

Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">General Psychology</div> <input type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">N/A</div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div> (To be assigned by Educational Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Single Subject: Social Science</i> <u>To be completed by Human Resources only.</u> </div>	
Required for Graduation: <input type="checkbox"/> Yes <input type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <div style="display: flex; justify-content: space-between;"> <i>Maribel Escobar</i> 12 / 07 / 2022 </div> <div style="display: flex; justify-content: space-between; font-size: small;"> Signature Date </div> </div>	
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	CalPADS CODE <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 10px;">9177</div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Submitted by: Damany Willingham Site: Paloma Valley Date: 12/01/2022	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		12/5/22
Asst. Superintendent of Educational Services		12/01/2022
Governing Board		

Prerequisite(s) (REQUIRED):

N/A

Corequisite(s) (REQUIRED):

N/A

Brief Course Description (REQUIRED):

The design of the General Psychology course introduces students to the systematic and scientific study of human beings' behavior and mental processes. This General Psychology course offers an introduction to the various fields of psychology through the study of the principles involved in learning, intelligence, personality, mental health, growth and development, emotion, motivations, perceptions, biological responses, and social psychology.

B. COURSE CONTENT

Course Purpose (REQUIRED):

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than simply reciting the State Standards is needed.

1. The purpose of this General Psychology course is to introduce students to the study of the behavior and mental processes of the human brain.
2. General Psychology will allow students who may not be up to the rigorous challenge of AP or Dual Psychology courses to still learn about psychology and earn elective (G) credits for college.
3. Students gain an opportunity to have another year-long (G) elective course, and this course will expand students' knowledge concerning mental processes and mental health, which is a massive topic of conversation in today's society.
4. The expectation is for students to demonstrate their proficiency in psychological theory and concepts by taking semester and year-end summative assessments.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based; give examples. Show examples of how the text is incorporated into the topics covered.

The General Psychology course consists of 9 distinct areas of study:

UNIT 1: Scientific Foundations of Psychology

Psychology has evolved markedly since its inception as a discipline in 1879. There have been significant changes in psychologists' theories to explain behavior and mental processes. In addition, the psychological research methodology has expanded to include a diversity of approaches to data gathering. Psychology is an empirical discipline. Psychologists develop knowledge by doing research. Research guides psychologists who develop theories to explain behavior and apply theories to solve problems in behavior.

Students in psychology should be able to do the following:

- **Apply theories and perspectives in an authentic context.**
- **Analyze psychological research studies.**
- **Analyze and interpret quantitative data.**
- **Define and apply the concepts of Ethical Guidelines in Psychology.**

UNIT 2: Biological Bases of Behavior

A practical introduction to the relationship between physiological processes and behavior—including the influence of neural function, the nervous system and the brain, and genetic contributions to behavior—is an essential element in the General Psychology course.

Students in psychology should be able to do the following:

- **Explain behavior in an authentic context.**
- **Define and explain the concepts of**
 - **The Endocrine System, The Nervous System, Neurons, and Neural Firing, Influence of Drugs on Neural Firing, The Brain System**
- **Analyze and interpret quantitative data of the Tools for Examining Brain Structure and Function.**
- **Define and apply the concepts of the Adaptable Brain and Sleep and Dreaming Functions.**

UNIT 3: Sensation and Perception

Everything organisms know about the world is first encountered when environmental stimuli activate sensory organs, initiating awareness of the external world. Perception involves the interpretation of sensory inputs as a cognitive process.

Students in psychology should be able to do the following:

- **Define and explain the concepts of Sensation.**
- **Explain the principles of Perception from an authentic context.**
- **Define and explain the concepts of Visual Anatomy.**

- **Explain Auditory Sensation and Perception from an authentic context.**
- **Analyze psychological research studies associated with Chemical Senses.**
- **Define and explain the concepts of Body Senses.**

UNIT 4: Learning

This unit introduces students to the differences between learned and unlearned behavior. The primary focus is the exploration of the different kinds of learning, including classical conditioning, operant conditioning, and observational learning. In addition, the biological bases of behavior illustrate predispositions for learning.

