

Independent School District of Boise City

1363 Psychology I

Course Description

This course examines contemporary psychological issues and topics related to individuals and groups. Emphasis is based on critical thinking and the scientific methods utilized in psychology.

A Note on Standards

The psychology curriculum is built around Boise School District standards and reflects the best professional judgement of our teaching staff. District standards include content knowledge and skills in the following areas: historical, theoretical, and scientific; the language of psychology; the perspectives and theories of psychology; the major disorders and therapies of psychology; the ongoing research in psychology. While each standard is expressed through specific, associated instructional objectives, instructors should seek opportunities to apply the standards throughout the course.

Adopted Materials

Introduction to Psychology: Gateways to Mind and Behavior. Belmont, CA: Wadsworth/Thomson Learning, 2001, 9th Edition.

Semester Timeline

Unit 1	The Foundations of Psychology	1 Week
Unit 2	Research in Psychology	2 Weeks
Unit 3	The Brain, Biology, and Behavior	2 Weeks
Unit 4	Lifespan Development	2 Weeks
Unit 5	Learning	2 Weeks
Unit 6	Memory	1 Week
Unit 7	Personality	2 Weeks
Unit 8	States of Consciousness	1 Week
Unit 9	Psychological Disorders and Therapies	3 Weeks
Unit 10	Social Psychology	2 Weeks

District Standards for Psychology I

- 01 Understand the historical and methodological components of psychology that allow students to develop skills of critical thinking and problem solving.
- 02 Understand and apply the language of psychology as it pertains to understanding, predicting, describing and controlling behavior.
- 03 Understand the processes through which individuals develop mental patterns and thought processes leading to an understanding of behavior.
- 04 Understand the different psychological disorders, their treatments, and the long-

term ramifications of these disorders on the individual and society.

Psychology I		District Reference 1363
Unit 1	The Foundations of Psychology	1 week

Instructional Objective		Standard Reference	
1363.01 Recognize that psychology involves the development of a perspective that applies knowledge from various theoretical views.		136301	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Define psychology and justify why it is important to study.	Ch. 1	TMA, EOC
02	Discuss the philosophical and scientific basis of psychology.	Ch. 1	TMA
03	Apply historical and contemporary psychological perspectives that shape views on human thoughts and behaviors.	Ch. 1	TMA, EOC
04	Apply psychology to different careers.	Ch. 1	TMA

Unit 2	Research in Psychology	2 weeks
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Instructional Objective		Standard Reference	
1363.02 Understand the elements of psychology as a science in relation to research methods.		136302	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Assess the advantages measuring and gathering information in a scientific way.	Ch. 2	TMA, EOC
02	Define and differentiate between the concepts of validity and reliability.	Ch. 2	TMA
03	Demonstrate the difference between independent, dependent, and confounding variables.	Ch. 2	TMA, EOC
04	Examine the difference between biased and unbiased ways of seeking to understand human behavior.	Ch. 2	TMA
05	Identify the ethical issues that may arise in the course of conducting psychological research.	Ch. 2	TMA, EOC
06	Utilize the critical thinking skills necessary when studying research methods.	Ch. 2	TMA
Instructional Objective		Standard Reference	
1363.03 Explore the major methods by which psychologists conduct research and assess the primary strengths and weaknesses of each.		136303	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Apply the different methods of research utilized in	Ch. 2	TMA, EOC

	psychology.		
02	Describe the basic components of experiments, surveys, naturalistic observations, case studies, correlations, and interviews.	Ch. 2	TMA, EOC
03	Define hypothesis.	Ch. 2	TMA, EOC
04	Outline the principles that guide the selection of a sample.	Ch. 2	TMA

