

**COURSE TITLE**

Psychology

**LENGTH**

Half Year  
Grade 12

**DEPARTMENT**

Social Studies

**SCHOOL**

Rutherford High School

**DATE**

Revision Date: 8/24/2020

Initial BOE Approval Date (Born on): 6/15/2015

# Psychology

## I. Introduction/Overview/Philosophy

Psychology is thought of as the scientific study of behavior and mental processes. However, psychology is really much more than it appears to be and includes many aspects of our everyday lives. Individuals should be knowledgeable of the basic principles of psychology in order to better understand their own thoughts, reactions, and emotions.

The primary purpose of the twelfth grade Psychology elective is to introduce the study of human behavior through the mastery of basic psychological principles. The five major units of study will be the history of psychology, psychological methods, learning theories, personality theories, and psychological disorders.

Through the use of the Internet, field trips, oral reports, critical thinking activities, and in- class experiments, students will learn the fundamental aspects of psychology while getting to know themselves better.

This course meets all of the Board of Education requirements and the New Jersey Student Learning Standards, an NJ LGBTQ+, Amistad and Genocide standards.

## II. Objectives

### **Course Outline:**

- I) Scientific Inquiry Unit
  - A) History of Psychology
    - 1) Wilhelm Wundt
    - 2) William James
    - 3) John B. Watson
  - B) Functionalism vs. Structuralism
    - 1) Introspection
    - 2) Areas of Study
  - C) 7 Modern Perspectives
    - 1) Behaviorist
    - 2) Biological
    - 3) Cognitive
    - 4) Evolutionary
    - 5) Humanistic
    - 6) Psychodynamic
    - 7) Sociocultural
  - D) Research Methods
    - 1) Descriptive Methods
      - (a) Case Study
      - (b) Survey Naturalistic Observation
    - 2) Correlational Research
      - (a) Measures of Central Tendency

- (b) Measures of Variance
  - (c) Correlation Coefficient
  - 3) Experimental Research
    - (a) Independent vs. Dependent variable
    - (b) Hypothesis
    - (c) Control, Experimental, and Placebo groups
    - (d) P-Value
- II) Biopsychological Unit
- A) Studying Heredity
    - 1) Twin Studies
    - 2) Adoption Studies
    - 3) Family Studies
  - B) The Nervous System
    - 1) Neurotransmission
    - 2) Parts of the Neuron
    - 3) Neurotransmitters
  - C) The Brain
    - 1) Localization of function
    - 2) Lateralization of function
    - 3) Structure of the Brain
    - 4) Brain Scans
      - (a) EEG
      - (b) PET
      - (c) CT
      - (d) MRI
      - (e) fMRI
  - D) The Senses
    - 1) Sensation vs. Perception
    - 2) Gestalt Principles of Organization
    - 3) Visual and Auditory Illusions
    - 4) Perceptual Adaptation
  - E) Levels of Consciousness
    - 1) Sleep
      - (a) Sleep Cycle
      - (b) Sleep Deprivation
      - (c) Sleep Disorders
    - 2) Dreaming
      - (a) Biology of Dreams
      - (b) Theories of Dreams
  - F) Psychoactive Drugs
    - 1) Physiological vs. Psychological Dependence
    - 2) Depressants
    - 3) Stimulants
    - 4) Hallucinogens
    - 5) Opioids
- III) Developmental and Learning Unit
- A) Classical Conditioning
    - 1) Unconditioned Stimulus

- 2) Conditioned Stimulus
- 3) Unconditioned Response
- 4) Conditioned Response
- 5) Generalization
- 6) Discrimination
- 7) Extinction
- B) Operant Conditioning
  - 1) Positive Reinforcement
  - 2) Negative Reinforcement
  - 3) Positive Punishment
  - 4) Negative Punishment
- C) Life Span Development
  - 1) Cognitive Development
    - (a) Piaget's Stages of Development
    - (b) Crystallized vs. Fluid Intelligence over time
  - 2) Psychosexual Stages of Development
    - (a) Oral
    - (b) Anal
    - (c) Phallic
    - (d) Latent
    - (e) Genital
  - 3) Moral Development
    - (a) Marcia's Theory
    - (b) Kohlberg's Theory
    - (c) Gilligan Theory
  - 4) Parenting Styles
    - (a) Permissive
    - (b) Authoritative
    - (c) Authoritarian
    - (d) Neglectful
- IV) Sociocultural Unit
  - A) Social Cognition
    - 1) Fundamental Attribution Error
    - 2) Cognitive Dissonance
  - B) Obedience, Compliance, Conformity
    - 1) Milgram's Experiment
    - 2) Asch Experiment
    - 3) Persuasion Methods
  - C) Group Dynamics
    - 1) In-group bias
    - 2) Out-group homogeneity
    - 3) Devil's advocate
    - 4) Groupthink
  - D) Prejudice, Discrimination, and Stereotypes
  - E) Aggression Models
    - 1) Frustration-Aggression Hypothesis
    - 2) Catharsis Model of Aggression
  - F) Altruism

