

Course Outline

Name of Course: Principles of Behavioral Science

Written/Revised: May 2009

Course Number: 253

Number Credits: 5

Level of Course: CP-A

Grade Level 10, 11, 12

Prerequisite: none

Course Description:

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:

Marking Period One

Unit 1 - Introduction to Behavioral Science

Chapters; 1- The Field Of Psychology

12- Motivation and Emotion

1. Describe the range of topics that are covered in an introductory psychology course
2. Cite the goals and scientific basis of psychology
3. Explain important trends in the history of psychology
4. Describe various approaches to the study of psychology
5. Explain the work of psychologists
6. Summarize the careers and specialized fields of psychology
7. Describe the theories of emotion.
8. Explain the types of psychological motivation.
9. Describe the theories on motivation
10. Describe the differences between intrinsic and extrinsic motivation
11. Describe the biological and social needs of humans
12. Explain Maslow's hierarchy of needs
13. Give examples of the physiological theories on emotions
14. Explain cognitive theorists' approach to the study of emotion

Marking Period Two

Unit 2 – Personality Adjustment and Conflict

Chapters: 13 – Personality testing

14- The Theories of Personality

15- Conflict, Stress and Coping

1. Describe the principles of classical conditioning
2. Outline the techniques of classical conditioning
3. Outline the principles of operant conditioning
4. Describe applications of operant conditioning
5. Identify the principles of learning used in behavior modification
6. Explain the process of memory
7. Describe the information process model of memory
8. Describe several memory retrieval processes

9. Explain the process involved in forgetting
10. Identify the units of thought and the kinds of thinking
11. Explain strategies for and the obstacles to problem solving
12. Understand the basis for personality study
13. Define the concept of the subconscious

14. Explain subconscious conflict
15. Understand the stages of Freud's psychosexual development
16. Evaluate the theories of Jung, Horney, and Erickson
17. Understand the theories of Skinner, Pavlov, and social learning
18. Define and explain the Humanistic Psychology Movement
19. Understand and evaluate Fritz Pearls and Gestalt Psychology
20. Define and understand defense mechanisms
21. Define Stress
22. Identify various sources of stress
23. Give examples of the psychological, physical, and behavioral reaction to stress
24. Explain defensive strategies of coping with stress
25. Describe active strategies of coping with stress

Film: *Rebel Without A Cause*

Film: *Quest For Fire*

Marking Period Three

Unit 3 – Human Development

Chapters: 3 – Infancy and Childhood

4- Adolescence

1. Describe the physical and perceptual development of newborns and children
2. Discuss the development of language
3. Summarize the cognitive development theory
4. Discuss how children develop emotions
5. Describe theories of social development
6. Outline Kohlberg's stages of moral reasoning
7. Describe the physical changes that characterize adolescence
8. Describe research related to the sexual attitudes and roles of adolescents
9. Describe the cognitive and ideological changes that characterize adolescence
10. Describe the role of family and peers
11. Discuss the difficulties in adjustment that adolescent might encounter
12. Compare gender role and gender identity
13. Describe physical changes that occur during adulthood
14. Describe social and emotional changes that occur during adulthood
15. Describe changes that occur during old age

Film: *The Mask*

Marking Period Three

Unit 4 – Cognitive Process

Chapters: 9- Principles of Learning

10- Information Processing and Memory

11- Thinking and Language

1. Students will recognize shaping and chaining effect on behavior.
2. Students will explain the basic principles of classic and operant training.
3. Students will explain the different schedules of reinforcement, and give an example of each.
4. Students will describe social learning, and explain how it differs from learning based on classical and operant training.
5. Students will describe some of the complexities of conditioning unknown to Pavlov and Watson.
6. Students will explain the philosophy of the cognitive approach to learning and how this philosophy differs from other theories about how we learn.
7. Students will compare a learning curve when attention is high with a learning curve when attention is normal.
8. Students will describe transfer of training.
9. Students will explain what a schema is.
10. Students will list and describe several special learning processes.
11. Students will explain how remembering when the task is recall differs from remembering when the task is recognition.
12. Students will explain what it means to store memories in code.
13. Students will explain the difference between short-term memory and long-term memory.
14. Students will identify the units of thought and the kinds of thinking.
15. Students will recognize the structure and development of language.
16. Students will explain Binet's four-part definition of intelligence.
17. Students will describe the original formula for IQ.
18. Students will explain why Wechsler developed a performance scale.
19. Students will explain how both environment and heredity help to Determine intelligence.
20. Students will describe the classification of mental retardation.

Marking Period Three

Unit 5 – Body and Awareness

Chapters; 4- Sensation and Perception

7- Altered States of Consciousness

1. Explain the difference between sensation and perception.
2. Explain the process of color vision and how defects can occur

3. Describe how rods and cones work.
4. Describe the basic mechanisms of hearing, touch, and olfaction.
5. Explain the functions of taste receptors.
6. List and describe perceptual constancies.
7. Explain how illusions are useful.
8. Identify different levels of consciousness
9. Analyze sleep patterns
10. Understand the psychology of dreams
11. Recognize altered states of consciousness

Marking Period Four

Unit 6 – Psychological Disorders

Chapters: 16 –Psychological Disorders

1. Identify normality
2. Understand patterns that are called neurotic
3. Understand data on suicide
4. Understand concepts of psychosis
 5. Compare and contrast, personality disorders, neurosis, and psychosis
 6. Identify the psychological problems of drug abuse
 7. Identify the DSM - III and the new ways to categorize mental illness
 8. Compare and contrast the various forms of mental illness

Films: *Rainman, One Flew Over the Cuckoo’s Nest, Ordinary People, I Never Promised You a Rose Garden, Girl Interrupted, A Beautiful Mind, Identity*

IV. Course Evaluation

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

Individual projects / notebooks	25 % - 30 %
Group Work	15 % - 30 %
Class Activities	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.