Unit 3	The Brain, Biology, and Behavior	2 weeks
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Instructional Objective		Standard Reference	
1363.04 Discuss, define, and depict the basic components of the nervous system.		136304	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify and define the different parts of the neuron and synapse.	Ch. 3	TMA, EOC
02	Discuss how and why neurons fire.	Ch. 3	TMA, EOC
03	Demonstrate and categorize the functions and divisions of the central and peripheral nervous systems.	Ch. 3	TMA, EOC
Instructional Objective		Standard Reference	
1363.05 Examine the functions of the various parts of the brain.		136305	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify and distinguish between the hemispheres of the brain.	Ch. 3	TMA, EOC
02	Locate and differentiate the four lobes of the cerebral cortex.	Ch. 3	TMA, EOC
03	Identify and define the functions of the divisions of the subcortex (hindbrain and midbrain).	Ch. 3	TMA, EOC
04	Compare and contrast the different methods of brain imaging (MRI, EEG, PET, CT).	Ch. 3	TMA, EOC
05	Explain how the endocrine system works in cooperation with the nervous system.	Ch. 3	TMA

Unit 4	Lifespan Development	2 weeks
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Instructional Objective		Standard Reference	
1363.06 Describe the major developmental stages and important milestones of prenatal development and infancy.		136306	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Debate, apply, and provide evidence for the nature versus nurture issue.	Ch. 4 & 5	TMA, EOC

02	Identify the different teratogens affecting prenatal development.	Ch. 4 & 5	TMA
03	Explain the process of childbirth and discuss the effects of postpartum depression.	Ch. 4 & 5	TMA
04	Recognize the importance of motor and emotional development in infancy.	Ch. 4 & 5	TMA, EOC
05	Identify and distinguish between the reflexes critical to infant development.	Ch. 4 & 5	TMA
06	Discuss the importance of the critical periods in development, including attachment.	Ch. 4 & 5	TMA, EOC
07	Compare the different theories behind language acquisition. (Chomsky & Skinner)	Ch. 4 & 5	TMA
08	Depict the contributions made by Piaget, Vygotsky, and Harlow in development.	Ch. 4 & 5	TMA, EOC
Instructional Objective 1363.07 Describe the major developmental stages and important milestones of childhood and adolescence.		Standard Reference 136307	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize and discuss various childhood and adolescent developmental issues (i.e., toilet training and puberty).	Ch. 4 & 5	TMA, EOC
02	Analyze and debate different parenting styles and forms of discipline.	Ch. 4 & 5	TMA, EOC
03	List and give examples Erikson's eight stages of development.	Ch. 4 & 5	TMA, EOC
04	Explore the different stages of Kohlberg's theory of moral development.	Ch. 4 & 5	TMA, EOC
05	Discuss the definition of intelligence and the historical understanding and impact of the intelligence quotient (IQ).	Ch. 12	TMA
Instructional Objective 1363.08 Describe the major developments and important milestones of adulthood.		Standard Reference 136308	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Investigate the effects of marriage, children, and careers on adult development (i.e., empty-nest syndrome and midlife crisis).	Ch. 4 & 5	TMA
02	Recognize the biological and emotional aspects of aging.	Ch. 4 & 5	TMA
03	List and describe the five stages of death and dying according to Kubler-Ross.	Ch. 4 & 5	TMA, EOC

Unit 5	Learning	2 weeks
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Instructional Objective		Standard Reference	
1363.09 Differentiate and demonstrate the various types of learning.		136309	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Define and apply the terms and concepts of classical conditioning.	Ch. 9	TMA, EOC
02	Describe the contributions made by Pavlov and Watson in classical conditioning.	Ch. 9	TMA, EOC
03	Apply the terms and concepts of operant conditioning.	Ch. 9	TMA, EOC
04	Apply the technique of shaping.	Ch. 9	TMA, EOC
05	Demonstrate the schedules of reinforcement and discuss the applications of each.	Ch. 9	TMA, EOC
06	Describe the contributions made by Skinner in operant conditioning.	Ch. 9	TMA, EOC
07	Describe and demonstrate observational (social) learning.	Ch. 9	TMA, EOC
08	Describe observational learning. (modeling)	Ch. 9	TMA, EOC
09	Explore the basics of cognitive learning.	Ch. 9	TMA

Unit 6	Memory	1 week
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Instructional Objective		Standard Reference	
1363.10 Describe the process of encoding, storing, and retrieving memory.		136310	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Define sensory memory and identify real-life examples of its application.	Ch. 10	TMA
02	List and describe the components and processes involved in short-term memory.	Ch. 10	TMA, EOC
03	Comprehend and describe the organizations and types of long-term memory.	Ch. 10	TMA, EOC
04	Identify how memory is measured.	Ch. 10	TMA
05	Describe and apply the processes involved in forgetting.	Ch. 10	TMA, EOC
06	Explore ways to improve memory.	Ch. 10	TMA, EOC

