

# Psychology

## **essential understanding**

Students will develop a greater understanding of the human psyche and behavior while enhancing their understanding of themselves and their place in the world.



## **overview**

This course offers students an engaging introduction to the essential topics of psychology. Students will be introduced to the content, terminology, methodology, and application of psychology as an academic discipline. Students will begin by learning the history of the academic field of psychology. Then students will explore current theories and research in four distinct and interconnected domains: physiological, cognitive, behavioral and affective. Through individual and group assignments, students will complete research experiments, dialogues, analysis of case studies and portfolio assignments. Students will explore many topics while continually relating the course to their own development and self-reflection.

# Psychology

**Guiding Question 2: How are mind and behavior interconnected to psychological development?**

## lessons

- \_\_\_\_\_ Consciousness
- \_\_\_\_\_ Memory
- \_\_\_\_\_ Developmental Psychology
- \_\_\_\_\_ Learning Theories
- \_\_\_\_\_ Personality

## group work

*Due date November 15/16*

\_\_\_\_\_ **Learning Theories-** Groups will choose one of the below learning theories and create a 4-6 minute presentation teaching the class about their learning theory.

Groups will construct their presentation with 2 focuses

1. Sharing knowledge, background and content about the learning theory.

*\*See the attached rubric for details*

2. Present a condensed lesson by using a hands-on/kinesthetic activity to demonstrate their learning theory. Groups will teach the class about their learning theory in the style of their learning theory.

## Learning Theories

- Classical Conditioning
- Operant Conditioning
- Social Learning
- Cognitive Theory (Cognitivism)
- Gestalt Theory
- Constructivism
- Transformative Learning Theory
- Theory of Multiple Intelligences

[Type here]

*Due date November 5/6*

\_\_\_\_\_ **Nature v. Nurture dialogue-** Students will dialogue on the presented video about the topic of nature v. nurture.

*Due date December 3/4*

\_\_\_\_\_ **Near Death Experiences-** Students will dialogue on the presented video about the topic of near-death experiences

### **individual work**

Due date November 15/16; December 6/7; December 20/21

\_\_\_\_\_ **Lesson Notes-** Students will take notes for all lessons presented. Lesson notes will be checked for completion every two weeks.

*Due date November 8/9*

\_\_\_\_\_ **Consciousness-** Students will choose to **complete 2 of 3** assignments below and create a 3-5 minute individual presentation for 1 assignment

**1.**

**Memory** –Students will **choose 8** of the memory vocabulary terms below. Students will complete their vocabulary in 2 parts

1. Definition/explanation of vocabulary term
2. Visual or real-world example of vocabulary term

### **Memory Vocabulary**

-Sensory Memory	-Encoding	-Short Term Memory	-Storage
-Long Term Memory	-Retrieval	-Chunking	-Hippocampus
-Working Memory	-Déjà vu	-Misinformation effect	-Amygdala

**2.**

**Sleep-** Students will choose from a topic below and create an individual project on their topic.

Topics:

-Circadian Rhythm	-Sleep Stages	-Sleep disorders
-The neurology and physiology of sleep		-Recommendations for healthy sleep habits

*\*See the attached rubric for details*

**3.**

**Your brain on psychologically altering substances (drugs)** - Students will choose a substance from the below list that has psychologically altering effects on the brain and body and will create a project about the substances’ affect on the brain and body.

*\*See the attached rubric for details*

**Substances:**

- |                 |                 |           |                   |             |          |
|-----------------|-----------------|-----------|-------------------|-------------|----------|
| Caffeine        | - Sugar         | - Alcohol | - Cannabis        | -Cocaine    | -Heroin  |
| MDMA            | - Crystal Meth- | Adderral  | - Prozac          | -red dye 40 | -Ambien  |
| Benzodiazepines | -Sleeping Aids  |           | -Anti-depressants |             | -Tobacco |

*Due date November 29/30*

**\_\_\_\_\_Developmental Psychology-** Students will **choose 1 of 2** assignments below

**1.**

**Developmental Psychologists Compare and Contrast-** Students will create an individual project focused on comparing and contrasting 2 influential developmental psychologist and their developmental theories.

*\*See attached rubric for more details*

**Developmental Psychologists**

- |   |  |
|---|--|
| -Sigmund Freud (psychosexual theory)      | -Jean Piaget (Cognitive Development)     |
| -Erick Erikson (psychosocial development) | -Albert Bandura (social learning theory) |
| -Howard Gardner (multiple intelligences)  | -Maria Montessori (Montessori education) |
| -John Bowlby (attachment theory)          | -Lev Vygotsky (cultural historical)      |

**2.**

**Life stages Compare and Contrast** - Students will choose 2 life stages in the human life span and create a project focused on their chosen life stages and how they compare to each other. Students will construct their individual project with 2 focuses

**1.** Sharing knowledge, background and content about the life stages.

*\*See the attached rubric for details*

**2.** Students must observe or interact with someone that is currently in their chosen life stages. Students will compare their observation or interaction with their knowledge about the life stage.

