NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

INTRODUCTION TO PSYCHOLOGY

May 2011

Approved by the Board of Education
June 14, 2011

New Milford's Mission Statement

"The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations."

Introduction to Psychology

Topics in this semester course include human development from birth through old age; the complexities of human behavior, including the theories of Freud, Skinner, etc.; communication skills, mental health and mental illness, including normal and abnormal psychology, as well as discussion of love, anger, fear, humor, life stresses, and crises. All topics are considered as they relate to real-life experiences. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.

PACING GUIDE

Unit	Title	Week(s)	Pages
1	History and Approaches	One	6-8
2.	Research Methods	One	9-11
3.	Biological Bases of Behavior	Two	12-15
4.	Sensation and Perception	One and a half	16-18
5.	States of Consciousness	One	19-21
6.	Learning	One and half	22-24
7.	Cognition	Two	25-27
8.	Intelligence and Testing	Two	28-30
9.	Motivation and Emotion	One	31-33
10.	Developmental Psychology	Two	34-37
11.	Personality	One and a half	38-40
12.	Stress and Coping	One	41-43
13.	Abnormal Psychology and Treatment	Two	44-47
14.	Social Psychology	One	48-50
	Assessments/Projects		51-59

New Milford Public Schools

Committee Members: Joshua Elliott & Wisdom Jarvis Unit 1: History and Approaches	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: One

Identify Desired Results
Common Core State Standards **and** **National Council for Social Studies**

- RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
- NCSS IV b.: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that)	**Essential Questions** Inquiry used to explore generalizations
- Psychology is empirical. - Psychology is theoretically diverse. - Psychology evolves in a socio-historical context.	- How is psychology both a "hard" and a "soft" science? - What is the value of a discipline called psychology?

Expected Performances What students should know and be able to do

Students will know the following:
- The progression of psychology from its roots up to modern day
- Psychology's different approaches
- The various reasons for studying psychology

Students will be able to do the following:
- Explain the goals of psychology

- Describe and compare the biological, behavioral, cognitive, socio-cultural, humanistic, and psychodynamic perspectives
- Distinguish between the current approaches to psychology
- Describe and discuss the subfields of psychology

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher makes a PowerPoint presentation on the history and approaches of psychology before the dinner party activity found in the performance task.
- Teacher groups students into clusters which have psychologists from different schools of thought.
- Each psychologist on the family tree is represented by an index card with a picture, contributions to the field of psychology, and an interesting fact.

Learning Activities:
- Students will create a family tree made of the major players in psychology and their pertinent information.
- Students will write a page about an outrageous celebrity which includes an analysis of the celebrity from the perspective of each psychological approach.
- Students will create a Moodle-based glossary of the following terms:

-Applied Science	-Evolutionary	-Self-actualization
-Basic Science	-Free association	-Socio-cultural
-Behavioral	-Functionalism	-Stimulus-response
-Biological	-Humanistic	-Stream of
-Cognitive	-Introspection	consciousness
-Clinical Psychology	-Psychiatry	-Structuralism
-Dream	-Psychoanalytic	-Theory
-Dualism	-Psychodynamic	-Unconscious
-Empiricism	-Scientific method	

Assessments	
Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: To develop questions **Role**: Prominent figures in the history of Psychology **Audience**: Teacher and fellow students **Situation**: Students have a dinner party where they ask questions developed from their psychologist's perspective which is then answered from other psychologist's perspectives **Performance**: Oral presentation and discussion **Standards for Success**: NMHS oral presentation rubric	• Responses to class opener prompts • Formative assessment quiz on approaches and prominent psychologists • Class discussion responses • Forum and wiki response homework assignments • Written outrageous celebrity analysis

Resources

(n.d.). Retrieved from American Psychological Association: APA.org

Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].

Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology.* American Psychological Association.

Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology.* American Psychological Association.

Blair-Broeker, C., & Ernst, R. *Teaching Tips for General Psychology.*

Huffman, K. (2008). *Psychology in Action.* Wiley.

Psyk.Trek: A Multimedia Introduction to Psychology. (1997). Brooks/Cole Publishing Company.

The Secret Life of the Brain. (n.d.). Retrieved from PBS: www.pbs.org/wnet/brain

Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].

Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Joshua Elliott & Wisdom Jarvis Unit 2: Research Methods	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: One

Identify Desired Results
Common Core State Standards **and** **National Council for Social Studies**

- RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RST.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Psychology is empirical. - People's experience of the world is highly subjective. - Research is affected by socio-historical and cultural context. - Understanding research methodology is imperative for being an informed consumer of science.	- How can generalizations about human behavior be made from animal research? - How do ethical restraints on research make research results only nominally meaningful?

Expected Performances
What students should know and be able to do

Students will know the following:
- The components of an experiment
- The three major types of research
- The concept of statistical significance
- The history and importance of the use of ethics in research
- The value of a case study

Students will be able to do the following:
- Explain the scientific process
- Explain the difference between descriptive and inferential statistics
- Name the different types of psychological research and some of the methodological hazards of doing each type
- Evaluate research and explain the difference between correlation and causation
- Explain common ethical concerns with human and other animal subjects

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher makes a PowerPoint presentation on the types of research and the benefits and drawbacks of each.
- Teacher provides famous examples of research and experimentation and applies them to the content covered in a class discussion format.

Learning Activities:
- Students will create a jigsaw based on the concepts of case studies, experimentation, and surveys.
- Students will synthesize their own examples of experiments, label their parts, and critique them.
- Students will create a Moodle-based glossary of the following terms:

-Case study	-Frequency distribution	-Population
-Central tendency	-Independent Variable	-Reliability
-Control group	-Inferential statistics	-Sample
-Correlation coefficient	-Longitudinal studies	-Self-fulfilling
-Cross-sectional	-Mean	prophecy
studies	-Median	-Sampling bias
-Curve	-Mode	-Standard
-Dependent variable	-Naturalistic	-Statistical
-Descriptive statistics	-Normal	significance
-Deviation	-Observation	-Survey
-Experimenter Bias	-Placebo	-Validity

Assessments	
Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
	• Responses to class opener prompts • Formative assessment quiz on research concepts • Class discussion responses • Forum and wiki response homework assignments

Resources
(n.d.). Retrieved from American Psychological Association: APA.org Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture]. Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology.* American Psychological Association. Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology.* American Psychological Association. Blair-Broeker, C., & Ernst, R. *Teaching Tips for General Psychology.* Huffman, K. (2008). *Psychology in Action.* Wiley. *Psyk.Trek: A Multimedia Introduction to Psychology.* (1997). Brooks/Cole Publishing Company. *The Secret Life of the Brain.* (n.d.). Retrieved from PBS: www.pbs.org/wnet/brain Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture]. Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Joshua Elliott & Wisdom Jarvis Unit 3: Biological Bases of Behavior	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: Two
Identify Desired Results	
Common Core State Standards **and** **National Council for Social Studies**	

- <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- <u>WHST.1(b):</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- <u>WHST.6:</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- <u>WHST.8:</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- <u>WHST.9:</u> Draw evidence from informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Psychology is empirical. - Behavior is determined by multiple causes. - Heredity and environment jointly influence behavior.	- Nature or nurture – where do we fall on the spectrum and why? - When does society's interference with natural selection make it obsolete?

