

# Psychology

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*The study of psychology is, at its core, an effort to better understand why we become who we are, why people act as they do, and what motivates and influences behavior; it is - in short - about human interaction and perceptions of the world. The discipline considers sources of motivation, both internal and external influences, the nature of consciousness and dreams, as well as processes of perception, biological and cognitive development, and wrestles with whether human animals are born or raised to be who they become.*

## Subject Learning Outcomes

- ⇒ Students will develop an appreciation for and enjoyment of learning, especially how learning should cause us to question what we think we know and have a willingness to entertain new perspectives on issues.
- ⇒ Students will develop familiarity with major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- ⇒ Students will redefine their notions of "normalcy"
- ⇒ Students will recognize the necessity for ethical behavior in all aspects of science and practice of psychology.
- ⇒ Students will demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
- ⇒ Students will recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.
- ⇒ Students will learn to differentiate between neurosis and psychosis.
- ⇒ The State of Oregon and SOU learning standards are content specific and available

## Skills-Based Learning Outcomes

- ⇒ Students will learn to organize, maintain and learn how to study from a subject-specific notebook
- ⇒ Students will be able to demonstrate how to take notes (including utilizing two-column format)
- ⇒ Students will be able to engage in meaningful, substantive discussion with others.
- ⇒ Students will be able to demonstrate effective and active reading habits (summarization, questioning, agreeing/disagreeing with the text, etc.)
- ⇒ Students will be able to synthesize different facts to make broader conclusions.
- ⇒ The student will be able to identify learning strategies which work for themselves.
- ⇒ Students will be able to argue and defend a position in written and verbal formats
- ⇒ Students will be able to express themselves through fluent writing and with appropriate grammar and sentence

## Behavioral Expectations and Grading Policy

- ⇒ Attendance, participation and being prepared are daily expectations
- ⇒ A classroom culture of respect and tolerance is critical to create a comfortable environment for all to learn.
- ⇒ Digital and electronic devices will not be in use during class time without teacher permission.
- ⇒ Do not hesitate to ask questions at any time and for any relevant reason.

*Please see supplemental handout on this topic for specifics on classroom rules and grading policy.*

In the case of multiple instructors teaching the same subjects, while instructors proceed through lessons at their own pace - out of respect for the integrity of one another's classrooms, teaching styles and expertise - they will strive to never be more than ten days apart in curriculum and from time to time will use common written/essay/examination assessments which will be evaluated jointly. As administration supports, instructors hope to meet regularly to discuss their common courses.

# Psychology

## *Overarching Social Studies Thematic Approach*

Overarching Social Studies Thematic Approach	The social sciences discipline may be interpreted as a tug-of-war between the perspectives of moral relativism and moral absolutism.
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## *Comprehensive Approach Toward The Course*

Comprehensive Psychology Thematic Approach	It becomes necessary in the discipline of psychology to realize that bring "normal" is, in and upon itself, an abnormality. That is, most people coexist with some neurotic or psychotic trait. This begs the question: should such conditions be considered a personality or a disability, and under which circumstances?
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## *Enduring Multi-Unit Themes (framed as essay topics)*

<p>Support or refute the resiliency of the human psyche.</p> <p>Identify and explain the degree to which environment (nature) or biology (nurture) maintain a stronger pull on personality and behavior.</p> <p>Identify disordered conditions and explain whether they represent psychosis or neurosis.</p> <p>Under what circumstances might a person be persuaded to take action based on seeing or hearing things which don't penetrate their conscious awareness, and how prevalent is this?</p> <p>Will a punishment-orientated or rehabilitative approach be the most effective in treating incarcerated peoples?</p> <p>Classical Conditioning, Operate Conditioning and Observational Learning: which maintains the largest impact on learning, and which theorists postulated ideas which overlap the three approaches?</p> <p>Is the theory of Id-Ego-Superego compatible with our knowledge of the brain's structure and workings?</p> <p>Why have many psychologists questioned some of the reports of activation of repressed memories?</p> <p>What are the influences upon language acquisition, and to what extent do they enhance or distract from language acquisition?</p> <p>"Changes in development are a result of biological, cognitive and socioemotional processes." Quantify this statement, describing the extent to which this is accurate and identifying any shortcomings which should be incorporated into it.</p>
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"Overarching Social Studies Thematic Approach"  
This is an overarching approach for all courses in the Social Studies department

"Comprehensive Approach Toward The Course"  
This presents the broad approach and lens through which material in this course will be examined.

"Enduring Multi-Unit Themes"  
These are questions, themes or big ideas, framed as essay topics, which stretch across multiple, sometimes overlapping, units. It provides an opportunity for students to connect historical and contemporary dots over time.

"Individual Instructional Units"  
These are the targeted learning outcomes (Power Standards) per unit of instruction. They are amended by key learning targets, essential vocabulary, and essential figures.

In Other Words . . .  
The "Individual Instructional Units" allow a student to walk into a bookstore, glance at a book and have a sense of what that book may be about before they even open it. "Enduring Multi-Unit Themes" allow a student to finish the book, return to browse 50 titles remaining in the bookstore and recognize that these books all talk to each other; that is, that these books offer different focus, perspective or emphasis on related topics.

