

Introduction to Psychology

Course Guide

plus

Earn College Credit with the CLEP® Exam

by

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COURSE OVERVIEW

Introduction to Psychology is a full-year curriculum that introduces students to the scientific study of psychology - an engaging course, often offered in both high school and as a college general education course. This Course Guide is written to high school students plus includes an optional component of guided CLEP exam prep.

Why a Psychology Course Guide? Psychology is a social science based on fact, observation, and research. Through this study, we can gain a deeper understanding of ourselves and those around us. Our goal is to inspire students to want to learn about psychology and encourage them to ask: "What's the evidence?" when encountering statements about human behavior. Students often find this information is applicable in their everyday lives and can be applied to a broad range of career fields. The difficulty educators find is the lack of age-appropriate material written from a Biblical perspective. We decided to solve that.

Topics that are explored include: How people learn and develop, what factors affect behavior, sensation and perception, states of consciousness, memory, thinking, language, learning, intelligence, psychological disorders and their treatment, motivation, emotion, and personality.

Features

- Written from a Biblical worldview
- Full-year course for grades 9-12
- Requires minimal parent/educator prep time
- Optional CLEP exam prep included in every lesson
- Companion text is very affordable: [Understanding Psychology](#)
ISBN: 0078285712
- Assignments include weekly reading, review questions, vocabulary, short application activities, and research projects, and are designed to introduce and develop essential study skills
- Lessons stretch students to try a variety of learning styles, helping them identify their strengths and weaknesses
- Can be used in a homeschool co-op, classroom or with a CLEP exam prep study group

CHAPTER 2

PSYCHOLOGICAL RESEARCH METHODS & STATISTICS

What is Research? ▪ Problems and Solutions in Research ▪ Statistical Evaluation

Date Due:

- Circle your Learning Style.** Tell someone one study habit you are implementing to compliment your learning style.

Visual/Verbal ▪ Visual/Nonverbal ▪ Auditory ▪ Kinesthetic

🌀 Study smarter, not harder! 🌀

- Read pg 34-55.** Take notes as you read. Have your Major Players project handy and fill in as you go along.
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- Define Chapter Vocabulary** terms listed on the Summary and Vocabulary page at the end of the chapter. Use one of the three suggested methods from Chapter 1 Assignment page. Apply these same instructions to the rest of the book's chapters.

Reminder: You can create flashcards for the vocabulary words with this free website and then play review games to master them.

Quizlet.com

- Assignment: Methods of Research Diagram.** Using your text, complete the diagram, or recopy it in your notebook and fill it in.
-

- Complete the Chapter Assessment.** At the end of the chapter in your book, complete the sections title: Reviewing Vocabulary and Recalling Facts. Remember to write your answers to the Recalling Facts in complete sentences, not just a letter or one word. If you are not sure of an answer, go back into your text to look it up.
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Activity: Putting it into Practice. Read about using the scientific method in the back of your book, pg 623. Then complete the activity on the next page. Share your results at the end of next week with a parent or in class.

