

## **Principles of Behavioral Science**

Course: Principles of Behavioral Science      Written/Revised: August 2009  
Course Number: 253      Number of Credits: 5  
Level of Course: CP-A      Grade Level Offered to: 10-12  
Prerequisite: none      Mid term/Final exams revised 2008

### **Curriculum Guide**

#### **I. Introduction**

Principles of Behavioral Science have been designed as an elective Social Studies course. The course is available for students in grades 10, 11, and 12. The purpose of the course is to encourage students to investigate the concept of self while at the same time, to provide them with a solid foundation in basic psychological principles. Students will be required to be observers, recorders, and theorists on human behavior. Behavioral Science will be approached with a strong emphasis on cooperative learning. Teacher - centered lessons will also be used to enhance the cooperative learning experience.

By the end of Grade 12, students will be required to display a mastery of the New Jersey Core Proficiency Standards, building upon knowledge and skills gained in preceding grades. *Copies of the New Jersey Core Proficiency Standards are available upon request.*

#### **II. New Jersey Core Proficiency Standards**

Standard 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of the United States and New Jersey history in order to understand life and events in the past and how they relate to the present and the future.

#### **III. Course Outline**

Text: **Understanding Psychology**; Kasschau, Richard; Glencoe, 2008.

The Course Outline listed below is a core outline that is followed throughout the instruction of the course. The instruction of the course also includes additional readings, projects and assignments.

This course contains films that have been approved by the Board of Education. Some of these films may contain an “R” rating. Parents should review the Board of Education Policy on Film Use in the Classroom. A Copy of the policy is available by request from the Department Supervisor.

Possible Units of instruction include:

## **Unit 1 - Introduction to Behavioral Science – Marking Period 1**

### **Chapter 1: The Field Of Psychology (pages 6-23)**

#### **Goals:**

Students will recognize professional work opportunities in psychology.

Students will and describe some of the work define psychology Psychologists do.

Students will explain the purpose of theory.

Students will describe what Wundt was trying to accomplish with his laboratory work.

Students will explain the approach of William James.

Students will describe John B. Watson’s areas of interest.

Students will describe Freud’s contribution to psychology.

Students will give an example of and describe six approaches of present-day psychology to understanding human nature.

Students will understand how psychologists think critically about issues.

#### **Objectives:**

Students will understand all psychological approaches and their application by completing the vignettes exercise and “John the Loser” written assignment.

Students will recognize Sigmund Freud’s long-term contribution to psychology during class activity on the id, ego, and superego.

Students will complete all written reading content quizzes and chapter test.

Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

### **Chapter 12: Motivation and Emotion (pages 312-339)**

#### **Goals:**

Students will discuss the differences between intrinsic and extrinsic motivation.

Students will describe how symbolism is tied in with basic drives.

Students will describe the difference between motivation and emotion.

Students will explain the physical basis of hunger and thirst.

Students will explain the problems with extrinsic motivation.

Students will explain Maslow's hierarchy of needs.  
Students will describe the types of psychological motivation.  
Students will describe the interactions between cognitions and emotions.  
Students will describe each of the three theories of emotion.

**Objectives:**

Students will explain homeostasis by staring at the Jesus image and flag image.  
Students will understand motivation by completing "Deserted Island" exercise that forces them to describe what their activities would be alone and stranded.  
Students will complete all written reading content quizzes and chapter tests.  
Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

**Unit 2- Personality Adjustment and Conflict – Marking Period 2**

**Chapter 13: Personality Testing (Pages 342-373)**

**Objectives:**

Students will explain open ended nature of ink blot test after making and administering test.  
Students will complete all written reading content, quizzes, and all chapter tests.  
Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

**Goals:**

- Students will explain the purpose of using psychological tests.
- Students will discuss the importance of validity, reliability, and norms.
- Students will compare projective tests with personality inventories.
- Students will describe the differences between aptitude and achievement tests.
- Students will explain the construction of the Strong-Campbell Interest Inventory.
- Students will discuss alternatives to testing.

