



Psychology

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Introduction

“Psychology is defined as the scientific study of the mind and behavior. In a high school psychology course, students are introduced to the scientific method and the core ideas and theories of psychology. As a result, students gain an understanding of the complexities and diversity of human thought and behavior” (National Standards for High School Psychology Curricula).

Course Description

Psychology is the systematic study of individual human behavior and experience. The purpose of this course is to introduce the student to the content, terminology, methodology, and application of the discipline. This survey course contains an introduction followed by seven units based on the physiological, cognitive, behavioral, and affective domains of psychology. This elective course stresses the application of academic content to the student's life.

As a result of this study of psychology, students will demonstrate the ability to:

- Understand the nature of human beings, both as individuals and as members of social groups.
- Appreciate psychology, both as an academic discipline and as a body of knowledge relevant to the student's life and culture.
- Examine the major concepts and theories of psychology.
- Apply critical thinking skills and be aware of the need for careful, objective evaluation of psychological ideas.
- Employ the various methods of psychological inquiry.
- Maintain high ethical standards and sensitivity in applying the principles of psychology to themselves, other people, and other organisms.
- Recognize and apply psychological principles to everyday situations.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
1- History and Perspectives in Psychological Science	The common misconception is that psychology is just “Common Sense.”	<p><u>Psychology:</u> <u>Perspectives in Psychological Science</u> Domain: Science Inquiry Standard 1: 1-4 Standard 2: 1-3</p> <p><u>Technology:</u> 8.1.12.A.CS1</p> <p><u>ELA:</u> RH.11-12.1 & 2</p> <p><u>Science:</u> 9-12.5.1.12.A.c 9-12.5.1.12.A.3</p>	5-7 days
2- Biopsychology	Students generally misunderstand how the central nervous system works and that every thought and action begins there.	<p><u>Psychology:</u> <u>Neuropsychology</u> Domain: Biopsychology Standard 1: 1-5 Standard 2: 1-3 Standard 3: 1-3 Standard 4: 1-3</p> <p><u>Technology:</u> 8.1.5.F.1 8.1.12.F.1</p> <p><u>ELA:</u> RH.11-12.2</p>	8-10 days

		<u>Science:</u> 9-12.5.3.12.D.a 9-12.5.3.12.E.c	
3- Consciousness	<p>Biological and psychological processes interact on a conscious and unconscious level.</p> <p>Students often misunderstand the difference between drug use and abuse in the clinical sense. They also do not realize the value and importance of sleep on physical, mental, and emotional well- being.</p>	<u>Psychology:</u> <u>Consciousness</u> Domain: Biopsychology Standard 1: 1-2 Standard 2: 1-5 Standard 3: 1-4 Standard 4: 1-3 <u>Technology:</u> 8.1.12.A.CS2 <u>ELA:</u> RH.11-12.2	8-10 days
4- Personality	<p>Most students misunderstand that personality theories do not all have to be correct, in fact, they will find themselves critically thinking about how they truly believe personality forms.</p>	<u>Psychology:</u> <u>Personality</u> Domain: Individual Variation Standard 1: 1-4 Standard 2: 1-2 Standard 3: 1-5 <u>Technology:</u> 8.1.12.A.CS1 <u>ELA:</u> WHST11-12.1 & 1e	8-10 days
5- Personality	<p>Memory, thinking and intelligence affect the large and small details of everyday life. There are also several different types of memory. Students often believe that you are either gifted with a good memory or you are not. This unit opens students up to several techniques that may</p>	<u>Psychology:</u> <u>Memory</u> Domain: Cognition Standard 1: 1-3 Standard 2: 1-2	8-10 days

	help improve their memory and hopefully meaningful practice of those techniques.	Standard 3: 1-5 <u>Science:</u> 9-12.5.1.12.A.1	
6- Development	Development is a lifelong process and involves so much more than just physical development. Students often struggle with understanding the pace and course of development for others on both cognitive and moral platforms.	<u>Psychology:</u> <u>Development</u> Domain: Development & Learning Standard 1: 1-5 Standard 2: 1-3 <u>Technology:</u> 8.2.12.A.CS3 <u>Science:</u> 9-12.5.1.12.A.2	8-10 days
7- Psychological Disorders and Treatments/Therapies	There are ways people decide what is normal and abnormal, some major types of mental illnesses, and some therapies for use in bringing about improvement in mental health. Predictable misunderstandings include the idea that one type of therapy is a cure for certain disorders but, in fact, it is the eclectic approach one must understand and embrace.	<u>Psychology:</u> <u>Psychological Disorders</u> Domain: Individual Differences Standard 1: 1, 3-5 Standard 2: 1-4 <u>Treatment of Psychological Disorders</u> Domain: Applications of Psychological Science Standard 1: 1-3 Standard 2: 1-6 Standard 3: 1 & 2 <u>Technology:</u> 8.1.12.A.CS2	10 days

		<u>ELA:</u> CCRA.W.1 & 4	
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Unit Plans

Content Area:	Introduction to Psychology	Grade(s): 11-12
Unit Plan Title:	Unit 1 - History and Perspectives in Psychological Science	
Overview/Rationale		
<p>This unit introduces students to the science of psychology, from its early days to today. Students will learn about the first psychology laboratory founded by Wilhelm Wundt and how his students brought psychology to the United States. Students will appreciate how diversity has affected psychology’s growth as a science.</p> <p>Students will also be exposed to how different perspectives in psychology were begun and evolved into today’s more eclectic approaches.</p>		
APA National Standards Standard(s) Number and Description		
<p>Domain: Scientific Inquiry</p> <p>Standard Area: Perspectives in Psychological Science</p> <p>Content Standard 1: <i>Development of psychology as an empirical science</i></p> <p>Performance Standards:</p> <ul style="list-style-type: none">1.1 Define Psychology as a discipline and identify its goals as a science1.2 Describe the emergence of psychology as a scientific discipline1.3 Describe perspectives employed to understand behavior and mental processes1.4 Explain how psychology evolved as a scientific discipline <p>Content Standard 2: <i>Major Subfields within Psychology</i></p> <p>Performance Standards:</p> <ul style="list-style-type: none">2.1 Discuss the value of both basic and applied research with human and non-human animals2.2 Describe the major subfields of psychology2.3 Identify the important role psychology plays in benefiting society and improving people’s lives		
Technology Standard(s) Number and Description		
TECH.8.1.12.A.CS1 - [Content Statement] - Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
LA.11-12.RH.11-12.1 - [Progress Indicator] - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.		

LA.11-12.RH.11-12.2 - [Progress Indicator] - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

SCI.9-12.5.1.12.A.c - [Content Statement] - Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence.

SCI.9-12.5.1.12.A.3 - [Cumulative Progress Indicator] - Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand how the science of psychology informs the understanding of behavior and mental processes.
The common misconception is that psychology is just "Common Sense."

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

1. How have different perspectives influenced the development of psychology as a science?
2. How does scientific inquiry improve our understanding of psychology?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.			Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, and/or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
	X	Global Awareness		E, T, A	Critical Thinking and Problem Solving
		Environmental Literacy		E	Creativity and Innovation
	X	Health Literacy		E, T, A	Communication and Collaboration
	X	Civic Literacy		E, T, A	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		E, T, A	Initiative and Self-Direction
				E, T, A	Social and Cross-Cultural Skills
				E, T, A	Productivity and Accountability
				E, T, A	Leadership and Responsibility

		E, T, A	Informational Literacy Skills
		E, T, A	Media Literacy Skills
		E, T	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.			
	E, T	CRP1. Act as a responsible and contributing citizen and employee	
	E, T	CRP2. Apply appropriate academic and technical skills	
	E, T, A	CRP3. Attend to personal health and financial well-being	
	E, T, A	CRP4. Communicate clearly and effectively with reason	
	E, T	CRP5. Consider the environmental, social and economic impacts of decisions	
	E, T	CRP6. Demonstrate creativity and innovation	
	E, T, A	CRP7. Employ valid and reliable research strategies	
	E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E	CRP9. Model integrity, ethical leadership, and effective management	
	E, T	CRP10. Plan education and career paths aligned to personal goals	
	E, T	CRP11. Use technology to enhance productivity	
	E, T	CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)			
Students will know....		Students will be able to (do)...	
How psychology as evolved scientifically over time.		• Define psychology and describe its scientific nature.	
That psychology developed over time through perspective thinking		• Trace the historical development of psychology, including	

<p>and finally rests upon an eclectic knowledge which combines to answer the questions posed to psychology today.</p>	<p>contributions from researchers from diverse backgrounds.</p> <ul style="list-style-type: none"> • Compare psychology in the 19th, 20th, and 21st centuries. • Describe how influential figures, including those from diverse ethnicities and genders, advanced the field. • Briefly describe the perspectives from which psychologists examine behavior and mental processes, while understanding that each perspective provides a significant contribution to psychology. • Appreciate how scientific inquiry improves the knowledge and practice of psychology. • Compare and contrast the research methodologies that psychologists use to study human behavior.
Key Vocabulary and Terms:	
<p>Terms: Psychology, basic and applied research, structuralism, Gestalt, functionalism, psychoanalysis, behaviorism, humanistic psychology, cognitive perspective, biological perspective, social-cultural perspective, behavior genetics, evolutionary psychology.</p> <p>People: Titchener, Wundt, William James, Freud, Pavlov, Watson, Skinner, Maslow, Rogers, Piaget, Kenneth and Mamie Clark.</p>	
Assessment Evidence:	
<p>Performance Tasks: (All activities are found within the confines of the textbook and teacher resource materials)</p> <p>Critical Thinking Activities:</p> <p>Fact or Falsehood? (Based on Reading)</p> <p>Psychology as a Science (PAS) scale and discuss.</p> <p>The Science/Art Continuum: Where Does Psychology Fit?</p> <p>Digital Connections:</p> <p>Technology Application Activity:</p> <p>How can Psychology Help Me?</p> <p>What Happened On Your Birthday?</p> <p>Cross Curricular Activity:</p> <p>Read All About It! Wundt Opens a Psychology Lab: A Newspaper Assignment for the History of Psychology.</p>	<p>Other Assessment Measures: <i>(All assessments are found within the textbook and teacher resource materials)</i></p> <p>Quizzes, tests, observations, homework, benchmarks, review games and writing assignments.</p> <p>Application Activities and Group Assessment:</p> <p>A Beautiful Day</p> <p>Group Work on Perspective Analysis</p> <p>Celebrity Perspective Application</p>

