

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Psychology

Grades: 10, 11, 12

Date of Board Approval: July 14, 2022

Course Weighting: Intro to Psych

Chapter Tests (1 per unit, approx. 3 per quarter)	100 points each
Projects	100 points
Homework/Classwork	5-20 points
Quizzes	10-20 points
Free-Response Questions (1 per marking period)	20-50 points

PLANNED INSTRUCTION

Title of Planned Instruction: Psychology

Subject Area: Social Studies

Grade Levels: 10, 11, 12

Course Description: This course is designed to provide a solid foundation for students who plan on taking additional psychology courses in college. In part one of the class, students will trace the historical development of psychology through the ages, study the functions of the brain, glands, and peripheral nervous system and investigate the origins of human behavior through the life span. In part two of the curriculum students will learn about how personality shapes the individual and how some people cope with different types of psychological disorders. In the final section of the course students will analyze the importance of the senses in understanding perception and examine the techniques of learning and memory. In an effort to provide students with a well-balanced psychological education, special mini-units will address the development of language and communication, human sexuality, attitude formation and prejudice, and parapsychology.

Time/Credit for the Course: 1 semester/ 0.5 credits

Curriculum Writing Committee: David Peters

Curriculum Map

Marking Period 1:

Overview: Students will study the history and research methods used in psychology. Close attention will be paid to the scientific exploration of human behavior. In addition, students will examine the biological basis of behavior and make connections between the central nervous system, learning, and memory. Finally, students will focus on the human maturation process through the life span.

Unit 1: 12 - 14 days

Unit 2: 18 - 20 days

Unit 3: 9 - 12 days

Marking Period 1 - Goals:

Understanding of:

Unit 1 – History of Psychology/Research Methods

1. The philosophical perspectives that shaped the development of psychological thought.
2. Describe and compare the theoretical approaches in explaining behavior.
3. Recognize the strengths and limitations of applying theories to explain behavior.
4. Identify the major historical figures in psychology.
5. Differentiate types of research about purpose, strengths, and weaknesses.
6. Identify independent, dependent, and control variables in experimental designs
7. Identify how ethical issues inform and constrain research practices.

Unit 2 – Psychobiology/Learning/Memory

1. Identify basic processes and systems in the biological bases of behavior.
2. Identify the parts of the neuron and the process of transmission of signals.
3. Discuss the effect of the endocrine system on behavior.
4. Describe the nervous system and its subdivisions and functions.
5. Identify key contributors in the fields of psychobiology, learning, and memory
6. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.

7. Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
8. Identify the three types of memory and describe how the memory process is connected to brain function.

Unit 3 – Developmental Psychology

1. Discuss the interaction of nature and nurture in the determination of behavior.
2. Discuss the maturation of motor skills.
3. Explain the maturation of cognitive abilities (Piaget).
4. Compare and contrast models of moral development (Kohlberg and Gilligan).
5. Explain the role of psychosocial theory in human development (Erikson).

Marking Period 2:

Overview: Students will study how sensation and perception work to make sense of the outside world. In addition, students will examine the nature of common challenges to adaptive functioning and their treatments. Finally, students will focus on how individuals relate to one another in social situations.

Unit 4: 8 – 15 days

Unit 5: 18 – 21 days

Unit 6: 5 – 8 days

Marking Period 2: Goals

Understanding of:

Unit 4 – Sensation and Perception

1. Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
2. Describe sensory processes (e.g. hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain)
3. Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.
4. Explain the role of top-down processing in producing vulnerability to illusion.
5. Discuss the role of attention in behavior.
6. Identify the major historical figures in sensation and perception.

Unit 5 – Psychopathology/Therapies

1. Describe contemporary and historical conceptions of what constitutes psychological disorders.
2. Recognize the use of the Diagnostic and Statistical Manual of Mental Disorders 5th (DSM-5) edition published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
3. Discuss the major diagnostic categories covered in Section 2 of DSM-5
4. Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.
5. Identify the positive and negative consequences of diagnostic labels.
6. Discuss the intersection between psychology and the legal system.
7. Describe the central characteristics of psychotherapeutic intervention.
8. Describe major treatment orientations used in therapy.
9. Compare and contrast different treatment formats.
10. Summarize effectiveness of specific treatments used to address specific problems.
11. Identify major figures in psychological treatment.