# Psychology / Honors Psychology

	UNIT TOPICS	POWER STANDARD	KEY LEARNING TARGETS AND ESSENCIAL VOCABULARY	ESSENCIAL FIGURES
Quarter 1	Introduction to Psychology	1. Identify what psychology is and explain what psychologists do.	Nature v. nurture Psychosis v. neurosis	
Quarter 1	Sensation and perception Fear, obsession and suspicion Motivation and emotion Consciousness	1. Identify and explain why and how people perceive the world in different ways. 2. Identify and explain how the visual, auditory, haptic (touch, nonverbal) and chemical systems all contribute to sensation. 3. Identify and explain the fight/flight/freeze responses 4. Identify and explain when the child develops self-awareness, and contrast this against what is seen in "youth" in the animal kingdom. 5. Identify and explain why we examine the animal kingdom to gain insight into the psychology of humans.	Echolocation Behaviorism Classical Conditioning Fight-flight-freeze responses Uncontrollability Emotional decision making Fundamental attribution error Comparative psychology	James-Lange Theory Heinarchy of Needs Suspicion Positive/negative affect Illusion and perception Abraham Maslow Ivan Pavlov James Lange William James Antonio Damasio Gordon Allport Lee Ross
Quarter 1	The uniqueness of personality	1. Identify and explain the contributions of Sigmund Freud to psychology. 2. Identify and explain how the Oedipus Complex (Freud), dream analysis and archetypes (Jung) and theories of neurosis (Horney) represented revolutionary steps in the discipline. 3. Identify the distinction between "normal" and neurotic traits, and explain the degree to which these should be considered personalities or disabilities.	Oedipus Complex Defense Mechanisms Id-Ego-Superego Collective Unconsciousness Archtypes 10 Neurotic Needs	Confirmation bias Introvert-extrovert Psychology of reason Peer-reviewed literature Free association Sigmund Freud Karen Horney Carl Jung Viktor Frankl Medard Boss Peter Wason
Quarter 1	Cognition, memory and biological foundations of the brain	1. Identify and explain how the adolescent brain works 2. Identify and explain the quantity of sleep needed for adolescents and why it is necessary. 3. Identify and explain how memories are created within the brain 4. Identify and explain what happens in different parts of the brain 5. Identify and explain the differneces in brains by gender and age.	Neurons and neuron activity Language acquisition White and gray matter Right/left hemispheres of brain Nueroplasticity Universal emotions False memories	Brain plasticity Brain pruning Cognition Gordon Gallup Jr Anna Freud Phineas Gage Paul Ekman Roger Sperry Elizabeth Loftus George Miller
Quarter 1	Morality, literacy and educational psychology Child Psychology Adolescent	1. Identify and explain the manner in which humans learn over a lifetime 2. Identify and explain what happens in the brain during a lifetime 3. Identify and explain how the brain works in acquiring and mastering second languages 4. Identify and explain the significance of classical conditioning 5. Identify and explain the process of language acquisition.	Dyslexia Executive function disorder Multiple intelligences	Howard Gardner B.F.Skinner Jean Piaget Lev Vygotsky L. Kohlberg Erik Erikson

Quarter 1	Methods and treatment practices in Psychology	<ol style="list-style-type: none"> <li>1. Identify what the DSM-V is, and explain what the progressing incarnations of the DSM text reveals about changing thinking within the profession.</li> <li>2. Identify the views of the profession on the use of electric shock treatment, and explain the evidence which each side of the argument cite.</li> <li>3. Identify and explain issues pertaining to medication (and over-medication) and diagnosis (or mis-diagnosis/over-diagnosis).</li> </ol>	<p>Ethnographic research  Electric shock treatment  Cognitive behavior therapy  Placebo effect  Anti-depressants</p>	<p>David Rosenhan  Aaron Beck  Henry Beecher</p>
Quarter 1	Social psychology and consumer psychology	<ol style="list-style-type: none"> <li>1. Identify and explain the mechanisms which underpin the grasp of groupthink psychology</li> <li>2. Identify and explain how our understanding of human psychology is being applied by marketing firms and in stores to enhance their profitability.</li> </ol>	<p>Prisoner Dilemma  Stanford Prison Experiment  Groupthink</p>	<p>Philip Zimbardo  Irving Janis</p>
Quarter 1 and 2	Abnormal personality	<ol style="list-style-type: none"> <li>1. Identify Austistic Spectrum Disorders, and explain the extent to which they should be considered personalities or disabilities.</li> <li>2. Identify and explain the spectrum of bipolarity, and its affect on daily life.</li> <li>3. Identify instances of abnormal psychology, and explain their relevance to the topic of personalities</li> <li>4. Identify and explain whether specific conditions should be considered personalities or disabilities, and assess when they may transition from one to the other</li> </ol>	<p>Bipolar  Autistic spectrum disorders  Obsessive traits  Compulsive traits  Down's syndrome  Parkinson's disease  Dementia with Lewy Bodies</p>	<p>Alzheimer's disease  ADD / ADHD</p>
Quarter 2	Schizophrenia and Dissociative Identity Disorders	<ol style="list-style-type: none"> <li>1. Identify schizophrenia and dissociative identity disorder, explaining their significant differences and assessing the impact upon quality of life.</li> <li>2. Express the debate pertaining to DID in the psychological community</li> </ol>	<p>Schizophrenia  Dissociative identity disorder  Alters and fragments</p>	<p>Dissociation</p>
Quarter 2	Self-esteem and disordered consumption	<ol style="list-style-type: none"> <li>1. Identify and explain the manifestation of anorexia, bulimia and other instances of disordered eating.</li> <li>2. Identify self-injury traits and explain both how it differs from suicidal tendencies and how it may be addressed</li> </ol>	<p>Bulimia  Anorexia  Self Injury, Self Mutilation</p>	
Quarter 2	Abuse and trauma psychology	<ol style="list-style-type: none"> <li>1. Identify and explain the role of dissociation in human trauma responses</li> <li>2. Identify grooming patterns, and explain how it may make someone susceptible to victimization.</li> <li>3. Identify the different traumatic stimuli, explain their significance, and assess why some affect humans more than others.</li> <li>4. Identify and explain the extent to which substances are used (if at all...) as coping strategies, and the studies which contribute to our knowledge on this question.</li> <li>5. Identify and explain post-traumatic stress disorder, and its possible triggers</li> </ol>	<p>Dissociation  Abuse dichotomy  Post-traumatic stress disorder  Grooming behaviors  Triggers</p>	<p>Stanley Milgram</p>