<p>Graphic Organizer: Famous Names in Psychology</p> <p>Cooperative Learning Activity:</p> <p>Diversity in Textbooks</p> <p>What Perspective is Dominant in Scientific Psychology?</p> <p>Film/Video:</p> <p>Freud: The Hidden Nature of Man</p> <p>B. F. Skinner: A Fresh Appraisal</p>	
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p>Instructional Strategies and Activities (add rows as needed)</p> <p>*D</p>	<ol style="list-style-type: none"> 1. Begin each Unit of study with a Fact or Falsehood Questionnaire. Challenge preconceived notions and myths upfront. 2. Always have an activity on how psychology directly affects the students – either a survey or research document for discovery. 3. Read and discuss what kinds of topics psychologist study. 4. Complete timeline of important figures, research breakthroughs, and perspectives. 5. Be sure to address Cross-Curricular Connections provide by these discoveries and individuals. 6. Reenact a multicultural design connection – Kenneth and Mamie Clark’s research. 7. Use group work to evaluate situations through the eyes of each perspective. 8. Create a visual demonstrating an understanding of each perspective. 9. Use student presentations so that each group may question and defend their work for true depth of knowledge.
<p>Differentiation</p>	<p>When applicable students will be given the opportunity to develop class assignments and projects that meet their abilities.</p>
	<ul style="list-style-type: none"> • Vocabulary activities • Journal Entries • Quick lab activity • Learning Style Inventories • Various types of reinforcement • Supplemental Notes • Bad habits activity • Auditory/musical activities

	<ul style="list-style-type: none"> Find examples of songs that bring back memories Use/create flashcards to help with vocabulary
Resources: (All textbooks, websites, and other major resources associated with the course)	
Thinking About Psychology, 3 rd Edition – The Science of Mind and Behavior, Amy C. Fineburg, Charles Blair-Broker, Randal M. Ernst, BFW Worth Discovering Psychology – The Annenberg/CPB Collection	
Suggested Time Frame (Days):	CP: 5-7 Days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Introduction to Psychology	Grade(s) 11-12
Unit Plan Title:	Unit 2- Biopsychology	
Overview/Rationale (Describe and Justify)		
<p>Many psychologists believe that to truly understand human behavior, one must have an understanding of the biological processes that underlie our actions. This viewpoint has increasingly dominated the psychological field, students sometimes neglect this important connection. This unit is designed to help students understand the importance of how biological process shapes behavior. This unit will reveal the internal workings of the brain and how our bodies adapt to external conditions.</p>		
Standard(s) Number and Description (Established Goals)		
<p>Domain: Biopsychology Standard Area: Neuropsychology</p> <p>Content Standard 1: Structure and function of the nervous system in human and non-human animals.</p> <p>Performance Standards:</p> <p>1.1 Identify the divisions in the central nervous system</p> <p>1.2 Identify the parts of the neuron and the basic process of neural transmission.</p> <p>1.3 Differentiate between the structures and functions of the various parts of the central nervous system</p> <p>1.4 Describe lateralization of brain functions.</p> <p>1.5 Discuss the importance of brain plasticity.</p> <p>Content Standard 2: Structure and function of the endocrine system.</p> <p>2.1 Describe how the endocrine glands are linked to the nervous system.</p> <p>2.2 Describe the effects of hormones on behavior and mental processes.</p> <p>2.3 Describe hormone effects on the immune system</p> <p>Content Standard 3: The interaction between biological factors and experience.</p> <p>3.1 Describe concepts in genetic transmission.</p> <p>3.2 Describe the interactive effects of heredity and environment.</p> <p>3.3 Explain how evolved tendencies influence behavior.</p> <p>Content Standard 4: Methods and issues related to biological advances.</p> <p>4.1 Identify tools used to study the central nervous system.</p> <p>4.2 Describe advances made in neuroscience</p> <p>4.3 Discuss issues related to scientific advances in neuroscience and genetics.</p>		
Technology Standard(s) Number and Description		
<p>8.1.5.F.1- Apply digital tolls to collect, organize, and analyze data that support a scientific finding.</p> <p>8.1.12.F.1- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.</p>		

Interdisciplinary Standard(s) Number and Description				
<p>SCI.9-12.5.3.12.D.a - [Content Statement] - Genes are segments of DNA molecules located in the chromosome of each cell. DNA molecules contain information that determines a sequence of amino acids, which result in specific proteins.</p> <p>SCI.9-12.5.3.12.E.c - [Content Statement] - The principles of evolution (including natural selection and common descent) provide a scientific explanation for the history of life on Earth as evidenced in the fossil record and in the similarities that exist within the diversity of existing organisms.</p> <p>LA.11-12.RH.11-12.2 - [Progress Indicator] - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.</p>				
<p>Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)</p>				
<p>Students will understand that...Biological and psychological processes interact, and in what ways they do.</p> <p>Students generally misunderstand how the central nervous system works and that every thought and action begins there.</p>				
<p>Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)</p>				
<ol style="list-style-type: none"> How do the nervous and endocrine systems' components contribute to behavior and mental processes? How do the various parts of the brain work together to create behavior and mental processes? 				
<p>21st Century Connections (P21 Framework – Partnership for 21st Century Learning):</p>				
<p><i>Check all that apply.</i></p>		<p><i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p>		
<p>21st Century Interdisciplinary Themes</p>		<p>21st Century Skills</p>		
		Global Awareness	E, T, A	Critical Thinking and Problem Solving
	X	Environmental Literacy	E, T, A	Creativity and Innovation
	X	Health Literacy	E, T, A	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability

	Financial, Economic , Business and Entrepreneurial Literacy	E, T	Initiative and Self-Direction
		E, T, A	Social and Cross-Cultural Skills
		E, T, A	Productivity and Accountability
		E, T	Leadership and Responsibility
		E, T, A	Informational Literacy Skills
		E, T, A	Media Literacy Skills
		E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>			
	E, T	CRP1. Act as a responsible and contributing citizen and employee	
	E, T, A	CRP2. Apply appropriate academic and technical skills	
	E, T	CRP3. Attend to personal health and financial well-being	
	E, T, A	CRP4. Communicate clearly and effectively with reason	
	E, T	CRP5. Consider the environmental, social and economic impacts of decisions	
	E, T, A	CRP6. Demonstrate creativity and innovation	
	E, T	CRP7. Employ valid and reliable research strategies	
	E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E, T	CRP9. Model integrity, ethical leadership, and effective management	

		CRP10. Plan education and career paths aligned to personal goals
	E, T	CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know....(All information and activities are located within the textbook and teacher resource materials) The biological bases of behavior. Students will know that biological psychology focuses on aspects of our being, which provide the physical basis for behavior and mental processes. How their brain works. How their brains change over a lifetime. How the teenage brain is different than the adult brain. What neurons are and how they work. How biochemical affect my mood. How can hormones help me in a crisis?		Students will be able to (do).....(All information and activities are located within the textbook and teacher resource materials) <ul style="list-style-type: none"> • Identify the parts of the neuron and the function of each • Explain the process of neural communication. • Explain the role of neurotransmitters in neural communication. • Identify the components of the nervous system, their parts and their functions. • Analyze the difference between the endocrine and nervous system • List the available tools to psychologists who want to study the brain. • Discuss how the hemispheres of the brain are specialized yet work together.
Key Vocabulary and Terms:		
Section 1: Neuron, dendrite, axon, axon terminal, action and resting potential, all-or-none principle, synapse, neurotransmitter, excitatory and inhibitor effect, receptor cells, sensory nerves, interneurons, antagonist and agonist, central nervous system, peripheral, somatic, autonomic, sympathetic and parasympathetic divisions, endocrine system, hormone, pituitary gland.		
Section 2: Case study, CAT, PET, EEG, MRI, brainstem, medulla, reticular activating system, thalamus, cerebellum, limbic system, hypothalamus, amygdala, cerebral cortex, corpus callosum, frontal lobes, parietal lobes, occipital lobes, temporal lobes, motor cortex, plasticity, Broca and Wernicke areas.		
Assessment Evidence:		