Expected Performances
What students should know and be able to do

Students will know the following:
- Structure and function of the neuron
- Organization of the nervous system
- Hierarchical organization of the structure and function of the brain
- Technologies and clinical methods for studying the brain
- Structure and function of the endocrine system
- How heredity interacts with the environment to influence behavior
- How psychological mechanisms are influenced by evolution

Students will be able to do the following:
- Explain the structure and function of the neuron
- Identify the relationship of the important neurotransmitters and behavior
- Describe the Central Nervous System
- Distinguish the different nervous systems from each other
- Explain the interaction between the genetic reaction range and the environment, and how it impacts behavior
- Describe how evolutionary psychology explains behavior

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher facilitates a class discussion which introduces the concept of the specialization of the different parts of the brain.
- Teacher gives a PowerPoint presentation summarizing students' findings on the tasks of the parts of the brain and how each part has a psychological impact.

Learning Activities:
- Students will create a chart which summarizes the functions of the parts of a neuron.
- Students will create and use diagrams, models, and/or computer programs to identify the structure and function of different parts of the brain.
- Students will create a Moodle-based glossary of the following terms:

-Action potential	-Hindbrain	-Peripheral
-Adrenal glands	-Hormones	Nervous System
-Axon	-Hypothalamus	-PET scan
-Brain	-Instinct	-Pituitary gland
-CAT scan	-Limbic system	-Pons
-Central Nervous system	-Lobes	-Reaction range
-Cerebellum	-Medulla	-Refractory period
-Cerebral cortex	-Midbrain	-Reuptake
	-Myelin sheath	-Sociobiology

-Cerebrum	-Natural selection	-Species specific
-Corpus callosum	-Nature vs. nature	-Spinal cord
-Dendrite	-Nervous System	-Sympathetic
-EKG	-Neurons	-Synapse
-Endocrine system	-Neuro-plasticity	-Thalamus
-Ethnology	-Neurotransmitters	-Thyroid
-Forebrain	-Parasympathetic	-Twin studies
-Genetics	Nervous System	

Assessments

Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Students will learn the functions of the parts of the brain through creating a poster or model of the brain. **Role**: Authority on brain functions **Audience**: Teacher and fellow students **Situation**: Student will research information and synthesize it into either a poster or model of the brain. **Product or Performance**: Model or poster of the brain which includes pictures and descriptions of the tasks of the brain parts **Standards for Success**: NMHS information literacy rubric	• Responses to class opener prompts • Formative assessment quiz on biological aspects of psychology • Class discussion responses • Forum and wiki response homework assignments

Resources

(n.d.). Retrieved from American Psychological Association: APA.org

Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].

Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology.* American Psychological Association.

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Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].

Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Joshua Elliott &Wisdom Jarvis Unit 4: Sensation and Perception	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: One and a half
Identify Desired Results	

<table>
<tr><td colspan="2" align="center">Common Core State Standards
and
National Council for Social Studies</td></tr>
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- <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- <u>WHST.1(b):</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- <u>WHST.6:</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- <u>WHST.8:</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- <u>WHST.9:</u> Draw evidence from informational texts to support analysis, reflection, and research.

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Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
• Psychology is theoretically diverse. • Perception and behavior are shaped by an individual's culture. • People's experience of the world is highly subjective.	• How could it be possible for two people to experience a phenomenon in exactly the same way?

Expected Performances
What students should know and be able to do

Students will know the following:
- Basic concepts explaining the capabilities and limitations of sensory processes
- Interaction of the person and the environment in determining perception
- Nature of attention

Students will be able to do the following:
- Distinguish between sensory and perceptual processes
- Explain sensory processes such as adaptation and threshold
- Identify the relevant anatomical parts of the following senses: vision, hearing, smell, taste, and the skin and kinesthetic senses
- Explain optical illusions
- Clarify the perceptual processes for those senses as appropriate
- Explain why we feel pain

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher allocates and explains charts that give an overview of the senses and how they work.
- Teacher facilitates a class discussion on the different the concepts of sensory and perception.

Learning Activities:
- Students will devise demonstrations that illustrate threshold, adaptation, and constancy.
- Students will identify the physiological features common across all sensory systems (e.g., receptors, pathways to the brain, transduction).
- Students will label a diagram of the parts of the eye and ear and explain the role of each part.
- Students will explain the operation of other sensory systems, such as taste and touch.
- Students will analyze advertisements for their use of sensory information.
- Students will hypothesize why students from different schools disagree about an official's call in a football game.
- Students will create a Moodle-based glossary of the following terms:

-Absolute threshold	-Lens	-Referred pain
-Auditory nerve	-Motion	-Retina
-Binocular fusion	-Muller-Lyer llusion	-Retinal disparity
-Cones	-Nearsightedness	-Rods
-Constancy	-Olfactory nerve	-Sensation threshold
-Decibels	-Optic nerve	-Signal detection

-Detection	-Parallax	-Spiral illusion
-Difference	-Perception	-Stereopsis
-ESP	-Pitch	-Stroop effect
-Gestalt	-Ponzo illusion	-Subliminal
-Illusions	-Psychophysics	-Vestibular system
-Kinesthesis	-Pupil	-Weber's law

Assessments

| Performance Task
Authentic application to evaluate student achievement of desired results designed according to GRASPS
(one per marking period) | Other Evidence
Application that is functional in a classroom context to evaluate student achievement of desired results |
| --- | --- |
| | • Responses to class opener prompts
• Formative assessment quizzes pertaining to sensation unit
• Class discussion responses
• Forum and wiki response homework assignment |

Resources

(n.d.). Retrieved from American Psychological Association: APA.org

Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].

Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology.* American Psychological Association.

Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology.* American Psychological Association.

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Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Joshua Elliott & Wisdom Jarvis Unit 5: States of Consciousness	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: One

Identify Desired Results	
Common Core State Standards and National Council for Social Studies	

- RH.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Psychology is theoretically diverse. - Psychology evolves in a socio-historical and cultural context. - People's experience of the world is highly subjective.	- How could we organize society in such a way as to ensure there is no sleep deprivation? - When, if ever, is it acceptable to use psychoactive drugs to generate altered consciousness?

Expected Performances
What students should know and be able to do

Students will know the following:
- Nature of consciousness
- Characteristics of sleep and theories that explain why we sleep
- Theories used to explain and interpret dreams
- Basic phenomena and uses of hypnosis
- Categories of psychoactive drugs and their effects

Students will be able to do the following:
- Explain the different types of altered states of consciousness
- Distinguish consciousness from altered states of consciousness
- Summarize types and theories of sleep
- Explain the stages of sleep
- Identify the different theories of dreams
- Identify the major sleep disorders
- Explain hypnosis and meditation as altered states of consciousness

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher allocates and explains charts that give an overview of the states of consciousness.
- Teacher facilitates a class discussion on student's sleep log, trends found, and what conclusions can be drawn from the results.

Learning Activities:
- Students will keep a sleep and dream log.
- Students will create a PowerPoint on a psychoactive drug.
- Students will create a Moodle-based glossary of the following terms:

-Alcohol	-Insomnia	-Post-hypnotic
-Biofeedback	-Latent content	Circadian rhythm
-Consciousness	-LSD	-REM sleep
-Deprivation	-Lucid dreams	-Sedatives
-Dissociation	-Manifest content	-Sleep
-Dreams	-Marijuana	-Sleep apnea
-Hallucination	-Meditation	-Somnambulism
-Hallucinogens	-Narcolepsy	-Stimulants
-Hypertension	-Nightmares	-Suggestion
-Hypnosis		-Tolerance

Assessments	
Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
	• Responses to class opener prompts • Formative assessment quizzes pertaining to consciousness unit • Class discussion responses • Forum and wiki response homework assignments

Resources

(n.d.). Retrieved from American Psychological Association: APA.org

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Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Joshua Elliott & Wisdom Jarvis Unit 6: Learning	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: One and a half
Identify Desired Results	
Common Core State Standards **and** **National Council for Social Studies**	

- <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- <u>WHST.1(b):</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- <u>WHST.6:</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- <u>WHST.8:</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- <u>WHST.9:</u> Draw evidence from informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Psychology evolves in a socio-historical and cultural context. - Heredity and environment jointly influence behavior. - Any behavior can be conditioned with the right reinforcer.	- How can we use learning methods to improve society?

Expected Performances
What students should know and be able to do

Students will know the following:
- Characteristics of learning
- Principles of classical conditioning
- Principles of operant conditioning
- Components of cognitive learning
- Roles of biology and culture in determining learning

Students will be able to do the following:
- Define learning
- Describe the critical attributes of learning
- Identify and describe the principles of classical conditioning
- Identify and describe the principles of operant conditioning
- Identify schedules of reinforcement in operant conditioning
- Explain aversive conditioning
- Analyze classical and operant conditioning as models of learning
- Describe principles of cognitive learning
- Explain the biological constraints on learning
- Explain learned helplessness

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher illustrates concept of classical conditioning with JAWS soundtrack.
- Teacher facilitates a class discussion on the different concepts of conditioning.

Learning Activities:
- Students will devise demonstrations of their own conditioning examples.
- Students will operantly shape each other's behavior.
- Students will create a Moodle-based glossary of the following terms:

-Antecedent	-Fixed interval	-Positive reinforcement
-Aversive control	schedule	-Primary reinforcers
-Avoidance	-Fixed-ratio	-Punishment
conditioning	-Generalization	-Response chains
-Behaviorism	-Instinctive drift	-Secondary reinforcer
-Behavior modification	-Learning	-Shaping
-Classical conditioning	-Little Albert	-Skinner box
-Conditioned response	-Modeling	-Token economy
-Conditioned stimulus	-Negative	-Trial
-Discrimination	reinforcement	-Unconditioned stimulus
Feedback	-Neutral stimulus	-Variable-interval schedule

-Elicit	-Observational	-Variable-ratio schedule
-Emit	learning	
-Escape	-Operant conditioning	
-Extinction	-Phobias	

Assessments	
Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
	• Responses to class opener prompts • Formative assessment quizzes dealing with learning unit. • Student created examples of classical and operant conditioning • Class discussion responses • Forum and wiki response homework assignments

Resources

(n.d.). Retrieved from American Psychological Association: APA.org

Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].

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Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Joshua Elliott &Wisdom Jarvis Unit 7: Cognition	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: Two

Identify Desired Results
Common Core State Standards **and** **National Council for Social Studies**

- <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- <u>WHST.1(b):</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- <u>WHST.6:</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- <u>WHST.8:</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Psychology is theoretically diverse. - Heredity and environment jointly influence behavior. - People's experience of the world is highly subjective.	- How can memory decay in old age be eliminated? - How can creativity be taught?

Expected Performances What students should know and be able to do

Students will know the following:
- Basic elements comprising thought
- Strategies and obstacles involved in problem solving and decision-making

Students will be able to do the following:
- Describe the concept of information processing
- Explain the role of attention in memory processing
- Identify the types of memory systems
- Explain the different theories that account for memory
- Describe the psychological perspective on thought, the units of thought, and the basic types of thought
- Define problem solving and outline the development of problem-solving strategies
- Define the elements of creativity

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher makes a PowerPoint presentation on the concepts of cognition.

