Psychology

Curriculum Unit

First Edition
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Second Edition
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Contents

Part 3 Development and Learning Domain

Part 4 Sociocultural Context Domain

Part 5 Cognition Domain

Part 6 Individual Variation Domain

Part 7 Applications of Psychological Science Domain

Series Introduction
Senior High Electives

Students constantly face the challenge of understanding themselves, interacting with groups, knowing where they came from, and gaining awareness of their society and other societies that live differently from their own. It is important that young people accept these challenges with a thorough base of knowledge rather than racing to opinions that are predicated on media sound bites and personal intuition. Through a series of units that correspond to senior high social studies electives, students can become young adults prepared with the knowledge of human behavior past and present. The electives of sociology, psychology, anthropology, social issues, and philosophy address the issues of society's structure, the individual's behavior, humankind's past and current direction, and the nature of inquiry or why we think what we think. Without an awareness and acceptance of differences in cultures and values and a concerned response to socially significant issues, the benefits of students' education are seriously limited.

Students need to learn to make responsible decisions and to exercise freedom of thought and choice based on examination of evidence and conflicting viewpoints. In the reflective teaching process, teachers help students to convert unexamined beliefs into thoughtful analysis of important issues. Teachers can create an intellectually stimulating climate by encouraging students to hold reservations about unsupported statements, to consider a number of acceptable ideas associated with an issue, to understand that some problems have no permanent solution, and to ask the consequences of any commitment.[1]

The Senior High Electives Series explores relevant topics of sociology, psychology, anthropology, social issues, and philosophy in a systematic manner so that students can pursue these studies scientifically, using higher level thinking skills. Lessons from these units can augment other texts or can be used independently as stand-alone lessons for the investigation of these disciplines.

Units in the Senior High Electives Series include *Anthropology*, *Sociology*, *Psychology*, *Philosophy*, *Books 1* and *2*, and *American Social Issues*.

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[1]Robert Jewitt, "The Problems Approach and Senior High School," in *Problem-Centered Social Studies Instruction: Approaches to Reflective Thinking*, ed. Richard E. Gross and Raymond Nuessig, Curriculum Series 14 (Washington, D.C.: National Council for the Social Studies, 1971), v-vi.

Unit Introduction

"The purpose of psychology is to give us a completely different idea of the things we know best."

—Paul Valery, *Tel Quel*, 1943

"Psychology has a long past, yet its real history is short."

—Hermann Ebbinghaus, *Psychology*, 1908

Psychology is the study of human behavior. As a discipline, psychology employs the scientific method to investigate the many complexities of human existence. It is not the pursuit of various opinions that have no basis in careful observation and experimentation. Introductory psychology emphasizes the work of pioneers such as Sigmund Freud, Ivan Pavlov, B. F. Skinner, and Carl Rogers and their contributions to the field. Learning, human development, personality, and mental disorders are examples of topics of study. Psychology is an ever-expanding field, particularly because of technological advances that allow greater depth of investigation into biological processes that affect behavior.

It is important that both the teacher and students refrain from the tendency to analyze or diagnose others or themselves while pursuing an introductory investigation of psychology. Judgments should be based on research rather than casual observation and should be viewed in light of the perspective of the researcher. Teachers and students also need to respect the differences inherent in unique individuals.

The lessons in this unit provide comprehensive examination of the basic topics covered by high school or introductory college courses in psychology. The activities include reading and writing skill development, interpretation of charts and graphs, and application of psychological theories to everyday life. These lessons can be used without relying on other text support, although they are designed to function as supplementary materials.

In this second edition, new lessons have been written and revised lessons have been reorganized to reflect the latest Teachers of Psychology in Secondary Schools (TOPSS) standards recommendations, which are designed to provide learning goals for students and promote excellence in the teaching of high school psychology courses. The seven TOPSS domains—Scientific Inquiry, Biopsychological, Development and Learning, Sociocultural Context, Cognition, and Individual Variation—correspond to the seven parts of the unit, and each lesson clearly states the TOPSS standards being addressed as well as more specific objectives.

Each lesson in this edition has been revised to align with the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5). The DSM-5 is the latest classification and diagnostic tool released by the American Psychiatric Association, featuring revised classifications, requirements, and treatments for a various disorders. Upon completion of this unit, students will have a comprehensive understanding of the most important topics in secondary psychology in accordance with TOPSS standards and the DSM-5.