<p>Performance Tasks:</p> <p>Critical Thinking Activity: Fact or Falsehood?</p> <p>Building Vocabulary: Greek and Latin Roots</p> <p>Digital Connections: Discovering Psychology – The Behaving Brain</p> <p>Graphic Organizer: The Brain</p> <p>Diagram: Label a diagram of key brain structures and locations.</p> <p>Explain: The functions of each structure.</p> <p>Application Activities:</p> <p>Handedness Questionnaire</p> <p>Behavioral Effects of the Split-Brain Operation</p> <p>Right Brain/Left Brain Dominance Survey and Writing</p>	<p>Other Assessment Measures:</p> <p>Quizzes, tests, observations, homework, benchmarks, review games and writing assignments.</p> <p>Writing Assignment: Reflection: after viewing the Frontline Video and discussing the Teen Brain article, students will write a journal entry detailing what stage of development they think their brain is in and explain using evidence.</p> <p>Application Activities:</p> <p>A portable brain model – creativity needed.</p> <p>The Sensory Homonculus diagramed and acted out.</p> <p>Portfolio Project: Connecting Neuroscience and the Brain</p> <p>PBS Webquest: on Teenage Brain</p> <p>Evaluate the activities for accuracy and their empirical basis</p>
<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p><i>*D</i></p> <p>Title</p>	<p>Consider how will the design will:</p> <p>Description with Modifications, number of days, etc.</p> <ol style="list-style-type: none"> 1. Fact of Falsehood – Challenging student prior knowledge and myths concerning biopsychology. 2. Show student’s brain models and several issues explained using the models, example: concussions, defects such as Parkinson’s, etc. 3. Classify: categorize personal traits you have into three categories: physical, mental and emotional. Apply to the field of psychology, use for class discussion. 4. Complete the end of unit quiz to see what you have learned that you though incorrect before or didn’t know at all. 5. Students will use Rubrics to grade each other’s brain models. 6. Using Teen Brain Articles and studies I can secure interest and assess the abilities of the learner to evaluate journal articles and research data. 7. This course is designed to be personally valuable to each student. From the activities to the reading, each day will encompass maximum involvement and accountability for interaction with the material.

Differentiation	When applicable students will be given the opportunity to develop class assignments and projects that meet their individual interests, needs and abilities.
Various Daily Differentiation Strategies	<ul style="list-style-type: none"> • Vocabulary activities • Journal Entries • Quick lab activity • Learning Style Inventories • Various types of reinforcement • Supplemental Notes • Bad habits activity • Auditory/musical activities • Find examples of songs that bring back memories • Use/create flashcards to help with vocabulary
Resources: (All textbooks, websites, and other major resources associated with the course)	
Thinking About Psychology, 3 rd Edition – The Science of Mind and Behavior, Amy C. Fineburg, Charles Blair-Broker, Randal M. Ernst, BFW Worth Discovering Psychology – The Annenberg/CPB Collection PBS Webquest: Teenage Brain Frontline Feature on the Teenage Brain	
Suggested Time Frame (Days):	8-10 days

Content Area:	Introduction to Psychology	Grade(s) 11-12
Unit Plan Title:	Unit 3 - Consciousness	
Overview/Rationale (Describe and Justify)		
This unit of study will cover the interconnectedness between the biological and cognitive processes of consciousness. In fact, much of the current research into consciousness examines the ways in which our brains process stimuli in conscious and non-conscious ways. Students need to learn how sleep, body rhythms, psychoactive drugs, and other states of consciousness can affect their normal, waking life. This unit will help students understand the critical connection between the many biological and psychological forces that affect their everyday behavior.		
Standard(s) Number and Description (Established Goals)		
Domain: Biopsychology Standard Area: Consciousness Content Standard 1: The relationship between the conscious and unconscious processes 1.1 Identify states of consciousness 1.2 Distinguish between processing that is conscious and other processing that occurs without conscious awareness Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream 2.1 Describe the circadian rhythm and its relation to sleep 2.2 Describe the sleep cycle 2.3 Compare theories about the functions of sleep 2.4 Describe types of sleep disorders 2.5 Compare theories about the functions of dreams Content Standard 3: Categories of psychoactive drugs and their effects 3.1 Characterize the major categories of psychoactive drugs and their effects 3.2 Describe how psychoactive drugs act at the synaptic level 3.3 Evaluate biological and psychological effects of psychoactive drugs 3.4 Explain how culture and expectations influence the use and experience of drugs Content Standard 4: Other states of consciousness 4.1 Describe meditation and relaxation and their effects 4.2 Describe hypnosis and controversies surrounding its nature and use 4.3 Describe flow states		
Technology Standard(s) Number and Description		
TECH.8.1.12.A.CS2 - [Content Statement] - Select and use applications effectively and productively.		
Interdisciplinary Standard(s) Number and Description		

LA.11-12.RH.11-12.2 - [Progress Indicator] - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

Biological and psychological processes interact on a conscious and unconscious level.

Students often misunderstand the difference between drug use and abuse in the clinical sense. They also do not realize the value and importance of sleep on physical, mental, and emotional well-being.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

1. How does what occur – or does not occur – during sleep affect daily life?
2. How does the use of psychoactive drugs affect people's lives?
3. How are other states of consciousness different from consciousness?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Interdisciplinary Themes			21st Century Skills		
		Global Awareness	E, T, A	Critical Thinking and Problem Solving	
		Environmental Literacy	E	Creativity and Innovation	
	X	Health Literacy	E, T, A	Communication and Collaboration	
		Civic Literacy	E, T	Flexibility and Adaptability	
		Financial, Economic , Business and Entrepreneurial	E, T	Initiative and Self-Direction	
			E, T	Social and Cross-Cultural Skills	

		Literacy	E, T, A	Productivity and Accountability
			E, T, A	Leadership and Responsibility
			E, T, A	Informational Literacy Skills
			E	Media Literacy Skills
			E, T	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E, T, A	CRP1. Act as a responsible and contributing citizen and employee		
	E, T	CRP2. Apply appropriate academic and technical skills		
	E, T, A	CRP3. Attend to personal health and financial well-being		
	E, T, A	CRP4. Communicate clearly and effectively with reason		
	E, T, A	CRP5. Consider the environmental, social and economic impacts of decisions		
	E	CRP6. Demonstrate creativity and innovation		
	E, T, A	CRP7. Employ valid and reliable research strategies		
	E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
	E	CRP9. Model integrity, ethical leadership, and effective management		
	E, T	CRP10. Plan education and career paths aligned to personal goals		
	E, T	CRP11. Use technology to enhance productivity		
	E	CRP12. Work productively in teams while using cultural global competence		

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....(All activities are found within the confines of the textbook and teacher resource materials)

That we can analyze conscious states scientifically through studies and tests.

That there are several categories of psychoactive drugs that each have unique chemical, biological and psychological actions and reactions.

That hypnosis is not a scientifically sound principle to many psychologists but can be valuable in some situations.

Students will be able to (do)...(All activities are found within the confines of the textbook and teacher resource materials)

- Define Consciousness.
- Identify the different rhythms of the body and how they differ from one another.
- Understand why sleep is so important to daily life.
- Identify the different stages of sleep, including REM and NON-REM sleep.
- Describe the modern explanations for why we dream.
- Identify the different types of sleep disorders and determine the causes and consequences of those disorders in people's lives.
- Describe a psychoactive drug and what it means to become dependent on one.
- Describe the psychological and physiological effects of using stimulants.
- Describe the psychological and physiological effects of using hallucinogens.
- Describe the psychological and physiological effects of using marijuana.
- Describe the psychological and physiological effects of using depressants.
- Evaluate what avenues help prevent the use of dangerous psychoactive drugs.
- Describe how dual processing explains different states of consciousness.
- Evaluate whether hypnosis is a different state of consciousness.

	<ul style="list-style-type: none"> • Explain what posthypnotic suggestions are and how they might be used to help people. • Evaluate whether hypnosis helps improve memory or control pain.
Key Vocabulary and Terms:	
<p>Terms: consciousness, pseudoscientific claim, biological rhythms, circadian rhythms, ultradian rhythms, infradian rhythms, melatonin, electroencephalograph, rapid eye movement, insomnia, sleep apnea, narcolepsy, somnambulism, night terrors, psychoactive drugs, dependence, withdrawal, tolerance, depressants, stimulants, caffeine, nicotine, cocaine, amphetamines, ecstasy, hallucinogens, LSD, marijuana, dual processing, hypnosis, social influence theory, divided consciousness theory, posthypnotic suggestion, placebo.</p> <p>Person: Ernest Hilgard</p>	
Assessment Evidence:	
<p>Performance Tasks:</p> <p>Students will analyze vocabulary terms to be able to utilize them. Students will complete guided notes pertaining to a power point presentation.</p>	<p>Other Assessment Measures:</p> <p>Quizzes, tests, observations, homework, benchmarks, review games and writing assignments.</p> <p>Application Activities and Group Assessment:</p> <p>Students will keep a Sleep Diary and a Dream Journal.</p> <p>Larks or Owls Activity to assess activity levels and career choices.</p> <p>Dreams and Problem Solving – Written assessment of the types of dreams they have by theory.</p> <p>Portfolio Project: Drug Awareness Campaigns</p>
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	

<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p>*D</p> <p>Title</p>	<p>Consider how will the design will:</p> <p>Critical Thinking Activity: The Sleep IQ Test</p> <p>Digital Connection: PBS Series – “The Mind Awake and Asleep”</p> <p>Evaluation Activity: Sleep Deficit Scale</p> <p>Analysis Activity: School Start Times: An Informal Debate</p> <p>Graphic Organizer: Sleep Stages, Waves and REM, Sleep Disorders</p> <p>Critical Thinking: Sleep Strategies</p> <p>Critical Thinking: Fact or Falsehood? (Drugs)</p> <p>Analysis Activities: Signs of Drug Abuse and The Internet Addiction Test</p> <p>Student Research and Presentations on Topics in this Unit.</p> <p>Application Activities: Hypnosis as Heightened Suggestibility and The Relaxation Response</p>
<p>Differentiation</p>	<p>When applicable students will be given the opportunity to develop class assignments and projects that meet their individual interests, needs and abilities.</p>
<p>Daily Differential Strategies</p>	<ol style="list-style-type: none"> 1. Vocabulary activities 2. Journal Entries 3. Quick lab activity 4. Learning Style Inventories 5. Various types of reinforcement 6. Supplemental Notes 7. Bad habits activity 8. Auditory/musical activities 9. Find examples of songs that bring back memories 10. Use/create flashcards to help with vocabulary
<p>Resources: (All textbooks, websites, and other major resources associated with the course)</p>	
<p>Thinking About Psychology, 3rd Edition – The Science of Mind and Behavior, Amy C. Fineburg, Charles Blair-Broker, Randal M. Ernst, BFW Worth</p> <p>Discovering Psychology – The Annenberg/CPB Collection</p>	
<p>Suggested Time Frame (Days):</p>	<p>8 – 10 days</p>

