



# HUDSONVILLE HIGH SCHOOL COURSE FRAMEWORK



**COURSE / SUBJECT**

**Psychology**

<b>KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS</b> Important ideas and core processes	<b>UNIT PACING</b> Names of units and approximate pacing	<b>UNIT LEARNING TARGETS</b> By the end of the unit, students will be able to...	<b>STANDARD</b> Which standards (i.e. common core, MMC, etc.) does this address?
	<b>Unit One</b> What is psychology? The historic development of psychology.  (two weeks)	<ol style="list-style-type: none"> <li>1. Explain what psychology is.</li> <li>2. Learn the different fields of psychology.</li> <li>3. See the comparisons of psychology to other sciences.</li> <li>4. Trace the development of psychology through history.</li> <li>5. Be able to identify and compare the early psychologists.</li> </ol>	N/A
	<b>Unit Two</b> Psychological Methods  (one week)	<ol style="list-style-type: none"> <li>1. Explain the importance of replication.</li> <li>2. Explain the research method.</li> <li>3. Describe how surveys and samples are taken.</li> <li>4. Describe the various methods of observation.</li> <li>5. Explain the experimental method.</li> <li>6. Evaluate ethical issues in observation methods.</li> </ol>	
	<b>Unit Three</b> Biology and Behavior  (two and a half weeks)	<ol style="list-style-type: none"> <li>1. Describe the nervous system and its connection to behavior.</li> <li>2. Identify the central and peripheral nervous systems.</li> <li>3. Describe the brain and its physical parts and functions.</li> <li>4. Describe the problems that take place within the brain and affect behavior.</li> <li>5. Identify the glands and various problems that may develop with them that affect behavior</li> <li>6. Discuss the argument over heredity vs. environment.</li> </ol>	

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	<b><u>Unit Four</u></b> Personality  (one and a half weeks)	<ol style="list-style-type: none"> <li>1. Explore the various methods of assessing personality traits.</li> <li>2. Describe the Psychoanalytical approach</li> <li>3. Identify the stages of personality development.</li> <li>4. Identify and explain your personal personality traits.</li> </ol>	
	<b><u>Unit Five</u></b> Intelligence  (one and a half weeks)	<ol style="list-style-type: none"> <li>1. Define intelligence and the various theories on multiple intelligences.</li> <li>2. Identify how intelligence is measured.</li> <li>3. Define mental impairment, including causes and samples of syndromes.</li> <li>4. Explain the various methods and programs of assisting the mentally impaired.</li> <li>5. Evaluate the different levels of higher intelligence.</li> </ol>	
	<b><u>Unit Six</u></b> Frustration/Stress  (one week)	<ol style="list-style-type: none"> <li>1. Define stress and frustration.</li> <li>2. How is stress and frustration evaluated.</li> <li>3. What are the harmful affects of stress and frustration.</li> <li>4. Explain the types of conflict.</li> <li>5. Identify helpful methods of dealing with stress and how to help others.</li> </ol>	
	<b><u>Unit Seven</u></b> Mental illness/treatment  (Two and a half weeks)	<ol style="list-style-type: none"> <li>1. Define mental illness and discuss its scope.</li> <li>2. Define neurotic behavior and study the various forms of Neurosis.</li> <li>3. Define Psychotic behavior and study the various forms of psychosis.</li> <li>4. Define and discuss the theories on methods of treatments for the mentally ill.</li> <li>5. Evaluate and debate the ethics of the different methods.</li> </ol>	