

# COURSE OVERVIEW

*Introduction to Psychology* is a full-year, high school-level study that introduces students to the scientific study of psychology. This Course Guide is an engaging and age-appropriate curriculum. It includes reading from a companion text, and lessons that target the concepts often covered in an introductory-level college course. This targeted approach guides students who wish to prepare for the Psychology CLEP exam.

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

## Features

- Full-year course for grades 9 – 12.
- Written from a Biblical worldview.
- Each lesson includes targeted review questions to prepare students for the Psychology CLEP® exam. This guide is formatted for students to take notes in, draw diagrams, and use highlighters, creating a powerful study guide when complete.
- Requires minimal parent prep.
- Can be used individually, or with a homeschool co-op, classroom, or study group.
- Study skills are fostered through assignments that include weekly reading, review questions, vocabulary, short application activities, and research projects.
- Companion text is very affordable: Understanding Psychology ISBN: 0078285712

## Required Companion Text

**Understanding Psychology ISBN: 0078285712** Copyright 2003, Glencoe Publishing

Please note: The 2002/2003 edition of *Understanding Psychology* has a gold cover. This companion text was chosen for several reasons:

**Relevant** The text approaches the subject of Psychology as a social science at an age-appropriate level. Though there are more recent editions by the same publisher, this older edition is preferred because it focuses on science, not cultural trends.

**Engaging** The text is visually appealing and has a great readability factor (not too cluttered with a good use of white space). Pictures really do speak a thousand words and information in this book is presented through text, charts, pictures, and graphs.

**Affordable** Though this book is out of print, used copies are readily available from online bookstores. At the time of this printing, used copies cost less than \$10.

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# Sample Lesson

Topics covered in the chapter text are listed here

*Each week students will write in the assigned due date (time management).*

**Date Due:** \_\_\_\_\_



**Read pg 206-233, 236-237.** Reminder: Pay particular attention to chapter vocabulary words in your notes.

*Each lesson will include chapter reading from the text.*



**Define Chapter Vocabulary.**

*"Assignments" emphasize important concepts. Lessons are designed to utilize different learning styles.*



**Assignment: Draw an eye.** Include a detailed drawing of all parts and their function. Include rods and cones.



*Chapter Assessments from the text are included in each lesson.*

**Complete the Chapter Assessment.** Reviewing Vocabulary (fill in the sentences). Remember to guess the meaning of words you are not sure about. Use the assessment as a learning tool.

*Items below this double line are extensions of the lesson or specific to CLEP Exam Prep.*



**Activity: What is Autism?**

*"Activities" encourage practical application.*



**Watch Discovering Psychology Video 7: Sensation and Perception.** Take notes.



**CLEP Prep:** Read and take notes on *PSA* Chapter 4.

*CLEP Exam Prep activities are added to prepare students for the CLEP exam at the conclusion of this course.*

*Optional videos enhance learning for the visual and auditory learner.*

This Course Guide is formatted for students to check off assignments, take notes in, draw diagrams, and use highlighters.

# LESSON PLAN SCHEDULE

Anticipated Date Due	Lesson
	Getting Started Assignments
	<b>Chapter 1 Introducing Psychology</b>
	<b>Extended Assignment:</b> Major Players and Theories (due at the end of Chapter 14)
	<b>Chapter 2 Psychological Research Methods &amp; Statistics</b> Assignment: Methods of Research Diagram Activity: Putting it into Practice
	<b>Chapter 6 Body and Behavior</b> Assignment: Body and Behavior Diagrams
	<b>Chapter 8 Sensation and Perception</b> Assignment: Draw an eye Assignment: Question to ponder Activity: What is Autism? Activity: Optical Illusions
	<b>Extended Activity:</b> Research in Action (2 weeks)
	<b>Chapter 10 Memory and Thought</b> Assignment: Create a Mnemonic (Chapters 10 and 11 are shorter and could be combined for those desiring an accelerated schedule).
	<b>Chapter 11 Thinking and Language</b> Activity: Decision-making Worksheet
	<b>Chapter 9 Learning: Principles and Applications</b> Assignment: Types of Conditioning Charts
	<b>Chapter 7 Altered States of Consciousness</b> Assignment: The Stages of Sleep Diagram Assignment: Psychoactive Drugs Chart