Unit 6 –Personality

1. Analyze psychological research studies
2. Apply theories and perspectives of personality in authentic contexts

Big Ideas:

Big Idea # 1: Development of psychology as an empirical science

Big Idea #2: Research methods and measurements used to study behavior and mental processes

Big Idea # 3: Structure and function of the nervous system in human and non-human animals

Big Idea #4: The interaction between biological factors and experience

Big Idea # 5: The processes of sensation and perception and their limitations

Big Idea# 6: The relationship between conscious and unconscious process

Big Idea# 7: Characteristics of sleep and theories that explain why we sleep and dream

Big Idea # 8: Other states of consciousness

Big Idea# 9: Human beings learn in a variety of ways: classical conditioning, operant conditioning, observational learning, and cognitive learning

Big Idea# 10: Behaviors and attitudes that promote health

Big Idea # 11: Methods and issues in life span development

Big Idea# 12: Perspectives, assessment, and issues regarding personality

Big Idea # 13: Perspectives on abnormal behavior

Big Idea #14: Categories of psychological disorders

Big Idea # 15: Categories of treatment and types of treatment providers

Big Idea #16: Legal, ethical, and professional issues in the treatment of psychological disorders

Textbook and Supplemental Resources:

Green, Carl. Psychology A WAY TO GROW. NEW YORK, NY: AMSCO SCHOOL PUBLICATIONS 2005.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2018, Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc.

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012,

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013.

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004

Myers, David. Exploring Psychology. New York: Worth Publishers 1996.

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992

Plotnik, Rod. Introduction to Psychology, Pacific Grove, California: Wadsworth-Thomson Learning 2002

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011

Green and Sanford. Psychology: A Way to Grow. New York: Amsco Publications Inc. 2005. Pgs. 5-23.

Green and Sanford. Teacher's Manual and Resource Binder, Psychology: A Way to Grow. New York: Amsco Publications Inc. 2005. Chapter Guidelines. Pgs 4-145

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 2- 39.,

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 1-34

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 4-25.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 9-11 and 227-300.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 2-45.

Various related articles from current periodicals (ie: Psychology Today and Monitor on Psychology), <http://www.psychology.org/links/> Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Internet sites: <http://www.psychology.org/links/>, Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology: Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 1: History of Psychology

Time/Days: 14 days

Standards (by number): PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s) or Adopted Anchor(s):

R11.A.2.1, R11.A.2.2, R11.A.2.3, R11.A.2.4, R11.A.2.5, R11.B.1.2, R11.B.3.1, R11.B.3.2, R11.B.3.3

Eligible Content:

- What defines psychology as a field of study and what are psychology's four primary goals?
- How did structuralism and functionalism differ, and who were the important people in those early fields?
- What were the basic ideas and who were the important people behind the early approaches known as Gestalt, psychoanalysis, and behaviorism?
- What are the basic ideas behind the seven modern perspectives, as well as the important contributions of Skinner, Maslow, and Rogers?
- How does a psychiatrist differ from a psychologist, and what are the other types of professionals who work in the various areas of psychology?
- Why is psychology considered a science, and what are the steps in using the scientific method?
- How are naturalistic and laboratory settings used to describe behavior, and what are some of the advantages and disadvantages associated with these settings?
- How are case studies and surveys used to describe behavior, and what are some drawbacks to each of these methods?
- What is the correlational technique, and what does it tell researchers about relationships?
- How are operational definitions, independent and dependent variables, experimental and control groups, and random assignment used in designing an experiment?
- How do the placebo and experimenter effect cause problems in an experiment, and how can single-blind and double-blind studies control for these effects?

Objectives:

- Define: Psychology, behavior, and cognition. (DOK 1)
- List and explain the goals of psychology, schools of thought, and current approaches in psychology. (DOK 1)
- Explain the development of the field of psychology from ancient Greece to today. (DOK 2)
- Identify and list the contributions of famous pioneers in psychology. (DOK 1)
- Analyze and apply various research methods used in psychological studies. (DOK 4)
- Describe various career choices for psychology majors. (DOK 1)

- Delineate between the conscious and unconscious mind and describe the functions of each. (DOK 3)
- Determine the causes, describe the conditions, and evaluate the effects of various altered states of consciousness. (DOK 2)

Core Activities:

- Students will take a test and have a class discussion on the misconceptions about psychology. This is one of the most popular and venerable activities for an introductory course is the administration and subsequent discussion of misconceptions about psychology.
- Psychology's goals applied to matchmaking activity. Based only on the descriptions provided, students will guess which pairs of the people listed below belong together. There is no right or wrong answer. Students should go with their instincts but base their decisions on the relationship to the goals of psychology.
- Students will work in small groups. Each group should take one of the major psychological perspectives discussed in Unit 1 (psychodynamic, behavioral, humanistic, cognitive, sociocultural, biopsychological, and evolutionary). In the first step, using their books and their minds, they are to outline the key figures as well as key terms and concepts on a transparency or poster, in preparation for presenting their perspective to the class. In the second step of this exercise, students are to read a brief case history and analyze the case according to their chosen perspective. The third step is to present their perspective and their analysis to the class.
- Students will play the game, Twenty Questions, in which they try to guess a certain specialization in psychology.
- Students will complete the activity "Can Science Answer This Question?" Students will be asked to identify whether specific questions can be addressed using the methods of science.
- Students will complete the "Experimental Design" activity. The overarching goals of this exercise is to demonstrate how psychology and the scientific method can be used to address issues that interest students, to teach them how the concepts they are learning influence experimental design, and to impress on them an appreciation for the challenges faced by experimental psychologists.
- Students will complete the worksheet "Which Method Would You Use?" Activity demonstrates students understanding of the different methods of research used by experimental psychologists.
- Students will complete the worksheet "Name That Research Method".
- Students will demonstrate knowledge and understanding of the vocabulary terms addressed in unit one by completing a unit crossword puzzle and fill-in-the-blank worksheet.
- Students will cooperatively conduct internet research, gathering information on the various schools and careers in the field of psychology and present their findings to the rest of the class.

