

**ABINGTON SENIOR HIGH SCHOOL
SOCIAL STUDIES DEPARTMENT
PSYCHOLOGY CURRICULUM August 2016**

**Textbook: *Psychology Principles in Practice*
Holt McDougal, 2009**

Unit	Standards	Essential Questions	Objectives	Assessments
1 Unit 1-- Research Methods and History Chapters 1, 2, & 21 (Approx. 18 Days)	IA-1. Contemporary perspectives used by psychologists to understand behavior and mental processes in context IA-2. Major subfields and career opportunities that comprise psychology IA-3. Research strategies used by psychologists to explore behavior and mental processes IA-4. Purpose and basic concepts of statistics IA-5. Ethical issues in research with human and other animals that are important to psychologists IA-6. Development of psychology as an empirical science	Unit 1 <ul style="list-style-type: none"> • What are the major perspectives in psychology? • What are the different fields in psychology and what careers can they lead to? • Who are major contributors to the fields of psychology? • How does psychology use the scientific method to study human behavior and thought? • What differentiates a soft science, like psychology, and a hard science, like chemistry? • How has psychology evolved since its creation as a discipline? • How is psychology used? 	Unit 1 <ul style="list-style-type: none"> • Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic perspectives. • List and explain major subfields of psychology. • Describe the elements of an experiment. • Explain the importance of sampling and random assignment in psychological research. • Describe and compare quantitative and qualitative research strategies. • Define descriptive statistics and explain how they are used by behavioral scientists. • Explain and describe measures of central tendency and variability. • Describe the concept of correlation and explain how it is used in psychology. • Recognize how inferential 	Unit 1 <ul style="list-style-type: none"> • Multiple choice exam • Essay questions • Quizzes • Research paper on famous figures in psychology • Solve a behavioral problem from one of the psychological perspectives • Debate which psychological perspective would be best to solve a problem • Conduct in class experiments and calculate the statistics from the data • Psychology Practice Pamphlet Project • Contemporary Psychology Collage • Film: <i>Discovering Psychology: Past,</i>

<p>Unit 2— Developmental Psychology Chapters 10,11,12,16 (Approx. 21 Days)</p>	<p>IIIA-1. Development as a lifelong process IIIA-2. Research techniques used to gather data on the developmental process IIIA-3. Theories of development IIIA-4. Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)</p>	<p>Unit 2</p> <ul style="list-style-type: none"> • What physical, social, and cognitive changes do humans go through as they develop? Are these changes gradual and consistent or do they vary depending on how old the person is? • What research techniques are used to gather data about human development? • What are the major theories of development? How are they alike? How are they different? • What issues do psychologists face when studying human 	<p>statistics are used in psychological research.</p> <ul style="list-style-type: none"> • Identify ethical issues in psychological research. • Discuss psychology's roots in philosophy and natural science. • Describe the emergence of experimental psychology. • Recognize the diversity of psychological theories in the 20th and 21st centuries. • Describe psychology's increasing inclusiveness of diverse interests and constituents. <p>Unit 2</p> <ul style="list-style-type: none"> • Describe physical, social and cognitive changes from the prenatal period throughout the life span. • Examine the nature of change over the life span. • Identify the complex cognitive structures found in early development of infants and young children. • Apply lifespan principles to personal experience. • Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study. 	<p><i>Present, and Future Research Methods: Who Wins the Grant? Designing the Study</i></p> <p>Unit 2</p> <ul style="list-style-type: none"> • Multiple choice exam • Essay questions • Quizzes • Use a developmental model to describe one's own experience. Present to class or write a personal reflection paper. • Interview parents to determine when the students reached various developmental milestones. Create a personal timeline of events.
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		development?	<ul style="list-style-type: none"> • Explain various developmental models (e.g. Piaget, Freud, Erikson, Kohlberg) • Recognize how biological and cultural notions of gender shape the experiences of men and women. • Examine the development of ethnic identity. • Explore developmental theories as they relate to cultural bias. • Describe the role of critical periods in development. • Explain the issues of continuity/discontinuity and stability/instability. 	<ul style="list-style-type: none"> • A Child's World DVD • Endocrine System Banners • Summative Activity: Sensation Fair
Unit 3— Biological bases of behavior Chapter 3 (Approx. 9 Days)	IIA-1. Structure and function of the neuron IIA-2. Organization of the nervous system IIA-3. Hierarchical organization of the structure and function of the brain IIA-4. Technologies and clinical methods for studying the brain IIA-5. Structure and function of the endocrine system IIA-6. How heredity interacts with the environment to influence behavior IIA-7. How psychological	Unit 3 <ul style="list-style-type: none"> • What is a neuron and what is its role in human behavior? • How is the nervous system organized? • How is the brain organized and what roles do the various components of the brain perform? • How do scientists study the brain? • What is the endocrine system and how is it organized? What is its role in human behavior? • What roles do heredity and the environment play in influencing behavior? 	Unit 3 <ul style="list-style-type: none"> • Identify the neuron and the basis for neural communication. • Describe how information is transmitted and integrated in the nervous system. • Analyze how the process of neurotransmission can be modified by heredity and environment. • Classify the major divisions and subdivisions of the nervous system. • Differentiate the functions of the various subdivisions of the nervous system. • Identify the structure and 	Unit 3 <ul style="list-style-type: none"> • Multiple choice exam • Essay questions • Quizzes • Create a model of a neuron and/or the nervous system • Write a research paper on Phynneas Gage or other brain injury patients • Create a model of the brain • Debate the issue of nature vs. nurture • Make a brain out of

