

Course of Study

Psychology

Warren County Career Center

**3525 North State Route 48
Lebanon, Ohio 45036**

Adopted 4-26-06

*This document is for the use of the staff at Warren County Career Center.
Credit is given the designer of the template, Upper Valley JVS, Piqua, Ohio.*

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Acknowledgements

Psychology Warren County Career Center

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Warren County Career Center Administrative Team
Warren County Educational Service Center
Mr. Charles Miker
Mr. Ed Stangel
Mr. Mark Brown
Mr. Jim Cargo
Mr. Mark Rogal

***Warren County Career Center
Resolution Of School Board Approval***

WHEREAS, representatives of the Social Studies Department of the Warren County Career Center have reviewed the Course of Study; and

WHEREAS, this Course of Study is based upon Academic Content Standards adopted by the State of Ohio for the Psychology program; and

WHEREAS, the Social Studies Department have reviewed and added competencies as needed to address local labor market needs and trends in the industry;

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Warren County Career Center adopt the Psychology Course of Study.

District Superintendent

Date

President, Board of Education

Date

Statement of Recommendation

The Social Studies Department at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the Psychology class.

The developers of this course of study have considered local labor market needs and the school's ability to offer specialized programs. The competencies have been reviewed and accepted as being congruent with our school's vision, mission, and strategic goals. When appropriate, additional competencies related to the program area have been incorporated into this course of study.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course of study adequately and correctly focuses upon student development.

This course of study is recommended on: 4-26-06

Warren County Career Center Vision Statement

WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education.

We pave the way for a future of opportunities unique to each of our learners.

Warren County Career Center Mission Statement

To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world.

Warren County Career Values

- Communicating openly and honestly
- Taking ownership of personal actions and being held accountable for results
- Upholding and demonstrating high ethical, educational and fiscal standards
- Exhibiting high levels of professionalism
- Providing high quality instruction and highly qualified staff to ensure success for all learners
- Making quality customer service a high priority
- Promoting partnerships and a team environment
- Celebrating team and individual achievements
- Using data to drive planning, decision making and actions

Course Design

Courses are designed to reflect career-focused education, which combines high-level academics with real-life technical skills. The intent is to maximize a student's present and future academic and career success.

Career-focused education enhances the integration of academic and technical skills, designs programs that prepare students with transferable skills and promotes each student's career opportunities.

Course Philosophy

We believe that the study of psychology offers students a means to better understand the human mind and human behavior. This knowledge leads to an acceptance of self and an acceptance of others. Basic psychology looks at prevalent theories in the discipline presented in a manner to make them easily understood and practical in everyday use. Students will understand that psychology gives them insights into handling their own failures and successes and offers methods to manage people and cope with society's problems.

Understanding human behavior can lead to closing the difference between those students with a background of social skills and those who lack this background. The problem solving skills, self-esteem builders, and coping suggestions practiced in a psychology class will support career development for all learners and be practical knowledge for use in the learner's workforce, family circle, and social and community life.

Course Goals

The course goals for Psychology are to:

- Define psychology and understand its importance in their world.
- Communicate better with people.
- Understand human behavior and be better prepared to tear down human walls.
- Control anger in all situations especially at the work place.
- Deal with anger and change it into a positive influence.
- Deal with varied attitudes and understand their motivations.
- Employ techniques for adolescents to deal with adults.
- Cope with stress in a variety of ways in a variety of situations.
- Identify different occupations in the field of psychology.
- Learn different techniques to handle different emotions in themselves and others.
- Understand the role played by psychology in maintaining good health.

Course Description

Basic psychology is designed as a semester course operating in a class period setting with 45 minute daily classes. The class offers one credit toward Ohio graduation within the social studies department. The course employs reading, writing, listening, and discussion techniques to encourage students to work out problems encountered in family, work, and social environments. Psychological theories are put in terms that adolescents can understand, put into immediate use in dealing with problems in their world, and take with them into their adult lives.

The course utilizes a textbook, computer research, magazines, audiovisuals, and guest speakers as resources. Problem solving skills and cooperative learning techniques are developed within the content of the course. As the student better understands the psychology of people, he/she will be better prepared for management and any job requiring people skills. Students having a basic grounding in psychology are better able to make informed and reasonable decisions about human relationship problems.

Academic and Technical Integration

Expectations of curriculum must be aligned with what is written, taught, assessed, and reported. Student expectations focus on active, project-centered learning—an approach to learning that emphasizes a connection between ideas in a discipline and the outside world. Educational programming and course content will clearly connect career and post-secondary opportunities. At the Warren County Career Center, the main goal is to design courses and projects that use strategies for authentic instruction. These characteristics of instruction focus on deep understanding, established opportunities for concept connections, provide anticipatory and abstract thinking, and emphasize genuine application.

The academic courses at the WCCC follow the state model curricula. They are designed to meet both associate school and state requirements. These standards respond to the need to improve student achievement, quality of curriculum and instruction, and strengthen school and community relationships.

Technology

The Warren County Career Center board and staff believe that technology skills are essential for all students to achieve in the 21st century. It is the goal of this district to infuse technology into all facets of education:

- Instruction
- Assessment
- Administration
- Career planning
- Course design
- Professional development

Strategies to incorporate technology into all facets of education are a priority of the district and there is commitment to a continual process to provide updated hardware, software, and professional development for staff members for the purpose of providing a high quality education, with the integration of technology, for all students.

