

Psychology Curriculum

Content Standard: Introduction and Research Methods Students will understand the contemporary perspectives used by psychologists to understand behavior and mental processes in context; explore major subfields and career opportunities that comprise psychology; examine research strategies used by psychologists to explore behavior and mental processes.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychoanalytic perspectives. • List and explain the major subfields of psychology. • Describe and apply the elements of an experiment. • Describe and compare quantitative and qualitative research strategies. • Describe the concept of correlation and explain how it is used in psychology. • Identify ethical issues in psychological research. 	<ul style="list-style-type: none"> • Activity: “<i>Approaches to Psychology Jessica Case Study</i>” • Worksheet: “<i>What do Psychologists Do?</i>” • Assignment: “<i>HELP</i>” • Various worksheets • Worksheet: “<i>Choosing Appropriate Methods of Research</i>” • Class Lecture • Worksheet: “<i>Correlation</i>” • Activity: “<i>Analysis of Three Research Proposals</i>” • Worksheet: “<i>Thinking Critically about Causality & Ethics</i>” 	<ul style="list-style-type: none"> • Chapter 1 & 2 Reading Guide • Homework • Unit Test • Class work- individual and cooperative • Group Project- designing surveys and/or mini experiments 	<ul style="list-style-type: none"> • Text: <i>Psychology Principles in Practice (Psych P.I.P)</i> • <i>Psychology Principles in Practice Teacher Resource Binder</i> • Course Organizer • Unit Organizer • CD ROM Resource Pro • www.go.hrw.com

Psychology Curriculum

Content Standard: Biological Bases of Behavior Students will understand the structure and function of the neuron; the organization of the nervous system; the organization and functions 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.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Identify the neuron as the basis for neural communication. • Describe how information is transmitted and integrated in the nervous system. • Classify the major divisions and subdivisions of the nervous system and understand their function • Identify the structure and function of the major regions of the brain, including the lateralization of brain functions • Describe the functions of the endocrine glands • Assess the effects of heredity and environment on behavior. 	<ul style="list-style-type: none"> • Diagramming the parts and functions of the neuron • Activity: “<i>The Squeeze Chain</i>” • PowerPoint Presentation • PowerPoint Presentation • Completion of graphic organizer • Activity: “<i>Brain Surgery</i>” • Personal Brain Profiles • Videos • Completion of diagram • Video: <i>Rhythms and Drives</i> • Class Discussion • Article “<i>Why So Shy</i>” 	<ul style="list-style-type: none"> • Chapter 3 Reading Guide • Homework • Unit Test • Class work- individual and cooperative • Individual Project- “<i>Personal Brain Profile</i>” 	<ul style="list-style-type: none"> • Text: (Psych P.I.P) • Psychology Principles in Practice Teacher Resource Binder • Course Organizer • Unit Organizer • PBS “<i>The Brain</i>” Video series • Video “<i>The Two Brains</i>” • Video “<i>Rhythms and Drives</i>” • Self Created Power Point Presentations • Various readings and articles • CD ROM Resource Pro • www.go.hrw.com • www.pbs.org/wbgh/pages/frontline