- 1) Bystander Theory
  - 2) Kitty Genovese
- V) Individual Variation Unit
- A) Theories of Personality
    - 1) Psychodynamic
      - (a) Freud
      - (b) Horney
      - (c) Jung
      - (d) Adler
    - 2) Humanist
      - (a) Rogers
      - (b) Maslow
    - 3) Behaviorist
      - (a) Skinner
      - (b) Rotter
    - 4) Social-Cognitive
      - (a) Bandura
      - (b) Kelley
    - 5) Biological
      - (a) OCEAN
      - (b) 16PF
  - B) Personality Assessment Techniques
    - 1) Rorschach
    - 2) MMPI
    - 3) TAT
  - C) DSM-5 and Diagnostic Labeling
    - 1) Purpose
    - 2) Uses
    - 3) Pros and Cons of Diagnostic Labeling
  - D) Psychological Disorders
    - 1) Anxiety, OCD, and Trauma Disorders
    - 2) Mood and Bipolar Disorders
    - 3) Schizophrenic and Dissociative Disorders
  - E) Causes of Psychological Disorders
    - 1) Biological Causes
    - 2) Behaviorist Causes
    - 3) Cognitive Causes
    - 4) Psychodynamic Causes
    - 5) Diathesis Stress Model
- VI) Application of Psychological Science Unit
- A) Evolution of Treatment for Abnormal Psychology
    - 1) Deinstitutionalization
    - 2) Dorothea Dix
  - B) Psychoanalytic and Psychodynamic Treatment
    - 1) Talk Therapy
    - 2) Dream Analysis
    - 3) Free association
    - 4) Interpersonal Therapy

- C) Humanistic Therapy
  - 1) Self-actualization
  - 2) Client-centered therapy
  - 3) Active listening
- D) Gestalt Therapy
  - 1) Empty Chair Technique
  - 2) Family Therapy
- E) Behaviorist Therapy
  - 1) Systematic Desensitization
  - 2) Counterconditioning
  - 3) Aversion Therapy
  - 4) Flooding
- F) Cognitive Behavioral Therapy
  - 1) REBT
  - 2) ABC Model
  - 3) Cognitive Triad
- G) Psychopharmacology
  - 1) Antidepressants
    - (a) Tricyclics
    - (b) MAOIs
    - (c) SSRIs
  - 2) Anxiolytics
    - (a) Barbiturates
    - (b) Benzodiazepines
  - 3) Mood Stabilizer
    - (a) Lithium
    - (b) Anti-convulsants
  - 4) Antipsychotics
    - (a) Conventional
    - (b) Atypical
- H) ECT
- I) Psychosurgery
- J) Stress and Coping
- K) Behaviors and attitudes that promote health.

**Student Outcomes:**

After successfully completing this course, the student will:

- Develop familiarity with the language of psychology.
- Develop an understanding of psychology and how it relates to individuals and small groups.
- Trace the origins of psychology from ancient to modern day systems.
- Demonstrate the use of the experimental method and the use of interviews, tests, surveys, and case studies.
- Understand the various schools of thought on the development of personalities.
- Explain psychological disorders, their causes, and various models of treatment.
- Understand the forces that have affected our lives and how we can learn to help ourselves lead a fuller and richer life.