***D** – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Introduction to Psychology	Grade(s) 11-12
Unit Plan Title:	Unit 4 - Personality	
Overview/Rationale (Describe and Justify)		
This Unit introduces and defines the concept of personality. It covers the psychodynamic, humanistic, trait, and social-cognitive perspectives, as well as how personality is assessed by each of them.		
Standard(s) Number and Description (Established Goals)		
Domain: Individual Variations Standard Area: Personality Content Standard 1: Perspectives on Personality 1.1 Evaluate Psychodynamic theories 1.2 Evaluate Trait Theories 1.3 Evaluate Humanistic Theories 1.4 Evaluate Social-Cognitive Theories Content Standard 2: Assessment of Personality 2.1 Differentiate personality Assessment techniques 2.2 Discuss reliability and validity of personality techniques Content Standard 3: Issues in Personality 3.1 Discuss biological and situational influences 3.2 Discuss stability and change 3.3 Discuss connections to health and work 3.4 Discuss self-concept 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality		
Technology Standard(s) Number and Description		
TECH.8.1.12.A.CS1 - [Content Statement] - Understand and use technology systems.		
Interdisciplinary Standard(s) Number and Description		
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1 - [Grade Level Standard] - Write arguments focused on discipline-specific content. LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1e - Provide a concluding statement or section that follows from or supports the argument presented.		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
Students will understand that...people’s behavior and mental processes vary from those of other individuals, especially when studying the formation		

and resilience of personality.

Most students misunderstand that personality theories do not all have to be correct, in fact, they will find themselves critically thinking about how they truly believe personality forms.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

1. How much is personality influenced by our past experiences?
2. How much is personality influenced by our innate and cognitive lives?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Interdisciplinary Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E, T, A	Communication and Collaboration
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E, T	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial Literacy	<input checked="" type="checkbox"/> E, T	Initiative and Self-Direction
		<input checked="" type="checkbox"/> E, T, A	Social and Cross-Cultural Skills
		<input checked="" type="checkbox"/> E, T	Productivity and Accountability
		<input checked="" type="checkbox"/> E, T	Leadership and Responsibility
		<input checked="" type="checkbox"/> E, T, A	Informational Literacy Skills
		<input checked="" type="checkbox"/> E, T, A	Media Literacy Skills

E, T

Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

E, T, A

CRP1. Act as a responsible and contributing citizen and employee

E, T, A

CRP2. Apply appropriate academic and technical skills

E, T, A

CRP3. Attend to personal health and financial well-being

E, T, A

CRP4. Communicate clearly and effectively with reason

E, T, A

CRP5. Consider the environmental, social and economic impacts of decisions

E

CRP6. Demonstrate creativity and innovation

E, T, A

CRP7. Employ valid and reliable research strategies

E, T

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E

CRP9. Model integrity, ethical leadership, and effective management

E

CRP10. Plan education and career paths aligned to personal goals

E, T

CRP11. Use technology to enhance productivity

E, T, A

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

The four views of personality and review some of the personality tests psychologists have developed to measure and compare people's personalities.

They will also know how to describe some of the ways in which personality theory and research are being applied in areas such as

Students will be able to (do)...

- Explain the psychodynamic perspectives view of psychology.
- Determine how psychodynamic psychologists attempt to assess personality.
- Delineate some major goals of the humanistic perspective, with regard to personality development.

diagnosing mental disorders and screening potential employees.	<ul style="list-style-type: none"> • Determine how humanistic psychologists attempt to assess personality. • Analyze how the study of traits helps us understand personality. • Describe how psychologists assess enduring personality trait and evaluate whether those assessment techniques are reliable and valid. • Identify the criteria psychologists use to diagnose psychological disorders.
Key Vocabulary and Terms:	
<p>Terms: personality, psychoanalysis, free association, preconscious, unconscious, resilience, id, ego, superego, defense mechanisms, psychosexual stages, inferiority complex, collective unconscious, projective test, thematic Apperception Test, Rorschach Inkblot test, self-actualization, unconditional positive regard, self-concept, traits, personality inventories, validity, reliability, MMPI, reciprocal determinism, external and internal locus of control, learned helplessness, positive psychology.</p> <p>People: Freud, Adler, Jung, Horney, Maslow, Rogers, Allport, Catell, Eyesenck, Bandura, Seligman</p>	
Assessment Evidence:	
<p>Performance Tasks:(All information and activities are located within the textbook and teacher resource materials)</p> <p>Each student will evaluate their personality using several online tools and tests including: MMPI, Jung Typology, Myers-Briggs, The Big Five, Rosenberg Self-Esteem Scale, Self-Concept Clarity Scale and Self-Handicapping Scale. They will use these results and apply them to the content taught in this unit.</p>	<p>Other Assessment Measures:(All information and activities are located within the textbook and teacher resource materials)</p> <p>Quizzes, tests, observations, homework, benchmarks, review games and writing assignments.</p> <p>Application Activities and Group Assessment:</p> <p>Defense Mechanism Mini Skits</p> <p>Personality Traits in the Workplace</p> <p>Locus of Control</p> <p>The Life-Orientation Test and Optimism</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities (add rows as needed)</p> <p>*D</p>	<p>Consider how will the design will:</p> <p>Critical Thinking Activity: Fact or Falsehood?</p> <p>Analysis Activity: Your Theory of Personality and Self-Handicapping</p> <p>Demonstration Activity: Three Quick Demonstrations of Biased Self-Ratings, The Barnum Effect</p>

	<p>Critical Thinking: Assessing Social Desirability</p> <p>Analysis Activities: ESP Tricks on Clairvoyance and Mental Telepathy</p> <p>Enrichment Lesson: William Sheldon and the Controversy of the Posture Photos</p> <p>Analysis Activity: Measuring Optimism</p>
Differentiation	When applicable students will be given the opportunity to develop class assignments and projects that meet their individual interests, needs and abilities.
Various Daily Differentiation Strategies	<ol style="list-style-type: none"> 1. Vocabulary activities 2. Journal Entries 3. Quick lab activity 4. Learning Style Inventories 5. Various types of reinforcement 6. Supplemental Notes 7. Bad habits activity 8. Auditory/musical activities 9. Find examples of songs that bring back memories 10. Use/create flashcards to help with vocabulary
Resources: (All textbooks, websites, and other major resources associated with the course)	
Thinking About Psychology, 3 rd Edition – The Science of Mind and Behavior, Amy C. Fineburg, Charles Blair-Broker, Randal M. Ernst, BFW Worth Discovering Psychology – The Annenberg/CPB Collection	
Suggested Time Frame (Days):	8-10 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Introduction to Psychology	Grade(s) 11-12
Unit Plan Title:	Unit 5 - Memory	
Overview/Rationale (Describe and Justify)		
We spend so much of our daily lives thinking, learning, and remembering; to understand ourselves, therefore, we must understand our cognitive processes. Since the time to teach cognition is limited the memory theme is most important. The main goals are to help students explore how we remember and how we can improve our memory.		
Standard(s) Number and Description (Established Goals)		
Domain: Cognition Standard Area: Memory Content Standard 1: Encoding of memory 1.1 Identify factors that influence encoding 1.2 Characterize the difference between shallow and deep processing 1.3 Discuss strategies for improving the encoding of memory Content Standard 2: Storage of memory 2.1 Describe the difference between working memory and long-term memory 2.2 Identify and explain biological processes related to how memory is stored 2.3 Discuss types of memory and memory disorders 2.4 Discuss strategies for improving storage of memory Content Standard 3: Retrieval of memory 3.1 Analyze the importance of retrieval cues in memory 3.2 Explain the role that interference plays in retrieval 3.3 Discuss the factors influencing how memories are retrieved 3.4 Explain how memories can be malleable 3.5 Discuss strategies for improving retrieval of memories		
Technology Standard(s) Number and Description		
TEC.9-12.4 - [Indicator] - Employ curriculum-specific simulations to practice critical-thinking processes.		
Interdisciplinary Standard(s) Number and Description		
SCI.9-12.5.1.12.A.1 - [Cumulative Progress Indicator] - Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings		

are predictable?)				
Students will understand that... Memory, thinking and intelligence affect the large and small details of everyday life. There are also several different types of memory. Students often believe that you are either gifted with a good memory or you are not. This unit opens students up to several techniques that may help improve their memory and hopefully meaningful practice of those techniques.				
Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)				
1. How important is memory to everyday life? (Information Processing) 2. How reliable is memory? (Forgetting and Memory Construction)				
21st Century Connections (P21 Framework – Partnership for 21st Century Learning):				
Check all that apply.		Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, and/or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.		
21st Century Interdisciplinary Themes		21st Century Skills		
	Global Awareness	E, T, A	Critical Thinking and Problem Solving	
	Environmental Literacy	E, T	Creativity and Innovation	
X	Health Literacy	E, T, A	Communication and Collaboration	
	Civic Literacy	E, T	Flexibility and Adaptability	
	Financial, Economic , Business and Entrepreneurial Literacy	E, T, A	Initiative and Self-Direction	
		E	Social and Cross-Cultural Skills	
		E, T	Productivity and Accountability	
		E, T	Leadership and Responsibility	
		E, T, A	Informational Literacy Skills	

		E	Media Literacy Skills
		E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.			
	E, T, A	CRP1. Act as a responsible and contributing citizen and employee	
	E, T, A	CRP2. Apply appropriate academic and technical skills	
	E, T	CRP3. Attend to personal health and financial well-being	
	E, T, A	CRP4. Communicate clearly and effectively with reason	
	E	CRP5. Consider the environmental, social and economic impacts of decisions	
	E, T	CRP6. Demonstrate creativity and innovation	
	E, T, A	CRP7. Employ valid and reliable research strategies	
	E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E	CRP9. Model integrity, ethical leadership, and effective management	
	E	CRP10. Plan education and career paths aligned to personal goals	
	E, T	CRP11. Use technology to enhance productivity	
	E	CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)			
Students will know.....(All information and activities are located within the textbook and teacher resource materials)		Students will be able to (do).....(All information and activities are located within the textbook and teacher resource materials)	
That effort is needed to make memory better, especially in study skills.		<ul style="list-style-type: none">Describe encoding and the factors that influence it.	

