

# **SOCIAL STUDIES DEPARTMENT**

## **PSYCHOLOGY**

**1/2 Credit**

### **Teacher**

Mrs. J. Gorman

### **Room Number**

253

### **Telephone Number**

(262) 942-2200

### **E-Mail Address**

jpgorman@kUSD.edu

### **Contact Times**

Before or after school or prep. time

### **Extra Help**

Before or after school, prep. time, or school-wide tutoring service  
Mandatory intervention if grade falls below 70%

### **Prerequisites**

Junior/Senior Standing

### **Course Standards**

Understands history by examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Understands the concepts of behavioral sciences through psychology by studying factors that influence individual identity and learning.

**Most essential benchmarks may be viewed at: [www.kUSD.edu](http://www.kUSD.edu).**

### **Lifelong Learning Standards**

Knowledgeable person  
Complex thinker  
Effective communicator  
Self-directed learner  
Quality producer  
Contributing citizen

**Lifelong learning benchmarks may be viewed at: [www.kUSD.edu](http://www.kUSD.edu).**

### **Course Description**

This is an introductory course that introduces students to the systematic and scientific study of behavior and mental processes of humans and animals.

### **Course Outline**

Many of the following content areas will be covered:

History and Approaches	Research Methods
Biological Bases of Behavior	Sensation and Perception
States of Consciousness	Learning
Cognition	Motivation and Emotion
Development	Personality
Testing and Individual Differences	Abnormal Psychology
Treatment of Psychological Disorders	Social Psychology

### **Relevance**

Students will gain a greater understanding of psychological principles and the ability to apply them in their lives. This course also promotes critical thinking which encourages careful analysis of media claims, research results and other claims that are met in every day life.

### **Board-Approved Instructional Materials**

Kasschau, Richard, Understanding Psychology, Glencoe/McGraw-Hill, 2001, First Edition.

### **Supplementary Materials**

In students quest for knowledge and application of principles they should use a variety of primary sources, newspapers, journals, audiovisual materials, and software.

### **Methods of Assessment**

A variety of assessment strategies will be used and need not be limited to:

Psychological booklets	Research Projects
Service Learning Projects	Book/Movie Reports
Personal Journal Project	Vocabulary Quizzes
Foundation Questions	Enrichment Activities
Journal Summaries	Final
Written Test	

### **Percentage Distribution**

<u>55%</u>	<u>25%</u>
Written Tests	Enrichment Activities
Research Projects	Foundation Questions
Service Learning Projects	Psychological Journal Summaries
Book/Movie Reports	Vocabulary Cards
Personal Journal Research Projects	Vocabulary Quizzes

### **Board-Approved Grading Scale**

Excerpts taken from School Board Rule 6452:

#### GRADING SCALE

A+=98-100 percent  
A =93-97 percent  
A-=90-92 percent  
B+=86-89 percent  
B =83-85 percent  
B-=80-82 percent  
C+=76-79 percent  
C =73-75 percent  
C-=70-72 percent  
D+=66-69 percent  
D =63-65 percent  
D-=60-62 percent  
F =0-59 percent

#### MAKE-UP WORK

Students submitting work up to ten school days late without prior approval may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days without prior approval shall not be accepted for credit and shall be recorded with a score of zero.

Upon returning to school after an absence, a student has the responsibility within the number of days equal to the length of the absence or suspension to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility on the first day he or she returns to the course/class to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension, or truancy unless the work is submitted later than agreed upon deadlines.

**See Rule 6452 in its entirety at: [www.kusd.edu](http://www.kusd.edu).**

## Book/Movie Report

- Title
- Did you **like/dislike** the book/movie? Explain.
- Plot
- 4 **psychological factors** that were portrayed in the book/movie
  - For each factor you will need to:
    - **underline** the name of the factor
    - **define** the factor
    - include **3 specific, detailed examples** of the factor as portrayed in the book/movie and **explain** why you feel each is an example of the factor
    - explain whether this an **accurate** portrayal of the factor
- Was this book/movie **helpful/harmful** to the understanding of psychology?

## Psychology Booklet

You will be making a psychology booklet. You will use information from at least **3** of the following content areas:

- |                          |                                 |
|--------------------------|---------------------------------|
| -Biological Bases        | -Sensation and Perception       |
| -Learning                | -States of Consciousness        |
| -Cognition               | -Motivation and Emotion         |
| -Development             | -Personality                    |
| -Psychological Disorders | -Testing/Individual Differences |
| -Therapy                 | -Social Psychology              |

You will need to use at least **5 terms** from each content area. Each term will have a separate page where it will be defined, creatively portrayed (a chart isn't creative enough), you will give an explanation of your creative portrayal and the terms importance in psychology. The booklet will have a title page, table of contents, and preface. In the preface you will explain why you did the project and what you learned by doing it. You may also want to explain anything that I should consider in grading your booklet.

## Propose An Idea Of Your Own/Build and Demonstrate

If you like to build and create things and/or demonstrate psychological concepts, propose your own idea and get it approved.

## Service Learning Presentation

Service Learning allows students to apply knowledge learned in class to a volunteer service that they choose to provide. This service needs to meet a genuine need in the community at large. This **presentation** will include a poster/video/etc. explaining your service and the site. It requires a typewritten paper, minimum of 5 pages, using proper essay format. It will completely and insightfully answer the following:

- Why did you choose this community site?
- What were you expectations before going to the site?
- What services this site does provide for the community.
- What did you do while you were at the site?
- How valuable is this service to the community? Explain.
- How you feel about your experience now that you are done.
- What 3 psychological factors that you experienced at this site.

Each factor should be underlined, defined, and have at least 2 specific, detailed examples with an explanation of why you feel each is an example of the factor.

## Personal Journal

This journal must be kept for at least a month and requires instructor approval. A reaction paper with a minimum of four pages must be handed in with the journal. The reaction paper should include the use of at least 6 psychological terms: definition, one example and an explanation of why this is an example. The purpose of this assignment is to react to concepts covered in class as you apply them to your daily life.

## Research Paper

Find a topic of interest and research the topic in depth. Your topic must have instructor approval. You will be writing this in terms of how this topic would or does impact your life. This paper will follow standard research format including a bibliography and cited sources. Rough draft and final copy are required. This research paper requirement is a 5 page minimum.