[Type here]

## **Life Stages**

-Infancy                      - Toddler                      - Preschooler                      - Grade School  
- Early Adolescence   -Late Adolescence           -Early Adulthood           -Middle Adulthood  
-Late adulthood           -End of life

*Due date December 6/7*

\_\_\_\_\_ **Personality-** Students will choose to **complete 2 of the 3** below assignments

**1.**

**Personality Tests-** Students will complete 2 personality tests and reflect on their personality through analysis of the personality tests.

Students will write a 2-3 paragraph written reflection on what they learned from the results of their personality tests.

Do you agree with the results? What did you learn about your personality from the tests?

Myers-Briggs Personality Test

<https://www.16personalities.com/free-personality-test>

Big Five Personality Test

<https://www.123test.com/personality-test/>

**2.**

**Ecological Systems Theory-** Students will fill out the attached ecological systems theory circle for themselves. Students will use the ecological systems theory circle to analyze how social connections have influenced their individual personality.

Students will write 3-5 sentences describing the influence of each system (4 systems:12-20 sentences total). Students will provides concrete examples of how each system has influenced their individual psychology.

**3.**

**Abnormal Psychology-** Students will choose a psychological disorder and create a project detailing their disorder.

Students will write 2-3 paragraphs, 6-8 slides, or 8-10 flashcards about their chosen psychological disorder

<https://www.verywellmind.com/a-list-of-psychological-disorders-2794776>

*\*See attached rubric for more details*

**assessment**

*Due date Presentations week of December 17-21*

\_\_\_\_\_ **The psychology of...** - Students will create an individual psychology project which will conclude in a 4-6 minute individual presentation. Students will choose their own psychological topic of interest and develop a presentation based upon their topic and research.

Students will construct their individual project with 2 focuses

1. Sharing knowledge, background and content about chosen topic.

*\*See the attached rubric for details*

2. Students must have a non-slides element to their presentation. This may include a hands-on/kinesthetic activity, creative art piece, an interactive activity, skit, performance, video, model, game (not kahoots) or other hands-on demonstration.

## **Assignment Rubric**

### **Learning Theories (Group Assignment)**

Students will display mastery of their subject by addressing the following:

- fully explain the learning theory with details
- background on the learning theory (ex. who established this theory?)
- give 3 examples of how you have seen this learning theory expressed in real life
- what do you believe are the strengths and weaknesses of this theory?
- what experiments/research are associated with this learning theory? (cite at least one experiment or research study)

### **Sleep**

Students will display mastery of their subject by addressing the following:

- fully explain the sleep related subject with details
- give examples of the topic which display a strong knowledge of the topic
- relate to the topic to human psychology and consciousness

### **Psychologically Altering Substances**

Students will display mastery of their subject by addressing the following:

- how does this substance affect the brain and body?
- what chemical changes occur within the brain and body due consumption of the substance?
- what are the neurological impacts of this substance (ex. brain regions, neurotransmitters, brain waves)?
- what are the long-term effects of this substance on the brain and body?
- how does this substance psychologically impact humans (ex. mind, behavior, emotions, thoughts)?

### **Developmental Psychologists compare and contrast**

Students will display mastery of their subject by addressing the following:

- Biographical information about the psychologists
- A detailed explanation of their developmental theories
- What their theory says about changes throughout the life span (life stages)

- Strengths and weaknesses of their developmental theory
- Present at least 2 real world examples you have observed of the developmental theory

### **Life Stages compare and contrast**

Students will display mastery of their subject by addressing the following:

- physical changes which occur during chosen life stages
- Social and emotional changes which occur during chosen life stages
- Cognitive (thinking/mind) changes which occur during chosen life stages
- Changes within the brain and nervous system during chosen life stages
- what are challenges that occur during this life stage
  
- what did you notice from your observation that reinforced your research
- what did you notice from your observation that contradicted your research

### **Abnormal Psychology**

Students will display mastery of their subject by addressing the following:

- Detailed explanation of psychological condition
- Symptoms associated with this disorder?
- Treatments associated with disorder?
- How has this disorder been viewed historically/socially?
- What is the neurology (ex. brain functions, neurotransmitters) associated with this disorder?
- What is the biology (ex. cellular function, effects on the body) associated with your disorder?

### **The Psychology of...**

Students will display mastery of their subject by addressing the following:

- Definition, explanation and background of topic
- Why you chose your topic
- How does your topic relate to neurology?
- How does your topic relate to mind, emotion, behavior and thoughts?
- How does your topic relate to consciousness, learning and social influence?
- How does your topic relate to other psychological subjects discussed in class?
- Students will reference 2-3 academic resources within their project presentation