Students in psychology should be able to do the following:

- **Introduction to learning.**
- **Define and explain the tenets of Classical and Operant Conditioning**
- **Explain Social and Cognitive Factors which lead to learning development.**

UNIT 5: Cognitive Psychology

In this unit, students learn how humans convert sensory input into different kinds of information. They examine how humans learn, remember, and retrieve data. Unit 5 also addresses problem-solving, language, and creativity. In this unit, students will also find it interesting to tackle intelligence. Their preconceived ideas about what it means to be “smart” and how school plays into those ideas will be a recurring discussion during this unit. Chapter 5 allows students to challenge their commonly held notions of intelligence throughout the unit.

Students in psychology should be able to do the following:

- **Introduction to Memory.**
- **Explain/Define Encoding, Storing, and Retrieving Memory.**
- **Explain Forgetting and Memory Distortion.**
- **Define and explain the concepts of the Biological Bases of Memory.**
- **Introduction to Thinking and Problem Solving.**
- **Biases and Errors in Thinking.**
- **Apply theories and perspectives to Intelligence (Intelligence Testing).**
- **Gain an understanding of the components associated with Language Acquisition.**

UNIT 6: Developmental Psychology

This unit explains development using a chronological and thematic approach. Generally, the modules move from infancy to adulthood, highlighting the major milestones of each epoch of life. However, modules sometimes diverge to delve deeper into significant issues—gender development, parental and peer influence, and sexual development. These different approaches to development demonstrate how development is not a simple process of growing from one stage to the next: It is an interaction of genetics, time, and experience that molds us into who we are.

Students in psychology should be able to do the following:

- **Analyze psychological research studies that lead to Lifespan and Psychological Development in Childhood.**
- **Understand and be able to apply the theories and Perspectives of Social Development in Childhood.**
- **Identify and explain Cognitive Development during childhood.**
- **Explain and apply the theories related to Adolescent Development, Adulthood, and Aging.**
- **Analyze psychological research studies associated with Moral Development.**
- **Identify the significant concepts of Gender and Sexual Orientation**

UNIT 7: Motivation, Emotion, and Personality.

In this part of this course, students explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion. In the second half of this unit, students examine major theories of how humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them. Unit 7 also addresses research methods used to assess personality.

Students in psychology should be able to do the following:

- **Understand and Identify the theories surrounding Motivation and Emotion.**
- **Define and apply the concepts of stress and coping.**
- **Introduction to Personality through psychological research studies.**
- **Understand the Psychoanalytic Theory of Personality.**
- **Define, understand, and apply the following theories of personality**
 - **Behavioral, Social, Cognitive, and Humanistic**
- **Apply the theories of Trait Theories of Personality.**
- **Gain an understanding of the tests used to Measure Personality.**

UNIT 8: Clinical Psychology

This course unit provides students with the identification of Psychological Disorders and an understanding of empirically-based treatments of psychological disorders. The topic emphasizes descriptions of treatment modalities based on various orientations in psychology.

Students in psychology should be able to do the following:

- **Identify the major Psychological Disorders within modern psychology.**
- **Gain an understanding of the psychological and etiology of disorders.**
- **Explain the gamut of psychological disorders**
- **Define and apply effective treatment to psychological disorders (to include various perspectives).**
- **Evaluate strengths and weaknesses and empirical support of treatments of disorders.**

UNIT 9: Social Psychology

Unit 9 focuses on how individuals relate to one another in social situations: social psychologists study social attitudes, social influence, and other social phenomena.