<p>Unit 4— Sensation and Perception Chapter 4 (Approx. 7 Days)</p>	<p>mechanisms are influenced by evolution</p> <p>IIB-1. Basic concepts explaining the capabilities and limitations of sensory processes IIB-2. Interaction of the person and the environment in determining perception IIB-3. Nature of attention</p>	<p>•How are psychological mechanisms influenced by evolution?</p> <p>Unit 4</p> <ul style="list-style-type: none"> • What are the basic concepts explaining the capabilities and limitations of the sensory process? • How the person and environment interact to create perception? • What is the difference between sensation and perception? 	<p>function of the major regions of the brain.</p> <ul style="list-style-type: none"> • Recognize that specific functions are centered in specific lobes of the cerebral cortex. • Describe the lateralization of brain functions. • Explain how research and technology have provided methods to analyze brain behavior and disease. • Describe how the endocrine glands are linked to the nervous system. • Assess the effects of heredity and environment on behavior. • Explain how evolved tendencies interact with the present environment and culture to determine behavior. <p>Unit 4</p> <ul style="list-style-type: none"> • Explain the concepts of threshold, adaptation, and constancy. • Describe the operation of sensory systems. • List forms of energy for which we do and do not have sensory receptors. • Relate knowledge of sensory processes to applications in areas 	<p>household or food products</p> <ul style="list-style-type: none"> • Skit, song, dance about brain • Endocrine System Banners <p>Unit 4</p> <ul style="list-style-type: none"> • Multiple choice exam • Essay questions • Quizzes • Create a model or draw a picture of the human body and show various examples of things that would activate each of the sensory neurons. • Create a table of real
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<p>Unit 5— Motivation and Emotion Chapter 13,17 (Approx. 7 Days)</p>	<p>IIC-1. Motivational concepts IIC-2. The role of biology and learning in motivation and emotion IIC-3. Major theories of motivation IIC-4. Interaction of biological and cultural factors in emotions and motivations IIC-5. Role of values and expectancies in determining choice and strength of motivation</p>	<p>• What is the nature of attention?</p> <p>Unit 5</p> <ul style="list-style-type: none"> • What is motivation? • What are emotions? • What is the role of biology and learning in motivation and emotion? • What are major theories of motivation? • How do biological and environmental factors influence motivation and emotion? • What role do values and 	<p>such engineering psychology, advertising, music, architecture and so on.</p> <ul style="list-style-type: none"> • Explain Gestalt concepts and principles, such figure-ground, continuity, similarity, proximity, closure and so on. • Describe monocular and binocular depth cues. • Describe the influence on perception of environmental variables, motivation, past experiences, culture and expectations. • Explain what is meant by attention. • Describe how attention differs for demanding vs. simple tasks. <p>Unit 5</p> <ul style="list-style-type: none"> • Apply motivational concepts to the behavior of humans and other animals. • Describe the interaction of internal cues and learning on basic drives. • Describe the situational cues giving rise to anger and fear. • Describe the situational cues and individual characteristics giving rise to curiosity and anxiety. • Describe one or more theories of 	<p>life examples of the Gestalt principles.</p> <ul style="list-style-type: none"> • Webquest on different perception models • Signal-Detection Experiments • Creating a Perception Scrapbook • Sensation and Perception Concept Webs <p>Unit 5</p> <ul style="list-style-type: none"> • Multiple choice exam • Essay questions • Quizzes • Create various faces showing the appropriate emotion to various events • Write a reflection paper on how the students have used each of the motivational theories in the past.
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<p>Unit 6— Stress, Coping and Health Chapter 13,17 (Approx. 9 Days)</p>	<p>IIC-6. Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects IIC-7. Effects of motivation and emotion on perception, cognition, and behavior</p> <p>IID-1. Sources of stress IID-2. Physiological reactions to stress IID-3. Psychological reactions to stress IID-4. Cognitive and behavioral strategies for dealing with stress and</p>	<p>expectancies play in determining the choice and strength of motivations? •How do motivation and emotion effect what we do?</p> <p>Unit 6 •What is stress? •What are sources of stress? •What are physiological and psychological reactions to stress? •What are strategies for dealing with stress and promoting health?</p>	<p>motivation, such as expectancy-value, cognitive dissonance, arousal, Maslow’s hierarchy of needs, and drive reduction. •Explain how common motives and emotions develop. •Use expectancy-value theory to explain their own and others’ behavior. •Describe theories of emotion, such as James-Lange, Cannon-Bard, or cognitive theories. •Explain how emotions and behaviors are related. •Describe differences in perception between individuals differing in motivation. •Explain how learning, memory, problem-solving, and decision-making strategies are influenced by motivation and emotion.</p> <p>Unit 6 •Identify and explain major sources of stress. •List and explain possible physiological reactions to stress. •List and explain possible psychological reactions to stress. •Identify and explain cognitive strategies to deal with stress and promote health.</p>	<p>• Gather advertisements and explain how they motivate consumers to buy. • Case Studies using the DSM-IV-TR</p> <p>Unit 6 • Multiple choice exam • Essay questions • Quizzes • Keep a journal of stress and develop ways to deal with the stress • Create skits of stressful situations and how they would be dealt with</p>
