

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: PSYCHOLOGY/PSYCHOLOGY HONORS 05</b> <b>COURSE NUMBER: 150A AND 150B</b>
<b>GRADE(S): 11<sup>TH</sup> AND 12<sup>TH</sup></b>	<b>PRE-REQUISITES (IF ANY):</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Introduction to Psychological Methods and Social Psychology	10 days	<ul style="list-style-type: none"> <li>overview of the field of psychology</li> <li>the scientific method and experimental design</li> <li>research methods of psychology - naturalistic observation, laboratory observation, survey, tests, experiments</li> <li>correlation confounds</li> <li>validity and reliability</li> <li>ethics in psychological research</li> <li>obedience, conformity and altruism - Milgram, Asch, Darley and Latane</li> <li>persuasion and influence</li> <li>attitude - roots of prejudice and change</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>read for main idea.</li> <li>participate in class discussions.</li> <li>take notes from discussions and readings</li> <li>evaluate strengths and weaknesses of research studies</li> <li>formally present analysis of research study significance</li> </ul> <p><b>Honors:</b></p> <ul style="list-style-type: none"> <li>facilitate small group work</li> </ul>	<ul style="list-style-type: none"> <li>participation in class discussion</li> <li>evaluation of an authentic experimental design</li> <li>small group analysis and presentation of landmark research study</li> <li>design an original social psychology experiment</li> </ul>	
The Brain and Nervous System	6 days	<ul style="list-style-type: none"> <li>how psychologists study the brain: PET scan, MRI and EEG technology</li> <li>neurosurgery and lesion method</li> <li>neurons and neurotransmitters</li> <li>lateralization and split-brain research</li> <li>evolution and the brain - brain stem, limbic system and cerebral cortex</li> <li>localization of function in cerebrum</li> </ul> <p><b>Honors:</b></p> <ul style="list-style-type: none"> <li>neural plasticity</li> <li>aphasias and agnosias</li> <li>stem cell research</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>read for main idea.</li> <li>participate in class discussions.</li> <li>take notes from discussions and readings</li> <li>identify localized brain functions</li> <li>diagnose neurological damage from symptoms</li> <li>prepare for objective test</li> <li>take objective test</li> <li>write formal essay to support an analytical thesis with reference to specific evidence</li> </ul> <p><b>Honors:</b></p> <ul style="list-style-type: none"> <li>facilitate discussion on stem cell research funding</li> </ul>	<ul style="list-style-type: none"> <li>participation in class discussion</li> <li>diagnosis from case study symptoms activity</li> <li>objective test</li> <li>formal essay on research methods, social psychology and brain structure</li> </ul>	Interdisciplinary Learning (6) Research, Evidence, Point of View (3) Interdisciplinary Learning: Ethics (5)
Sensation and Perception	6 days	<ul style="list-style-type: none"> <li>sensory structures - accessory structures, transducers, coding, thalamus and sensory cortexes</li> <li>sensory systems - gustation, olfaction, vision, hearing, touch, vestibular sensation, pain, proprioception</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>read for main idea.</li> <li>participate in class discussions.</li> <li>take notes from discussions and readings</li> </ul>	<ul style="list-style-type: none"> <li>participation in class discussion</li> <li>analysis of visual cues</li> <li>case studies</li> </ul>	Research, Evidence, Point of View (3) Society, Diversity,

		<ul style="list-style-type: none"> <li>mystery of pain - neuromatrix theory</li> <li>perceptual principles and illusions</li> <li>attention theory</li> </ul> <p><b>Honors:</b></p> <ul style="list-style-type: none"> <li>phantom pain and neuropathic pain</li> <li>neural remapping theory</li> </ul>	<ul style="list-style-type: none"> <li>form hypothesis and plan to test hypothesis in perceptual dysfunction case studies</li> <li>identify perceptual principles in art and visual illusions</li> <li>apply perception and attention theory to visual design problems and automobile operation</li> </ul>	<ul style="list-style-type: none"> <li>perceptual dysfunction</li> <li>automobile operation policy evaluation or product design</li> </ul>	Commonality, the Individual (4)
Research Project	4 days	<p>College Prep:</p> <ul style="list-style-type: none"> <li>documented paper on recent research in psychology</li> </ul> <p>Honors:</p> <ul style="list-style-type: none"> <li>documented paper on a current controversy in psychology</li> </ul>	<ul style="list-style-type: none"> <li>identify a research study on a topic of interest</li> <li>evaluate strengths and weaknesses research methods</li> <li>evaluate significance of recent research in context of mainstream theory</li> <li>review outline skills and make outline for descriptive and analytical research paper.</li> <li>review citations skills and use MLA format in formal paper.</li> <li>Proofread, edit and revise drafts of a formal paper.</li> </ul> <p><b>Honors:</b></p> <ul style="list-style-type: none"> <li>formulate research question</li> <li>identify and use appropriate research sources</li> <li>conduct an interview with an authority on their topic</li> <li>review outline skills and make outline for descriptive and analytical research paper.</li> <li>review citations skills and use MLA format in formal paper.</li> <li>Proofread, edit and revise drafts of a formal paper.</li> </ul>	<ul style="list-style-type: none"> <li>initial research description</li> <li>thesis and formal outline</li> <li>preliminary draft</li> <li>final draft</li> </ul> <p>Honors:</p> <ul style="list-style-type: none"> <li>research question</li> <li>background outline, hypothesis and preliminary works cited</li> <li>interview summary notes</li> <li>thesis and formal outline</li> <li>preliminary draft</li> <li>final draft</li> </ul>	Research, Evidence, Point of View (3) Interdisciplinary Learning: Behavioral Science (6)
Human Development	6 days	<ul style="list-style-type: none"> <li>nature v. nurture - Watson and Kagan</li> <li>cognitive development -Piaget</li> <li>development of language</li> <li>psychosocial theory of development: Erikson</li> <li>attachment, parenting styles research studies</li> <li>gender socialization</li> <li>adolescent development - brain structures and circadian rhythms</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>read for main idea.</li> <li>participate in class discussions.</li> <li>take notes from discussions and readings</li> <li>identify and evaluate evidence for and against an assigned position on a controversial issue</li> </ul>	<ul style="list-style-type: none"> <li>participation in class discussion</li> <li>nature v. nurture debate</li> <li>objective exam</li> <li>formal essay</li> </ul>	Research, Evidence, Point of View (3)