Psychology Curriculum

Content Standard: Lifespan Development Students will understand that development as a lifelong process. They examine and apply their knowledge of major theories of development and issues surrounding the developmental process such as nature/nurture, continuity/discontinuity, stability/instability, & critical periods.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan. • Identify the complex cognitive structures found in the early development of infants and young children. • Apply lifespan principles to personal experience. • Explain various developmental models including Freud, Erikson, Piaget, Kohlberg, Gilligan, Marcia, Elkind, and Sheedy. • Recognize how biological and cultural notions of gender shape the experiences of men and women. 	<ul style="list-style-type: none"> • My First Five Years • Group Presentations- student created PowerPoints • Demonstrations of Piaget’s Cognitive Theory • Identity Collage • The Story of Me • Worksheet: “<i>Classic Kohlberg Dilemmas</i>” • Video: “<i>Everybody Rides the Carousel</i>” • Activity: “<i>The Battle of the Sexes</i>” • Debate: “<i>Same Sex Schooling?</i>” • Skits: Communication Differences 	<ul style="list-style-type: none"> • Chapter 10, 11, 12, 16 Reading Guides • Homework • Quizzes • Unit Test • Class work- individual and cooperative <p>Various Projects such as:</p> <ul style="list-style-type: none"> • “<i>My First Five Years</i>” • “<i>The Story of Me</i>” • “<i>Toy and Book Analysis</i>” <p>Formal Essays:</p> <ul style="list-style-type: none"> • Breakfast Club Analysis • On Golden Pond Analysis • Class Discussion • Debate • Group Presentations 	<ul style="list-style-type: none"> • Text: (Psych P.I.P) • Psychology Principles in Practice Teacher Resource Binder • Course Organizer • Unit Organizer • “<i>Dibs in Search of Self</i>” by Virginia M. Axline • “<i>Tuesdays with Morrie</i>” by Mitch Albom • Video: “<i>Everybody Rides the Carousel</i>” • Videos: “<i>The Breakfast Club</i>”, “<i>On Golden Pond</i>” • Students own baby-books • CD ROM Resource Pro • www.go.hrw.com • Computer Lab

Psychology Curriculum

Content Standard: Personality and Assessment Students will be able to define the concept of personality; understand a variety of personality approaches and theories as well as assessment tools used in personality research.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Define personality as the individual’s unique way of thinking, feeling, and acting. • Explain the characteristics of the psychoanalytic, cognitive-behavioral, humanistic, and trait approaches. • Identify important contributions to the understanding of personality. • Distinguish between objective and projective techniques of personality assessment. • Examine aspects of their own personality. 	<ul style="list-style-type: none"> • Evaluating the influence of variables such as culture, family, and genetics on personality development • Class Discussion • Activity: Id, Ego, Superego Dilemma Skits • Analyzing the Grinch (or a formal case study) from various perspectives • Activity: Survival and Maslow’s Hierarchy • Visually representing Freud’s structure of personality • Creating examples of conditions of worth and unconditional positive regard • Examining various examples of tests and comparing the validity and reliability of objective and projective assessment techniques • “I am... Why I am this way...” writing assignment • Class Discussion 	<ul style="list-style-type: none"> • Chapter 14 and 15 Reading Guides • Homework • Unit Test • Class work- individual and cooperative 	<ul style="list-style-type: none"> • Text: (Psych P.I.P) • Psychology Principles in Practice Teacher Resource Binder • Course Organizer • Unit Organizer • Various readings and articles • Examples of various measurement tools and tests • CD ROM Resource Pro • www.go.hrw.com • Online Personality Tests • Computer Lab

Psychology Curriculum

Content Standard: Learning Students will apply their understanding of the characteristics of learning; the principles of classical conditioning the principles of operant conditioning, and the Components of cognitive learning, and examine the roles of biology and culture in determining learning.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Discuss learning from a psychological viewpoint. • Describe the classical conditioning paradigm. • Describe the operant conditioning paradigm. • Explain how observational learning works. • Describe cognitive learning approaches. • Explore how biological and cultural factors interact to impede or enhance learning. 	<ul style="list-style-type: none"> • Defining learning as relatively permanent changes of behavior resulting from experience • Distinguishing learning from performance • Worksheet: “<i>Practicing Classical Conditioning</i>” • Demonstration: Lights and Pupil Dilation • Worksheet: “<i>Practicing Operant Conditioning</i>” • Demonstration: Hot and Cold Game • Class Discussion of personal experiences. • Video Segment: Bozo Experiment • Activity: “<i>Thinking About Thinking- Brain Games</i>” • Class Discussion 	<ul style="list-style-type: none"> • Chapter 6 Reading Guide • Homework • Unit Test • Class work- individual and cooperative • Project: “<i>Design Your Own Nursery School</i>” • “<i>Cool Hand Luke</i>” Discussion Questions 	<ul style="list-style-type: none"> • Text: (Psych P.I.P) • Psychology Principles in Practice Teacher Resource Binder • Course Organizer • Unit Organizer • Video: “<i>Learning</i>” • Video: “<i>Cool Hand Luke</i>” • Various readings and articles • CD ROM Resource Pro • www.go.hrw.com

