



**Psychology Syllabus**  
**CHS Social Studies Department**

**Contact Information:** Parents may contact me by phone, email or visiting the school.

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**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

**Course Description and Prerequisite(s) from Course Handbook:**

**Psychology - 211**

**State Course #:** 151121

**Prerequisites:** None

**Elective Course**

**Grade:** 10-12

**Graded Conventionally**

**Credit:** ½

**Course Description:**

This course will focus on the systematic, scientific study of the mind and human behavior. Through this course students will begin to understand the basic historical theories and developments in psychology throughout the 20<sup>th</sup> and 21<sup>st</sup> centuries; students will develop a general understanding of the field; and will use critical thinking to apply concepts to better understand human behavior. Emphasis will also be placed on how psychology relates to psychopathology, deviance and crime, learning and education, overall human development and group behavior. Studying the foundations of behavior and people in societies is based on the Academic Content Standards derived from the American Psychological Association, The College Board for introductory psychology, the Common Core Standards for Reading and Writing in the Social Studies, and Ohio's social studies learning standards.

**Learning Targets per Unit:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments given for this course. (Teacher Note: The Ainsworth Model suggests 1-3 Big Ideas for each Unit and 1-3 essential questions per Big Idea. Each Unit will vary.)

### **1<sup>st</sup> or 3<sup>rd</sup> Quarter**

#### **Unit I Title: History of Psychology & Biological Basis to Behavior- The Brain, Mind, and Body**

- **Big Idea #1:** I can understand the Historical Approaches to Psychology
  - *Essential Question #1: What are the six major approaches to studying Psychology and what are some similarities and differences between each approach?*
  - *Essential Question #2: Which approach best explains human behavior?*
  - *Essential Question #3: What methods do psychologists use to make psychology more scientific?*
- **Big Idea #2:** I can describe the major contributors to the field of Psychology.
  - *Essential Question #1: Who were the psychoanalysts and early contributors to founding psychology?*
  - *Essential Question #2: Who are the behaviorist and contributors to observable behavior in early psychology?*
  - *Essential Question #3: How did the early humanist contribute to and change the field of psychology?*
- **Big Idea #3:** I can comprehend the functions of the Nervous System and the Endocrine System as they relate to human behavior.
  - *Essential Question #1: What is the structure and what are the functions of the Nervous System and the Brain?*
  - *Essential Question #2: What is the structure and what are the functions of the Endocrine System?*
  - *Essential Question #3: According to psychologists, is human behavior more influenced by Nature or by Nurture?*

#### **Unit II Title: Biological Basis to Behavior- Sensation and Perception**

- **Big Idea #1:** I can explain the importance and differences between sensation and perception.
  - *Essential Question #1: What parts of the body contribute to our ability to take in sensory information?*
  - *Essential Question #2: What is the difference between sensation and perception?*

- *Essential Question #3: Why is vision considered the dominant sense?*
- **Big Idea #2:** I can understand the importance of our other four senses.
  - *Essential Question #1: How does the process of hearing take place?*
  - *Essential Question #2: What are the chemical senses?*
  - *Essential Question #3: What is the process of taste and how that combines with smell to impact flavor?*
- **Big Idea #3:** I can explain the different ways that human beings sense and perceive the world around them?
  - *Essential Question #1: What parts of the body contribute to our ability to take in sensory information?*
  - *Essential Question #2: What is the difference between structuralism and the Gestalt approach concerning sensation and perception?*
  - *Essential Question #3: What are the monocular and binocular depth cues we use to perceive our environment; what is an illusion?*

### **Unit III Title: States of Consciousness**

- **Big Idea #1:** I can understand the spectrum of consciousness.
  - *Essential Question #1: What is consciousness?*
  - *Essential Question #2: How can biofeedback help us determine the different stages of sleep; what are some common sleep disorders and their causes?*
  - *Essential Question #3: How does hypnosis meditation, and drug use relate to consciousness?*
- **Big Idea #2:** I can comprehend the importance of sleep and how it impacts our daily lives.
  - *Essential Question #1: What is sleep?*
  - *Essential Question #2: What are the consequences of being sleep deprived?*
  - *Essential Question #3: What is the difference between REM and NREM sleep?*
- **Big Idea #3:** I can explain process by which memories are formed and recalled.
  - *Essential Question #1: What are the types of memory and how is information stored?*
  - *Essential Question #2: What differences exist between the three types of long term memory that you possess?*

- *Essential Question #3: Why do we forget and what processes might improve memory?*