**New Jersey Student Learning Standards****CAREER READY PRACTICES****CRP1 Act as a responsible and contributing citizen and employee.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2 Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

**CRP4 Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRP10. Plan education and career paths aligned to personal goals.***

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRP11. Use technology to enhance productivity.***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12. Work productively in teams while using cultural global competence.***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

***TECHNOLOGY***

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

***Strand A. Technology Operations and Concepts***

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

***Strand B. Creativity and Innovation***

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

***Strand C. Communication and Collaboration***

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

***Strand D. Digital Citizenship***

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

***Strand E. Research and Information Literacy***

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

***NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)***

**New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects**



RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

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

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning 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.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. 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 overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **II. Proficiency Levels**

This elective course is designed for twelfth grade students without prerequisites.

## **III. Methods of Assessment**

*Student Assessment*

- Research projects - individual written research using the Internet as a research tool.
- Oral presentations from research, homework, and class work. Conduct a social experiment and present the data in a Power Point oral presentation.
- Group presentations from cooperative learning and research activities. Participation in class discussions and activities.
- Tests and quizzes
- Benchmark Assessments
- Project Based Assessments
- Homework as by Board of Education policy

#### *Curriculum/Teacher Assessment*

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

## **IV. Grouping**

Psychology I has no prerequisites. Students are heterogeneously grouped.

## **V. Articulation/Scope & Sequence/Time Frame**

This is a one-semester elective open to students without any prior requirements of prerequisites.

## **VI. Resources**

### ***Texts/Supplemental Reading/References***

- Gerrig, Richard J. and Zimbardo, Philip G. Psychology and Life, 17<sup>th</sup> ed., Boston: Pearson/Allyn and Bacon, 2005
- Broughton, Richard S. Parapsychology: The Controversial Science. New York: Ballantine Books, 1991.
- Spitzer, Robert L., Miriam Gibbon, and Andrew Skodol. DSM-IV Casebook: A Learning Companion to the Diagnostic and Statistical Manual of Mental Disorders. 4th ed. Washington D.C.: American Psychiatric Press, 1994.
- “Moonrise Kingdom” DVD
- “Awakenings” DVD
- Brain Games DVD
- “The Nature of Dreams” DVD
- “Lars and the Real Girl” DVD
- “One Flew Over the Cuckoo’s Nest” DVD (edited)
- *Other Resources for speakers and materials may include*
  - Mental Health Disorders <http://www.mentalhealth.com/>
  - Student Assistance Coordinator- Rutherford High School
  - County Hospital, 230 E. Ridgewood Ave. Paramus, NJ 07652 #201-967-4000
  - Alternative to Domestic Violence, 21 Main St. Hackensack, NJ 07601 #201-487-8484
  - Psychiatric Hospital, Greystone Park, NJ 07950 #201-538-1800

## **VII. Suggested Activities**

- The teacher may take field trips to local hospitals and clinics in the town or county. Speakers from the field of psychiatry, and persons involved in the practice of psychiatry may be contacted.

*Suggested areas for research may include:*

- Explain the basic research question behind the “nature versus nurture” debate.
- Explain the cognitive and moral development of children according to Piaget’s and Kohlberg’s theories.
- Research how Sigmund Freud’s psychoanalytic school of thought influenced the development of psychology as a science.
- Investigate the interpretation of dreams and the latent meaning of dreams.
- Research the causes, symptoms, and treatments of a psychological disorder.
- Research a personality theory as developed by a leading psychologist and create your own examples to support the theory.
- Research one of the methods which allows an individual to accumulate information in a scientific manner.
- Explain the advantages and disadvantages and develop a model situation in which the method can be tested.
- Research one psychologist and how they influenced the development of the school of thought they are associated with.

## **VIII. Methodologies**

The teacher is expected to use visual, oral, and written components in the lessons to reach all students with different learning styles. The following are suggestions, not limits, as to what a teacher will do:

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD’s
- Differentiated instruction
- Use of the Internet
- Additional readings, primary and secondary
- Debates/Socratic Seminars
- Project Based Assessments

## **IX. Interdisciplinary Connections**

Whenever a teacher can use resources of the school district, it should be done. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance student learning whenever possible.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students’ prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Graphic organizers

- Review videos
- Suggested study tips
- Teacher created lecture videos with closed captioning
- Guided practice
- Guided notes
- Review games
- Pinpoint key vocabulary
- Guided questioning