Learning Activities:
- Students will engage in solving classic puzzles.
- Students will create a Moodle-based glossary of the following terms:

-Amnesia	-Insight	-Retrieval
-Central processing concept	-Long-term memory	-Retroactive interference
-Chunk	-Memory	-Rule
-Confabulation	-Metacognition	-Schema
-Creativity	-Mnemonic device	-Selective attention
-Directed thinking	-Non-directed thinking	-Sensory
-Eidetic memory	-Output	-Serial position
-Encoding	-Phenomenon	-Set
-Feature extraction	-Proactive Interference	-Short-term memory
-Flashbulb memories	-Recall	-Storage
-Image	-Recognition	-Symbol
-Input	-Recombination	-Tip-of-the-tongue
	-Rehearsal	
	-Repression	

Assessments	
Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
	- Responses to class opener prompts - Formative assessment quizzes - Class discussion responses - Forum and wiki response homework assignments

Resources
(n.d.). Retrieved from American Psychological Association: APA.org Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture]. Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology.* American Psychological Association. Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology.* American Psychological Association. Blair-Broeker, C., & Ernst, R. *Teaching Tips for General Psychology.* Huffman, K. (2008). *Psychology in Action.* Wiley. *Psyk.Trek: A Multimedia Introduction to Psychology.* (1997). Brooks/Cole Publishing Company. *The Secret Life of the Brain.* (n.d.). Retrieved from PBS: www.pbs.org/wnet/brain Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture]. Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Wisdom Jarvis & Joshua Elliott Unit 8: Intelligence and Testing	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: Two

Identify Desired Results	

Common Core State Standards and National Council for Social Studies	

- <u>RH.2:</u> Determine the central ideas or information of a primary pr secondary source; provide an accurate summary that makes clear relationships among key details and ideas.
- <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- <u>WHST.1(b):</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- <u>WHST.6:</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- <u>WHST.8:</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- <u>WHST.9:</u> Draw evidence from the informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- Psychology evolves in a socio-historical context. - Perception and behavior are shaped by an individual's culture. - Heredity and environment jointly influence behavior.	- What are the modern day applications for intelligence testing if there are any? - What are the pros and cons of using intelligence tests to classify people?

Expected Performances
What students should know and be able to do

Students will know the following:
- Nature of intelligence
- Nature of intelligence testing

Students will be able to do the following:
- Explain the concepts of IQ
- Explain the application of aptitude, achievement, and interest tests
- Compare and contrast the theories of intelligence
- Identify the genetic influences on intelligence
- Use reliability and validity in testing
- Define the characteristics of tests of intelligence
- Define the characteristics of the extremes of intelligence

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher explains the major concepts and debates related to the concepts of intelligence and testing.
- Teacher facilitates class discussion(s) on the different concepts of intelligence and uses of intelligence testing.

Learning Activities:
- Students will take and discuss the "Chitling Test".
- Students will debate the different intelligence theories.
- Students will debate the difference between intelligence and talent.
- Students will create a Moodle-based glossary of the following terms:

-Achievement test	-Intelligence quotient	-Percentile score
-Aptitude test	-Interest test	-Reaction range
-Crystallized intelligence	-Mental age	-Situational test
-Emotional intelligence	-Multiple intelligence	-Subjective personality tests
-Fluid intelligence	-Objective personality tests	-Validity

Assessments	
Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
	• Response to class prompts • Formative assessment quizzes • Class discussion and responses • Responses to homework assignments

Resources

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Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Wisdom Jarvis & Joshua Elliott Unit 9: Motivation and Emotion	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: One

Identify Desired Results
Common Core State Standards **and** **National Council for Social Studies**

- <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear relationships among key details and ideas.
- <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- <u>WHST.1(b):</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- <u>WHST.6:</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- <u>WHST.8:</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- <u>WHST.9:</u> Draw evidence from the informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Psychology is theoretically diverse. - Psychology evolves in a socio-historical context. - Behavior is determined by multiple causes. - Perception and behavior are shaped by an individual's culture. - Heredity and environment jointly influence behavior.	- If ever, when is torture a justified tool? - How does understanding the biology of love influence attitudes about it?

Expected Performances
What students should know and be able to do

Students will know the following:
- Motivational concepts
- The role of biology and learning in motivation and emotion
- Major theories of motivation
- Interaction of biological and cultural factors in emotions and motivations
- Role of values and expectancies in determining choice and strength of motivation
- Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects
- Effects of motivation and emotion on perception, cognition, and behavior

Students will be able to do the following:
- Contrast the core theories of motivation
- Explain theories of interpersonal attraction and love
- Explain the characteristics and influences of biological and social motives
- Elaborate on the characteristics and classifications of emotions
- Compare and contrast the core theories of emotions

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher uses charts and diagrams to explain the different theories of motivation and emotion.
- Teacher facilitates class discussion on theories of motivation.

Learning Activities:
- Students will use handouts to examine the various emotional states including empathy.
- Students will debate Maslow's Hierarchy of needs.
- Students will keep a journal recording the relationship between their emotions, thoughts, and behaviors.
- Students will create a Moodle-based glossary of the following terms:

-Achievement motive	-Fundamental needs	-James-Lange theory
-Affiliation motive	-Hierarchy of needs	-Motivation
-Cannon-Bard theory	-Homeostasis	-Polygraph
-Drive	-Incentive theory	-Psychological needs
-Drive-reduction theory	-Innate	-Self-actualization needs
-Emotion	-Lateral-hypothalamus	

Assessments	
Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Students will be able to discern the relationship between events, emotions, thoughts, and behavior. **Role**: Auditor of self-referent states **Audience**: Teacher and student **Situation**: Keep a journal of events, emotive and cognitive responses, and behavior to facilitate reflection. **Product**: Journal notations with analysis **Standards for Success**: Journal rubric	• Response to class prompts • Formative assessment quizzes • Class discussion and responses • Responses to homework assignments

Resources

(n.d.). Retrieved from American Psychological Association: APA.org

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Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].

Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Wisdom Jarvis & Joshua Elliott Unit 10: Developmental Psychology	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: Two

Identify Desired Results
Common Core State Standards **and** **National Council for Social Studies**

- RH.2: Determine the central ideas or information of a primary pr secondary source; provide an accurate summary that makes clear relationships among key details and ideas.
- RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- WHST.9: Draw evidence from the informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Psychology is theoretically diverse. - Psychology evolves in a socio-historical context. - Behavior is determined by multiple causes. - Perception and behavior are shaped by an individual's culture. - Heredity and environment jointly influence behavior. - People's experience of the world is highly subjective.	- To what degree is behavior nature versus nurture? - To what degree can individuals overcome developmental deficits later in life?

Expected Performances
What students should know and be able to do

Students will know the following:
- Development as a lifelong process
- Research techniques used to gather data on the developmental process
- Theories of development
- Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)

Students will be able to do the following:
- Distinguish between maturity and development
- Explain the importance of pre-natal development and birth
- Categorize the different types of development in the different age categories:
  - A. Physical development
    Mental and linguistic development
    Emotional development
    Social development
    Moral development
  - B. Infancy
    Childhood
    Adolescence
    Adulthood: Young Adulthood, Middle Age, Old Age

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher uses charts and diagrams to explain the different theories of development.
- Teacher facilitates class discussion on theories of development.
- Teacher facilitates class discussion on gender roles.
- Teacher utilizes multimedia resources on development.