- Students will cooperatively conduct internet research, gathering information on the various historical figures influential in the field of psychology.
- Students will view Yale University Professor Dr. Paul Blooms lecture on Dr. Sigmund Freud. Students will take notes on this lecture using the Cornell style of note taking.
- Students will complete teacher made review sheets on the Introduction to Psychology Unit.
- Students will outline and complete questions from the textbook on relevant topics in the Introduction to Psychology Unit.

Assessments:

Diagnostic:

- Students' participation and answers during class discussion.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.
- Students' will research the early schools of psychology, various career opportunities in psychology, and the historical figures important to psychology.

Summative:

- Students will write an analytical essay on the various approaches to psychology. The PSSA rubric will be used in scoring the writing.
- Students will present to the class their finding on the early schools of psychology, the career opportunities, and the historical figures in psychology.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Standards (by number): PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s) or Adopted Anchor(s):

R11.A.2.1, R11.A.2.2, R11.A.2.3, R11.A.2.4, R11.A.2.5, R11.B.1.2, R11.B.3, R11.B.3.2, R11.B.3.3

Eligible Content

- What is the nervous system, neurons, and nerves, and how do they relate to one another?
- How do neurons use neurotransmitters to communicate with each other and with the body?
- How do the brain and spinal cord interact?
- How do the somatic and autonomic nervous systems allow people and animals to interact with their surroundings and control the body's automatic functions?
- How do psychologists study the brain and how it works?
- What are the different structures of the bottom part of the brain and what do they do?
- What are the structures of the brain that control emotion, learning, memory, and motivation?
- What parts of the cortex control the different senses and the movement of the body?
- What parts of the cortex are responsible for higher forms of thought, such as language?
- How does the left side of the brain differ from the right side?
- How do the hormones released by glands interact with the nervous system and affect behavior?
- What does the term learning really mean?
- How was classical conditioning first studied, and what are the important elements and characteristics of classical conditioning?
- What is conditional emotional response, and how do cognitive psychologists explain classical conditioning?
- How does operant conditioning occur, and what were the contributions of Thorndike and Skinner?
- What are the important concepts in operant conditioning?
- What are some of the problems with using punishment?
- How do operant stimuli control behavior, and what kind of behavior is resistant to operant conditioning?
- What occurs in observational learning, including findings from Bandura's classic Bobo doll study and the four elements of observational learning?

- What is a real-world example of the use of conditioning?
- What are the three processes of memory and the different models of how memory works?
- How does sensory memory work?
- What is short-term memory, and how does it differ from working memory?
- How is long-term memory different from other types of memory?
- What are various types of long-term memory, and how is information stored in long-term memory organized?
- What kinds of cues help people remember?
- How do the retrieval processes of recall and recognition differ, and how reliable are our memories of events?
- How are long-term memories formed, and what kinds of problems do people experience as a result?
- What is false memory syndrome?
- Why do we forget?
- How and where are memories formed in the brain?

Objectives:

- Define: Psychobiology, learning and memory (DOK 1)
- Identify, list the functions, and explain the connections of the various parts of the nervous system, both central and peripheral. (DOK 1)
- Locate and analyze the functions of the various parts of the brain. (DOK 4)
- Label the different glands of the endocrine system and determine the effects of the various enzymes and hormones produced by each. (DOK 1)
- Compare and contrast Classical and Operant Conditioning. (DOK 3)
- Construct a working definition of learning style, and then identify their predominant learning modality. (DOK 3)
- Identify types of memory. (DOK 1)
- Discuss the factors that increase remembering or forgetting. (DOK 1)
- Discover ways to improve their individual learning and problem-solving abilities. (DOK 3)

Core Activities:

- Students will participate in a variety of problem-solving activities to test their cognitive skills. These problems will range from mental flexibility tasks to traditional problem-solving activities.
- Students will discuss and analyze the autopsy of a human brain and answer teacher created questions about the subject matter.
- Students will view and take notes on the video, “Learning” part of the Discovering Psychology series by Dr. Philip Zimbardo.
- Students will complete teacher made review sheets and diagrams on the central and peripheral nervous system.