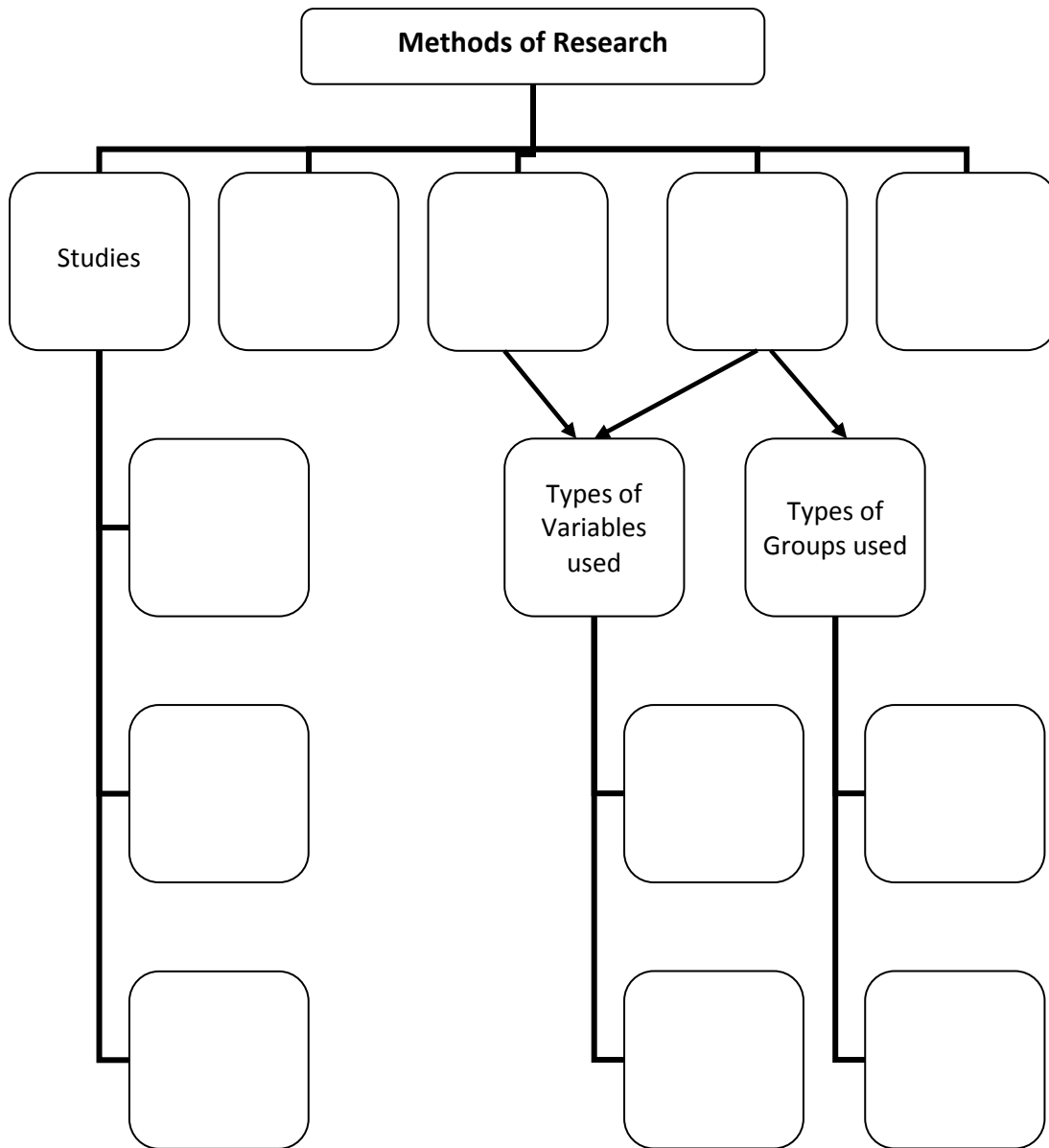
Watch Discovering Psychology Video 2: Understanding Research. Take notes as you watch to help with recall.

Quiz Me! Just for fun, take this quiz from Sparknotes and see how you do:
sparknotes.com/psychology/psych101/researchmethods/quiz.html

CLEP Prep: Read and take notes on REA Chapter 2.
Note: Students who want to prepare for the CLEP exam are encouraged to read the REA CLEP Introductory Psychology book concurrently with the Understanding Psychology course text. The chapters are brief but comprehensive.

METHODS OF RESEARCH DIAGRAM

Psychologists often use five different methods of research. "Studies" is one method. Using your text, complete the graphic organizer by listing the other four methods. Include notes next to each that help you remember what distinguishes each one from the others.

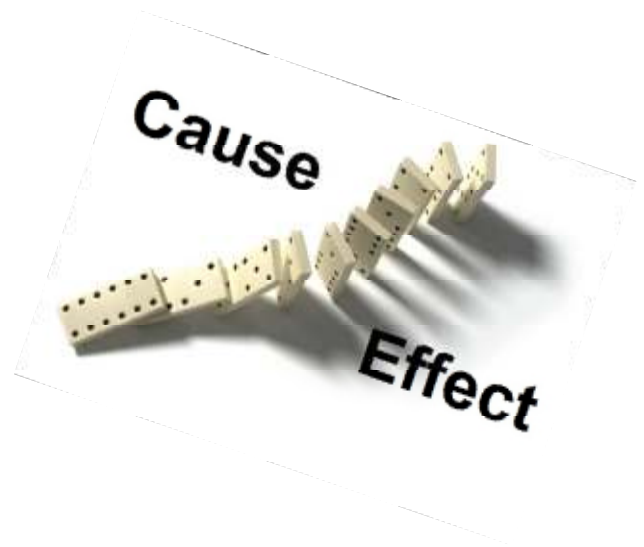


PUTTING IT INTO PRACTICE

The scientific method is a series of planned steps used to solve questions and problems. It is how scientists understand the world around them. It is useful in our everyday life to approach problems in the same manner.