**Chapter 14: The Theories of Personality (pages 374-409)**

**Objectives:**

Students will recognize difference in Erikson's and Freud's psychological development stages through written exercises of describing a family member's development.

Students will have a better understanding of their own personality characteristics by completing the similar minds internet test and Cattell's Individual Personality Test.

Students will complete all written reading content, quizzes, and all chapter tests. Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

**Goals:**

- Students will explain psychoanalytic theory and the unconscious.
- Students will describe how introducing social factors changed basic psychoanalytic theory.
- Students will describe two approaches to behaviorism.
- Students will explain the humanistic philosophy.
- Students will describe the five-factor model and the role of heredity and environment in personality traits.

**Chapter 15: Conflict, Stress, and Coping (Pages 410-445)**

**Objectives:**

Students will understand physical characteristics of stress from introduction exercise of teacher created stressful situation.

Students will explore defense mechanisms in group activity on coping.

Students will complete all written reading content, quizzes, and all chapter tests.

Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

**Goals:**

- Students will explain the four types of conflict.
- Students will discuss the differences between good and bad stress.
- Students will describe the physical changes that take place during stress.
- Students will describe the general adaptation syndrome.
- Students will define the psychological defense mechanisms and give an example of each.
- Students will describe the psychologically healthy personality.
- Students will explain the principle of how drugs affect the body, and describe the effects each drug has.  
Students will explain the fight or flight response.

**Unit 3- Human Development – Marking Period 3**

### **Chapter 3: Infancy and Childhood (Pages 58-91)**

#### **Objectives:**

Students will understand infant development by creating and administering experiments on my children.

Students will recognize common four year old development by observing Mrs. Anderson's child care class and completing observation form.

Students will experience variety of parenting styles from group activity and discussion based on personal parenting reports from home.

Students will complete all written reading content, quizzes, and all chapter tests.

Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

#### **Goals:**

- Students will recognize the grasping and rooting reflexes'.
- Students will explain the importance of heredity and environment in human development.
- Students will describe the way maturational processes work.
- Students will explain growth cycles, critical periods, and imprinting.
- Students will describe the role of the mother and father in family life.
- Students will describe the three parenting styles and their effects on children.
- Students will explain the causes of child abuse.
- Students will list and explain Jean Piaget's four stages of child development.
- Students will list and explain Lawrence Kohlberg's three stages of moral development.
- Students will describe what is meant by children's rules of language.

### **Chapter 4: Adolescence (pages 92-127)**

#### **Objectives:**

Students will understand math, spatial and verbal ability difference between genders through various tests and tasks.

Students will complete all written reading content, quizzes, and all chapter tests.

Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

## **Goals:**

- Students will describe research related to the sexual attitudes and roles of adolescence.
- Students will describe the physical changes that characterize adolescence.
- Students will explain the role of hormones in gender development.
- Students will list and describe the areas of mental ability in which males and females show differences.
- Students will explain why we cannot come to a firm conclusion about the causes for these differences in each of these areas.
- Students will discuss gender differences in communication.
- Students will describe how mate selection differs for males and females.
- Students will explain whether the evidence is clear that women have strong maternal drives.
- Students will explain the process of identification.
- Students will describe androgyny and the positive and negative aspects of pursuing it.

## **Unit 4: Cognitive Process – Marking Period 3**

### **Chapter 9: Principles of Learning (pages 240-271)**

#### **Objectives:**

Students will recognize difference between classic and operant conditioning by examining personal learning in a small group discussion.  
Students will complete all written reading content, quizzes, and all chapter tests.  
Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

#### **Goals:**

- Students will recognize shaping and chaining effect on behavior.
- Students will explain the basic principles of classic and operant training.
- Students will explain the different schedules of reinforcement, and give an example of each.
- Students will describe social learning, and explain how it differs from learning based on classical and operant training.
- Students will describe some of the complexities of conditioning unknown to

- Pavlov and Watson.
- Students will explain the philosophy of the cognitive approach to learning and how this philosophy differs from other theories about how we learn.

## **Chapter 10: Information Processing and Memory (pages 272-293)**

### **Objectives:**

Students will understand mnemonic devices, chunking, interference, learning curves, forgetting curve through repetitive number exercises.

