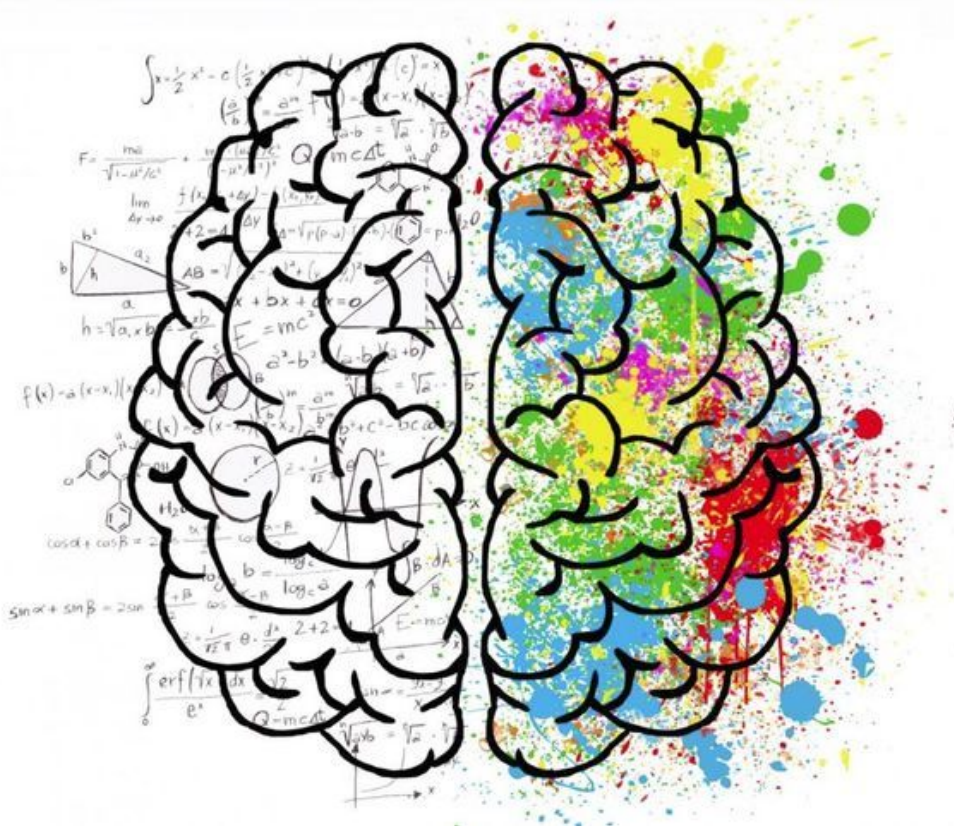


Psychology

essential understanding

Students will develop a greater working knowledge of the human brain and behavior while expanding their understanding of themselves and their place in the world.



overview

The second semester of this course offers students an engaging introduction to the content, terminology, methodology and application of psychology as an academic discipline. Through a wide range of individual and group assignments, students will discover the impact of mental processes on both individual and social behavior, the development of the human mind through the lifespan, theories about the unconscious mind, and the role of psychological knowledge in the assessment and treatment of mental health problems. As students continue to explore a wide range of topics in the field of psychology they will be continually relating the course to their own development and psychological growth.

Guiding Question 1: What is the relationship between the brain and our behaviors, perceptions, and memories?

lessons

- _____ Neuroscience and Behavior
- _____ States of Consciousness
- _____ The Developing Person
- _____ Sensation & Perception
- _____ Memory & Cognition

group work

Due Date: January 30th/31st

_____ **Anatomy of the Human Brain** - In groups students will research about the various regions of the human brain and will create a 5-7 minute presentation on one region of the brain. Presentations must include either a visual component (no Google Slides) OR kinesthetic performance that demonstrates to the class the function of this part of the human brain.

Regions of the Brain:

- | | | | |
|----------------|-----------------|------------------|----------------|
| -Medulla | -Pons | -Hypothalamus | -Thalamus |
| -Cerebellum | -Optic Tectum | -Cerebral Cortex | -Hippocampus |
| -Basal Ganglia | -Olfactory Bulb | -Frontal Lobe | -Parietal Lobe |
| -Temporal Lobe | -Occipital Lobe | -Cerebrum | -Brainstem |
| -Amygdala | -Spinal Cord | | |

Due Date: February 20th/21st

_____ **Altered States of Consciousness** - In groups students will research about the impact that various chemical substances have in terms of producing altered states of consciousness and will create a 5-7 minute presentation on one chemical substance sharing both its effects on the human brain and nervous system and possible risks to health, both short and long term. Presentations must include either a visual component (no Google Slides) OR kinesthetic performance that demonstrates to the class how this chemical substance interacts with the human brain.

