



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Psychology of Human Behavior Grade Level(s): 11-12 Units of Credit: 1 Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 43 Total Instructional Time: 64.5 hours
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Course Description

This course is an examination of topics relating to human behavior. Topics will include the early history of psychologists, the impact of various social groups on psychology, theories of psychology, methods of research, and careers in psychology. The effects of sociocultural influences on behavior, learning processes, cognitive processes, memory intelligence, and creativity will be studied. The student will also learn about emotions, motivation, stress, substance abuse, and coping mechanisms and its effect on the body.

Instructional Strategies, Learning Practices, Activities, and Experiences

Independent Reading
Homework
Oral Presentations
Constructed Responses

Reading and Writing Practice
Guided Group Practice
Guided Individual Practice
Journaling

Primary Source Analysis
Teacher Demonstrations
Media Analysis

Assessments

Essays
Short Response
Primary Source Documents
Journals
Homework

Reading Responses
Independent Project
Current Events
Group Project
Final Exam

Media Responses
Google Classroom
Oral Exams
Vocabulary
Role Play

Materials/Resources

Textbook: Online Resources
Google Classroom
iPads (with keyboards)
Printed News Media

Various Film Segments and Films
Microsoft Office Suite
Instructional YouTube Videos
Guest Speakers

Teacher-created Simulations/Tutorials
Individual Journals
Notebooks/Binders
Documentaries/Interviews

Adopted: 9/17/2003

Revised: 8/18/08; 5/15/2017

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will define psychology, evaluate its historical roots, identify and assess the various theoretical approaches to psychology, analyze research methods, and identify psychology-related careers.</p>	<p>Identify the various theories of behavioral psychology.</p> <p>Compare and contrast the theories of psychology.</p> <p>Analyze the early psychologists and evaluate their contributions to their field.</p> <p>List the procedure and variables involved in conducting scientific research.</p> <p>Compare and contrast the different methods of research.</p> <p>Identify the components of the scientific method.</p> <p>Analyze the steps involved in conducting ethical research.</p> <p>Debate the merits of using animal research in psychology.</p> <p>Identify the steps required in choosing a career in the field of psychology.</p> <p>Evaluate the impact of various social groups on psychology.</p> <p>Career Awareness and Preparation</p> <p>13.1.11.A Relate careers to individual interests, abilities, and aptitudes.</p> <p>13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</p> <p>13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p>

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<p>The student will define psychology, evaluate its historical roots, identify and assess the various theoretical approaches to psychology, analyze research methods, and identify psychology-related careers. (continued)</p>	<p>13.1.11.D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise <p>13.1.11 E Justify the selection of a career.</p> <p>13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Associate degree • Baccalaureate degree • Certificate/licensure • Entrepreneurship • Immediate part/full time employment • Industry training • Military training • Professional degree • Registered apprenticeship • Tech Prep • Vocational rehabilitation centers <p>13.1.11.G Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</p> <p>13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p>

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<p>The student will define psychology, evaluate its historical roots, identify and assess the various theoretical approaches to psychology, analyze research methods, and identify psychology-related careers. (continued)</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Reading in History and Social Studies</p> <p>CC.8.5.11-12.A Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CC.8.5.11-12.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>

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<p>The student will define psychology, evaluate its historical roots, identify and assess the various theoretical approaches to psychology, analyze research methods, and identify psychology-related careers. (continued)</p>	<p>CC.8.5.11-12.D Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>CC.8.5.11-12.F Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CC.8.5.11-12.I Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Writing in History and Social Studies</p> <p>CC.8.6.11-12.A Write arguments focused on discipline-specific content.</p> <p>CC.8.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.8.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC.8.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>

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<p>The student will define psychology, evaluate its historical roots, identify and assess the various theoretical approaches to psychology, analyze research methods, and identify psychology-related careers. (continued)</p>	<p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p> <p>Math</p> <p>CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.</p>

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<p>The student will identify ways in which sociocultural influences affect behaviors.</p>	<p>Identify the factors associated with interpersonal attraction.</p> <p>Analyze the factors of culture on the brain and behavior regarding aggression and violence.</p> <p>Debate causes of crime in society and create profiles of the offenders.</p> <p>Discuss the role the environment has on behavior.</p> <p>Assess the reasons behind obeying authority and identify the difference between just and unjust instructions.</p> <p>Explain cognitive dissonance, and identify ways to deal with it.</p> <p>Analyze verbal persuasion on behavior.</p> <p>Evaluate the impact of various social groups on psychology.</p> <p>Evaluate how groups affect our behaviors.</p> <p>Rights and Responsibilities of Citizenship</p> <p>5.2.12.A Evaluate an individual's civil rights, responsibilities, and obligations in various contemporary governments.</p> <p>5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.2.12.C Evaluate political leadership and public service in a republican form of government.</p> <p>5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.</p>

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<p>The student will identify ways in which sociocultural influences affect behaviors. (continued)</p>	<p>How Government Works</p> <p>5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. 5.3.12.G Evaluate the impact of interest groups in developing public policy. 5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life. 5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>United States History</p> <p>8.3.12.A Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world. 8.3.12.B Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history. 8.3.12.C Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

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<p>The student will identify ways in which sociocultural influences affect behaviors. (continued)</p>	<p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p> <p>Reading in History and Social Studies</p> <p>CC.8.5.11-12.A Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CC.8.5.11-12.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>

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<p>Describe and evaluate factors involved in stress, conflict, and psychological coping mechanisms.</p>	<p>Describe the physical and emotional changes from stress, conflicts, and anxiety.</p> <p>Compare and contrast eustress to distress.</p> <p>Examine the human response to stress upon the body.</p> <p>Examine the effects of substance abuse upon the brain and the body.</p> <p>Assess the short term vs. long term effects of substance abuse.</p> <p>Analyze the different methods of coping with stress and conflict.</p> <p>List the different defense mechanisms when it comes to dealing with stress and conflict.</p> <p>Concepts of Health</p> <p>10.1.12.A Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • Acute and chronic illness • Communicable and noncommunicable disease • Health status • Relationships (e.g., marriage, divorce, loss) • Career choice • Aging process • Retirement <p>10.1.12.B Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> • Fitness level • Environment (e.g., pollutants, available health care) • Health status (e.g., physical, mental, social) • Nutrition

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<p>Describe and evaluate factors involved in stress, conflict, and psychological coping mechanisms. (continued)</p>	<p>10.1.12.C Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • Cost • Food preparation (e.g., time, skills) • Consumer skills (e.g., understanding food labels, evaluating fads) • Nutritional knowledge • Changes in nutritional requirements (e.g., age, physical activity level) <p>10.1.12.D Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • Psychology of addiction • Social impact (e.g., cost, relationships) • Chemical use and fetal development • Laws relating to alcohol, tobacco and chemical substances • Impact on the individual • Impact on the community <p>10.1.12.E Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> • Research • Medical advances • Technology • Government policies/regulations <p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

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