- Students will outline and complete questions from the textbook on relevant topics in the psychobiology, learning, and memory units.
- Students will complete a worksheet that will aid in determining each student's learning style.
- Students will complete the textbook section reviews.
- Using reaction time to show the speed of neurons: This is a simple demonstration illustrating the time required to process information along sensory neurons in the arm. It can also be done by asking students to form a line by holding hands.
- The dollar bill drop: After engaging in the neural network exercise, students will participate in the "dollar bill drop", which clearly illustrates the speed of neural transmission.
- Using dominoes to understand the action potential: Students will use real dominoes to demonstrate the so-called "domino effect" of the action potential as it travels along the axon.
- Demonstrating neural conduction: In this exercise students will simulate a neural network and get a valuable lesson in the speed of neural transmission.
- Review of brain-imaging techniques: Students will identify the brain-imaging technique described in various scenarios.
- Probing the cerebral cortex: Students will view a clip from Pearson Introductory Psychology Teaching Films to understand the workings of the cerebral cortex.
- Lateralization activities: The activity requires students to move their right hand and right foot simultaneously in a clockwise direction for a few seconds. Next students will be asked to move the right hand and left foot a clockwise direction. Then, students make circular movements in opposite directions with right the hand and the left foot. Finally, students attempt to move the right hand and right foot in opposite directions.
- Localization of function exercise: this activity is designed to get students to review the methods which are used to study the brain and where particular functions are localized. It is also intended to make students think critically about how we know what we know about functional localization. Students will need handout 2.1 to complete exercise.
- The brain diagram: students will draw their own colorful renditions of the human brain; this active learning strategy ensures that they encode and think about the parts of the brain rather than passively glossing over them in the text.
- Students will complete a crossword puzzle including all important vocabulary terms from the psychobiology unit.
- Students will complete a fill in the blank worksheet which includes all the important vocabulary terms from the psychobiology unit.

- Students will write a paper distinguishing the general differences between the principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).
- Students will orally describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- Students will examine case studies and predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement).
- Students will design an activity to show how practice, schedules of reinforcement, and motivation will influence quality of learning.
- Students will interpret graphs that exhibit the results of learning experiments.
- Students will research and provide examples of how biological constraints create learning predispositions.
- Students will prepare activities that describe the essential characteristics of insight learning, latent learning, and social learning.
- Students will research experiments that apply learning principles such as emotional learning, taste aversion, superstitious behavior, and learned helplessness. Students will then present their findings.
- Students will interview professional educational and/or mental health staff and prepare a paper on how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
- Students will research and prepare a paper or presentation on key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).
- Students can complete any of the following activities found in the “Instructors Resource Manual” of their textbook: Defining Learning, Classically Conditioned Responses in Class, Applying Classical Conditioning, Classical Conditioning in Humans, Identifying Components of Classical Conditioning, Classical Conditioning and TV Advertisements, Classical Conditioning and the Pupil Dilation Response, Operant Conditioning in Human Behavior, Using Candy to Illustrate Operant Conditioning Concepts, Reinforcement vs. Punishment, Schedules of Reinforcement, Shaping the Professor’s Behavior, Conditioning a Student “Rat”, Applying Behavioral Principles, Human Cognitive Maps, Tie Your Shoes, Conditioning in Everyday Life, Behavior Modification Project, Learning Theory Comparison, Learning Self-Test

Assessments:

Diagnostic:

- Students’ participation and answers during class discussion.
- Students’ completion and reaction to various memory and learning games.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.
- Students' written and oral explanations of their predominant learning styles and how the central and peripheral nervous system affects behavior.

Summative:

- Students will give written examples of how the various types of learning techniques have been applied in their high school careers.
- Students will submit cooperative group evaluations determining the value and validity of various types of learning techniques such as classical, operant, and cognitive. They will be graded on a scaled rubric.
- Students will complete worksheets on the process of memorization and creative thought. Each will be scored by a grading rubric.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Unit 3: Developmental Psychology

Time/Days: 9-12 days

Standards (by number): PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s) or Adopted Anchor(s):

R11.A.2.1, R11.A.2.2, R11.A.2.3, R11.A.2.4, R11.A.2.5, R11.B.1.2, R11.B.3.1, R11.B.3.2, R11.B.3.3.

Eligible Content

- What are some of the special research methods used to study development?
- What is the relationship between heredity and environmental factors in determining development?
- What happens during the germinal, embryonic, and fetal periods of pregnancy and what are some hazards in prenatal development?
- What kind of physical changes take place in infancy and childhood?
- What are two ways of looking at cognitive development, and how does language develop?
- How do infants and children develop personalities and form relationships with others, and what are Erikson's stages of psychosocial development for children?
- What are the physical, cognitive, and personality changes that occur in adolescence, including concepts of morality and Erikson's search for identity?
- What are the physical, cognitive, and personality changes that occur during adulthood and aging, including Erikson's last three psychosocial stages, and patterns of parenting?