Students Served

The population served by this program is seniors at the Warren County Career Center.

SCOPE AND SEQUENCE

I. What is Psychology

- A. Explain Psychology***
- B. Understand what Psychologist's do***
- C. Analyze the history of Psychology***
- D. Evaluate contemporary perspectives on psychology***

II. Psychological Methods

- A. Identify when to conduct research***
- B. Evaluate surveys, samples, and populations***
- C. Explain methods of observation***
- D. Define the experimental method***
- E. Understand ethical issues***

III. Biology and Behavior

- A. Explain the nervous system***
- B. Understand the brain: Our control center***
- C. Explain the endocrine system***
- D. Define heredity: Our genetic background***

IV. Sensation and Perception

- A. Define sensation and perception: The basics***
- B. Understand vision***
- C. Understand hearing***
- D. Analyze other senses***
- E. Identify perception***

V. Learning

- A. Explain classical conditioning***
- B. Explain operant conditioning***
- C. Understand cognitive factors in learning***
- D. Define the PQ4R method: learning to learn***

VI. Memory

- A. List three kinds of memory***
- B. Understand the three processes of memory***
- C. Explain the three stages of memory***
- D. Evaluate forgetting and memory improvement***

VII. Adolescence

- A. Explain physical development***
- B. Identify social development***
- C. Understand identity formation***
- D. Define the challenges of adolescence***

VIII. Adulthood

- A. Describe young adulthood*
- B. Identify middle adulthood*
- C. Define late adulthood*
- D. Discuss death and dying*

IX. Motivation and Emotion

- A. Understand the psychology of motivation*
- B. Explain biological needs: focus on hunger*
- C. Identify psychological needs*
- D. Evaluate emotions*

X. Gender Roles

- A. Explain gender roles*
- B. Understand gender differences*
- C. Identify gender typing*
- D. Evaluate variation in gender roles*

XI. Stress and Health

- A. Define stress*
- B. Explain the various responses to stress*
- C. Understand the physical effects of stress*
- D. Evaluate the psychological factors and health related to stress*
- E. Identify ways of coping with stress*

XII. Psychological Disorders

- A. Define psychological disorders*
- B. Explain anxiety disorders*
- C. Explain dissociative disorders*
- D. Explain somatoform disorders*
- E. Explain mood disorders*
- F. Identify schizophrenia*
- G. Explain personality disorder*

XIII. Phobia

- A. Define Phobia*
- B. Explain what causes a phobia*
- C. Identify some of the main phobias*
- D. Understand some of the side effects of phobias*

XIV. Social Cognition

- A. Explain attitudes*
- B. Define persuasion*
- C. Identify prejudice*
- D. Understand social perception*
- E. Explain interpersonal attraction*

XV. Social Interaction

- A. Understand group behavior*
- B. Explain conformity*
- C. Define obedience*
- D. Define aggression*
- E. Define altruism*

TECHNOLOGY STANDARDS

Standard 1: Nature of Technology

Students develop an understanding of technology, its characteristics, scope, core concepts* and relationships between technologies and other fields.

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

Benchmark B: Apply technological knowledge in decision-making.

Benchmark C: Examine the synergy between and among technologies and other fields of study when solving technological problems.

Standard 2: Technology and Society Interaction

Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

Benchmark A: Interpret and practice responsible citizenship relative to technology.

Benchmark B: Demonstrate the relationship among people, technology and the environment.

Benchmark C: Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Benchmark E: Forecast the impact of technological products and systems.

Standard 3: Technology for Productivity Applications

Students learn the operations of technology through the usage of technology and productivity tools.

Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

Standard 4: Technology and Communication Applications

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

Standard 5: Technology and Information Literacy

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark B: Apply a research process model to conduct research and meet information needs.

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Benchmark D: Evaluate choices of electronic resources and determine their strengths and limitations.

Standard 6: Design

Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.

Benchmark A: Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.

Benchmark B: Recognize the role of teamwork in engineering design and of prototyping in the design process.

Benchmark C: Understand and apply research, development and experimentation to problem-solving.

Standard 7: Designed World

Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, issues and career connections.

Benchmark A: Classify, demonstrate, examine, and appraise energy and power technologies.

Benchmark B: Classify, demonstrate, examine and appraise transportation technologies.

Benchmark C: Classify, demonstrate, examine and appraise manufacturing technologies.

Benchmark D: Classify, demonstrate, examine and appraise construction technologies.

Benchmark E: Classify, demonstrate, examine and appraise information and communication technologies

Benchmark F: Classify, demonstrate, examine and appraise medical technologies.

Benchmark G: Classify, demonstrate, examine and appraise agricultural and related biotechnologies.

Performance Measures/Student Assessment/Instructional Strategies

Assessments/Evaluations

- Observations
- Demonstrations
- Portfolios
- Standardized Tests
- Class Assignment
- Quizzes/Tests/Exams

Instructional Strategies

- Teacher-Directed & Student-Centered Activities
- Case Study Problem Solving
- Cooperative Learning
- Project-Based Learning
- Career-Based Learning (Internships/Shadowing/Placement)
- Community-Based Learning (CTSOs and Other)
- Exploratory Learning
- Independent Research
- Team Teaching

Content Specific Strategies