

# Psychology

## Course Syllabus



### Supervising Teacher

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### Course Description:

**Psychology**                      **2 semesters**                      **2 credits**                      **Grades 10-12**

In this course, students will consider the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

### Recommended Textbook Options:

MCGRAW-HILL - GLENCOE *Understanding Psychology* SE 2003 Edition I-DEA TOP PICK  
HARCOURT - HOLT *Psychology: Principles in Practice* SE 2003 Edition I-DEA TOP PICK

### Recommended Supplemental Materials or Software:

This course has no required extra software.

### Supplies or Equipment:

There are no additional supplies or equipment needed for this course.

### End of Course Assessment Options:

This course has 4 anchor assignments for each semester (8 total). These are the required assessment piece for this course.

### Course Evaluation:

60% of the grade for this course will be determined by the parent. The other 40% will come from the grading of the anchor assignments or semester exam.

## Pacing Guide

The topics and standards for this course have been divided between the two semesters.

Semester 1 (Fall)	Semester 2 (Spring)
Introduction to Psychology	Learning Cognitive Processes
The Life Span	Personality and Individuality
The Workings of the Mind and Body	Adjustment/Breakdown/Social Psychology

In order to fulfill this pacing requirement, the recommended texts have been broken down by chapter. Covering the chapters in the order listed will insure that all topics on the semester exam will be covered during the appropriate semester.

### McGraw Hill/Glencoe “Understanding Psychology”

Semester 1(Fall)	Semester 2 (Spring)
Chapter 1-2	Chapter 9-12
Chapter 3-5	Chapter 13-14
Chapter 6-8	Chapter 15-21

### Harcourt Holt “Psychology: Principle in Practice”

Semester 1(Fall)	Semester 2 (Spring)
Chapter 1-2	Chapter 6-9
Chapter 10-12	Chapter 13-16
Chapter 3-5	Chapter 17-21

### Additional Information from the Instructor:

None.

### I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code**:

*“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”*

## CONTENT STANDARDS PSYCHOLOGY

### Standard 1: Contemporary Perspectives

Goals:	Objective 1	Objective 2	Objective 3	Objective 4
Goal 1.1 Explain multiple approaches to understanding human thought	Students in Psychology analyze how a biological, behavioral, cognitive, sociocultural, and humanistic perspective aid in explaining human thought.			
Goal 1.2 Evaluate the limitations of each perspective.	Students in Psychology evaluate the limitations of each perspective.			

### Standard 2: Subfields of Psychology

Goals:	Objective 1	Objective 2	Objective 3	Objective 4
Goal 2.1 List and explain the major subfields and careers of Psychology.	Students in Psychology build an understanding of the subfields and career opportunities of Psychology.			
Goal 2.2 Explain the difference between a Psychiatrist and a Psychologist.	Students in Psychology build an understanding of the difference between a Psychiatrist and a Psychologist.			

### Standard 3: Research Strategies

Goals:	Objective 1	Objective 2	Objective 3	Objective 4
Goal 3.1 Describe the elements of an experiment and the types of research performed in Psychology.	Students in Psychology build an understanding of the elements of an experiment.			
Goal 3.2 Identify the importance of sampling, random assignment, qualitative and quantitative research strategies.	Students in Psychology identify the importance of sampling, random assignment, qualitative and quantitative research strategies.			

## CONTENT STANDARDS PSYCHOLOGY

### **Standard 4: Purpose and Concepts of Statistics**

Goals:	Objective 1	Objective 2	Objective 3	Objective 4
Goal 4.1 Describe how statistics are used in Psychology.	Students in Psychology build an understanding of descriptive statistics, central tendency, variability, correlation, and inferential statistics.			
Goal 4.2 Explain how statistics are used in Psychological research.	Students in Psychology build an understanding of how statistics are used in Psychological research.			

### **Standard 5: Ethical Issues in Human and Animal Research**

Goals:	Objective 1	Objective 2	Objective 3	Objective 4
Students in Psychology explain ethical issues in Psychological research.	Goal 5.1 Describe current ethical issues in human and animal research.			

### **Standard 6: Development of Psychology as a Science**

Goals:	Objective 1	Objective 2	Objective 3	Objective 4
Goal 6.1 Explain the contributions of early Psychologists and the emergence of experimental Psychology.	Students in Psychology build an understanding of Psychology's roots in philosophy and natural science.			
Goal 6.2 Describe the emergence of experimental psychology, and explain the diverse psychological theories of the 20th and 21st centuries.	Students in Psychology describe the emergence of experimental psychology, and recognize the diverse psychological theories of the 20th and 21st centuries.			