Learning Activities:
- Students will write reflections on readings regarding the different areas of development.
- Students will use video sources on feral children to evaluate the critical period theory of language development.
- Students will observe on-line resources and videos on different developmental topics.
- Students will create a Moodle-based glossary of the following terms:

-Accommodation	-Generativity	-Preoperational
-Ageism	-Gender differences	-Psychosocial stages
-Anal stage	-Identification	-Puberty
-Androgynous	-Identity Crisis	-Schemes
-Assimilation	-Latency stage	-Separation anxiety
-Attachment	-Maturation	-Sex/Gender role
-Authoritarian	-Menarche	-Sex Identity
-Authoritative	-Menopause	-Sexual orientation
-Concrete operations	-Midlife crisis	-Spermarche
-Conformity	-Object performance	-Socialization
-Conservation	-Oedipal complex	-Stage
-Conventional	-Oral stage	-Stagnation
-Critical period	-Permissive	-Sublimation
-Electra complex	-Phallic stage Post	-Telegraphic speech
-Empty-nest syndrome	Conventional	-Thanatology
-Formal operational	-Preconventional	

Assessments

Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Students will create a baby book about themselves which applies their lives to the theories of development. **Role**: Students **Audience**: Themselves, their peers and the teacher **Situation**: Students will create a baby book about themselves which applies their lives to the theories of development and is also a reflection of who they are in terms of its design. **Product or Performance**: Baby book **Standards for Success**: Baby book rubric	• Response to class prompts • Formative assessment quizzes • Class discussion and responses • Responses to homework assignments

Resources
(n.d.). Retrieved from American Psychological Association: APA.org Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture]. Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology.* American Psychological Association. Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology.* American Psychological Association. Blair-Broeker, C., & Ernst, R. *Teaching Tips for General Psychology.* Huffman, K. (2008). *Psychology in Action.* Wiley. *Psyk.Trek: A Multimedia Introduction to Psychology.* (1997). Brooks/Cole Publishing Company. *The Secret Life of the Brain.* (n.d.). Retrieved from PBS: www.pbs.org/wnet/brain *Secret of the Wild Child.* (1994). Nova. Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture]. Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Wisdom Jarvis & Joshua Elliott Unit 11: Personality	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: One and a half

Identify Desired Results
Common Core State Standards **and** **National Council for Social Studies**

- <u>RH.2:</u> Determine the central ideas or information of a primary pr secondary source; provide an accurate summary that makes clear relationships among key details and ideas.
- <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- <u>WHST.1(b):</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- <u>WHST.6:</u> Use technology, including the internet, to produce, publish, and update individual and shared writing products in response to ongoing feedback, including new arguments and information.
- <u>WHST.8:</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- <u>WHST.9:</u> Draw evidence from the informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Psychology is theoretically diverse. - Psychology evolves in a socio-historical context. - Perception and behavior are shaped by an individual's culture. - Heredity and environment jointly influence behavior.	- How do we account for morality in personalities? - Is personality constant or changeable? Explain.

Expected Performances
What students should know and be able to do

Students will know the following:
- How to distinguish between personality and personality constructs
- Personality approaches and theories
- Assessment tools used in personality

Students will be able to do the following:
- Describe the critical attributes of personality.
- Compare and contrast the different theories of personality from the following approaches:
  - Psychodynamic
  - Trait
  - Humanistic
  - Behavior and Social Cognitive
- Distinguish between adjustment techniques (defense mechanisms).
- Identify the important requirements of personality assessment.
- Elaborate on the different objective personality tests.
- Comment on the Rorschach and TAT as examples of projective personality tests.

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher uses charts and diagrams to explain the different theories of personality.
- Teacher facilitates class discussion on theories of personality.

Learning Activities:
- Students will be grouped and will assess which personality theory they think is correct.
- Students will take an on-line personality inventory.
- Students will create a Moodle-based glossary of the following terms:

-Analytic psychology	-Introvert	-Reality principle
-Archetype	-Model	-Reciprocal determinism
-Behaviorism	-Morality principle	-Regression
-Collective unconscious	-Objective tests	-Repression
-Compensation	-Personal unconscious	-Self-actualized
-Defense Mechanisms	-Personality	-Self-concept
-Displacement	-Pleasure principle	-Self-efficacy
-Ego	-Positive regard	-Social learning theory
-Extravert	-Projection	-Superego
-Factor analysis	-Projective tests	-Trait theory
-Humanism	-Psychodynamic	-Unconditional positive
-Incongruence	-Rationalization	regard
-Inferiority complex	-Reaction formation	-Unconscious

Assessments

Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: You will put together a poster of a personality theorist. **Role**: Authority on one personality theory **Audience**: Teacher and fellow students **Product**: Poster showing key ideas and terminology related to personality theory **Standards for Success**: NMHS information literacy rubric	• Response to class prompts • Formative assessment quizzes • Class discussion and responses • Responses to homework assignments

Resources

(n.d.). Retrieved from American Psychological Association: APA.org

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Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Wisdom Jarvis & Joshua Elliott Unit 12: Stress and coping	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: One

Identify Desired Results
Common Core State Standards **and** **National Council for Social Studies**

- <u>RH.2:</u> Determine the central ideas or information of a primary pr secondary source; provide an accurate summary that makes clear relationships among key details and ideas.
- <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- <u>WHST.1(b):</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- <u>WHST.6:</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- <u>WHST.8:</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- <u>WHST.9:</u> Draw evidence from the informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- Behavior is determined by multiple causes. - People's experience of the world is highly subjective.	- How are both positive and negative life events considered to be stressful? - How do we use what we know about stress to make society less stressful?

Expected Performances
What students should know and be able to do

Students will know the following:
- Sources of stress
- Physiological reactions to stress
- Psychological reactions to stress
- Cognitive and behavioral strategies for dealing with stress and promoting health

Students will be able to do the following:
- Describe or discuss how people react emotionally and physiologically to stress
- Explain the short term and long term reactions and effects of stress
- Describe maladaptive and adaptive coping strategies

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher uses PowerPoint presentation to discuss the human stress response and factors.
- Teacher facilitates the relaxation response.