# 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.



**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.



**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.

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

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**Quiz Me!** Just for fun, take this quiz from Sparknotes and see how you do:

[sparknotes.com/psychology/psych101/researchmethods/quiz.html](http://sparknotes.com/psychology/psych101/researchmethods/quiz.html)

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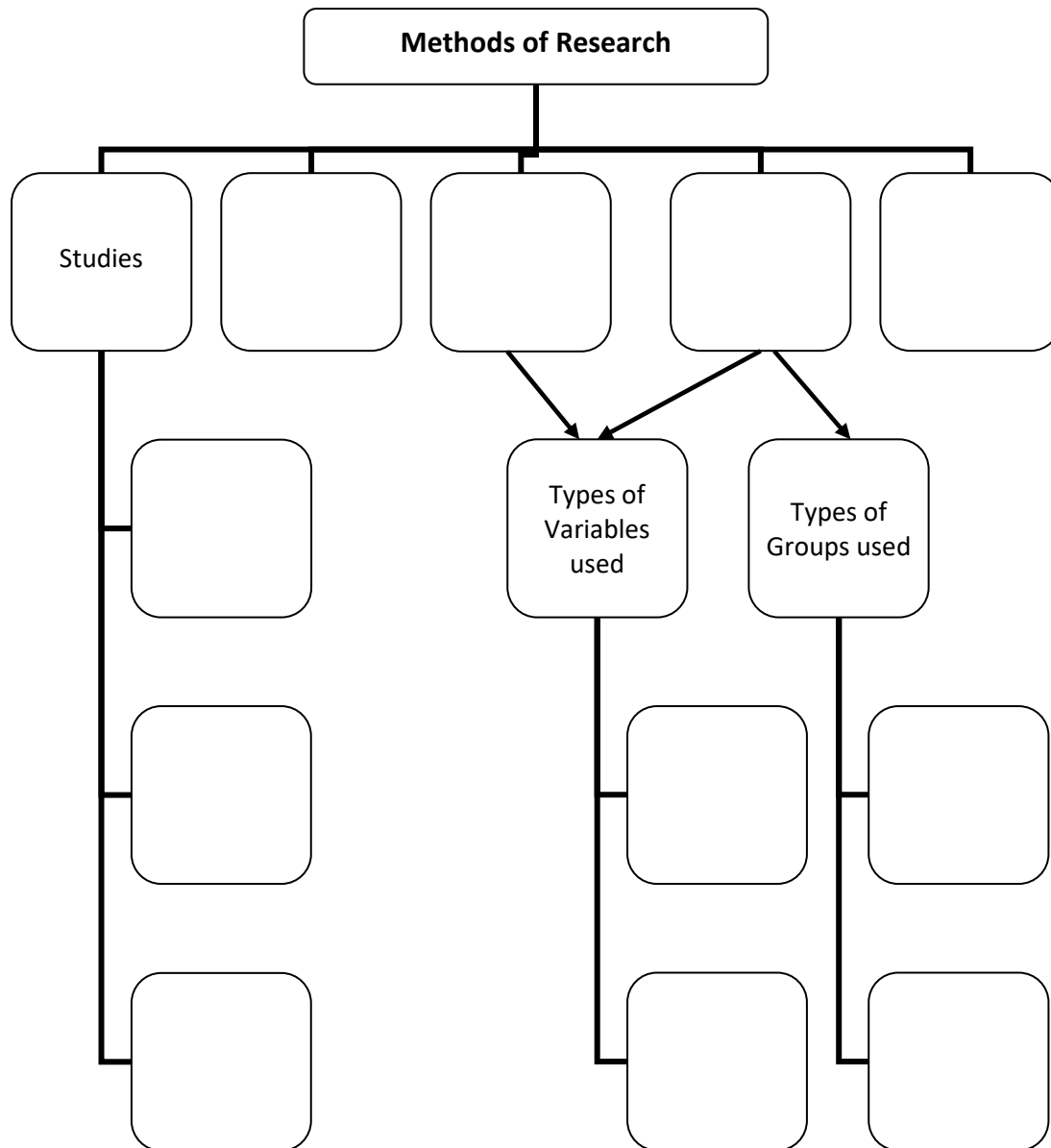
**CLEP Prep:** Read and take notes on REA Chapter 2.

