit.</p> <p>6A - D Role Play: Role play and model the different forms of neuroses, psychoses, and personality disorders and the possible treatment for the disorder (100% participation)</p> <p>6A - D Tape: View tapes on depression, schizophrenia, multiple personalities, and personality disorders.</p> <p>6A - D "Sybil": watch the movie.</p> <p>6A - D Compare: View a tape comparing the treatment of mental illness in the United states, Japan, India, and Egypt.</p> <p>6A - D Field Trip: go to Fulton State Hospital; the staff and patients will explain the different illnesses, treatments, etc.</p>	<p>6A - D Take a test over personality disturbances (Scoring Guide) (80% mastery)</p> <p>6A - D (PE) Interference: Play the game to simulate symptoms of schizophrenia and compulsive/obsessive behavior disorders during the tour of Fulton State Hospital (Scoring Guide) (100% mastery)</p> <p>6A - D (CR) Compare and Contrast: Compare/contrast the treatment of mental illness in the United States, Japan, India, and Egypt. (scoring Guide) (100% mastery)</p> <p>6A - D (CR) Treatment: Analyze the treatments used at Fulton State Hospital (Scoring Guide) (100% mastery)</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
					6A - F Research: Given the opportunity/time, go to the computer lab and research resent information in the field of psychology (i.e., new medicines for the treatment of mental illnesses)	6A - F Complete a review (Scoring Guide) (75% mastery)

Resources:
 Teacher handouts
 Textbook
 VCR tapes
 Field trip to Fulton State Hospital

Instructional Methods:

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