



Hamburg Area School District

Course Guide

Name:	Psychology
Grade(s):	11-12
Length:	<i>Place an X next to the correct option</i>
	Full-Year (180 Sessions)
X	Semester (90 Sessions)
	Quarter (45 Sessions)
	Other (Specify):
Text:	Psychology & You, 3 rd Edition, Judith W. McMahon and Tony Romano, West Educational Publishing
Date Approved or Updated:	2020-2021

Description: Psychology is taught from a personal adjustment approach as well as a discipline-oriented approach. Emphasis is placed on topics such as human behavior, motivation, emotions, growth and development, mental health, mental illness, memory and learning. Minor emphasis is placed on topics such as physiology, sleep and dreams.

**Hamburg Area School District
Course Plan
Social Studies**

Course Name: Psychology

Unit: Approaches to Psychology

Time Line: 2-3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What is psychology?	Define psychology.	IA-1.1	Psychology
Who pioneered the science of psychology?	Describe what Wundt was trying to accomplish. Describe John Watson's area of interest. Describe Freud's contribution to psychology.	IA-6.1 IA-6.2	Introspection
What approaches do today's psychologists use to describe human nature?	Given an example of and describe six approaches of present day psychology to understanding human nature.	IA-2.1	Applied psychologists Research psychologists
How do psychologists use the scientific method to study behavior?	Explain the overall purpose of using scientific methods.	IA-3.1	Bio psychological approach Behavioral approach Psychoanalysis Humanistic approach Cognitive approach Sociocultural approach
What are independent and dependent variables?	Identify the independent and dependent variables and the experimental and control groups in an experiment.	IA-3.1	Independent variable Dependent variable

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Essential Content/Essential Questions	Performance Objectives	Standards	Vocabulary
What methods are used by psychologists to study behavior?	Explain the survey method; describes advantages and disadvantages of survey method. Describe how naturalistic observation is done, and explain its usefulness. Explain what the case study method is used for. Explain how the purpose of the longitudinal method differs from the purpose of the cross sectional method.	I.A-3.1 I.A-3.2	Survey Naturalistic observation Case study method Psychological tests Cross-sectional method Longitudinal method
What guidelines do psychologists need to follow when they conduct experiments?	Explain the ethics of experimenting with humans and animals.	I.A-4.1 I.A-5.1	

Hamburg Area School District
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Course Name: Psychology

Unit: Brain, Body and Awareness

Time Line: 3 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What is the cerebral cortex and what does it do?	Name and explain the parts of the cerebral cortex.	II.A-3.1 II.A-3.2	Cerebral cortex
What are the four main lobes of the brain?	Identify and explain the four lobes of the brain. Explain how damage to one of the four lobes could affect the function of the brain and body.	II.A.-3.2	Frontal lobe Parietal lobe Temporal lobe Occipital lobe Prefrontal area Frontal association area
What is the relationship between the hemispheres of the brain?	Define hemisphere dominance. Explain how the two lobes are connected. Identify the functions of each hemisphere.	II.A-3.3	Hemisphere handedness Corpus callosum dominance
What structures are housed in the lower brain and what do they do?	Identify structures found in the lower brain. Explain the function of each structure found in the lower brain.	II.A-3.1 II.A.-3.3	Reticular activating system Thalamus Limbic system Amygdala Hippocampus Cerebellum
What is a nerve cell and how does it carry messages between the brain and the body?	Define neuron. Identify and explain the parts of a neuron. Explain how neurons communicate.	II.A.1.1 II.A-1.2 II.A-1.3	Synapse Dendrite Axon