Psychology Curriculum

Content Standard: Memory Students will understand encoding, or getting information into memory; the three types of storage systems - sensory, short-term, and long-term memory; retrieval, or getting information out of memory; the biological bases of memory; methods for improving memory.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Identify factors that influence encoding including the difference between surface and deep (elaborate) processing • Describe the operation of sensory memory • Describe the operation of short-term memory • Describe the operation of long-term memory • Explain the role that interference plays in retrieval. • Identify factors that interfere with memory including the reconstructive memory processes. • Identify the brain structures most important to memory. • Describe strategies for improving memory based on our understanding of memory. 	<ul style="list-style-type: none"> • Demonstration: “Pick the Right Penny” “Draw your cell phone keypad” • Discussing the role of iconic memory through everyday examples • Activity: “Chunking and the Rule of 7 +/- 2” • Activity: “Long Term Memory Demonstration” • Demonstrating examples of proactive and retroactive interference • Activity: “Can You Pick the Criminal?” • Reading on Loftus’ work on eyewitness testimony • Powerpoint Presentation WebQuest using: <ul style="list-style-type: none"> • www.exploratorium.edu/memory/dont_forget/index.html 	<ul style="list-style-type: none"> • Chapter 7 Reading Guide • Homework • Unit Test • Class work- individual and cooperative 	<ul style="list-style-type: none"> • Text: (Psych P.I.P) • Psychology Principles in Practice Teacher Resource Binder • Course Organizer • Unit Organizer • TOPPS Memory Curriculum Unit • Various readings and articles • Self created PowerPoint Presentations • www.exploratorium.edu/memory/dont_forget/index.html • Computer Lab • CD ROM Resource Pro • www.go.hrw.com

Psychology Curriculum

Content Standard: States of Consciousness Students will understand the 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.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Define states of consciousness • Describe levels of consciousness • Describe the sleep cycle. • Compare theories that explain why we sleep. • Understand types of sleep disorders. • Demonstrate an understanding of individual differences in dream content and recall. • Compare different theories about the use and meaning of dreams. • Describe several hypnotic phenomena and explain possible uses of hypnosis in psychology. • Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs. 	<ul style="list-style-type: none"> • Discussing various states of consciousness • Differentiating among nonconscious, conscious, preconscious, and conscious awareness • Completing graphic organizer • Completing graphic organizer • Sleep and Dream Journal • Evaluating evidence to support various theories • Listing the symptoms of narcolepsy and sleep apnea • Complete “<i>Dream Survey</i>” and discuss results • Activity: “<i>Doris’ Dream</i>” • Discussing which theory they believe is most accurate • Video: “<i>Hypnosis</i>” followed by class discussion • Analyzing Brain Scan Images of drug users vs. non drug users • Exploring Faces of Meth website 	<ul style="list-style-type: none"> • Chapter 5 Reading Guide • Homework • Unit Test • Class work- individual and cooperative • Assignment: Sleep and Dream Journal 	<ul style="list-style-type: none"> • Text: (Psych P.I.P) • Psychology Principles in Practice Teacher Resource Binder • Course Organizer • Unit Organizer • Various readings and articles • Video: “<i>Hypnosis</i>” • Website: “<i>Faces of Meth</i>” • NIDA The Brain and Addiction curriculum and website • CD ROM Resource Pro • www.go.hrw.com