Unit 7	Personality	2 weeks
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Instructional Objective		Standard Reference	
1363.11 Define personality and discuss and differentiate the various theorists and the testing methods involved in personality.		136311	
No.	Performance Objective	Resource Reference	Assessment Correlation

01	Compare and contrast the different theories of personality.	Ch. 15	TMA
02	Debate the contributions of the major personality theorists.	Ch. 15	TMA
03	Comprehend Freud's structure of personality.	Ch. 15	TMA, EOC
04	Define Freud's levels of awareness.	Ch. 15	TMA, EOC
05	Debate and critique Freud's psychosexual stages of personality development.	Ch. 15	TMA, EOC
06	Illustrate and apply the various defense mechanisms outlined by Freud.	Ch. 16	TMA, EOC
07	Discuss the nature versus nurture debate in relationship to personality.	Ch. 15	TMA, EOC
08	Compare and contrast the differences in various personality tests or assessments.	Ch. 15	TMA
09	Investigate the validity and reliability of intelligence tests.	Ch. 12	TMA

Unit 8	States of Consciousness	1 week
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Instructional Objective		Standard Reference	
1363.12 Characterize and define the different states of consciousness.		136312	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify and comprehend the different stages of sleep.	Ch. 8	TMA, EOC
02	Evaluate the importance of sleep and recognize the problems associated with sleep deprivation.	Ch. 8	TMA, EOC
03	Define and differentiate the various sleep disorders.	Ch. 8	TMA, EOC
04	Examine the impact and uses of hypnosis, meditation, and drugs.	Ch. 8	TMA, EOC

Unit 9	Psychological Disorders and Therapies	3 weeks
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Instructional Objective		Standard Reference	
1363.13 Describe the complexity of defining abnormality and psychological disorders.		136313	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe and apply the criteria for abnormality.	Ch. 17	TMA, EOC
02	Debate the application and uses of the DSM IV.	Ch. 17	TMA, EOC
03	Explore the history of psychological disorders.	Ch. 17	TMA
04	Differentiate and discuss the various categories of psychological disorders.	Ch. 17	TMA, EOC
05	List and define the specific psychological	Ch. 17	TMA, EOC

	disorders.		
Instructional Objective		Standard Reference	
1363.14 Describe the various types of therapies and applications.		136314	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Differentiate among the various psychological therapies.	Ch. 18	TMA, EOC
02	Apply therapeutic techniques to different psychological disorders.	Ch. 18	TMA
03	Discuss the contributions of various individuals associated with the development of different therapeutic approaches.	Ch. 18	TMA, EOC
04	Examine the benefits and limitations of psychopharmacology.	Ch. 18	TMA, EOC
05	Discuss the different extremes of intelligence. (giftedness and mental retardation)	Ch. 12	TMA

Unit 10	Social Psychology	2 weeks
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Instructional Objective		Standard Reference	
1363.15 Explore how individuals and groups behave, think, and feel in various social situations.		136315	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Discuss how individuals fit into different roles within society.	Ch. 19	TMA
02	Discuss why groups form and why they are maintained.	Ch. 19	TMA
03	Differentiate between intimate, personal, social, and public distance.	Ch. 19	TMA
04	Explain and apply the attribution theory.	Ch. 19	TMA, EOC
05	Discuss the need for affiliation.	Ch. 19	TMA
06	Discuss the components involved in interpersonal attraction.	Ch. 19	TMA
07	Discuss the components involved in intimate relationships.	Ch. 19	TMA
08	Discuss social influences on human behavior. (social comparison theory, situational demands, and social exchange theory)	Ch. 19	TMA, EOC
09	Debate the ethical issues involved in Milgram's obedience study and the Stanford prison experiment of Zimbardo's.	Ch. 19	TMA, EOC
10	Examine and apply the conformity study of Asch.	Ch. 19	TMA, EOC
11	Discuss and apply the techniques utilized in compliance.	Ch. 19	TMA