Students in psychology should be able to do the following:

- **Apply the theory and perspective of Attribution Theory and Person Perception.**
- **Analyze research that highlights Attitude Formation and Attitude Change.**
- **Understand Conformity, Compliance, and Obedience.**
- **Explain Group Influences on behavior and Mental Processes.**
- **Identify and explain Bias, Prejudice, and Discrimination.**
- **Examine Altruism and Aggression.**
- **Explain Interpersonal Attraction.**

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Digital discussion board posts agreeing or disagreeing with others' perspectives.

Written reflections to assess the self.

Theory analysis (Short Essay).

Theorist profile (5-paragraph Essay Sigmund Freud).

Reporting current events through written discussion.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: **Psychology (High School Edition)**

Edition: **Thirteenth Edition**

Author: **David G. Myers and C. Nathan DeWall**

ISBN: **ISBN-13: 978-1319341022**

Publisher: **Worth Publishers**

Publication Date: **August 24, 2020**

Usage:

Primary Text

Read in entirety or near

Textbook #2

Title: **Psychology (High School Edition) E TEXT**

Edition: **Thirteenth Edition**

Author: **David G. Myers and C. Nathan DeWall**

ISBN: **ISBN-10: 1319341020**

Publisher: Worth Publishers	Publication Date: August 24, 2020
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
N/A	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$ 6,759.60	Description of Additional Costs:
Additional costs:\$ 203.99 E TextBook	Cost per student textbook: \$168.99 X 40
Total cost per class set of instructional materials:	\$ 6,963.59

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all significant assessments students will be required to complete
Each unit will conclude with a Summative Assessment (Units 1-9). Each module will conclude with a Formative Assessment (modules are numbered and described in the pacing and objective pages starting on page 8). Each semester will end with a Semester Summative Assessment.
Major Assignments are below.
Unit 1 - Psychology Timeline Diagram Unit 1 - Ethical Standards Worksheet
Unit 2 - Neuron Art Unit 2 - Neural Transmission Worksheet Unit 2 - Psychoactive Drugs Diagram Unit 2 - Phineas Gage Investigation
Unit 3 - Sensation and Perception Experiment Unit 3 - Gestalt Psychology Student Collaborative Group Exercise

Unit 4 - B . F. Skinner Essay (Operant Conditioning and How it is used daily)
Unit 4 - I. Pavlov Classical Conditioning (Discussion and Reflection)
Unit 4 - Observation Learning Lab (Does Video Games Lead to Violence in Society?)

Unit 5 - Short-term Memory (Game/Experiment)
Unit 5 - Multiple Intelligence Quiz
Unit 6 - Piaget Practice (Outline Piaget's Four Stages of Development)

Unit 6 - What Kind Of Parent Do You Have?
Unit 6 - Social Development Interview (**Field Work**, Interview a Child Family Member Using Teacher Question prompts) **Students must get parental consent before interviewing any child!**

Unit 7 - Maslow's Hierarchy of Needs Art
Unit 7 - Defense Mechanisms Quiz
Unit 7 - MBTI/Jungian Personality Inventory
Unit 7 - 5 Paragraph Essay Sigmund Freud

Unit 8 - DSM - V Overview
Unit 8 - Motivation Theory Practice
Unit 8 - Drug Therapies

Unit 9 - Stanford Prison Experiment (Movie and Quiz)
Unit 9 - Constructing Social Reality Worksheet

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Chromebooks
Wifi
Student notebooks
Various online teacher video platforms including

- Crash Course Psychology
- Ted Talks
- Myers Psychology Short Videos
- Youtube

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Students will undergo knowledge checks to ensure they understand the material.
Case analysis short essays to articulate their knowledge of specific theories and phenomena.

Formative Assessments after Units/Chapters.

Summative Assessments (Semester Final) and the end of the course.