Objectives:

- Define: Developmental Psychology (DOK 1)
- Identify and explain the basic developmental questions about the goals of developmental psychology and the strategies used to measure the changes due to age. (DOK 1)
- Compare and contrast prenatal development, the infant and the growing child, and adulthood and old age. (DOK 3)

Core Activities:

- Students will discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- Students will explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).
- Students will discuss maturation of motor skills.

- Students will describe the influence of temperament and other social factors on attachment and appropriate socialization.
- Students will explain the maturation of cognitive abilities (e.g., Piaget’s stages, information processing).
- Students will compare models of moral development (e.g., Kohlberg, Gilligan).
- Students will discuss maturational challenges in adolescence, including related family conflicts.
- Students will characterize the development of decisions related to intimacy as people mature.
- Students will predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- Students will describe how sex and gender influence socialization and other aspects of development.
- Students will identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).
- Students will complete any of the activities found in the instructor’s manual resource section of their textbook.
- Students will research and present their findings to the class on developmental psychology topics such as:
 1. Developmental Milestones
 2. Piaget’s Cognitive Developmental Theory
 3. Freud’s Psychosexual Stages of Development
 4. Neo-Freudian Schools of Thought
 5. Erik Erikson – Socioemotional Development
 6. Lawrence Kohlberg –Moral Development
 7. Carol Gilligan – The Alternative to Kohlberg
 8. Physical and Psychological Changes during Aging – trace adolescence to death
 9. Albert Bandura – Social Learning Theory – modeling
 10. Attachment Theory and Jerome Kagan –Personality Traits and Temperament
- Students will complete teacher made review sheets on the developmental research topics presented in class
- Students will outline and complete questions from the textbook on relevant topics in developmental psychology
- Students will complete a worksheet that will aid in determining the differences in psychological developmental theory
- Students will complete the chapter section reviews in textbook.
- Students will view teacher created video clips on Piaget’s cognitive developmental theory and write a reaction paper about the content.

- Students will complete a teacher made worksheet comparing the similarities and differences between the Freudian developmental theories to the Neo-Freudian developmental theory.

Assessments:

Diagnostic:

- Students' participation and answers during class discussion.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.
- After discussions with parents or caregivers, students will write or orally explain their own developmental milestones.

Summative:

- Cooperative group evaluations on chosen developmental topic. They will be graded on a scaled rubric.
- Students will complete worksheets on the various developmental stages. Each will be scored by a grading rubric.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Unit 4: Sensation and Perception/Altered States of Consciousness

Time/Days: 8-15 days

Standards (by number): PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s) or Adopted Anchor(s):

R11.A.2.1, R11.A.2.2, R11.A.2.3, R11.A.2.4, R11.A.2.5, R11.B.1.2, R11.B.3.1, R11.B.3.2, R11.B.3.3,

Eligible Content

- How does sensation travel through the central nervous system, and why are some sensations ignored?
- How do the eyes see, and how do the eyes see different colors?
- What is sound, and how does it travel through the various parts of the ear?
- Why are some people unable to hear, and how can their hearing be improved?
- How do the senses of taste and smell work, and how are they alike?
- What allows people to experience the sense of touch, pain, motion, and balance?
- What are perception and perceptual constancies?
- What are the Gestalt principles of perception?
- How do infants develop perceptual abilities, including the perception of depth and its cues?
- What are visual illusions, and how can they and other factors influence and alter perception?
- What does it mean to be conscious, and are there different levels of consciousness?

Objectives:

- Identify the characteristics of a stimulus. (DOK 1)
- Explain the aspects at attention in influencing one's awareness. (DOK 1)
- Define sensation and perception, hypnosis, the stages of sleep, REM, and EEG. (DOK 1)
- Analyze factors that cause optical illusions. (DOK 4)
- Explain the five senses and how each affects the way in which one perceives a given situation. (DOK 2)
- Identify the various sensory organs, the specific neural pathways of each and where the various types of sensations are processed in the brain. (DOK 1)
- Explain the definition and controversy behind extrasensory perception. (DOK 1)
- Identify how subliminal messages may change behavior. (DOK 1)
- Identify and describe the various types of altered states of consciousness (ASC). (DOK 1)
- List and explain the functions of ASC. (DOK 1)
- Analyze the factors that cause daydreaming, evaluate the purpose of daydreaming, and identify the types of daydreaming. (DOK 4)
- Discuss the importance of sleep and the effects of sleep deprivation on human behavior. (DOK 4)

Core Activities:

