



School District of Marshfield Course Syllabus

Course Name: Psychology
Length of Course: Semester
Credits: ½

Course Description:

Psychology explores the world of the mind through a thoughtful investigation into the history, theory, and application of psychology. The course emphasizes critical thinking skills, critical writing, integrated technology, and higher levels of reading skills.

Unit 1 and 2: History and Fields of Psychology Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

applied psychology	functionalism	Roger
behaviorism	Hall	Skinner
biological	humanism	sociocultural
clinical psychology	introspection	structuralism
cognitive	James Watson Freud	psychoanalytic theory
Wundt		

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

- K.E.4 Know the roots of psychology come from logic, philosophy, and science Standard SSE.12.6
- K.E.3 Know the various fields of psychology and associate them with the leading figures in psychology Standard SSB.

(S) SKILLS & APPLICATIONS

- S.E.3 Identify and explain the contributions of the early psychologists
- S.E.3 Explain the view of each of the fields of psychology
- S.E.3 Identify and state the significance of the founders of the major fields of psychology

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 3: Psychobiology

Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

absolute refractory period	endorphins	myelin sheath
action potential	excitatory	natural selection
adoption studies	family studies	neurotransmitters
afferent	forebrain	Olds and Milner
agonist	fraternal twins	parasympathetic
antagonist	genes	peripheral nervous system
autonomic nervous system	genetic mapping	phenotype
axon	genotype	pituitary gland
behavioral genetics	heterozygous condition	polygenic traits
central nervous system	hindbrain	recessive gene
cerebral cortex	homozygous	reuptake
cerebral hemispheres	hormones	soma
chromosomes	Huxley	somatic nervous system
corpus callosum	hypothalamus	Sperry
Darwin	identical twins	split brain surgery
Dendrites	inhibitory	synapse
dominant gene	lesioning	synaptic cleft
efferent nerve fibers	limbic system	terminal buttons
electrical stimulation	midbrain	thalamus
electroencephalograph	mutation	twin studies
endocrine system		

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

- K.E.3 Know the methods and appropriate uses of various brain scanning techniques Standard SSE.12.1
- K.E.3 Know components of the brain and their functions Standard SSE.12.1

- K. Know the components of the nervous system and their functions Standard SF.12.12
- K. Know how neurons transmit information Standard SF.12.12
- K. Know how the endocrine systems communicates information within the body Standard SF.12.12
- K. Know how genetics apply to psychology Standards SSE. 12.9, SF.12.4

(S) SKILLS & APPLICATIONS

S.A.12

Identify, describe, and state the advantages and disadvantages of the major brainscanning methods

S.A.1 Identify and explain the role of major components of the brain

S.C.1 Identify and explain the role of major components of the nervous system

S.C.1 Explain the chemical and electrical processes of neural impulses

S.C.1 Identify and explain the role of major components of the endocrine system

S.C.3 Explain the process of genetic transmission and apply genetic information appropriately to understanding psychological processes

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 4: Sensation and Perception

Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

absolute threshold	Gestalt	Phi phenomenon
afterimage	gustatory system	pictorial depth cues
auditory localization	Helmholtz	psychophysics
binocular depth cues	just noticeable difference	retina
bottom up processing	kinesthetic system	reversible figure
cochlea	light adaptation	rods
color blindness	monocular depth cues	sensation
cones	nearsightedness	sensory adaptation
convergence	olfactory bulb	signal detection theory
dark adaptation depth	olfactory system	subliminal perception
farsightedness	optic chiasm	top down processing
Fechner	optical illusion	trichromatic theory
Fechner's law	perception	vestibular system
Fovea	perceptual constancy	visual agnosia
frequency theory	perceptual set	Weber's Law
gate control theory		

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

- K.E.3 Know how sensory thresholds are established and that cognitive factors influence threshold Standard SSE.12.1
- K.E.3 Know how the sensory mechanisms transduce physical stimuli into neural impulses Standard SSE.12.
- K.E.3 Know the effects of sensory adaptation Standard SSE.12.1
- K.E.3 Know how the processes of attention work Standard SSE.12.1
- K.E.3 Know how the major perceptual processes function Standard SSE.