Traditional assessments include unit exams with a combination of multiple-choice and essay response essays. Other assessments include psychology simulations, experiments, class presentations, collaborative research projects, and online activities.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
17 Class Periods Max	1.1 Introducing Psychology 1.2 Research Methods in Psychology 1.3 The Experimental Method 1.4 Selecting a Research Method 1.5 Statistical Analysis in Psychology 1.6 Ethical Guidelines in Psychology		Unit 1: Scientific Foundations of Psychology	Myers Psychology
17 Class Periods Max	2.1 Interaction of Heredity and Environment 2.2 The Endocrine System - 2.3 Overview of the Nervous System and the Neuron 2.4 Neural Firing 2.5 Influence of Drugs on Neural Firing 2.6 The Brain 2.7 Tools for Examining Brain Structure and Function 2.8 The Adaptable Brain 2.9 Sleeping and Dreaming		Unit 2: Biological Bases of Behavior	Myers Psychology
17 Class Periods Max	3.1 Principles of Sensation 3.2 Principles of Perception 3.3 Visual Anatomy 3.4 Visual Perception 3.5 Auditory Sensation and Perception 3.6 Chemical Senses 3.7 Body Senses		Unit 3: Sensation and Perception	Myers Psychology
Class Periods Max	4.1 Introduction to Learning 4.2 Classical Conditioning 4.3 Operant Conditioning 4.4 Social and Cognitive Factors in Learning		Unit 4: Learning	Myers Psychology
17 Class Periods	5.1 Introduction to Memory 5.2 Encoding		Unit 5: Cognitive	Myers Psychology

Max	<p>5.3 Storing</p> <p>5.4 Retrieving</p> <p>5.5 Forgetting and Memory Distortion</p> <p>5.6 Biological Bases of Memory</p> <p>5.7 Introduction to Thinking and Problem Solving</p> <p>5.8 Biases and Errors in Thinking</p> <p>5.9 Introduction to Intelligence</p> <p>5.10 Psychometric Principles and Intelligence Testing</p> <p>5.11 Components of Language and Language Acquisition</p>		Psychology	
17 Class Periods Max	<p>6.1 The Lifespan and Physical Development in Childhood</p> <p>6.2 Social Development in Childhood</p> <p>6.3 Cognitive Development in Childhood</p> <p>6.4 Adolescent Development</p> <p>6.5 Adulthood and Aging</p> <p>6.6 Moral Development</p> <p>6.7 Gender and Sexual Orientation</p>		Unit 6: Developmental Psychology	Myers Psychology
17 Class Periods Max	<p>7.1 Theories of Motivation</p> <p>7.2 Specific Topics in Motivation</p> <p>7.3 Theories of Emotion</p> <p>7.4 Stress and Coping</p> <p>7.5 Introduction to Personality</p> <p>7.6 Psychoanalytic Theories of Personality</p> <p>7.7 Behaviorism and Social Cognitive Theories of Personality</p> <p>7.8 Humanistic Theories of Personality</p> <p>7.9 Trait Theories of Personality</p> <p>7.10 Measuring Personality</p>		Unit 7: Motivation, Emotion and Personality	Myers Psychology
17 Class Periods Max Class Periods Max	<p>8.1 Introduction to Psychological Disorders</p> <p>8.2 Psychological Perspectives and Etiology of Disorder</p> <p>8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders</p> <p>8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders</p> <p>8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders</p> <p>8.6 Feeding, Eating, Substance and Addictive, and Personality Disorders</p> <p>8.7 Introduction to Treatment of Psychological Disorders</p>		Unit 8: Clinical Psychology	Myers Psychology

	8.8 Psychological Perspectives and Treatment of Disorders 8.9 Treatment of Disorders from the Biological Perspective 8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders			
17 Class Periods Max	9.1 Attribution Theory and Person Perception 9.2 Attitude Formation and Attitude Change 9.3 Conformity, Compliance, and Obedience 9.4 Group Influences on Behavior and Mental Processes 9.5 Bias, Prejudice, and Discrimination 9.6 Altruism and Aggression 9.7 Interpersonal Attraction		Unit 9: Social Psychology	Myers Psychology

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

N/A

D. BACKGROUND INFORMATION

Context for the course (optional)

N/A

History of Course Development (optional)

N/A