<p>That there are different types of memories and only the most important information gets stored and retrieved accurately. They will also know that your environment and mood can affect the process of memory. The most important lesson to be gathered is that memory is reconstructive and because it is we need to work to encode, store and retrieve memories that are a better reflection of reality.</p>	<ul style="list-style-type: none"> • Compare the ways in which humans and computers process information. • Describe the two types of sensory storage. • Describe techniques to increase the limited capacity and duration of short-term memory. • Identify the capacity and duration of long-term memory. • Evaluate the importance of context in memory. • Describe memory construction and the processes that cause inaccuracy
Key Vocabulary and Terms:	
<p>Terms: Encoding, storage, retrieval, automatic processing, effortful processing, rehearsal, serial position effect, semantic encoding, mnemonic, chunking, sensory memory, short term/working memory, long-term memory, flashbulb memory, long-term potentiation, explicit memory, implicit memory, recall, recognition, context effect, state-dependent memory, proactive interference, retroactive interference, repression, misinformation effect.</p> <p>People: Hermann Ebbinghaus, Elizabeth Loftus</p>	
Assessment Evidence:	
<p>Performance Tasks:</p> <p>Application Activities:</p> <p>Serial Position Effect in Recalling the Names of US Presidents</p> <p>Visually Versus Auditorially Encoded Information</p> <p>The Self-Reference Effect and Meaning and Memory</p> <p>Semantic Encoding of Pictures</p> <p>Meaningful Chunks</p> <p>Memory Capacity and Retrieval Cues, Memory of a Penny</p> <p>Eyewitness Recall – a Class Activity</p> <p>Retroactive and Proactive Inhibition</p> <p>Cooperative Learning Activity: Constructive Memory: The Rumor Chain</p>	<p>Other Assessment Measures:</p> <p>Quizzes, tests, observations, homework, benchmarks, review games and writing assignments.</p> <p>Application Activities and Group Assessment:</p> <p>Mnemonic Devise Creation</p> <p>Analysis Activity: Flashbulb Memory</p> <p>Portfolio Project: Improving Memory With the Web</p> <p>Writing: A Forgetting Journal</p> <p>Analysis Activity: Repression or Inadequate Retrieval Cues</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	

Instructional Strategies and Activities (add rows as needed) *D	Consider how will the design will: <i>Consider how the design will:</i> Description with Modifications, number of days, etc. Critical Thinking Activity: Fact or Falsehood Making Sense of Memory – Graphic Organizer – Encoding, Storage, Retrieval Demonstration Activity: Expertise and Retrieval Rates Application Activity – Power point – Remembering the Seven Dwarfs Application Activity: Déjà vu in the Classroom Meaning and Memory: An Assignment to be Forgotten Tip-of-the-tongue phenomenon and capital cities
Differentiation	When applicable students will be given the opportunity to develop class assignments and projects that meet their individual interests, needs and abilities.
Various Daily Differentiation Strategies	<ol style="list-style-type: none"> 1. Vocabulary activities 2. Journal Entries 3. Quick lab activity 4. Learning Style Inventories 5. Various types of reinforcement 6. Supplemental Notes 7. Bad habits activity 8. Auditory/musical activities 9. Find examples of songs that bring back memories 10. Use/create flashcards to help with vocabulary
Resources: (All textbooks, websites, and other major resources associated with the course)	
Thinking About Psychology, 3 rd Edition – The Science of Mind and Behavior, Amy C. Fineburg, Charles Blair-Broker, Randal M. Ernst, BFW Worth Discovering Psychology – The Annenberg/CPB Collection	
Suggested Time Frame (Days):	8-10 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Introduction to Psychology	Grade(s)11-12
Unit Plan Title:	Unit 6 - Development	
Overview/Rationale (Describe and Justify)		
Developmental psychology studies how people change and grow over the course of a lifetime. This growth takes place physically, cognitively, socially and morally.		
Standard(s) Number and Description (Established Goals)		
Domain: Development and Learning Domain Standard Area: Development Content Standard 1: Methods and issues in life span development Performance Standards: <ul style="list-style-type: none">1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.1.2 Explain issues of continuity/discontinuity and stability/change.1.3 Distinguish methods used to study development.1.4 Describe the role of sensitive and critical periods in development.1.5 Discuss issues related to end of life. Content Standard 2: Theories of life span development <ul style="list-style-type: none">2.1 Discuss theories of cognitive development2.2 Discuss theories of moral development2.3 Discuss theories of social development		
Technology Standard(s) Number and Description		
TECH.8.2.12.A.CS3 - [Content Statement] - The relationships among technologies and the connections between technology and other fields of study.		
Interdisciplinary Standard(s) Number and Description		
SCI.9-12.5.1.12.A.2 - [Cumulative Progress Indicator] - Develop and use mathematical, physical, and computational tools to build evidence-based models and to pose theories.		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
Students will understand that...developmental and learning processes work together to influence behavior and mental processes. Development is a lifelong process and involves so much more than just physical development. Students often struggle with understanding the pace and course of development for others on both cognitive and moral platforms.		

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

1. How does prenatal, infant and child development have a lasting influence on behavior and mental processes?
2. How do the physical and social experiences of adolescence define who we are?
3. What are the drawbacks and benefits to being an adult?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
X	Global Awareness	E,T,A	Critical Thinking and Problem Solving
	Environmental Literacy	E	Creativity and Innovation
X	Health Literacy	E, T, A	Communication and Collaboration
	Civic Literacy	E, T	Flexibility and Adaptability
X	Financial, Economic , Business and Entrepreneurial Literacy	E, T	Initiative and Self-Direction
		E, T, A	Social and Cross-Cultural Skills
		E, T,A	Productivity and Accountability
		E, T	Leadership and Responsibility
		E, T, A	Informational Literacy Skills
		E, T, A	Media Literacy Skills
		E, T	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E, T, A** on the line before the appropriate skill.

	E, T	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T, A	CRP3. Attend to personal health and financial well-being
	E, T, A	CRP4. Communicate clearly and effectively with reason
	E	CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation
	E, T, A	CRP7. Employ valid and reliable research strategies
	E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E, T	CRP9. Model integrity, ethical leadership, and effective management
	E, T	CRP10. Plan education and career paths aligned to personal goals
	E, T	CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

What genetic influence means.
How feelings differ from thoughts.
How children physically, mentally and emotionally develop.
How adolescents physically, mentally and emotionally develop.
How humans develop morals.
How needs motivate actions.
What conflicts appear at each stage of development.

Students will be able to (do)...

- Differentiate among the stages of prenatal development.
- Discuss how genetic and environmental influences affect infant and child development.
- Identify Piaget and his theories of cognitive development.
- Determine how attachment develops and then explore the effects of it.
- Define adolescence and evaluate how it had changed over the last

	<p>century.</p> <ul style="list-style-type: none"> Analyze the differences in reasoning ability between adolescents and children. Identify evidence of Erikson's social development theories. Describe the social clock and discuss factors that affect how it is set. Describe the physical changes in middle and late adulthood. Analyze the effect of aging on memory and intelligence. Identify the factors that affect social well-being as adults age.
Key Vocabulary and Terms:	
<p>Terms: zygote, genes, embryo, fetus, teratogens, FAS, rooting reflex, temperament, maturation, cognition, schema, assimilation, accommodation, object permanence, conservation, operational stages, attachment, stranger anxiety, critical period, imprinting, authoritarian parenting, authoritative parenting, permissive parenting, adolescence, puberty, sexual orientation, identity, intimacy, social clock, emerging adulthood, menopause, Alzheimer's disease, fluid intelligence, crystallized intelligence</p> <p>People: Piaget, Lorenz, Kohlberg, Erikson</p>	
Assessment Evidence:	
<p>Performance Tasks: (All activities are located within the teacher resources)</p> <p>Parental Authority Questionnaire</p> <p>Physical, Intellectual, and Social Development application activity.</p> <p>Critical Thinking: Demonstrating Preoperational Thought</p> <p style="padding-left: 40px;">Conservation and Jelly Beans</p> <p>Evaluation Activity: Perceptions of Old Age</p> <p style="padding-left: 40px;">Life/Values/Goals Inventory</p>	<p>Other Assessment Measures: <i>(All activities are located within the teacher resources)</i></p> <p>Quizzes, tests, observations, homework, benchmarks, review games and writing assignments.</p> <p>Application Activities and Group Assessment:</p> <p>EAS Temperament Survey</p> <p>Musk Lifesavers</p> <p>Portfolio Project: Child Study Project</p> <p>Charting Developmental Issues</p> <p>Analysis Activity: Birthday Cards and Aging</p> <p>Application Activity: Writing a Biography</p> <p style="padding-left: 40px;">The Bucket List</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	