(S) SKILLS & APPLICATIONS

- S.C.1 Describe the process of establishing thresholds
- S.C.1 Explain how thresholds are influenced by subjective experiences
- S.A.1 Identify the major components of the sensory systems
- S.C.1 Explain how physical stimuli are converted into neural impulses
- S.C.1 Describe the process of sensory adaptation and explain the role of adaptation in everyday experiences
- S.C.1 Explain how attention is not static and influenced by various environmental and cognitive factors
- S.C.1 Identify and explain the function of major perceptual processes

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 5: States of Consciousness

Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

alcohol	James	psychoactive drugs
cannabis	latent content	REM sleep
circadian rhythms	lucid dreams	reticular activation system
dependence	manifest content	sedatives
electroencephalograph	meditation	sleep apnea

Freud	narcolepsy	slow wave sleep
Hallucinogens	narcotics	somnambulism
Hobson	night terrors	stimulants
Hypnosis	nightmares	tolerance
insomnia	opiates	

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

- K.E.3 Know the processes involved with sleep and dreaming Standard SSE.12.1
- K.E.3 Know the powers of hypnosis are very subjective Standard SSE.12.1
- K.E.3 Know the effects of various psychoactive drugs Standard SSE.12.1

(S) SKILLS & APPLICATIONS

- S.A.1 Describe the processes of sleep and dreaming
- S.A.1 Explain the purposes of each state of consciousness
- S.C.1 Identify the major powers associated with hypnosis
- S.C.1 Explain the reason the powers are the center of a controversy surrounding the usefulness of hypnosis in psychology
- S.C.1 Identify major drug categories
- S.C.2 Describe the effects of the drugs on the brain

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 6: Learning

Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
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VOCABULARY

acquisition	instinctive drift	reinforcement
avoidance	intermittent reinforcement	schedule of reinforcement
Bandura	law of effect	secondary reinforcer
behavior modification	learning	Seligman
classical conditioning	matching law	shaping
concurrent schedules	negative reinforcement	Skinner
reinforcement	observational learning	Skinner box
conditioned reinforcer	operant chamber	spontaneous recovery

conditioned response	operant conditioning	stimulus discrimination
conditioned stimulus	partial reinforcement	stimulus generalization
continuous reinforcement	Pavlov	Thorndike
discriminative stimuli	Pavlovian conditioning	token economy
elicit	phobias	unconditioned response
escape	learning positive reinforcement	unconditioned stimulus
extinction	preparedness	variable interval schedule
fixed internal schedule	primary reinforcers	variable ration schedule
fixed ration schedule	punishment	Watson
higher order conditioning		

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

- K.E.3 Know the biological factors of learning Standard SSE.12.1
- K.E.3 Know the process of classical conditioning Standard SSE.12.1
- K.E.3 Know the process of operant conditioning Standard SSE.12.1
- K.E.3 Know the process of social learning theory Standard SSE.12.1
- K.E.3 Know the cognitive processes of learning Standard SSE.12.1

(S) SKILLS & APPLICATIONS

- S.B.6 Describe the biological factors of learning
- S.B.6 Explain why certain learning tasks are biologically predisposed
- S.B.6 Identify the components of classical conditioning
- S.C.1 Explain how learning is achieved through its application
- S.B.6 Identify the components of operant conditioning
- S.C.1 Explain how learning is achieved through its application
- S.B.6 Identify the components of social learning theory
- S.C.1 Explain how learning is achieved through its application
- S.C.1 Identify the components of the cognitive processes in learning

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Sniffy, the Virtual Rat
Unit 7: Cognition
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

7 +/2	Heuristic	prototypes
algorithm	hindsight bias	recall
amnesia	implicit memory	recognition
Atkinson and Shiffrin	interference	theory rehearsal
attention	keyword method	relearning
availability heuristic	language acquisition device	Representativeness
bilingualism	linguistic	relativity retention
Chomsky	Loftus	retrieval
chunk	long term memory	retroactive interference
confirmation bias	long term potentiation	schema
conjunction fallacy	mean length of utterance	semantics
convergent thinking	mental set	sensory memory
creativity	method of loci	serial position
critical period	Miller	short term memory
decay theory	mnemonic devices	social speech
deep structure	morphemes	storage
Ebbinghaus	overextension	surface structure
encoding	overregularization	syntax
explicit memory	phonemes	telegraphic language
flashbulb memories	pragmatics	telegraphic speech
forgetting curve	private speech	tip of the tongue
framing	proactive interference	underextensions
functional fixedness	problem space	Vygotsky

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities

A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

- K.E.3 Know the major theorists and the contribution to the study of memory
Standard SSE.12.6
- K.E.3 Know the major theorists and the contribution to the study of language
Standard SSE.12.6
- K.E.3 Know the major theorists and the contribution to the study of thinking
Standard SSE.12.6
- K.E.3 Know the major theorists and the contribution to the study of problem solving and creativity
Standard SSE.12.6