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.

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**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.

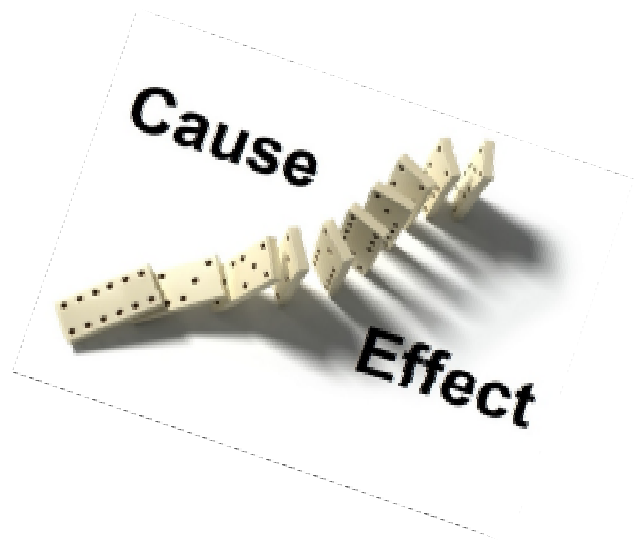


## PUTTING IT INTO PRACTICE

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.

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## **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**

### **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**

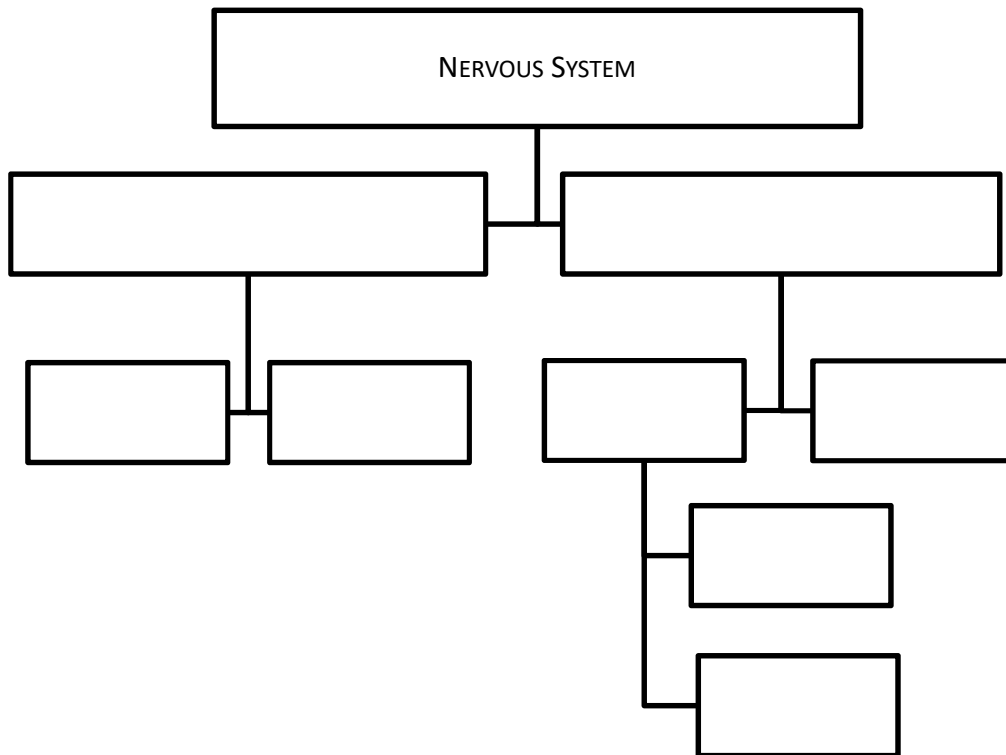
5. Study Figure 6.5, The Parts of the Brain, in your text on page 161. Redraw the figure in its entirety in your notebook.
6. Label the individual parts of the brain.
7. Check your drawing against the book and make any corrections or additions.
8. Use the website provided to understand the part of the 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 <b>neurotransmitters</b>. 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>	