Chemical Substances:

- | | | | |
|------------------|----------------|-------------|---------------|
| -Caffeine | -Sugar | -Alcohol | -Cannabis |
| -Cocaine | -Heroin | -MDMA | -Crystal Meth |
| -Adderall | -Prozac | -Red Dye 40 | -Ambien |
| -Benzodiazepines | -Sleeping Aids | -Tobacco | |

individual work

Due Date: Varies

_____ **Daily Warm Ups** - Twice during the quarter, your daily warm ups (your written response to the daily 'Start Your Brain' question) will be collected by the instructor for credit. If students' warm up is not complete when it is their turn to submit the warm up, they will not receive credit.

Due Date: February 10th/11th

_____ **Personality Reflection-** Students will choose to **complete 1 of the 2** below assignments

1. Personality Tests- Students will complete the following two personality tests and write a 2-3 paragraph written reflection OR record a 5-7 minute presentation on what they learned from the results of their personality tests. In this reflection students will consider whether they agree with the results and that they feel they might gain from developing an understanding of their dominant personality traits. Students must submit a non written (either visual or kinesthetic) component in addition to their written or narrated reflection analyzing the results of their personality tests.

Myers-Briggs Personality Test - <https://www.16personalities.com/free-personality-test>

Big Five Personality Test - <https://www.123test.com/personality-test/>

2. Psychological Disorders- Students will choose a psychological disorder, and read about a real life case study that exemplifies an individual suffering from and details the treatment of this disorder. Students will write a 2-3 paragraph informative essay OR record a 5-7 minute presentation telling about their chosen disorder. Students must submit a non written (either visual or kinesthetic) component in addition to their written or narrated informative essay telling about their chosen disorder.

Psychological Disorders Examples:

- mood disorders (such as depression or bipolar disorder)
- anxiety disorders
- personality disorders
- psychotic disorders (such as schizophrenia)
- eating disorders
- trauma-related disorders (such as post-traumatic stress disorder)
- substance abuse disorders

Due Date: February 27th/28th

_____ **Genie: Secret of the Wild Child (Film Reflection)** - Students will watch the NOVA documentary "Genie: Secret of the Wild Child" and write a 3-4 paragraph reflection OR record a 6-8 minute presentation responding to one of several prompts relating to the film.

assessment

Due Date: Varies

_____ **Self Reflection Journal** - Throughout the second semester students will keep a journal. On a weekly basis students will write an entry in their journal that EITHER responds to the weekly provided writing prompt on a topic in psychology OR explores any significant dreams or emotional states students have experienced during that week. Students may choose to either write in complete sentences or create a “Mind Map” for their journal entry. Twice during the quarter, students’ journals will be collected and checked for credit. If journals are not up to date when it is time to collect, students will not receive credit.

Due Date: March 19th/20th

_____ **The Developing Person** - Students will complete *one of two* assignments listed 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. An assignment handout and rubric with further project details will be provided.

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. The Stages of Life - Students will describe the following developmental stages in the human life span and create a project. Then, students must choose 2 of these stages to focus on by observing or interacting with individual(s) that are currently in their chosen life stages. Students will compare their observation or interaction with their knowledge about the life stage. An assignment handout and rubric with further project details will be provided.

Life Stages

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

Due Date: Experiment Proposal - March 19th/20th; Summary of Findings - March 26th/27th

_____ **Psychological Experiment** - Students will create a small scale experiment that relates to either the three stages of memory (encoding, storage, retrieval), the three types of memory (long term memory, short term memory, sensory memory) or cognitive processes such as attention, the formation of knowledge, judgement and evaluation reasoning and computation, problem solving and decision making,

or comprehension and language acquisition. Examples of experiment types and an assignment handout and rubric with further project details will be provided in class.

Students must submit an experiment proposal for approval before engaging in the experiment. The experiment may be conducted in class or outside of class depending on the nature of the experiment. Following the project students must submit a summary of their findings, which includes an explanation of current prevailing scientific beliefs about the chosen topic of study.

Google Classroom Code

Mon/Thurs: eug2lgu

Tues/Fri: dbozrbr