Instructional Strategies and Activities (add rows as needed) *D	<ol style="list-style-type: none"> 1. Consider how the design will: Description with Modifications, number of days, etc. 2. Critical Thinking – Fact or Falsehood? 3. Digital Connections: Discovering Psychology: “The Developing Child.” 4. Cooperative Learning Activity: Identifying Developmental Landmarks 5. Critical Thinking – Explaining Morality Using Kohlberg 6. Analysis Activity: The Objective Measure of Ego Identity Status 7. Cooperative Learning Activity: A Generation Gap? 8. Application Activity: Growing Old 9. Critical thinking: Alzheimer’s Quiz
Various Daily Differentiation Strategies	<ol style="list-style-type: none"> 1. Vocabulary activities 2. Journal Entries 3. Quick lab activity 4. Learning Style Inventories 5. Various types of reinforcement 6. Supplemental Notes 7. Bad habits activity 8. Auditory/musical activities 9. Find examples of songs that bring back memories 10. Use/create flashcards to help with vocabulary
Differentiation	When applicable students will be given the opportunity to develop class assignments and projects that meet their individual interests, needs and abilities.
Resources: (All textbooks, websites, and other major resources associated with the course)	
Thinking About Psychology, 3 rd Edition – The Science of Mind and Behavior, Amy C. Fineburg, Charles Blair-Brooker, Randal M. Ernst, BFW Worth Discovering Psychology – The Annenberg/CPB Collection	
Suggested Time Frame (Days):	8-10 Days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Introduction to Psychology	Grade(s) 11-12
Unit Plan Title:	Unit 7 - Psychological Disorders and Treatments/Therapies	
Overview/Rationale (Describe and Justify)		
<p>This unit will investigate the criteria psychologists use to diagnose mental disorders. It also discusses the medical and bio-psycho-social perspectives psychologists use to understand psychological disorders.</p> <p>This unit will also address the challenges in making an accurate diagnosis, as well as how definitions of abnormal behavior differ across cultures and over time.</p> <p>The depth of the unit comes with the detailed categorization of disorders and the tragedy of some of them</p> <p>This unit concludes with discussion of psychological treatment options available to individuals diagnosed with psychological disorders.</p>		
Standard(s) Number and Description (Established Goals)		
<p>Psychological Disorders:</p> <p>Domain: Individual Differences</p> <p>Content Standard 1: Perspectives on abnormal behavior</p> <p>1.1 Define psychologically abnormal behavior.</p> <p>1.3 Describe major models of abnormality</p> <p>1.4 Discuss how stigma relates to abnormal behavior</p> <p>1.5 Discuss the impact of psychological disorders on the individual, family, and society</p> <p>Content Standard 2: Categories of psychological disorders</p> <p>2.1 Describe the classification of psychological disorders</p> <p>2.2 Discuss the challenges associated with diagnosis</p> <p>2.3 Describe symptoms and cause of major categories of disorders.</p> <p>2.4 Evaluate how different factors influence an individual’s experience of psychological disorders</p>		
<p>Treatment of Psychological Disorders:</p> <p>Domain: Application of Psychological Science</p> <p>Content Standard 1: Perspectives on Treatment</p> <p>1.1 Explain how psychological treatments have changed over time and among cultures</p> <p>1.2 Match methods of treatment to psychological perspectives</p> <p>1.3 Explain why psychologists use a variety of treatment methods</p> <p>Content Standard 2: Categories of treatment and types of treatment providers</p> <p>2.1 Identify biomedical treatments</p> <p>2.2 Identify psychological treatments</p> <p>2.3 Describe appropriate treatments for different age groups</p>		

- 2.4 Evaluate the efficacy of treatments for particular disorders
- 2.5 Identify other factors that improve the efficacy of treatment
- 2.6 Identify treatment providers for psychological disorders and the training required for each
- Content Standard 3:** Legal, ethical, and professional issues in the treatment of psychological disorders
- 3.1 Identify ethical challenges involved in delivery of treatment
- 3.2 Identify national and local resources available to support individuals with psychological disorders and their families

Technology Standard(s) Number and Description

TECH.8.1.12.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

Interdisciplinary Standard(s) Number and Description

LA.11-12.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.11-12.CCSS.ELA-Literacy.CCRA.W.4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...there are ways people decide what is normal and abnormal, some major types of mental illnesses, and some therapies for use in bringing about improvement in mental health.

Predictable misunderstandings include the idea that one type of therapy is a cure for certain disorders but, in fact, it is the eclectic approach one must understand and embrace.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

1. What does it mean to exhibit abnormal behavior and mental processes?
2. How do we know when our anxieties and moods are becoming disordered?
3. What does it mean to disconnect from reality?
4. How can people prevent or cope with mental issues?
5. How can disorders be treated psychologically?
6. How can disorders be treated bio-medically?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

21 st Century Interdisciplinary Themes			21 st Century Skills		
	X	Global Awareness	E, T, A	Critical Thinking and Problem Solving	
		Environmental Literacy	E, T	Creativity and Innovation	
	X	Health Literacy	E, T, A	Communication and Collaboration	
		Civic Literacy	E, T	Flexibility and Adaptability	
		Financial, Economic , Business and Entrepreneurial Literacy	E, T, A	Initiative and Self-Direction	
			E, T	Social and Cross-Cultural Skills	
			E, T, A	Productivity and Accountability	
			E, T	Leadership and Responsibility	
			E, T, A	Informational Literacy Skills	
			E, T, A	Media Literacy Skills	
			E	Information, Communication, and Technology (ICT) Literacy	
	Career Ready Practices:				
Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, or <i>A</i> -Assessed in this unit by marking <i>E, T, A</i> on the line before the appropriate skill.					
	E, T, A	CRP1. Act as a responsible and contributing citizen and employee			
	E, T, A	CRP2. Apply appropriate academic and technical skills			
	E, T	CRP3. Attend to personal health and financial well-being			

E, T, A	CRP4. Communicate clearly and effectively with reason
E, T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E, T, A	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<p>Students will know.....(All information and activities are located within the textbook and teacher resource materials)</p> <p>Students will learn about the ways people decide what is normal and abnormal, some major types of mental illnesses, and some therapies for use in bringing about improvement in mental health.</p>	<p>Students will be able to (do).....(All information and activities are located within the textbook and teacher resource materials)</p> <ul style="list-style-type: none"> • Identify the criteria that psychologists use to diagnose psychological disorders. • Discuss the different perspectives psychologists take to understand psychological disorders and analyze why some object to the medical model. • Understand anxiety and mood disorders. • Discuss the cause of anxiety disorders. • Discuss the causes of mood disorders. • Discuss the stigma associated with anxiety and mood disorders and how it affects individuals with these disorders. • Discuss the causes and characteristics of dissociative,

	<p>schizophrenic, and personality disorders.</p> <ul style="list-style-type: none"> • Discuss the stigma associated with these disorders and how it affects individuals with these disorders. • Describe how mental disorders develop. • Identify techniques used in psychoanalysis to reveal and resolve conflicts. • Differentiate between psychoanalytic and humanistic therapies. • Define unconditional positive regard, determining why it is important to humanistic therapy. • Determine the basic assumptions underlying behavior therapy based on classical and operant conditioning. • Analyze how cognitive therapies help patients. • Identify alternative therapies, evaluating their effectiveness. • Explain how antipsychotic drugs work, pointing out some of their negative effects. • Evaluate and analyze drug therapy for a variety of issues. • Examine electroconvulsive shock therapy and lobotomy as measures to help psychological disorders.
Key Vocabulary and Terms:	
<p>Terms:</p> <p>Disorders: Psychological disorder, medical model, bio-psych-social model, DSM-V, anxiety, generalized anxiety disorder, panic disorder, phobia, obsessive-compulsive disorder, post-traumatic stress disorder, major depressive disorder, bipolar disorder, dissociative disorders – fugue, amnesia, identity, somatoform disorders, hypochondriasis, schizophrenia, delusions, hallucinations, personality disorders, antisocial personality disorder.</p> <p>Therapies and Treatments: Psychotherapy, eclectic approach, psychoanalysis, resistance, interpretation, transference, client-centered therapy, active listening, behavior therapy, systematic desensitization, virtual reality exposure therapy, aversive conditioning, token economy, cognitive therapy, cognitive-behavioral therapy, family therapy.</p> <p>People: Sigmund Freud, Carl Rogers, Aaron Beck</p>	
Assessment Evidence:	
Performance Tasks:(All information and activities are located	Other Assessment Measures: <i>(All information and activities are located</i>