Learning Activities:
- Students will learn how to develop the relaxation response.
- Students will fill out a version of the Social Readjustment Rating Scale
- Students will develop a stress response plan.
- Students will create a Moodle-based glossary of the following terms:

-Aggression	-Conflict Situation	-Intellectualization
-Anger	-Coping	-Meditation
-Anxiety	-Denial	-Optimism
-Approach-Avoidance conflict	-Depressant	-Pessimism
	-Distress	-Post Traumatic Stress
-Avoidance-Avoidance conflict	-Double Approach Avoidance	Disorder (PTSD)
		-Pressure
-Biofeedback	-Eustress	-Progressive Relaxation
-Burnout	-Fear	-Response
-Catastrophic thinking	-Fight or flight response	-Stress
-Catharsis		-Stress reaction
-Cognitive Appraisal	-Frustration	-Social support
-Cognitive preparation	-General Adaptation	-Type A personality
-Conflict	Syndrome	-Type B personality

Assessments	
Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
	• Response to class prompts • Formative assessment quizzes • Class discussion and responses • Responses to homework assignments

Resources

(n.d.). Retrieved from American Psychological Association: APA.org

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Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Wisdom Jarvis & Joshua Elliott Unit 13: Abnormal Psychology and Treatment	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: Two
Identify Desired Results	
Common Core State Standards **and** **National Council for Social Studies**	

- RH.2: Determine the central ideas or information of a primary pr secondary source; provide an accurate summary that makes clear relationships among key details and ideas.
- RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- WHST.9: Draw evidence from the informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Psychology is empirical. - Psychology is theoretically diverse. - Psychology evolves in a socio-historical context. - Behavior is determined by multiple causes. - Perception and behavior are shaped by an individual's culture. - Heredity and environment jointly influence behavior.	- With regard to psychopathology, where should the line be drawn on legal culpability?

The students will know the following:
- Characteristics and origins of abnormal behavior
- Methods used in exploring abnormal behavior
- Major categories of abnormal behavior
- Impact of mental disorders
- Prominent methods used to treat individuals with disorders
- Types of practitioners who implement treatment
- Legal and ethical challenges involved in delivery of treatment

The students will be able to do the following:
- Explain the concept behind the DSM (Diagnostic and Statistical Manual of Mental Disorders)
- List the critical attributes of abnormal behavior
- Contrast models of abnormal behavior:
  - biological
  - psychoanalytical
  - cognitive
  - behavioral
  - socio-cultural
  - legal
  - statistical
- Distinguish among the following types of disorders:
  - Anxiety Disorders
  - Mood Disorders
  - Schizophrenia
  - Delusional Disorders
  - Somatoform
  - Dissociative
  - Personality Disorders
- Elaborate on the attributes of the following types of therapy:
  - Insight
  - Psychodynamic
  - Person-Centered
  - Behavior
  - Cognitive Behavioral
  - Group
  - Marriage and family
  - Biological
- Evaluate the effectiveness of psychotherapy

Character Attributes
- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher explains the major concepts and debates related to the concepts of abnormality.
- Teacher facilitates class discussion(s) on the different concepts of abnormality and perspectives on treatment.
- Teacher uses PowerPoint presentation to explain the major diagnostic classifications.
- Teacher uses multimedia tools to show behavioral aspects of different disorders.

Learning Activities:
- Students will work in groups to come up with a definition of abnormal psychology.
- Students will debate whether diagnostic classifications help or hinder treatment.
- Students will debate whether medications should be used to treat mental disorders.
- Students will create a Moodle-based glossary of the following terms:

-Addiction	-Dissociative Identity	-Person-centered therapy
-Agorophobia	-Disorder	-Phobia
-Anorexia nervosa disorder	-DSM-IV-TR	-Placebo effect
-Antidepressant drugs	-Empathy	-Prognosis
-Antipsychotic drugs	-Generalized Anxiety	-Pseudocyesis
-Antisocial	Disorder	-Psychiatrists
-Anxiety	-Gestalt therapy	-Psychoanalysis
-Aversion therapy	-Group therapy	-Psychodynamic therapy
-Behavior therapy	-Hallucination	-Psychopharmacotherapy
-Bipolar Mood Disorder	-Hypochondriasis	-Psychotherapy
-Bipolar Personality	-Insanity	-PTSD
-Bulimia nervosa	-Insight therapy	-Rational Emotive Behavioral
-Compulsion	-Lithium	Therapy
-Conversion Disorder	-Obsession	-Schizophrenia
-Delusion	-Obsessive	-Self-help groups
-Depression	Compulsive	-Social Skills training
-Diagnosis	Disorder	-Somatization Disorder
-Disorder	-Panic Disorder	-Somatoform Disorder
-Dissociative amnesia	-Paranoid	-Transactional analysis
-Dissociative Disorder	schizophrenia	-Transference
-Dissociative fugue	-Personality disorder	

Assessments	
Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
	• Response to class prompts • Formative assessment quizzes • Class discussion and responses • Responses to homework assignments

Resources

(n.d.). Retrieved from American Psychological Association: APA.org

Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].

Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology.* American Psychological Association.

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Psyk.Trek: A Multimedia Introduction to Psychology. (1997). Brooks/Cole Publishing Company.

The Secret Life of the Brain. (n.d.). Retrieved from PBS: www.pbs.org/wnet/brain

Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].

Graphic organizers to summarize key points of the unit

New Milford Public Schools

Committee Members: Wisdom Jarvis & Joshua Elliott Unit 14: Social Psychology	Course/Subject: Introduction to Psychology Grade Level: Junior/Senior # of Weeks: One

Identify Desired Results

Common Core State Standards and National Council for Social Studies

- RH.2: Determine the central ideas or information of a primary pr secondary source; provide an accurate summary that makes clear relationships among key details and ideas.
- RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- WHST.9: Draw evidence from the informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- Psychology is empirical. - Psychology is theoretically diverse. - Perception and behavior are shaped by an individual's culture. - People's experience of the world is highly subjective.	- Given an understanding of the power of situations, what makes everyone capable of evil actions? - What would it take for prejudice and discrimination to be eliminated?

Expected Performances
What students should know and be able to do

The students will know the following:
- Social judgment and attitudes
- Social and cultural categories
- Social influence and relationships

The students will be able to do the following:
- Elaborate on the parameters of social psychology
- Explain the roles of internal vs. external factors in attribution theory
- Distinguish important variables of social influence concepts such as conformity, compliance, and obedience
- Describe the role of social facilitation and leadership in group performance
- Compare theories of aggression
- Elaborate on the role of the bystander effect on altruistic behavior
- Explain the role of first impressions in perception
- Describe the fundamental attribution error
- Compare persuasion, cognitive dissonance, and prejudice
- Group terms such as groupthink, group polarization, and social loafing

Character Attributes

- Citizenship
- Integrity

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher facilitates a class discussion on the different theories of attitude formation and group behavior.
- Teacher uses multimedia to illustrate to major studies in social psychology.