This week, find a situation where you can observe and try to influence someone's behavior using these scientific method steps. This someone can be a family member, a friend, or a classmate. Have fun with it!

1. Question: Describe the behavior you are observing. Why do you think this behavior is occurring?
2. Hypothesis: Predict what you think will happen when you try to influence an observed behavior.
3. Experiment: Think of a way you could influence the observed behavior and do it!
4. Data: What happened?
5. Conclusion: Did you influence the behavior as predicted? Why or why not?



Example

1. Question: My 2-year old nephew Henry throws a tantrum when his red shoes are wet and he can't wear them. He doesn't have outbursts about his other clothes. Why just the red shoes?
2. Hypothesis: I know these are his favorite shoes because his big brother Mikey has red shoes and Henry wants to be just like Mikey. I think Henry is having an outburst because being like his big brother is important to Henry. If Mikey will wear other shoes and talk about how much he likes to change his shoes to go with different outfits, two-year-old Henry will be more accepting of wearing other shoes.

3. Experiment: I asked Mikey to wear a different pair of shoes and casually tell his two-year-old brother how cool these other shoes are. Mikey will ask Henry if he has different shoes to wear besides just the red ones.
4. Data: Henry wore the green shoes today to the store and didn't overreact when he couldn't wear the red ones because they were wet.
5. Conclusion: Henry still wants to be just like Mikey, but he now observes Mikey wearing different shoes, so he can be like Mikey by wearing other shoes.

PUTTING IT INTO PRACTICE

1. Question

2. Hypothesis

3. Experiment

4. Data

5. Conclusion

CHAPTER 6

BODY AND BEHAVIOR

The Nervous System: The Basic Structure ▪ Studying the Brain
The Endocrine System ▪ Hereditary and the Environment

Date Due: _____

- Read pg 155-177.** Notes Reminder: Pay particular attention to including the chapter vocabulary words in your notes. Don't give up on note taking; the process gets easier the more you do it.

- Define Chapter Vocabulary.** Build your knowledge by including 15 - 30 minutes of review each week of the terms from previous chapters.

- Assignment: Body and Behavior Diagrams.** Complete the drawings in your notebook.

- Complete the Chapter Assessment.** Reviewing Vocabulary and Recalling Facts (answer in complete sentences). Apply these same instructions to the rest of the chapters.

- Share Your Results.** If you have not already, share your results for the Activity: *Putting it into Practice* with a parent or in class.

- Watch Discovering Psychology** Video 3: The Behaving Brain, and Video 4: The Responsive Brain. Take notes as you watch to help with recall. It's the act of writing that helps.

- CLEP Prep:** Review ALL vocabulary terms. Start committing these terms to memory. It will be important to have a good grasp on them for the CLEP exam.

- CLEP Prep:** Read and take notes on REA Chapter 3.

Reminder: Continue working on the assignment: Major Players and Theories as you complete each chapter's readings.

Looking Ahead: Next week students have an optional assignment: Watching the HBO Movie Temple Grandin. Parents may want to rent from your public library or another provider.

BODY AND BEHAVIOR DIAGRAMS

Besides your text, use this informative website to complete these assignments:

thebrain.mcgill.ca/index.php

ANATOMY OF A NEURON

1. Study Figure 6.2, Anatomy of Two Neurons, in your text on pg 157. Redraw the figure in its entirety in your notebook.
2. Label the individual parts of the neurons.
3. Check your drawing against the book and make any corrections or additions.
4. Next to each label, or below your diagram, define the function of each part of the Neuron in the diagram.