<p>within the textbook and teacher resource materials)</p> <p>Frayer Model: Normal and abnormal</p> <p>DSM Chart: describe each disorder in your own words, pair-share.</p> <p>Case Study: Pick any two anxiety disorders. Create a brief profile of an imaginary person who has the anxiety disorder. Describe symptoms but don't name it. Trade papers with a partner and identify the disorder.</p> <p>Journal: examine a list of phobias and describe a phobia you have. When did it start and what possible plans of action can your group come up with to help you cure it.</p> <p>Film: Students watch a Beautiful Mind and keep a list of qualities and traits of schizophrenia. Write a reflection.</p>	<p><i>within the textbook and teacher resource materials)</i></p> <p>Quizzes, tests, observations, homework, benchmarks, review games and writing assignments.</p> <p>Application Activities and Group Assessment:</p> <p>Insanity Defense Plea Mock Trial</p> <p>Writing: Poem – Which expresses at least five symptoms of depression described in the DSM-V</p> <p>Mind Maps on Mental Illnesses</p> <p>Brochure Creation: Students become a psychologist and create a brochure advertising their beliefs and what treatment services they offer.</p>
<p>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</p>	
<p>Instructional Strategies and Activities (add rows as needed)</p>	<p><i>Consider how will the design will:</i></p> <p>Critical Thinking Activity: Fact or Falsehood?</p> <p>Graphic Organizer – Concept Web of Disorder Categories</p> <p>Analysis Activity – The Effects of Labeling</p> <p>Demonstration Activity: Diathesis-Stress Model and Peanut Butter Sandwiches.</p> <p>Portfolio Project: Exploring Psychological Disorders on the World Wide Web</p> <p>Critical Thinking Activity: Fifteen Freudian Principle Statements</p> <p>Application Activity: Defense Mechanisms</p> <p>Enrichment Lesson: Can Self Help Materials Provide Effective Therapy – Research Based Writing</p> <p>Application Activity: Role-Playing to demonstrate Client-Centered Therapy</p> <p>Digital Connection: “The Mind” Treating Drug Addiction: A Behavioral Approach. PBS</p> <p>Application Activity: Frequency of Self-Reinforcement Questionnaire</p> <p>Enrichment Lessons:</p> <p>Strategies to Correct One’s Thinking</p> <p>Therapy and Totalitarian Control</p> <p>Abnormal Psychology and Classical Conditioning</p> <p>Overcoming the Fear of Public Speaking</p>

	Application Activity – Writing a Fractured Fairy Tale and performing it for the class.
Differentiation	When applicable students will be given the opportunity to develop class assignments and projects that meet their individual interests, needs and abilities.
Various Strategies	<ol style="list-style-type: none"> 1. Vocabulary activities 2. Journal Entries 3. Quick lab activity 4. Learning Style Inventories 5. Various types of reinforcement 6. Supplemental Notes 7. Bad habits activity 8. Auditory/musical activities 9. Find examples of songs that bring back memories 10. Use/create flashcards to help with vocabulary
Resources: (All textbooks, websites, and other major resources associated with the course)	
Thinking About Psychology, 3 rd Edition – The Science of Mind and Behavior, Amy C. Fineburg, Charles Blair-Broker, Randal M. Ernst, BFW Worth Discovering Psychology – The Annenberg/CPB Collection	
Suggested Time Frame (Days):	This is a two part unit that should take at least 10 teaching days.

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Curricular Map of Psychology Standards

	Present in Intro Course
Scientific Inquiry Domain	
Standard Area: Perspectives in Psychological Science	
Content Standard 1: Development of psychology as an empirical science Students are able to (performance standards):	
1.1 Define psychology as a discipline and identify its goals as a science	X
1.2 Describe the emergence of psychology as a scientific discipline	X
1.3 Describe perspectives employed to understand behavior and mental processes	X
1.4 Explain how psychology evolved as a scientific discipline	X
Content Standard 2: Major subfields within psychology Students are able to (performance standards):	
2.1 Discuss the value of both basic and applied psychological research with human and non-human animals	X
2.2 Describe the major subfields of psychology	X
2.3 Identify the important role psychology plays in benefiting society and improving people's lives	X
Standard Area: Research Methods, Measurement, and Statistics	
Content Standard 1: Research methods and measurements used to study behavior and mental processes Students are able to (performance standards):	
1.1 Describe the scientific method and its role in psychology	
1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods	
1.3 Define systematic procedures used to improve the validity of research findings, such as external validity	
1.4 Discuss how and why psychologists use non-human animals in research	
Content Standard 2: Ethical issues in research with human and non-human animals Students are able to (performance standards):	
2.1 Identify ethical standards psychologists must address regarding research with human participants	
2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals	
Content Standard 3: Basic concepts of data analysis Students are able to (performance standards):	
3.1 Define descriptive statistics and explain how they are used by psychological scientists	
3.2 Define forms of qualitative data and explain how they are used by psychological scientists	
3.3 Define correlation coefficients and explain their appropriate interpretation	
3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods	

	Present in Intro Course
3.5 Explain other statistical concepts, such as statistical significance and effect size	
3.6 Explain how validity and reliability of observations and measurements relate to data analysis	
Biopsychology Domain	
Standard Area: Biological Bases of Behavior	
Content Standard 1: Structure and function of the nervous system in human and non-human animals Students are able to (performance standards):	
1.1 Identify the major divisions and subdivisions of the human nervous system	X
1.2 Identify the parts of the neuron and describe the basic process of neural transmission	X
1.3 Differentiate between the structures and functions of the various parts of the central nervous system	X
1.4 Describe lateralization of brain functions	X
1.5 Discuss the mechanisms and the importance of plasticity of the nervous system	X
Content Standard 2: Structure and function of the endocrine system Students are able to (performance standards):	
2.1 Describe how the endocrine glands are linked to the nervous system	X
2.2 Describe the effects of hormones on behavior and mental processes	X
2.3 Describe hormone effects on the immune system	X
Content Standard 3: The interaction between biological factors and experience Students are able to (performance standards):	
3.1 Describe concepts in genetic transmission	X
3.2 Describe the interactive effects of heredity and environment	X
3.3 Explain how evolved tendencies influence behavior	X
Content Standard 4: Methods and issues related to biological advances Students are able to (performance standards):	
4.1 Identify tools used to study the nervous system	X
4.2 Describe advances made in neuroscience	X
4.3 Discuss issues related to scientific advances in neuroscience and genetics	X
Standard Area: Sensation and Perception	
Content Standard 1: The processes of sensation and perception Students are able to (performance standards):	
1.1 Discuss processes of sensation and perception and how they interact	
1.2 Explain the concepts of threshold and adaptation	

	Present in Intro Course
Content Standard 2: The capabilities and limitations of sensory processes Students are able to (performance standards):	
2.1 List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors	
2.2 Describe the visual sensory system	
2.3 Describe the auditory sensory system	
2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense)	
Content Standard 3: Interaction of the person and the environment in determining perception Students are able to (performance standards):	
3.1 Explain Gestalt principles of perception	
3.2 Describe binocular and monocular depth cues	
3.3 Describe the importance of perceptual constancies	
3.4 Describe perceptual illusions	
3.5 Describe the nature of attention	
3.6 Explain how experiences and expectations influence perception	
Standard Area: Consciousness	
Content Standard 1: The relationship between conscious and unconscious processes Students are able to (performance standards):	
1.1 Identify states of consciousness	X
1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)	X
Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream Students are able to (performance standards):	
2.1 Describe the circadian rhythm and its relation to sleep	X
2.2 Describe the sleep cycle	X
2.3 Compare theories about the functions of sleep	X
2.4 Describe types of sleep disorders	X
2.5 Compare theories about the functions of dreams	X
Content Standard 3: Categories of psychoactive drugs and their effects Students are able to (performance standards):	
3.1 Characterize the major categories of psychoactive drugs and their effects	X

	Present in Intro Course
3.2 Describe how psychoactive drugs act at the synaptic level	X
3.3 Evaluate the biological and psychological effects of psychoactive drugs	X
3.4 Explain how culture and expectations influence the use and experience of drugs	X
Content Standard 4: Other states of consciousness Students are able to (performance standards)	
4.1 Describe meditation and relaxation and their effects	X
4.2 Describe hypnosis and controversies surrounding its nature and use	X
4.3 Describe flow states	X
Development and Learning Domain	
Standard Area: Life Span Development	
Content Standard 1: Methods and issues in life span development Students are able to (performance standards):	
1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development	X
1.2 Explain issues of continuity/discontinuity and stability/change	X
1.3 Distinguish methods used to study development	X
1.4 Describe the role of sensitive and critical periods in development	X
1.5 Discuss issues related to the end of life	X
Content Standard 2: Theories of life span development Students are able to (performance standards):	
2.1 Discuss theories of cognitive development	X
2.2 Discuss theories of moral development	X
2.3 Discuss theories of social development	X
Content Standard 3: Prenatal development and the newborn Students are able to (performance standards):	
3.1 Describe physical development from conception through birth and identify influences on prenatal development	
3.2 Describe newborns' reflexes, temperament, and abilities	
Content Standard 4: Infancy (i.e., the first two years of life) Students are able to (performance standards):	
4.1 Describe physical and motor development	

	Present in Intro Course
4.2 Describe how infant perceptual abilities and intelligence develop	
4.3 Describe the development of attachment and the role of the caregiver	
4.4 Describe the development of communication and language	
Content Standard 5: Childhood Students are able to (performance standards):	
5.1 Describe physical and motor development	
5.2 Describe how memory and thinking ability develops	
5.3 Describe social, cultural, and emotional development through childhood	
Content Standard 6: Adolescence Students are able to (performance standards):	
6.1 Identify major physical changes	
6.2 Describe the development of reasoning and morality	
6.3 Describe identity formation	
6.4 Discuss the role of family and peers in adolescent development	
Content Standard 7: Adulthood and aging Students are able to (performance standards):	
7.1 Identify major physical changes associated with adulthood and aging	
7.2 Describe cognitive changes in adulthood and aging	
7.3 Discuss social, cultural, and emotional issues in aging	
Standard Area: Learning	
Content Standard 1: Classical conditioning Students are able to (performance standards):	
1.1 Describe the principles of classical conditioning	
1.2 Describe clinical and experimental examples of classical conditioning	
1.3 Apply classical conditioning to everyday life	
Content Standard 2: Operant conditioning Students are able to (performance standards):	
2.1 Describe the Law of Effect	
2.2 Describe the principles of operant conditioning	
2.3 Describe clinical and experimental examples of operant conditioning	
2.4 Apply operant conditioning to everyday life	