(S) SKILLS & APPLICATIONS

- S.A.2 Identify the major figures in memory theory, describe their theories, and evaluate their strengths and weaknesses
- S.A.2 Identify the major figures in language theory, describe their theories, and evaluate their strengths and weaknesses

S.A.2 Identify the major figures in thinking theory, describe their theories, and evaluate their strengths and weaknesses

S.A.2 Identify the major figures in problem solving and creativity theory, describe their theories, and evaluate their strengths and weaknesses

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 8: Motivation and Emotion

Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

achievement motive	fight or flight response	obesity
affiliation motive	Freud	opponent process theory
androgens	galvanic skin	response polygraph
Atkinson	general adaptation syndrome	Schachter
Bard	glucostats	Selye
body mass index	homeostasis	set point theory
Cannon	incentive	settling point theory
collectivist culture	individualist culture	Solomon
constructive coping	Izard	stress
coping	Lange	subjective well being
display rules	learned helplessness	Type A personality
drive reduction theory	lie detector	Type B personality
estrogens	motivation	William James
facial feedback	hypothesis	

(A) ATTITUDES

A.1 Respect self and others

A.2 Appreciate detail

A.3 A sense of curiosity

A.4 Embrace civic responsibilities

A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

K.E.4 Know the biological basis for motivation Standard SSE.12.2

K.E.4 Know that cognitive and social factors contribute to motivation Standard SSE.12.2

K.E.4 Know the major theories of emotion Standard SSE.12.2

K.E.4 Know the sources and psychological effects of stress Standard SSE.12.2

(S) SKILLS & APPLICATIONS

S.C.1 Explain how biological motives are related to drives

S.C.1 Describe the various cognitive and social motives

S.C.1 Outline the major theories of emotion and evaluate their strengths and weaknesses

S.C.1 Explain how stress influences cognitive processes

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 9: Developmental Psychology

Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

accommodation

Ainsworth

assimilation

attachment

authoritative

Baumrind

Bowlby

centration

cephalocaudal trend

conservation

cross sectional design

dementia

egocentrism

embryonic stage

Erikson

fetal alcohol syndrome

fetal stage

habituation

Harlow

imprinting

Kagan

Kohlberg

Kubler – Ross

longitudinal design

Lorenz

Marcia

Maslow

maturation

menarche

midlife crisis

nature versus nurture

object permanence

perinatal period

permissive

Piaget

placenta

prenatal period

primary sex characteristics

proximodistal trend

puberty

Schaie

secondary sex characteristics

separation anxiety

sequential design

stability versus change

stages versus Continuity

temperament

Thomas and Chess

Udry

Zygote

(A) ATTITUDES

A.1 Respect self and others

A.2 Appreciate detail

A.3 A sense of curiosity

A.4 Embrace civic responsibilities

A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

K.E.4 Know the basic research models for studying development Standard SSB.12.7

K.E.4 Know that several controversies exist in the field of developmental psychology Standard SSB.12.7

K.E.4 Know the major figures and their theories of development Standard SSB.12.7

(S) SKILLS & APPLICATIONS

S.C.1 Describe the basic research models and evaluate their strengths and weaknesses

S.C.1 Describe the controversies in the field of developmental psychology and understand the reasons for the divergent views

S.C.1 Identify the major figures in development, outline the major theories of development, and evaluate their strengths and weaknesses

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 10: Personality

Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

Adler	humanism	psychodynamic theories
Allport	id	psychosexual stages
archetypes	Idiographic	rationalization
Bandura	incongruence	reaction formation
behavioral personality theory	inkblot test	reality principle
Cattell	introverts	reciprocal determinism
collective unconscious	Jung	regression
Costa and McRae	Maslow	repression
defense mechanism	Mischel	Rogers
displacement	MMPI	Rorarschach
ego	model	self actualization
extraverts	nomothetic	self efficacy
Eysenck	observational learning	sensation seeking
factor analysis	oedipal complex	Skinner
Five Factor Model	personal unconscious	superego
fixation	personality	superiority
Freud	pleasure principle	Thematic Aperception Test
hierarchy of needs	preconscious	trait
hindsight bias	projection projective	test unconscious

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

- K.E.3 Know the major personality theorists and their contribution to personality theory Standard SSE.12.2
- K.E.3 Know the two major approaches to testing personality Standard SSE. 12.2

(S) SKILLS & APPLICATIONS

- S.C.1 Identify the major figures in personality theory, describe their theories, and evaluate their strengths and weaknesses
- S.C.1 Describe testing models for personality and evaluate their strengths and weaknesses

