

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Psychology I
Course Number: 00118
Course Prerequisites: None

Course Description: The goal of this course is to introduce psychology; its methods, theory and research. The course will explore the psychological facts, principals and phenomena associated with Biological bases of behavior, sensation and perception, motivation and Emotion. Other areas include personality, learning, memory, consciousness, intelligence, psychological disorders and therapy. Additional advanced study can continue with the AP Psychology course which is taught at the college level, and students can receive three college credits for successful completion of the course.

Suggested Grade Level: Grades 10-12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 59 - Social Studies

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 04254

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Psychology
Publisher: Houghton Mifflin Harcourt
ISBN #: 9780544859388
Copyright Date: 2018
WCSD Board Approval Date: April 12, 2021

Supplemental Materials: Online news resources.

Curriculum Document

WCSD Board Approval:

Date Finalized: 5/14/2021
Date Approved: 6/14/2021
Implementation Year: 2021-2022

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Describe the range of topics that are covered in an introductory psychology course	I.A-1.1	September January
Cite the goals and scientific basis of psychology	I.A-2.1.c	September January
Explain important trends in the study of psychology	I.A-2.1.b	September September
Identify various approaches to the study of psychology	I.A-1.1.c	September January
Explain the work of a psychologist	I.A-2.1.c	September January
Summarize the careers and specialized fields in psychology	I.A-2.1.a	September January
Identify the parts of the nervous system	IIA-2.1	September January
Describe the functions of the nervous system	IIA-2.2	September January
Identify the structure and functions of the human brain	IIA-3.1	September January
Discuss the different ways psychologists study the brain	IIA-4.1	September January
Describe the endocrine system	IIA-5.1	September January
Identify hormones and their function in the endocrine system	IIA-2.2.	September January
Give examples of the effects of heredity and environment on behavior	IIA-6.1	September January
Describe the field of study known as psychophysics	IIB-1.2	September January

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Define and discuss threshold, Weber’s law, and signal detection	IIB-1.1	September January
Describe the nature and functioning of the sense organs	IIB-1.2	September January
Identify the skin and body senses and explain how they work	IIB-1.2	October February
Outline the principles involved in perception	IIB-2.1	October February
Describe how we learn to perceive and what illusions are	IIB-2.3	October February
Describe the research related to sleep and dreams	IVD-3.2	October February
List and discuss sleep disorders	IVD-2.3	October February
Determine how hypnosis relates to consciousness	IVD-4.1	October February
Describe research into such techniques as biofeedback and meditation	IVD-4.2	October February
Describe the effect drugs have on consciousness	IVD-5.1	October February
Describe the principles of classical conditioning	IVA-2.1	October February
Outline the techniques of classical conditioning	IVA-2.1	October February
Outline the principles of operant conditioning	IVA-3.1	November March
Describe the applications of operant conditioning	IVA-3.1	November March

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Cite the principles involved in cognitive learning and modeling	IVA-4.2	November March
Identify the principles of learning used in behavior modification	IVA-1.1	November March
Explain the three processes of memory	IVB-2.2	November March
Describe the information-processing model of memory	IVB-1.2	November March
Identify several memory retrieval processes	IVB-3.1	November March
Explain the processes involved in forgetting	IVB-5.1	November March
Identify the units of thought and the kinds of thinking	IVC-2.1	November March
Explain strategies for and obstacles to problem solving	IVC-2.1	November March
Explain the structure of language	IVC-3.1	November March
Describe how children develop language	IVC-4.1	November March
Explain the various views of intelligence.	1.1	December April
Identify two kinds of IQ tests.	2.1	December April
Identify the ways of measuring reliability	2.3	December April
Define mental retardation, average intelligence, giftedness, and creativity.	1.3	December April

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Explain how genetic makeup influences intelligence.	3.2	December April
Describe how environment influences intelligence.	3.2	December April
Describe four theories of motivation	1.1	December April
Discuss the difference between intrinsic and extrinsic motivation	2.3	December April
Describe the biological and social needs of humans	1.1	December April
Explain Maslow's hierarchy of needs	1.3	December April
Give examples of the physiological theories of emotion	2.4	December April
Define psychological disorder	1.1	January May
Distinguish between the concepts of normality and abnormality	1.1	January May
Identify the behavioral patterns that psychologists label as anxiety disorders	2.3	January May
Explain what causes anxiety disorders	2.3	January May
Identify the behavioral patterns that psychologists label as somatoform disorders	2.3	January May
Describe the symptoms of dissociative disorders	2.3	January May
Describe the different types of personality disorders.	2.3	January May

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Describe the disorder of schizophrenia	2.3	January May
Describe how personality disorders differ from other psychological disorders	2.3	January May
Describe several theories that try to explain mood disorders	2.3	January May
Explain how drug abuse is a psychological problem	3.3	January May
Explain the nature of psychotherapy	1.2	January May
Describe the role a therapist	1.2	January May
Describe psychoanalysis and its aims	1.2	January May
Explain humanistic therapy and its goals	1.2	January May
Describe cognitive therapies and their aims	1.2	January May
Explain the processes and goals of behavior therapy	1.2	January May
Explain biological approaches to treatment	1.2	January May
Give examples of treatment medicines and their effects on patients	1.2	January May

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: DBQS, PowerPoints, posters, brochures, worksheets, group projects, bell ringers, and video presentations.

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Tests, quizzes, and essays.