	Present in Intro Course
Content Standard 3: Observational and cognitive learning Students are able to (performance standards):	
3.1 Describe the principles of observational and cognitive learning	
3.2 Apply observational and cognitive learning to everyday life	
Standard Area: Language Development	
Content Standard 1: Structural features of language Students are able to (performance standards):	
1.1 Describe the structure and function of language	
1.2 Discuss the relationship between language and thought	
Content Standard 2: Theories and developmental stages of language acquisition Students are able to (performance standards):	
2.1 Explain the process of language acquisition	
2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes	
2.3 Evaluate the theories of language acquisition	
Content Standard 3: Language and the brain Students are able to (performance standards):	
3.1 Identify the brain structures associated with language	
3.2 Discuss how damage to the brain may affect language	
Sociocultural Context Domain	
Standard Area: Social Interactions	
Content Standard 1: Social cognition Students are able to (performance standards):	
1.1 Describe attributional explanations of behavior	
1.2 Describe the relationship between attitudes (implicit and explicit) and behavior	
1.3 Identify persuasive methods used to change attitudes	
Content Standard 2: Social influence Students are able to (performance standards):	
2.1 Describe the power of the situation	
2.2 Describe effects of others' presence on individuals' behavior	
2.3 Describe how group dynamics influence behavior	

	Present in Intro Course
2.4 Discuss how an individual influences group behavior	
Content Standard 3: Social relations Students are able to (performance standards):	
3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination	
3.2 Describe determinants of prosocial behavior	
3.3 Discuss influences upon aggression and conflict	
3.4 Discuss factors influencing attraction and relationships	
Standard Area: Sociocultural Diversity	
Content Standard 1: Social and cultural diversity Students are able to (performance standards):	
1.1 Define culture and diversity	
1.2 Identify how cultures change over time and vary within nations and internationally	
1.3 Discuss the relationship between culture and conceptions of self and identity	
1.4 Discuss psychological research examining race and ethnicity	
1.5 Discuss psychological research examining socioeconomic status	
1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination	
Content Standard 2: Diversity among individuals Students are able to (performance standards):	
2.1 Discuss psychological research examining gender identity	
2.2 Discuss psychological research examining diversity in sexual orientation	
2.3 Compare and contrast gender identity and sexual orientation	
2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination	
2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived	
2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society	
2.7 Discuss psychological research examining differences in individual cognitive and physical abilities	
Cognition Domain	
Standard Area: Memory	
Content Standard 1: Encoding of memory Students are able to (performance standards):	
1.1 Identify factors that influence encoding	X

	Present in Intro Course
1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing	X
1.3 Discuss strategies for improving the encoding of memory	X
Content Standard 2: Storage of memory Students are able to (performance standards):	
2.1 Describe the differences between working memory and long-term memory	X
2.2 Identify and explain biological processes related to how memory is stored	X
2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias)	
2.4 Discuss strategies for improving the storage of memories	
Content Standard 3: Retrieval of memory Students are able to (performance standards):	
3.1 Analyze the importance of retrieval cues in memory	X
3.2 Explain the role that interference plays in retrieval	X
3.3 Discuss the factors influencing how memories are retrieved	X
3.4 Explain how memories can be malleable	X
3.5 Discuss strategies for improving the retrieval of memories	X
Standard Area: Thinking	
Content Standard 1: Basic elements comprising thought Students are able to (performance standards):	
1.1 Define cognitive processes involved in understanding information	
1.2 Define processes involved in problem solving and decision making	
1.3 Discuss non-human problem-solving abilities	
Content Standard 2: Obstacles related to thought Students are able to (performance standards):	
2.1 Describe obstacles to problem solving	
2.2 Describe obstacles to decision making	
2.3 Describe obstacles to making good judgments	
Standard Area: Intelligence	
Content Standard 1: Perspectives on intelligence Students are able to (performance standards):	
1.1 Discuss intelligence as a general factor	
1.2 Discuss alternative conceptualizations of intelligence	
1.3 Describe the extremes of intelligence	

	Present in Intro Course
Content Standard 2: Assessment of intelligence Students are able to (performance standards):	
2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness	
2.2 Identify current methods of assessing human abilities	
2.3 Identify measures of and data on reliability and validity for intelligence test scores	
Content Standard 3: Issues in intelligence Students are able to (performance standards):	
3.1 Discuss issues related to the consequences of intelligence testing	
3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence	
Individual Variations Domain	
Standard Area: Motivation	
Content Standard 1: Perspectives on motivation Students are able to (performance standards):	
1.1 Explain biologically based theories of motivation	
1.2 Explain cognitively based theories of motivation	
1.3 Explain humanistic theories of motivation	
1.4 Explain the role of culture in human motivation	
Content Standard 2: Domains of motivated behavior in humans and non-human animals Students are able to (performance standards):	
2.1 Discuss eating behavior	
2.2 Discuss sexual behavior and orientation	
2.3 Discuss achievement motivation	
2.4 Discuss other ways in which humans and non-human animals are motivated	
Standard Area: Emotion	
Content Standard 1: Perspectives on emotion Students are able to (performance standards):	
1.1 Explain the biological and cognitive components of emotion	
1.2 Discuss psychological research on basic human emotions	
1.3 Differentiate among theories of emotional experience	
Content Standard 2: Emotional interpretation and expression Students are able to (performance standards):	

	Present in Intro Course
2.1 Explain how biological factors influence emotional interpretation and expression	
2.2 Explain how culture and gender influence emotional interpretation and expression	
2.3 Explain how other environmental factors influence emotional interpretation and expression	
Content Standard 3: Domains of emotional behavior Students are able to (performance standards):	
3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear	
3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness	
Standard Area: Personality	
Content Standard 1: Perspectives on personality Students are able to (performance standards):	
1.1 Evaluate psychodynamic theories	X
1.2 Evaluate trait theories	X
1.3 Evaluate humanistic theories	X
1.4 Evaluate social–cognitive theories	X
Content Standard 2: Assessment of personality Students are able to (performance standards):	
2.1 Differentiate personality assessment techniques	X
2.2 Discuss the reliability and validity of personality assessment techniques	X
Content Standard 3: Issues in personality Students are able to (performance standards):	
3.1 Discuss biological and situational influences	X
3.2 Discuss stability and change	X
3.3 Discuss connections to health and work	X
3.4 Discuss self-concept	X
3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality	X
Standard Area: Psychological Disorders	
Content Standard 1: Perspectives on abnormal behavior Students are able to (performance standards):	
1.1 Define psychologically abnormal behavior	X

	Present in Intro Course
1.2 Describe historical and cross-cultural views of abnormality	
1.3 Describe major models of abnormality	X
1.4 Discuss how stigma relates to abnormal behavior	X
1.5 Discuss the impact of psychological disorders on the individual, family, and society	X
Content Standard 2: Categories of psychological disorders Students are able to (performance standards):	
2.1 Describe the classification of psychological disorders	X
2.2 Discuss the challenges associated with diagnosis	X
2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)	X
2.4 Evaluate how different factors influence an individual's experience of psychological disorders	X
Applications of Psychological Science Domain	
Standard Area: Treatment of Psychological Disorders	
Content Standard 1: Perspectives on treatment Students are able to (performance standards):	
1.1 Explain how psychological treatments have changed over time and among cultures	X
1.2 Match methods of treatment to psychological perspectives	X
1.3 Explain why psychologists use a variety of treatment options	X
Content Standard 2: Categories of treatment and types of treatment providers Students are able to (performance standards):	
2.1 Identify biomedical treatments	X
2.2 Identify psychological treatments	X
2.3 Describe appropriate treatments for different age groups	X
2.4 Evaluate the efficacy of treatments for particular disorders	X
2.5 Identify other factors that improve the efficacy of treatment	X
2.6 Identify treatment providers for psychological disorders and the training required for each	X
Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders Students are able to (performance standards):	
3.1 Identify ethical challenges involved in delivery of treatment	X
3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)	X

	Present in Intro Course
Standard Area: Health	
Content Standard 1: Stress and coping Students are able to (performance standards):	
1.1 Define stress as a psychophysiological reaction	
1.2 Identify and explain potential sources of stress	
1.3 Explain physiological and psychological consequences for health	
1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress	
Content Standard 2: Behaviors and attitudes that promote health Students are able to (performance standards):	
2.1 Identify ways to promote mental health and physical fitness	
2.2 Describe the characteristics of and factors that promote resilience and optimism	
2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues	
Standard Area: Vocational Applications	
Content Standard 1: Career options Students are able to (performance standards):	
1.1 Identify careers in psychological science and practice	
1.2 Identify careers related to psychology	
Content Standard 2: Educational requirements Students are able to (performance standards):	
2.1 Identify degree requirements for psychologists and psychology-related careers	
2.2 Identify resources to help select psychology programs for further study	
Content Standard 3: Vocational applications of psychological science	
3.1 Discuss ways in which psychological science addresses domestic and global issues	
3.2 Identify careers in psychological science that have evolved as a result of domestic and global issues	