- Sensation: Students apply various phenomena associated with sensation to everyday examples. The students will need handout 3.1 to complete this exercise.
- Sensory Adaptation: Students will participate in sensory adaptation activities which include their sense of touch, hearing, taste, and vision. As a result, students will become aware of how their senses become less sensitive when the overall level of stimulation is high, but more sensitive when the overall level of stimulation is low.
- Dark Adaptation: Have each student blindfold one eye at the beginning of class. Conduct class in your usual fashion, and after about 30 minutes, darken the room. Ask the students to remove their blindfolds. The differential sensitivity of the two eyes is immediately apparent.
- Mapping the Blind Spot: There are no visual receptors where the optic nerve leaves the eye and enters the brain. This area is called the optic disk or blind spot. We do not notice this blind area because most of us have two working eyes and when an object falls into this area in one eye, the other eye can visually process the information. A good Web site on mapping the blind spot can be found at: <http://serendip.brynmawr.edu/bb/blindspot/>.
- Auditory Localization: Students will be blindfold as the teacher moves around him/her, making a distinct sound. Snapping fingers works, but a sharper sound, such as clicking together two spoons works even better. The student's job is to locate the source of your sound in space.
- The Role of Smell in Determining Flavor: Ask for a volunteer who isn't squeamish about tasting a variety of foods while blindfolded (and with a plugged nose). Then present the subject with a variety of foods that he or she should try to correctly identify without the sense of smell.
- Odor Identification Test: Teacher should gather several (approximately 8–15) dark or opaque containers with lids (empty black film canisters are ideal). Assign a different number to each canister (be sure to make a coding sheet with the correct sources) and place cotton balls in the bottom of each to absorb the smell. Good substances to test include baby powder, coffee, peanut butter, pencil shavings, ammonia, lemon extract, peppermint extract, vinegar, chocolate, coconut, Crayola crayons, Play-doh, soap, bubble gum, and spices (e.g., cloves, pepper, garlic, cinnamon). Instruct the students to lift the lid but to keep their eyes closed when smelling the canisters. Then, pass the canisters around the room and have students mark their responses on a sheet of paper.
- Want a Cookie? Students will apply their knowledge about the senses of taste and smell to questions about a family's Sunday afternoon cookie break. The student handout for this exercise is included as Handout Master 3.2.

- Saliva and Taste: Students will be surprised to learn that food must be dissolved in water to be tasted. That is, some kind of liquid must be available to bind solid food to the appropriate taste receptor. Students will wipe their tongue dry (the drier, the better) with the back of their hand. Then, walk around the room with a bowl of sugar and have students take a small pinch and place it on the tip of their tongue. They should not be able to taste anything until their mouth gradually moistens— with renewed saliva, the familiar sweet taste should come flooding back.
- Crossword Puzzle: Students will complete a teacher made crossword puzzle which includes important vocabulary terms.
- Fill-in-the-Blank: Students will complete a teacher made fill-in-the-blank worksheet which will include all important terminology from the unit.
- Students will examine several examples of optical illusions by using internet examples, overhead transparencies, or card tricks.
- Students will walk through the hallways blindfolded and analyze the value of our other senses.
- Students will observe the reactions of their classmates who have volunteered to participate in taste and smell experiments.
- Students will complete a worksheet on sensation and perception.
- Students will be measured on their ability to perceive sounds as coming from either side, in front, behind, or above them while blindfolded.
- Students will read various articles and evaluate the validity of extra-sensory perception.
- Students will trace the stages of sleep and develop a general pattern most people fall into.
- Students will read various articles on the importance of sleep and dreams.
- Students may keep a dream journal to be analyzed by their peers.
- Students will write a one-page paper on the meaningfulness of dreams.
- Students will peruse some dream dictionaries, dream interpretation books, and internet web sites and discuss the accuracy and/or validity of such sources.
- Students will complete teacher made review sheets on the various topics about sensation and perception.
- Students will outline and complete questions from the textbook on relevant topics about sensation and perception.
- Students will complete a worksheet that will aid in determining the differences in the five senses.
- Students will complete a teacher made worksheets summarizing the vision of the eye, audition of the ear, the vestibular system, chemical senses, touch, pain,

perceptual thresholds, perceptual constancy, depth perception, illusions, subliminal perception, and extrasensory perception.

- Students will complete diagrams of the ear and eye.
- Students will complete chapter summary questions for textbook.
- Students will examine hypnotic phenomena (e.g., suggestibility, dissociation).
- Students will research and present their findings on the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).
- Students can complete any of the following activities found in the “Instructor’s Resource Manual” of their textbook: Exploring the Stream of Consciousness, Working Shifts, Sleep and Dream Diary, Dream Survey, Dream Journal, Demonstrating Hypnotic Suggestibility, Mesmerism, An Educational Deception, Brief Meditation Experience, Changing the Body, Is Alcoholism a Disease? Should Drugs Be Legalized? Drug Abuse in Film: Drugstore Cowboy
- Students will describe various states of consciousness and their impact on behavior.
- Students will orally discuss aspects of sleep and dreaming:
 1. stages and characteristics of the sleep cycle.
 2. theories of sleep and dreaming.
 3. symptoms and treatments of sleep disorders.
- Students will describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).