Quarter 2	<p>Death, dying, loss and suicide</p> <p>Depression</p> <p>Suicide intervention</p>	<ol style="list-style-type: none"> <li>1. Identify and explain the stages humans go through when grieving.</li> <li>2. Identify and explain the characteristics of depression</li> <li>3. Identify and explain the appropriate manner in which to respond to a suicidal person (a) in person, and (b) on the telephone from an undisclosed location.</li> </ol>	Postpartum depression	Elizabeth Kubler-Ross
Quarter 2	Sexuality and gender identity	<ol style="list-style-type: none"> <li>1. Identify and explain the psychological profession's position as to the source of gender orientation and identity.</li> </ol>	Gender identity	Alfred Kinsey
Quarter 2	Psychology of serial offenders	<ol style="list-style-type: none"> <li>1. Identify and explain how to conduct criminal profiling</li> <li>2. Identify and explain the motivations which drove serial offenders, and assess objectively the magnitude of their crimes vis-à-vis another.</li> <li>3. Identify and explain how psychologically-orientated courtroom defenses are challenging the legal professional.</li> </ol>	<p>Serial offender typology</p> <p>Grooming patterns</p> <p>Profiling tactics</p>	<p>Jack the Ripper</p> <p>Andre Chikatiko</p> <p>Pedro Al. Lopez</p> <p>Son of Sam</p> <p>Zodiac Killer</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Additional disorders scattered throughout the year</p>	<p>"Disorder Fridays" Disorders not specified in the context of other instructional units</p> <p>Disorders introduced through homework or in-class readings</p>	<p>Identify the nature of the condition, explain the extent to which the condition may be neurotic or psychotic, and explain the moment of transition from one pole (neurotic/psychotic) to the other, if applicable. <i>(We will try to get to cover all these consitions, but may not reach all...)</i></p>	<p>Obsessive conditions Compulsive conditions Dependancy / co-dependancy Cognitive distortion Delusional disorder Dissociative amnesia Repressed memory Stockholm Syndrome Adjustment disorder Body integrity identity disorder Avoidant personality disorder Cotard delusiion Selective mutism Prosopagnosia Intermittent explosive disorder Objectophilia Pediophobia Oppositional defiant disorder Reduplicative paramneria Schizoffective disorder Separatiom anxiety disorder Florence syndrome Voyager syndrome Passive-aggressive Oppositional defiant disorder Pathological manipulation Pathological perfectionism Risk-taking neurosis Somatization disorder</p>	<p>Dissociative fugue Echolalia Tourette's syndrome Gasner syndrome Korsakoff's syndrome Cyclothymic disorder Jerusalem syndrome Delusional misidentification syndrome Delusional parasitosis Compulsive shopping Compulsive hoarding Women who wed death row inmates Dermatillomania Avoidant personality disorder Body dysmorphic disorder Cognitive dissonance Delusional disorder Dependency sychotic disorder Dysphoric mania Major depressive disor. Munchausen syndrome Neurotic voyeurism Trichotillomania</p>	<p>Agoraphoba Self-mutism Narcissism Paranoia Proprioception Self-victimization Social phobias Bipolar / manic Eisoptrophobia Monophobia Borderline by-proxy conditions Conduct disorder Derealization Dyskinesia Histrionic Hypochondriasis Megalomania Narcolepsy Oneirophrenia Prosopagnosia Pyromania Schizoid Sociopath</p>
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