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 11: Testing and Individual Differences
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

achievement test	fluid intelligence	percentile score
aptitude tests	Galton	reification
Binet	Gardner	reliability
construct validity	heritability ratio	standardization norms
content validity	intelligence quotient	Sternberg
correlation coefficient	intelligence tests	Terman
criterion related validity	mental age	retardation validity
crystallized intelligence	normal distribution	Wechsler deviation
IQ scores		

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

K.E.3 Know the characteristics of effective assessment in psychology Standard SSE.12.1

K.E.3 Know the purposes of intelligence assessment Standard SSE.12.1

K.E.3 Know the heredity versus environment controversy as it applies to intelligence Standard SSE.12.1

(S) SKILLS & APPLICATIONS

S.C.1 Identify the characteristics, describe the proper applications, and evaluate the strengths and weaknesses of assessments in psychology

S.C.1 Describe testing models for intelligence and evaluate their strengths and weaknesses

S.C.1 Explain how heredity and environment can influence intelligence

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 12: Disorders and Therapy

Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

affective disorder	dissociative identity disorder	paranoid schizophrenia
agoraphobia	dissociative amnesia	personality disorders
anorexia	Dix	phobic disorder
antisocial personality disorder	dream analysis	placebo effects
anxiety disorders	dysthymic disorder	positive symptoms
Aversion therapy	eclecticism	prevalence
axis	ECT	prognosis
Beck	Ellis	psychiatrists
behavior therapies	epidemiology	psychoanalysis
biomedical therapies	etiology	psychopharmacotherapy
bipolar disorder	Eysenck	regression toward the mean
bulimia	free association	representativeness heuristic
catatonic	Freud	resistance
client centered therapy	generalized anxiety disorder	Rogers
clinical psychologists	group therapy	Rosenhan
cognitive therapy	hallucinations	schizophrenic disorders
Comorbidity	hypochondriasis	Seligman
conversion disorder	insanity	Skinner
culture bound disorders	insight therapies	somatization disorder
cyclothymic disorder	interpretation	somatiform disorder
deinstitutionalization	lithium	spontaneous remission

delusion	mood disorder	systematic desensitization
depression	multiple personality disorder	Szasz
diagnostic Statistical Manual	negative symptoms	tardive dyskinesia
disorganized schizophrenia		NolenHoeksema
transference	dissociative disorders	OCD
undifferentiated schizophrenia		dissociative fugue
panic disorder		Wolpe

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

- K.E.3 Know how disorders are diagnosed Standard SSE.12.16
- K.E.3 Know the etiology of various disorders Standard SSE.12.16
- K.E.3 Know the major categories for disorders and describe their symptoms Standard SSE.12.16
- K.E.3 Know the major treatment approaches Standard SSE.12.16
- K.E.3 Know the methods to maintaining mental health Standard SSE.12.16

(S) SKILLS & APPLICATIONS

- S.C.1 Describe the process of diagnosis and explain why it is a complex process
- S.C.1 Describe the onset of various disorders and the multiple explanations for why disorders start
- S.C.1 Identify the major disorders, describe their symptoms, and discuss their epidemiology
- S.C.1 Identify the major approaches to treatment, describe the application of the approaches, and evaluate their strengths and weaknesses
- S.C.1 Describe the process of effectively maintaining mental health

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 13: Social Psychology

Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- be literate in the social sciences.
- value, respect, and accept responsibility for citizenship.

VOCABULARY

Asch	Festinger	Janis
attitudes	fundamental attribution	error message

attributions	group	Milgram
bystander effect	group cohesiveness	obedience
cognitive dissonance	group polarization	outgroup
collectivism	groupthink	prejudice
conformity	illusory correlation	reciprocity
discrimination	individualism	social loafing
ethnocentrism	ingroup	social psychology
external attributions	internal attributions	stereotypes
Zimbardo		

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE

- K.E.2 Know how group dynamics influence individuals in groups Standard SSE. 12.6
- K.E.2 Know the processes of conformity, obedience, and compliance Standard SSE. 12.3 K.E.2
- Know how attitudes are attained and can explain how they are changed Standard SSE.12.7
- K.E.2 Know how antisocial behaviors are attained and explain how they are changed Standard SSE.12.1

(S) SKILLS & APPLICATIONS

- S.B.6 Describe group dynamics and explain how they influence individuals within groups
- S.B.6 Describe the research on conformity, obedience, and compliance and assess its strengths and weaknesses
- S.B.6 Describe how attitudes are attained and explain how they can be changed
- S.B.6 Describe how antisocial behaviors are attained and explain how they can be changed

RESOURCES

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.