Lesson 1
Approaches to Psychology

Objectives

- To define the goals of psychology
- To recognize there are a variety of theories that explain behavior
- To examine the five major approaches to psychological issues

TOPSS Standard Area: Perspectives in Psychological Science

Content Standard

After concluding this lesson, students will understand:

1. Development of psychology as an empirical science

2. Major subfields within psychology

Performance Standards

Students are able to:

1.1 Define psychology as a discipline and identify its goals as a science.

1.2 Describe the emergence of psychology as a scientific discipline.

1.3 Describe perspectives employed to understand behavior and mental processes.

1.4 Explain how psychology evolved as a scientific discipline.

2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.

2.2 Describe the major subfields of psychology.

2.3 Identify the important role psychology plays in benefiting society and improving people's lives.

Notes to the Teacher

Introducing the unit with the goals of psychology and the five major approaches to psychology sets the stage for succeeding lessons in psychology. The purpose of this activity is to indicate to students that the goals of psychology drive the differing interpretations to the discipline of psychology. The psychoanalytic, behaviorist, humanist, cognitive, and biological schools are the most traditional and frequently cited. These themes are repeated in other sections, such as personality theory and abnormal behavior.

Students read a fictitious case study and speculate about the causes of the behavior of the person described. Students study the five approaches and apply each view to the case study.

Procedure

1. Ask students why the field of psychology exists. Write their answers on the board. Explain to students that this lesson will help clarify this question. Focus on the goals of psychology that serve to understand, explain, predict, and control behavior.

2. Distribute **Handout 1**. Have students read the selection and complete the questions that follow. Ask for student volunteers to explain their answers. Review correct responses.

   ### Suggested Responses

   1. The basic causes of Billy's problems are his parents' divorce early in his life, his father's indulgence toward him, his diagnosis of ADHD, and his low self-esteem.
   2. Unless Billy gets some help, he might quit school, take drugs to avoid his problems, get in legal trouble, or take his own life.
   3. Billy could contact his school counselor or family doctor to get advice for improving his life. Receiving therapy for his low self-esteem, taking medication for his ADHD, and finding tutors to help him in school are steps he could take to avoid more serious problems.

3. Distribute **Handout 2**. Divide the class into five groups, and assign one group to each

3. Distribute **Handout 10**. Direct students to write down their group's structure, function, and location. Have each trio of students report to the class their brain information. Direct students to record this information in Part A. Review answers to be sure that students have grouped themselves correctly.

Suggested Responses

1. Wernicke's area; center for understanding language; temporal/parietal lobe (left side)
2. Broca's area; center for expressing language; frontal lobe (left side)
3. auditory cortex; center for hearing; temporal lobe
4. primary visual cortex; reconstructs visual images; occipital lobe
5. thalamus; sends sensory and motor messages to other parts of the brain; forebrain
6. cerebellum; controls walking, balance, and coordination; hindbrain
7. cerebral cortex; center for information processing, rational thought, and decision making; forebrain (thick outer covering)
8. medulla; regulates vital functions such as breathing and blood flow; hindbrain
9. pituitary gland; controls the body's endocrine system; beneath the hypothalamus
10. hypothalamus; regulates emotions, hunger, and thirst; between thalamus and pituitary

4. Have students complete Part B, which tests students' understanding of these brain functions. Review correct answers.

Suggested Responses

1. pituitary gland
2. medulla
3. primary visual cortex
4. Broca's area
5. auditory cortex
6. thalamus
7. hypothalamus
8. cerebral cortex
9. cerebellum
10. Wernicke's area

5. Distribute **Handout 11** and have students complete the questions relating to the brain diagram. Review correct responses.

Suggested Responses

1. cerebellum
2. cerebral cortex
3. Broca's area
4. primary visual cortex
5. Wernicke's area
6. thalamus
7. medulla
8. hypothalamus
9. auditory cortex
10. pituitary gland

6. Distribute **Handout 12**, which has students speculate as to the effects of damage to the specific brain areas noted in this lesson. Review students' answers. Explain to students that other brain structures may adapt and learn to perform the function of the damaged area. Explain further that as neuroscientists continue their brain research, more information will become available on exactly what functions each area performs.