Students will explain examples of memory reconstruction from their past experiences in group discussions.

Students will complete all written reading content, quizzes, and all chapter tests.

Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

### **Goals:**

- Students will compare a learning curve when attention is high with a learning curve when attention is normal.
- Students will describe transfer of training.
- Students will explain what a schema is.
- Students will list and describe several special learning processes.
- Students will explain how remembering when the task is recall differs from remembering when the task is recognition.
- Students will explain what it means to store memories in code.
- Students will explain the difference between short-term memory and long-term memory.

## **Chapter 11: Thinking and Language (pages 294-311)**

### **Objectives:**

Students will recognize inherent bias in testing by taking the “hick bias test” .

Students will explain Gardner’s multiple intelligences by conducting lessons using different multiple intelligence.

Students will understand their personal multiple intelligence strength by completing the “7 Kinds of Smart” test.

Students will complete all written reading content, quizzes, and all chapter tests.

Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

### **Goals:**

- Students will identify the units of thought and the kinds of thinking.
- Students will recognize the structure and development of language.
- Students will explain Binet's four-part definition of intelligence.
- Students will describe the original formula for IQ.
- Students will explain why Wechsler developed a performance scale.
- Students will explain how both environment and heredity help to determine intelligence.
- Students will describe the classification of mental retardation.
- Students will explain psychology's concept of creativity as "breaking set."

## **Unit 5: Body and Awareness – Marking Period 3-4**

### **Chapter 4: Sensation and Perception (pages 206-237)**

#### **Objectives:**

Students will understand the abilities of the five senses and their imitations by conducted senses tests.

Students will recognize reasons for visual illusions by completing online Queendom illusions page.

Students will complete all written reading content, quizzes, and all chapter tests. Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

#### **Goals:**

- Students will explain the difference between sensation and perception.
- Students will explain the process of color vision and how defects can occur.
- Students will describe how rods and cones work.
- Students will describe the basic mechanisms of hearing, touch, and olfaction.
- Students will explain the functions of taste receptors.
- Students will list and describe perceptual constancies.
- Students will explain how illusions are useful.

### **Chapter 7: Altered States of Consciousness (pages 182-205)**

#### **Objectives:**

Students will recognize various levels of consciousness by participating in meditation and hypnosis activities.

Students will analyze dreams by completing dream interpretation exercises online and in class.  
Students will complete all written reading content, quizzes, and all chapter tests.  
Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

**Goals:**

- Students will define drug abuse.
- Students will describe the effects drugs have on consciousness.
- Students will describe consciousness and its levels.
- Students will explain biological clocks.
- Students will describe circadian rhythm and explain its importance.
- Students will explain the importance of REM.
- Students will describe the content of and describe different kinds of dreams.
- Students will explain what hypnosis is, and explain how meditations involves a similar state of consciousness.

Unit 6: Psychological Disorders – Marking Period 4

**Chapter 16: Psychological Disorders (pages 446-483)**

**Objectives:**

Students will have an understanding of various mental illnesses by conducting a fifteen minute oral presentation on a mental disorder.  
Students will complete all written reading content, quizzes, and all chapter tests.  
Students will write and refer to the definitions of all key terms, names, and theories in the chapter.

**Goals:**

- Students will describe the three-part definition of abnormal behavior
- Students will explain the major symptoms of each of the mental disorders
- Students will describe the differences between dysthmic disorder and major depression
- Students will describe the factors associated with suicidal behavior
- Students will describe the origin and symptoms of schizophrenia
- Students will explain how a personality disorder differs from other classifications
- Students will describe the symptoms of ADHD and autistic disorder

#### **IV. Course Evaluation**

The instruction for this course will follow the grading policy listed below:

Individual projects / notebooks	25 % - 30 %
Group Work	15 % - 20 %
Class Activities and Pop Quizzes	25 % - 30 %
Tests and Quizzes	25 % - 30 %

It is the policy of the Social Studies Department that all assignments are to be presented in a timely manner. All assignments that are turned in after their due date will be considered "late." Assignments that are one day late will result in a permanent loss of credit.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.