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Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What are basic survival and non-survival drives?	Describe how symbolism is tied to basic drives. Explain the physical basis of hunger and thirst. Differentiate between survival and non-survival needs.	II.C-1.1 II.C-2.1 II.C-2.2 II.C-2.3	Drives Curiosity motive Manipulation motive
How does motivation affect our behavior?	Describe the difference between motivation and emotion. Explain the difference between intrinsic and extrinsic motivation. Explain the problems with extrinsic motivation. Explain Maslow's hierarchy of needs.	II.C-3.1 II.C-5.1	Intrinsic motivation Extrinsic motivation Maslow's hierarchy of Needs
Where do emotions come from?	Define the three theories of emotions. Discuss the pros and cons of each theory of emotion. Identify universal emotions.	II.C-6.1	James Lange Theory Cannon-Bard Theory Opponent-process theory
What is consciousness?	Differentiate between states of consciousness. Define states of consciousness. Define and explain the importance of biological clocks. Explain how circadian rhythms affect sleep patterns.	IV.D-1.1 IV.D-1.2 IV.D-4.2	Construct Consciousness Subconscious Unconscious Biological clocks Circadian rhythms Entrainment Trance Meditation Hypnosis Twilight state

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Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
Why do we sleep?	Explain the physiological changes that occur during sleep. Define REM and NREM sleep and explain the difference between them. Explain the states of REM sleep. Explain the difference between nightmares and night terrors. Identify the three theories for why we dream.	IV.D-2.1 IV.D-2.2 IV.D-3.1 IV.D-3.2	REM Sleep NREM sleep Nightmares Night terrors
What are sleeping disorders?	Explain why people need different amounts of sleep. Identify and explain insomnia, narcolepsy, sleep apnea, sleep walking, and sleep talking.	IV.D-2.3	Insomnia Narcolepsy Sleep apnea

**Hamburg Area School District
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Course Name: Psychology
Unit: Cognitive Processes

Time Line: 3 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What is classical conditioning?	Define classical conditioning. Identify the importance of Ivan Pavlov's experiment. Label and describe the parts of a classical conditioning experiment.	IV.A-2.1	Classical conditioning Stimulus Response Unconditioned stimulus Unconditioned response Conditioned stimulus Conditioned response Neutral stimulus
What is operant conditioning?	Define operant conditioning. Identify the importance of B.F. Skinner's experiment and John Watson's experiment. Identify and define types of reinforcement. Explain how reinforcement can change behavior.	IV.A-3.1	Operant conditioning Stimulus generalization Reinforcement Positive reinforcement Primary reinforcement Secondary reinforcement Negative reinforcement Shaping Punishment
What is social learning?	Define social learning. Identify the importance of Albert Bandura's experiment. Discuss the importance of observational learning.	IV.A-4.1 IV.A-5.2	Observational learning Social learning
What is cognitive psychology?	Define cognitive psychology. Explain how motivation affects learning. Discuss reinforcement value and the role it plays in learning.	IV.A-4.2	Expectancies Reinforcement value Cognitive map Latent learning
How do we acquire information?	Define and identify the importance of attention and learning. Discuss chemical and emotional influences on learning. Define transfer. Explain the difference between positive and negative transfer.	IV.B-1.2 IV.B-5.1	Attention Learning curve State-dependent learning Transfer of training Positive transfer Negative transfer

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Time Line: 3 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
How do we process information?	Define schema. Identify and define elaboration, mnemonic devices, principle learning and chunking. Explain how special learning processes affect how we process information.	IV.B-5.2	Information processing Schema Elaboration Mnemonic devices Principle learning chunking
How do we retain information?	Define forgetting. Identify and explain the difference between recall and recognition. Define interference theory. Define short term memory. Define long term memory. Explain how we process information from short term to long term memory. Identify and explain the different types of memory. Identify problems with memory.	IV.B-2.2 IV.B-2.3 IV.B-3.1 IV.B-3.2 IV.B-3.3 IV.B-6.1	Forgetting Forgetting curve Overlearning Recall Recognition Interference theory Short term memory Long term memory Consolidation Sensory memory system Iconic memory Acoustic memory Eidetic memory

**Hamburg Area School District
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Course Name: Psychology
Unit: Human Development