		<ul style="list-style-type: none"> <li>aging - crystallized and fluid skills</li> </ul> <p><b>Honors:</b></p> <ul style="list-style-type: none"> <li>evocative gene-environment model</li> </ul>	<ul style="list-style-type: none"> <li>defend and attack evidence for and against an assigned position on a controversial issue</li> <li>write formal essay to support an analytical thesis with reference to specific evidence</li> </ul> <p><b>Honors:</b></p> <ul style="list-style-type: none"> <li>facilitate small group work</li> </ul>		
Learning and Memory	6 days	<ul style="list-style-type: none"> <li>classical conditioning - acquisition and extinction</li> <li>operant conditioning and behavior modification</li> <li>3 box model of memory - sensory memory, short term memory, long term memory</li> <li>forgetting - leveling, sharpening, constructive memory</li> <li>mnemonics and amnesias</li> </ul> <p><b>Honors:</b></p> <ul style="list-style-type: none"> <li>neurogenesis</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>read for main idea.</li> <li>participate in class discussions.</li> <li>take notes from discussions and readings</li> <li>evaluate school performance strategies</li> <li>create a behavior modification plan based on classical conditioning principles</li> <li>evaluate police procedures for eyewitness identification of suspects</li> </ul>	<ul style="list-style-type: none"> <li>participation in class discussion</li> <li>behavior modification plan</li> <li>eyewitness testimony policy</li> <li>objective exam</li> </ul>	Research, Evidence, Point of View (3) Society, Diversity, Commonality, the Individual (4)
Roots of Personality	4 days	<ul style="list-style-type: none"> <li>goals and purpose of personality theories</li> <li>psychodynamic theory: Freud and the unconscious, Id, Ego, Superego, defense mechanisms</li> <li>humanistic psychology: Rogers</li> <li>behaviorist theory: reciprocal determinism model</li> <li>trait theories - Big 5 Model</li> <li>personality testing issues</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>read for main idea.</li> <li>participate in class discussions.</li> <li>take notes from discussions and readings</li> <li>identify defense mechanism in case studies and art</li> <li>apply personality theory to fictional characters</li> <li>evaluate validity and reliability of common online personality tests</li> </ul>	<ul style="list-style-type: none"> <li>participation in class discussion</li> <li>defense mechanism activity</li> <li>fictional character analysis</li> <li>personality test evaluation</li> </ul>	Research, Evidence, Point of View (3) Interdisciplinary Learning: Ethics (5)
Disorders and Therapeutic Approaches	6 days	<ul style="list-style-type: none"> <li>abnormal behavior v. disorders</li> <li>the problems of classification - anxiety disorders, affective disorders, dissociative disorders and schizophrenia</li> <li>predisposition-stress model</li> <li>types of psychotherapy: psychodynamic therapy; behavioral therapy; humanistic therapies; group and family therapies</li> <li>evaluating the effectiveness of psychotherapy</li> <li>biological treatments - drugs and psychosurgery</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>read for main idea.</li> <li>participate in class discussions.</li> <li>take notes from discussions and readings</li> <li>make a small group presentation describing a class of disorders and a diagnostic episode</li> <li>create a visual to support the descriptive presentation</li> </ul>	<ul style="list-style-type: none"> <li>participation in class discussion</li> <li>diagnosis and treatment application</li> <li>small group presentation</li> <li>diagnosis and treatment activity</li> <li>objective exam</li> </ul>	Research, Evidence, Point of View (3)

		<p><b>Honors:</b></p> <ul style="list-style-type: none"><li>• pitfalls of "mental disease" model - Szasz</li><li>• cosmetic psychopharmacology - Prozac nation</li></ul>	<ul style="list-style-type: none"><li>• diagnose disorder in a case study</li><li>• apply therapeutic models to case studies</li><li>• evaluate strengths and weaknesses of treatment options</li></ul> <p><b>Honors:</b></p> <ul style="list-style-type: none"><li>• facilitate small group work</li><li>• facilitate discussion on cosmetic psychopharmacology</li></ul>		
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