

Psychology II Course Syllabus

Course Title: Psychology II

Department: Social Studies Chelmsford High School

Primary Course Materials: Psychology and You

Course Description: This semester course is for juniors and seniors who have successfully completed the Psychology I course. It is only available to students who have earned an 80 or higher in the introductory course. This course will cover such topics as; sensation and perception, motivation and emotion, learning, human development, and personality. This course provides an in depth study of current psychological issues. Emphasis is placed on research, analysis, interpretation, and writing skills. Students planning to major in the social sciences in college should consider taking this course.

Essential Questions:

What is Psychology and what is not?

What are the Perspectives used in Psychology Today?

How does stimulation become sensation?

How are the senses alike and how are they different?

What is the relationship between sensation and perception?

What sort of learning does classical conditioning explain?

How do we learn new behaviors through operant conditioning?

How does cognitive psychology explain learning?

What is memory?

How do we form memories?

How do we retrieve memories?

Why does memory sometimes fail us?

How do children acquire language?

What are the components of thought?

What abilities do good thinkers assess?

What do our emotions do for us?

Where do our emotions come from?

How much control do we have over our emotions?

Motivation: What makes us act as we do?

How are achievement, hunger, and sex alike? Different?

How and why do we experience stress?

How do psychologists explain development?

What capabilities does the child possess?

What are the developmental tasks of infancy and childhood?

What changes mark the transition of adolescence?

What developmental challenges do adults face?

What forces shape our personalities?

What persistent patterns are found in personality?

What “theories” do people use to understand each other?
How does the social situation affect our behavior?
What are the roots of violence and terrorism?

*Essential questions from Zimbardo, Philip G. et al Psychology Ap*Edition. Pearson. Boston. 2007.*

Course Objectives: (what students will know and be able to do)

1. Develop questions that guide inquiry and research in class work
2. Analysis of effective argument and critical thinking from scientific research
3. Express oneself clearly and effectively through writing and speaking
4. Critical analysis of statistics and graphic representations of data

Common Goals:

Thinking and Communicating

- 1) Read information critically to develop understanding of concepts, topics and issues.
- 2) Write clearly, factually, persuasively and creatively in Standard English.
- 3) Speak clearly, factually, persuasively and creatively in Standard English.
- 4) Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines

- 6) Gain and Apply Knowledge in:
 - a) Literature and Language
 - b) Mathematics
 - c) Science and Technology
 - d) Social Studies, History and Geography
 - e) Visual and Performing Arts
 - f) Health and Physical Education

Work and Contribute

- 7) Demonstrate personal responsibility for planning one’s future academic and career options.
- 8) Participate in a school or community service activity.
- 9) Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Concepts and Skills from the National Standards for Psychology

<http://www.apa.org/ed/precollege/topss/national-standards.pdf>

I. Biopsychological Domain

- A. Sensation and Perception
- B. Motivation and Emotion
- C. Stress, Coping, and Health

- II. Developmental Domain
 - A. Life Span Development
 - B. Personality and Assessment
- III. Cognitive Domain
 - A. Learning
 - B. Memory
 - C. Thinking and Language
 - E. Individual Differences
- IV. Variations in Individual and Group Behavior Domain
 - A. Social and Cultural Dimensions of Behavior

Additional Learning Skills Beyond the Curriculum Framework

Instructional practices support the achievement of 21st C. Learning Expectations by:

(check those that apply to the Course)

- personalizing instruction
- engaging students in cross disciplinary learning
- engaging students as active and self directed learners
- emphasizing inquiry, problem solving and higher order thinking
- applying knowledge and skills in authentic tasks
- engaging students in self assessment and reflection
- integrating technology

Content: National Standards for Psychology

<http://www.apa.org/ed/precollege/topss/national-standards.pdf>

Content Standards Unit 1 Sensation and Perception

After concluding this unit, students understand:

- IIB-1. Basic concepts explaining the capabilities and limitations of sensory processes
- IIB-2. Interaction of the person and the environment in determining perception
- IIB-3. Nature of attention

Content Standards Unit 2 Learning

After concluding this unit, students understand:

- IVA-1. Characteristics of learning
- IVA-2. Principles of classical conditioning
- IVA-3. Principles of operant conditioning
- IVA-4. Components of cognitive learning
- IVA-5. Roles of biology and culture in determining learning

Content Standards Unit 3 Cognition, Language and Memory

After concluding this unit, students understand:

- IVB-1. Encoding, or getting information into memory
- IVB-2. Sensory, working or short-term, and long-term memory systems

- IVB-3. Retrieval, or getting information out of memory
- IVB-4. Biological bases of memory
- IVB-5. Methods for improving memory
- IVB-6. Memory constructions
- IVC-1. Basic elements comprising thought
- IVC-2. Strategies and obstacles involved in problem solving and decision-making
- IVC-3. Structural features of language
- IVC-4. Theories and developmental stages of language acquisition
- IVC-5. Links between thinking and language

Content Standards Unit 4 Motivation and Emotion

After concluding this unit, students understand:

- IIC-1. Motivational concepts
- IIC-2. The role of biology and learning in motivation and emotion
- IIC-3. Major theories of motivation
- IIC-4. Interaction of biological and cultural factors in emotions and motivations
- IIC-5. Role of values and expectancies in determining choice and strength of motivation
- IIC-6. Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects
- IIC-7. Effects of motivation and emotion on perception, cognition, and behavior

Additionally during this unit the following information is covered:

- IID-1. Sources of stress
- IID-2. Physiological reactions to stress
- IID-3. Psychological reactions to stress
- IID-4. Cognitive and behavioral strategies for dealing with stress and promoting health

Content Standards Unit 5 Development

After concluding this unit, students understand:

- IIIA-1. Development as a lifelong process
- IIIA-2. Research techniques used to gather data on the developmental process
- IIIA-3. Theories of development
- IIIA-4. Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)

Content Standards Unit 6 Personality and Assessment

- IIIB-1. How to distinguish between personality and personality constructs
- IIIB-2. Personality approaches and theories
- IIIB-3. Assessment tools used in personality
- IVE-1. Concepts related to measurement of individual differences
- IVE-2. Influence and interaction of heredity and environment on individual differences
- IVE-3. Nature of intelligence
- IVE-4. Nature of intelligence testing

Content Standards Unit 7 Social Psychology

After concluding this unit, students understand:

- VC-1. Social judgment and attitudes
- VC-2. Social and cultural categories