Time Line: 2-3 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What are the developmental patterns and changes occur as we mature?	Define maturation processes. Define growth cycles and critical periods in development. Identify rates of maturation. Discuss physical changes that occur as we mature including sexual development, and weight.	III.A-1.1 III.A-1.4 III.A-4.1	Adolescence Early maturer Late maturer Eating disorders Bulimia nervosa Anorexia nervosa
What theories explain our development as humans?	Identify Jean Piaget. Explain Piaget's theory of cognitive development. Identify Lawrence Kohlberg. Explain Kohlberg's theory of moral development. Give a situation; identify the stage of cognitive development and/or moral development the subject is experiencing.	III.A-3.1	Cognitive development Sensorimotor stage Object permanence Preoperational stage Reversibility Conservation Concrete operations stage Formal operations stage Pre conventional level Conventional level Post conventional level
What psychological factors are associated with juvenile delinquency?	Define conformity and group identity. Identify factors associated with juvenile delinquency.	III.A-3.3	Rite of passage Crowds Clique Gang Identity Moratorium Foreclosure Diffusion Identity achievement

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Are differences between the genders valid?	Differentiate between sex and gender. Discuss gender role behavior Discuss trends in gender role behavior.	IIIA	Gender Sex Spatial skills Gender role behavior Identification Androgyny
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**Hamburg Area School District
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Course Name: Psychology

Unit: Psychological Disorders

Time Line: 2-3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What is the nature of mental disorders?	Define mental disorder. Identify causes of mental disorders. Define abnormal behavior. Identify and state the importance of the Diagnostic and Statistical Manual of Mental Disorders IV (DSM-IV)	V.A-1.1 V.A-1.2 V.A-3.1	Diagnostic Statistical Manual of Mental Disorders IV
What psychological disorders are diagnosed during childhood?	Define attention deficit/hyperactivity disorder (ADHD). Identify common symptoms of ADHD. Define autistic disorder. Identify common symptoms of autism. Define echolalia.	V.A-1.2 V.A-1.3 V.A-1.4 V.A-3.1	Attention deficit/hyperactivity disorder Autistic spectrum disorder Echolalia
What are anxiety disorders?	Define anxiety and anxiety disorder. Define panic disorder and identify symptoms. Define phobic disorder and identify symptoms. Define obsessive-compulsive disorder and provide examples.	V.A-1.2 V.A-1.3 V.A-1.4 V.A-3.1	Anxiety Panic disorder Phobic disorder Obsession Compulsion Obsessive compulsive disorder
What are somatoform disorders?	Define somatoform disorders. Define conversion disorder and identify symptoms. Define hypochondriasis and identify symptoms.	V.A-1.2 V.A-1.3 V.A-1.4 V.A-3.1	Somatoform disorder Conversion disorder Hypochondriasis

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What are dissociative disorders?	Define dissociative disorder. Define amnesia. Define fugue. Define Dissociative identity disorder.	V.A-1.2 V.A-1.3 V.A-1.4 V.A-3.1	Dissociative disorders Amnesia Fugue Dissociative identity disorder
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Time Line: 2-3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What are mood disorders?	Define mood disorders. Define dysthymic disorder and identify symptoms. Define major depression and identify symptoms. Define mania and identify symptoms. Define bipolar disorder and identify symptoms. Identify causes of mood disorders. Discuss risk factors of suicide.	V.A-1.2 V.A-1.3 V.A-1.4 V.A-3.1	Mood disorder Dysthymic disorder Major depression Mania Bipolar disorder
What are psychotic disorders?	Define psychotic disorders and symptoms that appear in psychosis. Define schizophrenia. Identify types of schizophrenia. Identify psychotic episodes. Identify environmental and chemical factors of schizophrenia. Define personality disorders. Define antisocial personality disorder and identify common symptoms. Define sociopath. Define borderline personality disorder and identify common symptoms.	V.A-1.2 V.A-1.3 V.A-1.4 V.A-3.1	Psychosis Hallucination Delusion Schizophrenia Catatonic schizophrenia Paranoid schizophrenia Undifferentiated schizophrenia Psychotic episodes Personality disorder Antisocial personality disorder Sociopath Borderline personality disorder