Learning Activities:
- Students will group together and discuss how much of behavior is personal or a result of situational factors.
- Students will discuss, based on material, why "good" people do "bad" things.
- Students will take a source and explain and analyze the components of persuasion in that source.
- Students will participate in a deindividuation activity.

- Students will create a Moodle-based glossary of the following terms:

-Attitude	-Fundamental	-Obedience
-Attribution	attribution error	-Outgroup
-Audience	-Group	-Persuasion
-Brainwashing	-Group polarization	-Prejudice
-Bystander effect	-Groupthink	-Reciprocity
-Channel	-Identification	-Receiver
-Cognitive dissonance	-Ingroup	-Reciprocity norm
-Compliance	-Internalization	-Scapegoat
-Conformity	-Intimacy	-Self-fulfilling prophecy
-Ethnocentrism	-Lowball technique	-Self-serving bias
-External attributions	-Matching hypothesis	-Social loafing
-Foot-in-the-door	-Message	-Social schemas
technique		-Stereotype

Assessments

Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
	- Response to class prompts - Formative assessment quizzes - Class discussion and responses - Responses to homework assignments

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Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].

Graphic organizers to summarize key points of the unit

Brain Assessment

Project:

You will put together a poster or model of the brain. It will include the following elements:

- A picture/model of the brain identifying the major areas:
    - A. Parietal lobe with somatosensory cortex
    - B. Frontal lobe with motor cortex
    - C. Temporal lobe with Wernicke's and Broca's area labeled.
    - D. Occipital lobe.

- A picture/model cross section of the brain that includes the following:
    - A. Corpus Callosum
    - B. Hypothalamus
    - C. Cerebellum
    - D. Reticular Activating System

- The picture/model of the Limbic system that includes the following:
    - A. Amygdala
    - B. Hippocampus

Each area must be **labeled** and the **functions** of each explained. Additionally, you must attach a picture representing the function of each, respective part of the brain (e.g., a picture of a tightrope walker for the cerebellum).

You will be assessed on detail, creativity, neatness of presentation, accuracy, and the **proper** MLA or APA citation of sources attached to the back. (Remember, even pictures must be cited.) The Graphic Presentations rubric will be used to grade this project. The project is due on _____. Good luck.

Please attach the rubric (opposite side of this sheet) with one or two pieces of tape to the back of your project.

	Exemplary	Acceptable	Needs Improvement	Unacceptable
Appearance	Attractive and visually appealing; Appropriate to content	Somewhat attractive; Not totally appropriate	Little relevance	No effort evident
Content	Flawless and accurate; Shows insight	Few errors	Many errors	No effort evident
Written Work	Quality writing; No errors at all	Quality writing; Few errors	Many errors	No effort evident
Quality and Creativity	Shows a high level of creativity	Very creative	Shows some effort	No effort evident
Citations	Properly cited	Not properly cited		No citations

Prototype Performance-Based Learning Assessment:

My Baby Book: A Record of Development

You will design and create a personal baby book that discusses many aspects of your personal development since day one! Follow the guidelines below (and exactly in this order) to create your baby book. You may use your mom, dad, or other family references to connect your past to the developmental concepts we will discuss in this unit. This is a *creative* assignment. Your baby book should not only contain personal and factual information, but it should also be decorative and unique to your personality. You should have a total of five pictures in your baby book (I have placed them throughout the assignment below.) You should be creative, colorful, insightful, and careful to detail.

Section 1: Your General Fact Sheet(s) - Include graphics and detail whenever possible.

    A. In one paragraph, describe your mom's pregnancy with you.
    B. Why were you given your name?
    C. What were the other names your parents were considering? Include both male and female names.

Section 2: Your Physical Development- Include graphics and detail wherever possible.

    1. How long was your mom in labor?
    2. What was your birth weight and length?
    3. Photo: Include a baby picture taken of you at or right around birth.
    4. How many months old were you when you learned to sit up?
    5. How old were you when your first tooth came in?
    6. How old were you when you took your first step?
    7. When were you officially potty trained?
    8. When did you lose your first tooth?
    9. Compare your development for items #4, 5, and 6 with the averages (Your book may be a good start.).
    10. Create a timeline of the average brain development.
    11. Discuss myelination and at which point you might personally be affected.
    12. What is your current vision? (Do you have 20/20 vision? Do you wear glasses, contacts, etc.?)
    13. At what age did you get glasses or contacts?
    14. Define "puberty" (of course, in your own words!). Based on the characteristics of puberty, explain whether adolescence comes at a fixed age for all.
    15. Photo: Include a picture of yourself around the age of puberty.
    16. Make up and write a story about two friends (the same gender as you), one who is an early bloomer and one who is a late bloomer. How are their

experiences different, better, or worse? What comes out of both of their experiences?

17. Draw up a "compare/contrast" list between males and females for all the physical changes in both genders' adult years. Define all terms and provide results or consequences wherever appropriate.

Section 3: Your Language Development- Include graphics and detail wherever possible.

18. What was your first word?
19. When did you first say this word?
20. Why was this word your first?
21. Were there any funny sounds, words, and/or phrases you used to use?
22. If so, what were these sounds, words, and/or phrases supposed to mean?
23. Define telegraphic speech, overgeneralization, and overextension (in your own words).
24. Did you use these forms of speech in any way? How? Provide examples.
25. Did you experience any language barriers during language formation (i.e., stuttering, lisps, etc.)?
26. Photo: Include a picture of yourself in the late-childhood years.

Section 4: Your Social-Emotional Development- Include graphics and detail wherever possible.

27. To whom were you most attached and why?
28. Define "imprinting" and explain whether this theory supports your attachment.
29. Were there any objects with which you formed attachments?
30. Were these attachments formed similar to Harlow's "contact comfort"? Why or why not? First, make sure to explain what "contact comfort" is.
31. Explain the overall effects of having no attachments in one's childhood. Include a personal example if you feel as though you fall into this category.
32. Photo: Include a picture from your early childhood years.
33. Summarize what adults experience, regarding later intimacy and attachment, as a result of the various infancy attachment levels.