Suggested Responses

1. Damage to the thalamus may result in sensory experiences not being sent to other areas of the brain to be recorded as memories.
2. If the primary visual cortex is damaged, signals sent from the eye may not be coded into recognizable images.
3. If the cerebral cortex is damaged, reasoning abilities may be altered. Consequently, a person may react more emotionally to situations and people, and certain memories may be lost.
4. Damage to the pituitary gland may result in a variety of hormonal disorders. Growth, sex drive, and metabolism may be affected.
5. Damage to the hypothalamus may result in eating disorders. The brain may not register if the body is satisfied and, therefore, the person keeps eating (resulting in obesity) or stops eating (resulting in starvation.)
6. If the auditory cortex is damaged, sensations from the ear are received by the brain but may not be able to be interpreted. This results in perceptive deafness.
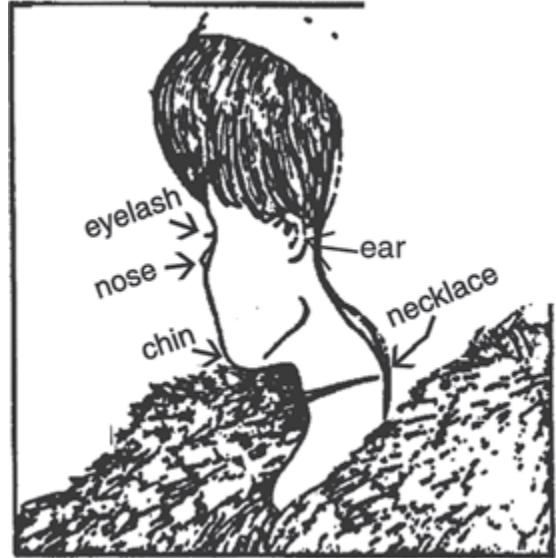
Part B

Use the following sketches to help you see both images in each illusion.
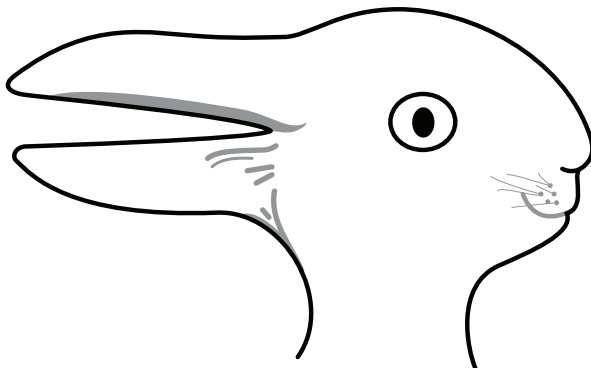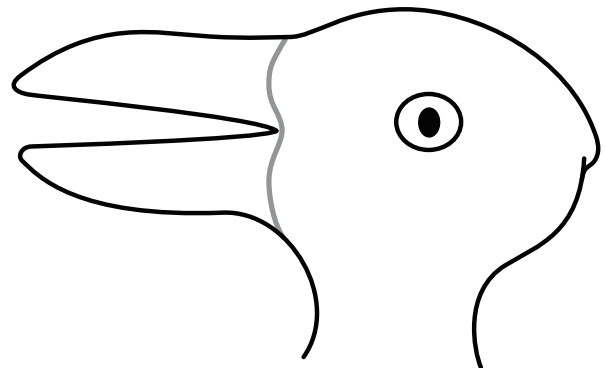
Optical Illusion 1

Old Woman   **Young Woman**

Optical Illusion 2

Rabbit   **Duck**

Vocabulary

Use dictionaries, textbook glossaries, and your own background knowledge to write definitions for the following terms. You will need this information to understand the reading in **Handout 80**.

1. Delusions

2. Hallucinations

3. Derailment

4. Catatonic

5. Affective

6. Alogia

7. Avolition

8. Dysfunction

9. Prodromal

10. Residual

11. Attenuated

12. Schizoaffective

13. Physiological

14. Autistic

15. Pervasive

16. Auditory

17. Catalepsy

18. Mutism

19. Echolalia

20. Echopraxia