## 2<sup>nd</sup> or 4<sup>th</sup> Quarter

### **Unit IV Title: Human Growth and Development**

- **Big Idea #1:** I can understand the importance of infancy and childhood psychology.
  - *Essential Question #1: What is the process from zygote to fetus?*
  - *Essential Question #2: What are the major physical and social milestones of infancy and childhood?*
  - *Essential Question #3: What are the cognitive change of infancy and childhood?*
- **Big Idea #2:** I can comprehend importance of adolescence.
  - *Essential Question #1: What is the most important psychological function of adolescence?*
  - *Essential Question #2: What are the important physical and social changes of adolescence?*
  - *Essential Question #3: What are the parenting styles and their impact on development?*
- **Big Idea #3:** I can explain the process of adulthood and aging.
  - *Essential Question #1: What are the two main task of adulthood development?*
  - *Essential Question #2: What is the psychological struggles of adulthood?*
  - *Essential Question #3: What is the process of late adulthood and aging?*

### **Unit V Title: Assessments and Theory**

- **Big Idea #1:** I can assess the significance and reliability of intelligence and personality tests.
  - *Essential Question #1: What are the historic theories concerning measuring human intelligence?*
  - *Essential Question #2: What factors limit our ability to accurately measure human intelligence?*
  - *Essential Question #3: What are the modern approaches to assessing personality?*
- **Big Idea #2:** I can chart the different types of personality theorist and explain how it impacts who I am.
  - *Essential Question #1: What is Freud's contributions to the area of personality?*
  - *Essential Question #2: What do the behaviorist contribute to personalities?*
  - *Essential Question #3: How do the humanists differ in their beliefs of personality?*

- **Big Idea #3:** I can chart the stages of human development according to Erikson, Piaget, and Kohlberg.
  - *Essential Question #1: What challenges do humans face at each stage of Psychosocial Development according to Erik Erikson?*
  - *Essential Question #2: What challenges do humans face at each stage of Cognitive Development according to Jean Piaget?*
  - *Essential Question #3: What are the stages of Moral Development according to Lawrence Kohlberg, and how have these stages been influenced by Postmodernism?*

#### **Unit VI Title: Psychological Disorders and Social Deviance**

- **Big Idea #1:** I can determine how psychological disorders can lead to deviant behavior.
    - *Essential Question #1: How do psychologists identify disorders and how are they categorized?*
    - *Essential Question #2: How does Antisocial Personality Disorder relate to crime and social deviance?*
    - *Essential Question #3: What are the symptoms of other personality disorders?*
  - **Big Idea #2:** I can explain the symptoms of various Anxiety, Mood, Somatoform, and Dissociative Disorders
    - *Essential Question #1: What are the general characteristics of all anxiety disorders and what are the most commonly diagnosed specific anxiety disorders?*
    - *Essential Question #2: What are the general characteristics of all mood disorders and what are the most commonly diagnosed and specific mood disorders?*
    - *Essential Question #3: What are the general characteristics of Somatoform Disorders, Dissociative Disorders, and Schizophrenia?*
  - **Big Idea #3:** I can explain the various methods that are used to treat psychological disorders.
    - *Essential Question #1: What is psychotherapy?*
    - *Essential Question #2: What methods are used by the different psychological approaches to treat psychological disorders?*
    - *Essential Question #3: How does the biological approach differ in the methods it uses to treat psychological disorders?*
- **END OF COURSE EXAM**

#### **Course Materials:**

1. Google Chromebook

2. Textbooks: *Understanding Psychology* Glencoe/McGraw-Hill  
Supplemental Textbook(s): Supplemental materials will be used throughout the semester for clarification, enrichment, and evaluation of current research including, but not limited to, the Diagnostic and Statistical Manual for Psychological Disorders and selected case studies.
3. Headset (earbuds)
4. Paper, Pen, Pencil
5. Electronic Resources:
  - a. Google Classroom
  - b. YouTube
  - c. Google Docs
  - d. Google Forms
  - e. Google Slides
  - f. Kahoot
  - g. Quizlet

**Course Expectations:** Students will be expected to follow the approved CHS academic and behavioral rules and guidelines. As a student in this course you will be held to high expectations. You will be expected to follow the classroom rules as prescribed by me, the instructor.

- You are expected to:
  - Be prompt
  - Be prepared for class
  - Be polite

**Grading:**

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

**Grading Scale:**

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.

- Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
- Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

**Performance Based Section: Writing**  
**Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

### **CHS Psychology Course Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_