Instructor: Allison Haight

School: Franklin H.S.

School year: 2020-2021

Course number:	2771
Course title:	Introduction to Psychology
Subject:	EL-Elective
Grade level(s):	9, 10, 11, 12
Credits:	1

Course description:

This course will expose students to the study of human behavior, the human mind and mental processes. Students will learn psychological principles and participate in learning activities and demonstrations. We will explore topics such as the perception of self, behaviorism, altered states of consciousness ---including sleep, dreams and the usefulness of hypnosis--- advertising, love and happiness. We will look at how these aspects of the brain and how they break down due to illness and injury. We will spend the year exploring one main question ---why do people do the things they do? We will encourage critical thinking skills and intercultural understanding and respect. Over the course of the year, we will create as many questions as we will answer. Along the way, however, we will learn about different approaches that psychologists use to analyze human behavior. We will have opportunities to examine our own minds and gain better understanding of our own cognitive and behavioral processes. Students are encouraged to develop empathy for the feelings, needs and lives of others both within and beyond their own communities.

Objectives: Skills and Overarching Themes*

1. The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
2. A recognition of the diversity of individuals who advance the field
3. A multicultural and global perspective that recognizes how diversity is important to understanding psychology
4. An awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made
5. An acknowledgement that psychology explores behavior and mental processes of both human and non-human animals
6. An appreciation for ethical standards that regulate scientific research and professional practice
7. An understanding that different content areas within psychological science are interconnected
8. An ability to relate psychological knowledge to everyday life
9. A knowledge of the variety of careers available to those who study psychology
10. An appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels
11. An awareness of the importance of drawing evidence-based conclusions about psychological phenomena

   *Taken from: American Psychological Association (2011). National Standards for high school psychology curricula. Retrieved from https://www.apa.org/education/k12/national-standards

Prerequisites:
None

Standards and final proficiencies:

CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

CCSS.ELA-LITERACY.RH.9-10.8
Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Schedule of topics/units covered:

Content: (See above for skills)
Unit 1: What is Psychology?
Essential questions/concepts: *What is Psychology? What do psychologists study? Goals of Psychology.*
Specific foci: Pre-Psychology theories of self, history/evolution of Psychology as a scientific discipline, overview of major psychological perspectives

Unit 2: Biological Bases of Behavior
Essential questions/concepts: *How does the brain communicate with the body? How do the brain and nervous system influence our behavior? How do neuroscientists study biological bases of behavior?*
Specific foci: Evolution and development of the brain, anatomy of the brain, nervous system and neurons. Neural communication and plasticity. Disorders of the brain. Regions of the brain and their specialized functions, examining the validity of common cultural perceptions of the brain and how it works. Evolution of neuroscience.

Unit 3: Research Methods
Essential questions/concepts: *Is Psychology a science? How do psychologists gain new insight or information and refine their theories? How is research used to solve real-world problems? Research ethics.*
Specific foci: The scientific method. Research design. Types of research and data and how they are used. Data measurement. Evolution of research techniques. Ethical vs. unethical research.

Unit 4: Learning and Development
Essential questions/concepts: How do people grow and develop over time? How do biological factors as well as social and cultural conditioning influence our development?
Specific focuses: Classical and operant conditioning. Jean Piaget's theory of cognitive development. Erik Erikson's theory of psychosocial development. Lawrence Kohlberg's theory of moral development. Knowledge acquisition. Learning disorders. Educational Psychology. Social Constructivism. Identity development. Adolescence. Aging.

Unit 5: Cognition
Essential questions/concepts: *How does the brain encode information? How are our cognitive processes influenced by society, culture and biology?*
Encoding: Getting information in, Storage: retaining information, Retrieval: getting information out. Forgetting. Memory construction and improvement. Intelligence.

Unit 6: Biopsychology
Essential questions/concepts: *The world is a big and complicated place. How is it possible that our brains and minds can make sense of it all? How does the mind organize and categorize all the things you experience? Are we affected by unconscious drives and conflicts?*
Specific foci: Sensation and perception. Consciousness. Psychoanalysis. Jungian Archetypes. Sleep. Dreams. Behaviorism. Humanist Psychology.

Unit 7: Personality
Essential questions/concepts: *Why do we do what we do? What makes us unique?*
Specific foci: Individual variations. Motivation. Emotion.