Assessments:

Diagnostic:

- Students will diagnose several experiments on sensation and perception.
- Students’ participation and answers during class discussion.

Formative:

- Students’ timely and accurate complete of homework assignments
- Students’ accurate completion of classroom activities
- Students will have their notebooks evaluate periodically.

Summative:

- Students will complete several worksheets on the sensory organ, neural pathways, and lobes of the brain. A scoring rubric will be used to assess appropriate completion.
- Students read, summarize, analyze, and evaluate several articles related to sensation and perception.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.
- Students will use the internet and compare information presented by several websites with the information written in periodicals and journals on sleep and dreaming.
- Students will analyze and evaluate the descriptions and interpretations of their Dream Journals.

Unit 5: Psychopathology/Therapies

Time/Days: 18-21 days

Standards (by number): PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s) or Adopted Anchor(s):

R11.A.2, R11.A.2.2, R11.A.2.3, R11.A.2.4, R11.A.2.5, R11.B.1.2, R11.B.3.1, R11.B.3.2, R11.B.3.3.

Eligible Content

- How has mental illness been explained in the past, how is abnormal behavior defined today, and what is the impact of cultural differences in defining abnormality?
- How can psychological disorders be explained within the biological and psychological models?
- What are the major psychological illnesses and how are they classified in the DSM-5?
- What are the major therapeutic techniques used to treat psychopathologies?

Objectives:

- Define: psychopathology, neurosis, and psychosis. (DOK 1)
- Compare and contrast the various types of psychological disorder in terms of how each is manifested in brain activity and the diagnostic criteria that goes with each. Disorders to be emphasized include somatoform, dissociative, anxiety, depression, schizophrenic, and personality. However, any disorder listed in the Diagnostic and Statistical Manual of Mental Disorders IV, or the future DSM-V is appropriate for study in this unit. (DOK 3)
- Analyze and evaluate the Diagnostic and Statistical Manual of Mental Disorders IV or, in the future, the DSM-V in terms of its use to clinically diagnose an individual's psychological state of mind. (DOK 4)
- Analyze, evaluate, and apply the approaches mental health professionals use to determine the causes and possible treatments for various mental illnesses. The following treatments will be stressed: psychoanalysis, cognitive-behavioral therapy, rational emotive therapy, group therapy, biological therapy, electroconvulsive therapy, and client centered therapy. (DOK 4)
- Analyze and evaluate the historical approaches mental health professionals use to determine the causes and possible treatments of mental illness. The following topics will be stressed: hydrotherapy, phrenology, and lobotomy. (DOK 4)
- Conduct a cross cultural study on mental illness in the United States and around the world. (DOK 3)

Core Activities:

- Abnormal Behavior in the College Student: To help students learn more about how people respond to individuals who behave abnormally. Complete Handout Master 12.1
- Misconceptions about Mental Illness: Students will be given and record their response to a *True or False* worksheet. The discussion that occurs when correcting the worksheet will help to dispel certain myths about abnormal behavior.
- What Is Abnormal?: The class will complete handout 12.2 to expose students to the problem of identifying normal and abnormal behavior in a series of vignettes.
- The Client: In this exercise (described by Halonen, 1986), the teacher or a student will play the role of a client with some undisclosed psychological disorder that class members must try to accurately diagnose.
- Diagnosing Mental Disorders: After reviewing the psychological disorders, students will test their ability to apply their knowledge to realistic case studies. Handout Master 12.6 contains several scenarios that depict a wide range of disorders.
- The Obsessive-Compulsive Test
- Dare to Be Perfect--A Road to Self-Defeat: Complete handout 12.5
- Abnormal Psychology in Film: Abnormal behavior is a consistently popular subject for feature films; practically every disorder ever discovered has been portrayed at one time or another. For this assignment, students will write a paper analyzing a character's illness in terms of the theoretical perspectives (e.g., biological, psychoanalytic, cognitive-behavioral, biopsychosocial) presented in class. Possible films for this activity include but are not limited to Henry: Portrait of a Serial Killer (1990), Clean, Shaven (1995), One Flew Over the Cuckoo's Nest (1975), and Sybil (1977).
- Crossword Puzzle and Fill in the Blank: Students will check the knowledge of the important vocabulary terms used in the unit by completing teacher made resources.
- Students will view and take notes on excerpts from the films, Three Faces of Eve or Identity in order to receive a glimpse into the life of a patient with dissociative identity disorder.
- Students will view and take notes on excerpts from the Home Box Office documentary "The Iceman" to identify the characteristics of a person with anti-social personality disorder and paranoid personality disorder.
- Students will view and take notes on excerpts from the Home Box Office documentary "Bellevue: Inside Out" and One Flew Over the Coo-Coo's Nest to receive a glimpse into life in a mental health institution.
- Students will view and answer teacher created worksheets on interviews with patients suffering from a variety of mental illnesses.
- Students will view and take notes on excerpts from the documentary film "The Bridge" to discover the challenges of a teenage diagnosed with bi-polar disorder.
- Students will research and present information about a specific illness listed in the Diagnostic and Statistical Manual of Mental Disorders 5.