Psychology Curriculum

Content Standard: Individual Differences Students will understand concepts related to measurement of individual differences; influence and interaction of heredity and environment on individual differences; examine the nature of intelligence and intelligence testing.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Define and understand the nature of test constructs, such as intelligence, giftedness, and creativity. • Describe basic statistical concepts in testing • Explain how intelligence may be influenced by heredity and environment. • Describe various theories of intelligence. • Explain why intelligence tests predict achievement. • Explain issues of using conventional intelligence tests. 	<ul style="list-style-type: none"> • Discussing various definitions of the concepts • Examine examples of test reliability and validity • Introduce the normal curve • Discussion of various hereditary and environmental factors that influence intelligence • Assignment: “<i>Multiple Intelligences: Personal Inventory</i>” • Providing examples of emotional intelligence • Citing correlations between IQ and academic achievement and explaining the correlation • Predicting how intelligence test scores correlate with other measurable variables • Discussing the abilities commonly measured and not measured by intelligence tests as well as cultural gender fair testing • Using examples of intelligence tests to analyze exactly what is being tested 	<ul style="list-style-type: none"> • Chapter 9 Reading Guide • Homework • Unit Test • Class work- individual and cooperative • “<i>Rain Man</i>” Essay 	<ul style="list-style-type: none"> • Text: (Psych P.I.P) • Psychology Principles in Practice Teacher Resource Binder • Course Organizer • Unit Organizer • Various readings and articles • Examples of various measurement tools and tests • Video: “<i>Rain Man</i>” • CD ROM Resource Pro • www.go.hrw.com

Psychology Curriculum

Content Standard: Psychological Disorders and Treatments Students will understand the characteristics of abnormal behavior; methods used in exploring abnormal behavior; major categories of abnormal behavior; prominent methods used to treat individuals with disorders; and examine the impact of mental disorders.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Distinguish the common characteristics of abnormal behavior and cite examples of abnormal behavior • Describe major explanations for the origins of abnormality. • Discuss major categories of abnormal behavior including Anxiety, Psychotic, Mood, Somatoform, and Personality • Consider factors that influence vulnerability to abnormal behavior. • Discuss the stigma associated with abnormal behavior and speculate about means for promoting greater understanding of abnormal behavior. • Describe availability and appropriateness of various modes of treatment for individuals with psychological disorders. 	<ul style="list-style-type: none"> • Worksheet: Shades of Abnormality • Analyzing case studies from a variety of psychological perspectives • Completion of graphic organizers and video guides • Researching and completing “<i>Writing about Psychological Disorders</i>” project • Discussing several socio-cultural and hereditary factors that influence vulnerability • Reading and discussing case studies • Worksheet: “<i>Thomas Eagleton: Hypothetical Person</i>” • Reading and discussing case studies • Researching and completing “<i>Writing About Psychological Disorders</i>” project. 	<ul style="list-style-type: none"> • Chapter 18 Reading Guide • Homework • Unit Test • Class work- individual and cooperative • Assignment: Writing About Psychological Disorders 	<ul style="list-style-type: none"> • Text: (Psych P.I.P) • Psychology Principles in Practice Teacher Resource Binder • Course Organizer • Unit Organizer • Various readings and articles • DSM IV • Library research • Video: PBS series “<i>The Brain</i>” • Video: “<i>Asylum</i>” • CD ROM Resource Pro • www.go.hrw.com • Computer Lab & Library

Psychology Curriculum

Content Standard: Stress, Coping, and Health Students will understand the sources of stress; physiological reactions to stress; psychological reactions to stress; cognitive and behavioral strategies for dealing with stress and promoting health.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Identify and explain major sources of stress. • List and explain possible physiological and psychological reactions to stress. • Identify and explain behavioral and cognitive strategies to deal with stress and promote health. 	<ul style="list-style-type: none"> • Students complete and discuss “<i>Stress Scale for Youth</i>” inventory • Complete and discuss “<i>Stress & You</i>” packet • Read & discuss article “<i>52 Proven Stress Reducers;</i>” also discuss personal experiences. 	<ul style="list-style-type: none"> • Chapter 17 Reading Guide • Homework • Unit Test • Class work- individual and cooperative 	<ul style="list-style-type: none"> • Text: (Psych P.I.P) • Psychology Principles in Practice Teacher Resource Binder • Course Organizer • Unit Organizer • Various readings and articles • CD ROM Resource Pro • www.go.hrw.com