



CHELMSFORD HIGH SCHOOL

Psychology I - CP 2023-2024

COURSE DESCRIPTION

This course introduces students to the scientific study of the mind and behavior and to the application of psychological theory to life. Topics include: research methods; biopsychology; lifespan development; learning; social psychology; personality; and psychological health, disorders and treatment. This course will establish a foundation for subsequent study in psychology.

Program of Studies

Prerequisite(s): none

REQUIRED TEXTS

Prentice Hall Psychology (ISBN: 0-205-79028-3)

COURSE GOALS and STUDENT LEARNING OUTCOMES:

COURSE GOALS

This course supports student development of Critical Thinking, Multicultural and Global Perspectives, and Social Responsibility.

STUDENT LEARNING OUTCOMES

1. Describe research methods used in the study of psychology and use standard guidelines of the discipline to evaluate psychological research
2. Explain how culture, social contexts and situational factors affect human behavior including one's own
3. Identify ways that the brain and biology impact behavior
4. Apply and differentiate major developmental and personality theories including the work of Freud, Erikson, Piaget, Skinner, Watson, Rogers and Bandura
5. Identify psychological concepts related to: improving the ability to live psychologically healthy lives; resolving intercultural conflicts; and understanding psychological problems

COURSE STANDARDS

Content Standard 1: The nature of psychological science

- 1.1 Define psychology as a discipline and identify its goals as a science
- 1.2 Differentiate scientific and non-scientific approaches to knowledge
- 1.3 Explain the value of both basic and applied psychological research with human and non-human animals

- 1.4 Identify careers individuals can pursue in psychological science
- 1.5 Identify ways individuals can use psychological science in any career

Content Standard 2: Research methods and measurements used to study behavior and mental processes

- 2.1 Describe research methods psychological scientists use
- 2.2 Compare and contrast quantitative and qualitative research methods used by psychological scientists
- 2.3 Describe the importance of representative samples in psychological research and the need for replication
- 2.4 Explain how and why psychologists use non-human animals in research
- 2.5 Explain the meaning of validity and reliability of observations and measurements

Content Standard 3: Ethical issues in research with human and non-human animals

- 3.1 Identify ethical requirements for research with human participants and non-human animals
- 3.2 Explain why researchers need to adhere to an ethics review process

Content Standard 4: Basic concepts of data analysis

- 4.1 Define descriptive statistics and explain how they are used by psychological scientists
- 4.2 Draw appropriate conclusions from correlational and experimental designs
- 4.3 Interpret visual representations of data

PERSONS WITH DISABILITIES

Chelmsford High School is committed to supporting the success and well-being of all students, regardless of varying abilities and levels of adaptive skills. The Special Education office provides services and resources to empower each student to attain their highest level of academic success and learning independence.

ACADEMIC INTEGRITY

At Chelmsford High School, students are expected to maintain high moral and ethical standards, as exemplified by the final sentence of our mission statement: *"A spirit of respect is fostered, as members take responsibility for their actions and acknowledge the rights and differences of others."* (CHS Mission Statement)

Students should respect themselves, other students, staff members and the school. The acts of cheating and plagiarism violate expectations that students will exhibit respectful, ethical behavior.

[The Academic Honor Code](#) exists to address the issues of cheating and plagiarism.

GRADING POLICIES

Please connect with individual teachers for specific information regarding grading. Students will be able to monitor academic progress biweekly through X2/ASPEN.

Students are strongly encouraged to take advantage of the academic support programs and services (such as PRIDE Block, after-school help, etc.) available to them to help ensure and support success. Information about these services can be found at

COURSE SKILLS

The following skills are addressed in this course: critical thinking, statistical analysis and interpretation, abstract thinking, and research skills

COURSE OUTLINE

History and Methods

Recognize how philosophical and physiological perspectives shaped the development of psychological thought.

- Describe and compare different theoretical approaches in explaining behavior:
 - structuralism, functionalism, and behaviorism in the early years;
 - Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;
 - evolutionary, biological, cognitive, and biopsychosocial as more contemporary approaches.
- Recognize the strengths and limitations of applying theories to explain behavior. Identify major historical figures in psychology (e.g. Sigmund Freud, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, John B. Watson, Wilhelm Wundt). Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses.
- Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations).
- Identify independent, dependent, confounding, and control variables in experimental designs.
- Describe how ethical and legal guidelines protect research participants and promote sound ethical practice

Biological Basis of Behavior

- Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.
- Describe the nervous system and its subdivisions and functions:
 - central and peripheral nervous systems;
 - major brain regions, lobes, and cortical areas;
 - brain lateralization and hemispheric specialization.

- Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).
- Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- Identify key contributors (e.g., Paul Broca, Michael Gazzaniga, Carl Wernicke).

Personality

- Compare and contrast the major theories and approaches to explaining personality (e.g., psychoanalytic, humanist, cognitive, trait, social cognition, behavioral).
- Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).
- Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).

Abnormal Behavior and Treatment

- Describe contemporary and historical conceptions of what constitutes psychological disorders.
- Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association.
- Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, dissociative disorders, feeding and eating disorders, etc.
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural
- Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.
- Compare and contrast different treatment formats (e.g., individual, group).
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe)

Consciousness

- Describe sleep as a state of consciousness

- Describe how our biological rhythms influence our daily living
- Describe the biological rhythm of our sleeping and dreaming stages
- Describe the functions of sleep
- Describe the effects of sleep loss and identify the major sleep disorders
- Describe substance use disorders
- Discuss the roles that tolerance and addiction play in substance abuse disorders and how the concept of addiction has changed.
- Identify the major categories of drugs

Assignments and assessments: nightly reading, primary source reading and films, documentaries, class discussion, various classroom activities, and multiple choice and open response test.

This syllabus and course outline are subject to change as Chelmsford High School seeks to continually improve the learning experiences for all students.

“We foster PRIDE* in our pursuit of excellence.”

PRIDE refers to our five core values – Perseverance, Respect, Integrity, Dedication, and Empathy. These five pillars represent our points of emphasis in supporting the development of quality students and quality citizens.