- Students will create high order thinking questions dealing with a specific illness listed in the Diagnostic and Statistical Manual of Mental Disorders 5.
- Students will prepare a classroom activity dealing with a specific illness listed in the Diagnostic and Statistical Manual of Mental Disorders 5.
- Students will complete several worksheets categorizing psychological disorders.
- Students will complete all the Chapter 8 Section Reviews.
- Students will read and analyze articles given to them in packet form to correctly identify the specific disorder discussed in each
- Students will identify the best therapies to treat specific mental illnesses.

Assessments:

Diagnostic:

- Students' participation and answers during class discussion.
- Students' role-play interpretations of various psychological disorders.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.
- Students' will research various psychological disorders and write executive summaries of their findings.

Summative:

- Students will accurately categorize psychological disorders and their symptoms.
- Students will present to the class their finding on various psychological disorders and their treatments.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Unit 6: Personality

Time/Days: 5-8 days

Standards (by number): PACS Reading and Writing for History and Social Studies

CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, C.8.6.11-12.F, CC.8.6.11-12.G, CC.8.6.11-12.H, CC.8.6.11-12.I, CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.E, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.H, CC.8.5.11-12.I

Anchor(s) or Adopted Anchor(s):

R11.A.2.1, R11.A.2.2, R11.A.2.3, R11.A.2.4, R11.A.2.5, R11.B.1.2, R11.B.3.1, R11.B.3.2, R11.B.3.3

Eligible Content

- What is personality, and how do the various perspectives in psychology view personality?
- How did Freud’s historical view of the mind and personality form a basis for psychodynamic theory?
- How did Jung, Adler, Horney, and Erikson modify Freud’s theory?
- How does modern psychoanalytic theory differ from that of Freud?
- How do behaviorists and social cognitive theorists explain personality?
- How do humanists such as Carl Rogers explain personality?
- What are the history and current views of the trait perspective?
- What part do biology, heredity, and culture play in personality?
- What are the advantages and disadvantages of the following measures of personality, interviews, projective tests, behavioral assessment, personality inventories, and online personality tests?

Objectives:

- Identify the factors used to determine one’s personality. (DOK 1)
- Analyze and evaluate the personality theory of Sigmund Freud. (DOK 4)
- Define and describe the components of id, ego, superego. (DOK 1)
- Analyze and evaluate the validity of Freud’s psychosexual theory of personality. (DOK 4)
- Define and apply the concepts of Eros and Thanatos to individual and group behavior. (DOK 3)
- Evaluate the influence Freud’s works have had on contemporary beliefs and practices in psychology. (DOK 3)
- Administer and analyze personality tests on various topics. (DOK 4)

Core Activities:

- Students will complete teacher made enrichment worksheets and activities.
- Students will complete teacher made review sheets dealing with the concepts of the unconscious mind, divisions of personality, stages of personality development, neo-Freudians, the psychodynamic perspective, Bandura’s reciprocal determinism and

- self-efficacy, social learning theory, the behavioral and cognitive views of personality, Rogers and the self-concept, the Humanistic view of personality, trait theories, behavioral genetics, and assessment of personality.
- Students will outline, complete questions, and participate in activities from the textbook on relevant topics in personality.
 - Students will complete a worksheet that will aid in determining each student's understanding of the theories of personality.
 - Students will complete textbook section reviews and quizzes.
 - Students will take a variety of personality tests to better understand their individual behavior and personality.
 - Students will view and take notes on A & E video, Sigmund Freud, focusing on his personal life, and professional achievements.
 - Students will complete several worksheets on the major personality theorists in relation to the significant causes and effects of cyclical pattern of personality development.

Assessments:

Diagnostic:

- Students' participation and answers during class discussion.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.
- Students' will research the early schools of psychology, various career opportunities in psychology, and the historical figures important to psychology.

Summative:

- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Psychology A Way to Grow

Textbook ISBN #: 978-1-56765-666-4

Textbook Publisher & Year of Publication: Amsco School Publications 2005
Curriculum Textbook is utilized in (title of course): Introduction to Psychology

Please complete one sheet for each primary textbook.