Section 5: Your Cognitive Development- Include graphics and detail wherever possible.

34. Create or find a comic strip about an adolescent who is clearly in his/her early formal operational thinking stages. This should highlight the "personal fable" and "adolescent egocentrism" elements.
35. Admit to and explain, with your greatest humility, a specific time when you performed or experienced adolescent egocentrism, personal fable, and imaginary audience (You know we all did, so go ahead and tell!).

Section 6: Your Moral Development- Include graphics and detail wherever possible.

36. Write a short paragraph explaining "where you are" regarding James Marcia's theory of development. For extra credit (five points), write a second paragraph explaining where your teacher is regarding James Marcia's theory of development. Make sure you explain why you think you (and your teacher) are placed specifically!
37. Photo: Include your most recent (late-adolescent) picture (i.e., senior picture?).

Section 7: Your Personality Development- Include graphics and detail wherever possible.
38. Look at the "temperament theory" and Thomas and Chess' temperament categories. Explain what type of child you were based on this information. Give detail or examples.
39. Write a personal journal (one to two pages) about why stages #5 and #6 of Erikson's eight stages of personality development may be the highest hurdles to jump in life. Think about your middle school and high school years and what's to come in your post-high school years. Include physical, emotional, and cognitive aspects, and explain how these all fit into Erikson's stages #5 and #6.

This should be fun and easy to do as long as you budget your time appropriately. I guarantee I will be able to tell if this assignment was started and finished the night before it is due. Pace yourselves and have fun!

The Baby Book Grading Rubric

	Great 10-9 pts	Good 8-6 pts	Average 5-4 pts	Fair 3-2 pts	Poor 1-0 pts
Section One: General Facts	All items are included, complete and accurate	Most items are included, complete and accurate	Half of all items are included, or all items are included but are incomplete or inaccurate	Few items are included and/or complete and accurate	Section is very incomplete and info is inaccurate
Section Two: Physical Development	All items are included, complete and accurate	Most items are included, complete and accurate	Half of all items are included, or all items are included but are incomplete or inaccurate	Few items are included and/or complete and accurate	Section is very incomplete and info is inaccurate
Section Three: Language Development	All items are included, complete and accurate	Most items are included, complete and accurate	Half of all items are included, or all items are included but are incomplete or inaccurate	Few items are included and/or complete and accurate	Section is very incomplete and info is inaccurate
Section Four: Social-Emotional Development	All items are included, complete and accurate	Most items are included, complete and accurate	Half of all items are included, or all items are included but are incomplete or inaccurate	Few items are included and/or complete and accurate	Section is very incomplete and info is inaccurate
Section Five: Cognitive Development	All items are included, complete and accurate	Most items are included, complete and	Half of all items are included, or all items are included but	Few items are included and/or complete	Section is very incomplete and info is inaccurate

		accurate	are incomplete or inaccurate	and accurate	
Section Six: Moral Development	All items are included, complete and accurate	Most items are included, complete and accurate	Half of all items are included, or all items are included but are incomplete or inaccurate	Few items are included and/or complete and accurate	Section is very incomplete and info is inaccurate
Section Seven: Personality Development	All items are included, complete and accurate	Most items are included, complete and accurate	Half of all items are included, or all items are included but are incomplete or inaccurate	Few items are included and/or complete and accurate	Section is very incomplete and info is inaccurate
Overall Facts	All facts are clear, correct, and appropriate	Most facts are clear, correct, and appropriate	Some facts are clear, correct, and appropriate; others are incorrect or unclear	Few facts are clear, correct, and appropriate	Facts are incorrect, inappropriate, and/or unclear
Overall Display	Your book looks professional and creative	Your book is creative and organized	Your book is lacking creativity and/or organization	Your book is lacking time and effort	Your book was not given the creative time/attention
Overall Application	Perfect connections between you and all development information	Able to make most information personally relevant	About half the required information was personally relevant	Few connections were made between information and your past	No connections made between your personal development and the assignment

COMMENTS:

SCORE:_____/100

Psychology Movie Project

Task:
For this project, you must watch a movie, identify a topic or theory of psychology, and then analyze the accuracy of the manner in which the theory/topic was displayed throughout the movie. Your paper will be graded mostly on the depth and accuracy of your analysis; hence, you should choose something that you will be able to analyze sufficiently in 2 – 5 pages. The biggest mistake people make with this assignment is trying to analyze too many theories in such a short paper; as a result, none of the theories are analyzed in sufficient detail. You should include the following:

1) A brief summary of the movie to provide a context (half page)
2) A brief summary of the relevant theory or theories (half page)
3) The application or analysis of the theories to your movie (2 – 3 pages)

There are many ways to go about this analysis. For example, you might explain how a particular theory predicts the outcome of the event or the nature of a character's response. Conversely, you might explain why the theory you have chosen would predict the opposite of the event that occurred. You my also wish to examine how well a movie portrayed the psychological issue/topic/theory.

You may also wish to briefly notice how Hollywood has put a twist on and played with the ideas of psychology, a psychologist, or a particular disorder. Again, this will only enhance your paper and bring forth a better grade. You could possibly use this as your angle for the majority of the paper. If you sufficiently discuss how Hollywood portrays the theory or psychological topic and then discuss its actual psychological standings, you will have a great foundation for an excellent paper.

To complete this assignment, you need to identify a character or characters in a movie and then apply your knowledge of the topic/theory to their role(s) in the movie. Incorporating the ideas and/or perspectives of different psychologists will enhance your paper and separate it from mediocre papers and a mediocre grade.

Product:
Students will hand in a paper that is **no less than three full pages** in length and no **longer than five pages** in length, **double-spaced**. Your font size should be 12, type should be Times New Roman and all margins should be set at one inch. If the length of the paper does not meet these classifications, the margins are off or the font size/type is not correct, you will lose fifteen (15) points immediately before I even begin to read the paper.

Notes:

Due to the fact that we have students in the class that range in age from 14 to 18, the ratings on the movies suggested range from G to R. Only choose a movie that is rated appropriately for you. <u>If you are not allowed, then do not select an R rated movie.</u> There are many available choices, and you need to choose a movie that will be appropriate. Refer to the acceptable movies on the attached list and you may use, but are not limited to identifying the topic/theory that is listed. Any questions about whether a movie is suitable for you, ask me or immediately ask those in charge of you at home. You can find out some of what you need to know about any particular movie by reading the covering sleeve or by doing a search on the Internet.