#### *Differentiation for Enrichment*

- Real world problems and scenarios
- Supplemental reading
- Student driven projects
- Inquiry based instruction
- Supplemental videos

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

**XIII. Curriculum Map/Pacing Guide**

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<b>Scientific Inquiry Unit</b> <ul style="list-style-type: none"> <li>● History of Psychology</li> <li>● Functionalism vs. Structuralism</li> <li>● 7 Modern Perspectives</li> <li>● Scientific Method</li> <li>● Descriptive, Correlational, and Experimental Research</li> </ul>	2 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Psychological perspectives graphic organizer.</li> <li>● Crash Course video - Psychology Research Methods</li> <li>● Suggested studying tips.</li> <li>● Comparing research methods chart</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Real-world examples of correlation without causation.</li> <li>● Historical figures in psychology readings.</li> </ul>	Perspectives in Psychological Science: 1.1, 1.3 2.1-2.3 APA Standards - Research Methods, Measurement, and Statistics: 1.1-1.4 2.1-2.2 CRP1,2,4,5,6,7,8,9,10,11,12 Writing Standards: WHST.11-12.1 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Perspectives presentations.</li> <li>● “What research method should I use?” worksheet.</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● Matching perspectives to research inquiry.</li> <li>● Design your own psychological research.</li> </ul>
<b>Biopsychological Unit</b> <ul style="list-style-type: none"> <li>● Studying Heredity</li> <li>● The Nervous System</li> <li>● Neurotransmission</li> <li>● Localization and Lateralization of Function</li> <li>● Studying the Brain</li> <li>● The Endocrine System</li> </ul>	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Neurotransmission color-coded diagram practice.</li> <li>● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures.</li> <li>● Categories of psychoactive drugs graphic organizer.</li> </ul>	APA Standards - Biological Bases of Behavior: 1.1, 1.2, 1.4 2.1 4.1 APA Standards - Sensation and Perception: 1.1-1.2 3.1-3.6	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Parts of the neuron worksheet.</li> <li>● “What psychoactive drug did they take?” worksheet.</li> <li>● Perceptual adaptation, goggle activity.</li> <li>● Co-dependency of</li> </ul>

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<ul style="list-style-type: none"> <li>• The Senses</li> <li>• Perceptual Processes and Organization</li> <li>• Levels of Consciousness</li> <li>• Sleep and the Sleep Cycle</li> <li>• Sleep Disorders</li> <li>• Psychoactive Drugs</li> </ul>		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Create a model of the brain using objects that represent the function of each part of the brain.</li> <li>• Conduct dream analysis utilizing dream journal.</li> </ul>	<p>APA Standards – Consciousness: 1.1-1.2 3.1, 3.3 CRP1,2,4,5,6,7,8,9,10,11,12 Writing Standards: WHST.11-12.4 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p>smell and taste experiment.</p> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>• Creating a 3-D model of the brain.</li> <li>• Dream analysis and dream theory paper.</li> <li>• Diagnosing traumatic brain injury (TBI) patients Test.</li> </ul>
<p><b>Developmental and Learning Unit</b></p> <ul style="list-style-type: none"> <li>• Classical Conditioning</li> <li>• Taste Aversions and Counterconditioning</li> <li>• Operant Conditioning</li> <li>• Cognitive Development</li> <li>• Psychosexual Development</li> <li>• Moral Development</li> <li>• Parenting Styles</li> </ul>	<p>2 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Crash Course Psychology video on Classical, Operant, and Cognitive Learning.</li> <li>• Mary Ainsworth Strange Situation video.</li> <li>• Piaget Cognitive Development practice worksheet</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Design and carry out your own operant or classical conditioning experiment.</li> <li>• Yale Baby Lab Video – Born Good or Evil</li> </ul>	<p>APA Standards – Learning: 1.1-1.3 2.1-2.4 3.1-3.2 APA Standards – Life Span Development: 2.1-2.3 6.1-6.4 CRP1,2,4,5,6,7,8,9,10,11,12 Writing Standards: WHST.11-12.2.D 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Classical or Operant Conditioning worksheet</li> <li>• “What stage of Piaget am I in?” worksheet</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>• Development Theory Presentation Project</li> </ul>
<p><b>Sociocultural Unit</b></p> <ul style="list-style-type: none"> <li>• Social Cognition and Dissonance</li> <li>• Obedience, Compliance, and Conformity</li> </ul>	<p>3 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures.</li> </ul>	<p>APA Standards – Social Interactions: 1.1-1.3 2.1-2.4 3.1-3.4 APA Standards –</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Identifying persuasion tactics worksheet.</li> <li>• Cognitive Dissonance in your life flow</li> </ul>