Unit 8: Sociocultural/Social Psychology
Essential question/concept: *To what extent is our behavior a function of our social and cultural surroundings?*

Specific foci: Conformity. Group and family structure. Prejudice and discrimination. Collective behavior. Love.

Unit 9: Applied Psychology
Essential questions/concepts: *What are the distinctions between normal and abnormal behavior, and how do psychologists define and treat abnormal behavior? What is problematic about defining what is "normal"?*
Specific foci: Diagnosis and treatment of psychological disorders. Positive Psychology. Clinical Psychology. Counseling theories. Vocational applications.

Academic vocabulary:

See above for additional vocabulary
Analyze
Assess
Compare/Contrast
Define
Describe
Discuss/consider
Distinguish
Evaluate
Examine
Explain
Identify
Outline
Causation
Correlation

District adopted materials:

Thinking About Psychology, 3rd Edition

Supplemental resources:

Google Slide lecture notes, articles from contemporary psychology journals, radio podcasts, TED Talks, supplemental videos (i.e. Crash Course Psychology, SciShow, NeuralTransmissions) and chapters from Non-fiction texts.

Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre-test/post-test and formative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...)

* Lessons online for support staff and parents
* Use of audio and video
* Experimental Exercises (i.e. simulations and role plays)
* Writing for Understanding
* Problem Solving Group Work
* Flexible Grouping
* Depth and complexity extensions—Honors options, additional readings and activities
* Tiered lessons-lecture, reading, discussion activities, writing and projects

* Metacognitive Reflection
* Questioning Strategies
* Peer critiques and interaction
* Guided independent reading
* Making connections
* Multi-option assignments are frequently used
* Time is used flexibly in accordance with student needs
* Multiple materials and resources are provided
* The teacher facilitates students' skill-building as they become increasingly self-reliant learners
* Students are assessed in multiple ways
* Students are able to help other students and the teacher solve problems
* Use of essential questions to make sense of and understand key concepts and principles as the focus of learning.
* Group work involves both heterogeneous and homogeneous readiness student groups to meet individual learning level needs
* Increasing availability through email and GoogleMeet
* Tutoring center
* Speech-to-text, closed captioning and other online tools and apps
* Regular check-ins with case managers, advocates, counselors and family

Career-related learning experiences (CRLEs):

- Guest speakers (when available)
- Project-based Learning

ODE Essential Skills and related Work Samples:

- Read and comprehend a variety of text
  - *Assessments used to assess this Essential Skill:*
    - o Students will be assessed daily on the content acquisition that they are expected to complete outside of class. Students will be given writing prompts and activities. Students will have to complete some independent projects to demonstrate learning and will take some quizzes and multiple choice tests as well. Most students will be asked to apply their understanding via writing, speaking and/or creating.
- Write clearly and accurately
  - *Assessments used to assess this Essential Skill:*
    - See above
- Think critically and analytically
  - *Assessments used to assess this Essential Skill:*
    - o Students will be evaluating and comparing various psychological approaches. They will have to apply these perspectives to various situations. They will be asked to raise important critical questions within and about the field.
- Personal management and teamwork
  - *Assessments used to assess this Essential Skill:*
    - o Students will have organizational expectations they will be evaluated on. They will have to work and perform in groups. Students will be evaluated using self-reflection, peer assessment and observation.
- Use technology
  - *Assessments used to assess this Essential Skill:*

- ● o Both in the acquisition of content and in the production of demonstration of learning, students will be introduced to a variety of 21st century skills and tools. Each assignment will be assessed accordingly--- from the use of databases to creation of an infographic, using well explained rubrics for process and product.
- ● Civic and Community Engagement
  - ● *Assessments used to assess this Essential Skill:*
    - ● Students will participate in a service project that will enhance the mental health of the school as identified by students. (N/A during 2020-2021 school year)

Assessment/evaluation/grading policy:

Breakdown of Final Grade:
80% Class Assignments and Activities (Formative Assessments)
20% Projects or Essays (Summative Assessments)

Final Grade Scale:
90-100%=A, 80-89%=B, 70-79%=C, 60-69=D, 0-59%=F

Class Assignments Grading:
Class assignments are worth 10 points, unless otherwise specified.
Rubrics outlining grading criteria in specific detail will be provided for all projects/essays. Depending on the complexity of the project/essay, students will typically be given at least 10 calendar days to complete them.