THE BRAIN – PART 1

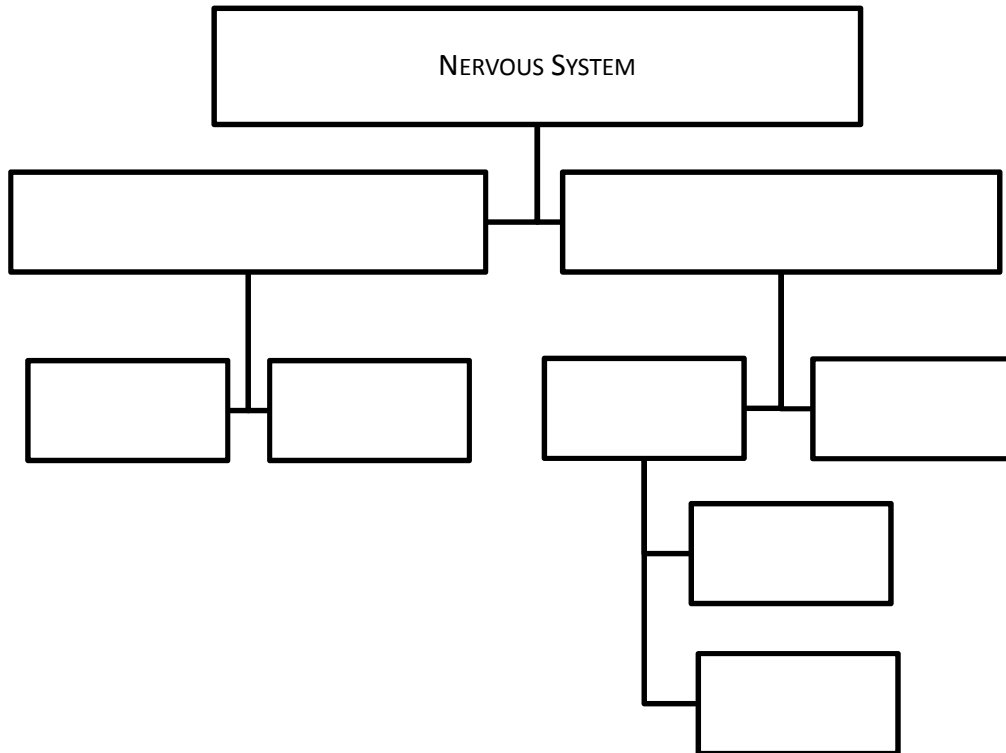
5. Study Figure 6.5, The Parts of the Brain, in your text on page 161. Redraw the figure in its entirety in your notebook.
6. Label the individual parts of the brain.
7. Check your drawing against the book and make any corrections or additions.
8. Use the website provided to understand the part of the brain called the amygdale. Include it in your diagram.
9. Next to each label, write a short phrase that identifies the function of each part of the brain. For example: "Corpus Callosum - connects the two hemispheres to each other"
10. Lastly, using different color highlighters, outline the hindbrain, midbrain, and forebrain sections.

THE BRAIN – PART 2

11. Study Figure 6.6, The Cerebral Cortex, in your text on pg 162. Redraw the figure in its entirety in your notebook.
12. Label the individual lobes of the brain.
13. Check your drawing against the book and make any corrections or additions.
14. Next to each label, write a short phrase that identifies the function of each lobe of the brain.
15. Two areas of the brain that have been identified as important to language are Broca's area and Wernicke's area. They are named after the neurosurgeons that discovered them. Read about these areas from the website provided. Include these areas in your brain drawing with a description of their function.

Chapter 6 Assignment

Study Figure 6.1 on pg 156 of your text. Complete the diagram below, or redraw and complete in your notebook using the bold words below. Include a word or short phrase in each box that helps you remember the function of each part.



Central Nervous System or CNS: Consisting of the brain and spinal cord.

Brain: Receives and processes sensory information, initiates responses, stores memories, generates thoughts and emotions.

Spinal Cord: Conducts signals to and from the brain, controls reflex activities.

Peripheral Nervous System or PNS: Includes the sensory and motor neurons that gather and deliver information to the CNS.

Autonomic: Regulates all involuntary functions (automatic) such as secretion of hormones, contraction of the heart muscle, and the ability to move substances through the digestive tract.

Sympathetic: Prepares the body for action (fight or flight).

Parasympathetic: Deactivates the body's action responses (rest or digest).

Somatic: Regulates voluntary movements, sending and receiving information to and from muscles, sense organs, and skin, with the CNS.

Chapter 6 Assignment

Complete the chart. Norepinephrine has been completed as an example.

NEUROTRANSMITTERS

Chemicals that pass along signals from one neuron to the next.

Neurotransmitter	Body's Response
Norepinephrine*	Norepinephrine is similar to adrenaline. It works by constricting (narrowing) the blood vessels and increasing blood pressure and blood sugar levels. Flight or fight.
Endorphin	
Acetylcholine	
Dopamine	
Serotonin	
<p><i>Good to Know:</i> Endorphins are neurotransmitters. Endorphins are produced as a response to certain stimuli, especially stress, fear, or pain. There are at least 20 different kinds of endorphins. They originate in various parts of your body - the pituitary gland, your spinal cord, and throughout other parts of your brain and nervous system - and interact mainly with receptors in cells found in regions of the brain responsible for blocking pain and controlling emotion. The hypothalamus is the command-and-control center of your endocrine system.</p>	
<p><i>*In your text, the information regarding the neurotransmitter <u>norepinephrine</u> is incorrect. The correct information is provided here.</i></p>	