<ul style="list-style-type: none"> <li>● Persuasion Techniques</li> <li>● Group dynamics</li> <li>● Prejudice, Discrimination and Stereotypes</li> <li>● Aggression Models</li> <li>● Altruism and Bystander Theory</li> </ul>		<ul style="list-style-type: none"> <li>● Guided notes on difference between obedience, compliance, and conformity.</li> <li>● Identifying examples of prejudice, discrimination, and stereotypes.</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Design a program to reduce prejudice, discrimination, and stereotypes through contact and superordinate goals.</li> <li>● Kitty Genovese Case Study</li> </ul>	<p>Sociocultural Diversity: 1.1-1.6 2.1-2.7</p> <p>Writing Standards: WHST.11-12.10 CRP1,2,4,5,6,7,8,9,10,11,12 LGBTQ+, Amistad and Genocide Standards 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p>chart.</p> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● Social Psychology Movie Analysis</li> <li>● Altruism Project</li> <li>● 1st Benchmark – Video Terms application test.</li> </ul>
<p><b>Individual Variation Unit</b></p> <ul style="list-style-type: none"> <li>● Psychodynamic Theories of Personality</li> <li>● Humanist Theories of Personality</li> <li>● Behaviorist Theories of Personality</li> <li>● Social Cognitive Theories of Personality</li> <li>● Biological Theories of Personality</li> <li>● Personality Assessment Techniques</li> <li>● DSM-5 and Diagnostic Labeling</li> <li>● Psychological Disorders</li> </ul>	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Kahoot compare personality theories quiz.</li> <li>● Diagnosis “key terms” reference sheet</li> <li>● Personality Crash Course video.</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Horoscope and Fallacy of Positive Instances.</li> <li>● Rosenhan Experiment Video</li> </ul>	<p>APA Standards – Personality: 1.1-1.4 2.1-2.2</p> <p>APA Standards – Psychological Disorders: 1.1-1.5 2.1-2.4</p> <p>CRP1,2,4,5,6,7,8,9,10,11,12</p> <p>Writing Standards: WHST.11-12.5-6 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p> <p>LGBTQ+ Standard</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Comparing personality assessments chart</li> <li>● Sorting disorders into DSM-5 categories activity</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● Fictional Character Personality Analysis</li> <li>● Case Study Diagnosis Test</li> </ul>



<ul style="list-style-type: none"> <li>• Causes of Mental Disorders</li> </ul>				
<p><b>Applications of Psychological Science Unit</b></p> <ul style="list-style-type: none"> <li>• Evolution of Treatment for Abnormal Psychology</li> <li>• Psychoanalysis vs. Psychodynamic Methods</li> <li>• Humanist Therapy</li> <li>• Gestalt Therapy</li> <li>• Behaviorist Therapy</li> <li>• Cognitive Therapy vs. CBT</li> <li>• Psychopharmacology</li> <li>• ECT</li> <li>• Psychosurgery</li> <li>• Causes of Mental Disorders</li> <li>• Stress and coping</li> <li>• Behaviors and attitudes that promote health</li> </ul>	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Psychopharmacology Graphic Organizer</li> <li>• Healthy Habits to try list</li> <li>• Key terms list for therapy methods.</li> <li>• Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures.</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Chemistry of Psychopharmacology video.</li> <li>• Inquiry based instruction</li> </ul>	<p>APA Standards – Treatment of Psychological Disorders: 1.1-1.3 2.1-2.6 3.1-3.2</p> <p>LGBTQ+ Standard APA Standards – Health: 1.1-1.4 2.1-2.3</p> <p>Writing Standards: WHST.11-12.1-2 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• “What therapy is the best fit?” case study worksheet.</li> <li>•</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>• Therapy skit project.</li> <li>• 2<sup>nd</sup> Benchmark – Mental Health and Wellness Project</li> </ul>