Assignments and Late Work Policy: By design, class assignments are intended to be completed during or shortly (within 48 hours) after class time. In the event that a student has an excused absence or needs more time completing assignments, an assignment can be turned in "late" without penalty as long as I am made aware of the situation and a new due date is agreed upon. Students and parents are strongly encouraged to contact me via email in the event of an absence or struggles with the material in question. Students are strongly encouraged to stay up-to-date on work completion, because playing "catch up" often creates undue stress and "falling behind" can create gaps in the student's knowledge base.

Make-Up Work/Extra Credit: It is the student's responsibility to find out what work they missed while gone. If a student has problems with a deadline or some aspect of an assignment, they are strongly encouraged to meet with me to negotiate an alternative arrangement before the due date. Students are encouraged to email me directly for instructions. Over the course of the term, opportunities for extra credit such as extra readings and activities *may* become available.

Behavioral expectations:

* Daily attendance: Because we only meet synchronously twice per week this school year, regular attendance is essential for classroom success. New material and resources, walk-throughs of class assignments, activities and assessments, as well as class discussions are covered during our synchronous meetings. Consistent engagement is positively correlated with greater understanding of topics covered and successful completion of class assignments, activities and assessments.

* Participation: This is a student-centered discussion-oriented class, so regular participation in class activities and discussions is one of the ways the instructor knows students are engaged and learning. It is also a way for the instructor to check for student understanding on a day-to-day basis as students process new information.

* Timely completion of work: Ideas in this course build on one another. If students fall behind, they may suffer from gaps in content and consistent practice of skills developed in activities. Students who do not complete their work in a timely manner are also in jeopardy of failing to pass assessments and may be hindered in their learning process.

* Respect: All points of view are respected in this class. The instructor makes a conscientious point to ensure that every student is treated with compassion and respect on a daily basis. Students, in turn, are expected to return the same compassion and respect to the instructor.

* Technology: Students are expected to have their cell phones and other electronic devices stowed away in a safe place and on silent during the lecture, warmup and debriefing sections of the class. The instructor will notify students when it is appropriate to use such devices. (See below)

* Food and Drink: Students are allowed to eat and drink in class, and are expected to clean up after themselves. If students are unable to do this, food and drink privileges may be suspended.

* Have fun and explore/consider the concepts presented in class. Engage with the instruction, discussions and activities. Be sure to ask clarifying questions when necessary. In this class, we agree to listen to understand, examine bias, make connections, and put relationships first.

Personal Learning Devices (PLD): Electronic Devices may only be used when approved by the instructor for learning, classroom collaboration, or educational purposes. Students are expected to use their PLD in a professional and respectful manner. Use of a PLD is completely optional and not required. All assignments can be completed with or without a PLD. Students who choose to use a PLD assume all liability for its use. Standard text message and data rates apply. Instructor and PPS are not financially liable if a PLD is lost or damaged.

Safety issues and requirements:

Rules: Non-Negotiable: The following actions are grounds for automatic referrals and potential suspensions (but not limited to):

Any derogatory or foul language addressed to the teacher, students or any other person or group is completely unacceptable and will result in disciplinary action.

Physical violence: Threats of physical violence/injury to self or others, sexual harassment/intimidation, discussion of violence or violent acts, or acts of aggression toward students or staff will not be tolerated.

Sequence of Disciplinary Action:

In general, this is the pattern of steps that will be taken for behaviors considered distracting/disruptive to the educational process.

The first time a behavior becomes a concern: The student will be made aware that the behavior is a concern and be provided with options for alternate ways to engage in discussions/activities.

The second time a behavior becomes a concern: The student will be invited to conference with the teacher 1:1 in order to resolve the concern.

The third time a behavior becomes a concern: A call will be made to a parent or guardian in order to brainstorm ways for resolving the behavior of concern.

The fourth time a behavior becomes a concern: Affected parties will engage in restorative justice practices in order to resolve the concern.

IF NONE OF THOSE EFFORTS SUCCEED: The student will receive a referral to a school administrator and/or a family-teacher conference will be arranged.

At any time, a student can be asked to wait briefly until the teacher can meet them 1:1 and discuss options. Refusal to remove self can result in security being notified and further disciplinary action being taken.