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<p>Unit 7— Learning Chapter 6 (Approx. 7 Days)</p> <p>Unit 8— Memory</p>	<p>promoting health</p> <p>IVA-1. Characteristics of learning IVA-2. Principles of classical conditioning IVA-3. Principles of operant conditioning IVA-4. Components of cognitive learning IVA-5. Roles of biology and culture in determining learning</p> <p>IVB-1. Encoding, or getting information into</p>	<p>Unit 7</p> <ul style="list-style-type: none"> • What is learning? • What are characteristics of learning? • What are the principles of classical and operant conditioning? How are they the same? How are they different? • What are the components of cognitive learning? • What are the roles of heredity and environment on learning? <p>Unit 8</p> <ul style="list-style-type: none"> • How do we get information 	<ul style="list-style-type: none"> • Identify and explain behavioral strategies to deal with stress and promote health. <p>Unit 7</p> <ul style="list-style-type: none"> • Discuss learning from a psychological viewpoint. • Recognize learning as a vehicle to promote adaptation through experience. • Describe the classical conditioning paradigm. • Describe the operant conditioning paradigm. • Explain how observational learning works. • Describe cognitive learning approaches. • Identify biological contributions to learning. • Speculate on the role of culture in determining what behaviors will be learned. • Explore how biological and cultural factors interact to impede or enhance learning. <p>Unit 8</p> <ul style="list-style-type: none"> • Characterize the difference 	<ul style="list-style-type: none"> • Stress Test given to students • Healthy alternatives to deal with stress <p>Unit 7</p> <ul style="list-style-type: none"> • Multiple choice exam • Essay questions • Quizzes • Design a program to train animals using classical and operant conditioning • Keep a conditioning diary in which students will write about how people in their lives use classical and operant conditioning to influence their behavior. • Multiple intelligences questionnaire <p>Unit 8</p> <ul style="list-style-type: none"> • Multiple choice exam
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<p>Chapters 6,7,8,9 (Approx. 5 Days)</p>	<p>memory IVB-2. Sensory, working or short-term, and long-term memory systems IVB-3. Retrieval, or getting information out of memory IVB-4. Biological bases of memory IVB-5. Methods for improving memory IVB-6. Memory constructions</p>	<p>into our memory? •How do sensory, short-term and long-term memories interact to form memories? •How do we retrieve information from our memory? •What are the biological bases of memory? •How can we improve our memory? •How and when does memory fail?</p>	<p>between surface and deep processing. •Identify other factors the influence encoding. •Describe the operation of sensory memory. •Describe the operation of short-term and working memory. •Describe the operation of long-term memory. •Analyze the importance of retrieval cues in memory. •Explain the role that interference plays in retrieval. •Relate difficulties created by reconstructive memory processes. •Identify the brain structures most important to memory. •Identify factors that interfere with memory. •Describe strategies for improving memory based on our understanding of memory. •Describe the processes that lead to inaccuracies in memory.</p>	<ul style="list-style-type: none"> • Essay questions • Quizzes • Develop a study plan based on the information learned in the unit. • Write a paper describing forgetting and why it may be beneficial to forget. • Write a research paper on a person with near perfect memory. • Play “Memory” the game in class. Have students discuss the ways they helped themselves remember placement
<p>Unit 9— Thinking and Language Chapter 11 (Approx. 5 Days)</p>	<p>IVC-1. Basic elements comprising thought IVC-2. Strategies and obstacles involved in problem solving and decision-making IVC-3. Structural features of language</p>	<p>Unit 9 •What are the basic elements comprising thought? •What are strategies and obstacles involved in problem solving and decision making?</p>	<p>Unit 9 •Define thinking as a mental process involved in the manipulation and understanding of information. •Recognize that information is classified into categories</p>	<p>Unit 9 • Multiple choice exam • Essay questions • Quizzes • Develop a rudimentary language and use it to</p>

<p>Unit 10— States of Consciousness Chapter 5</p>	<p>IVC-4. Theories and developmental stages of language acquisition IVC-5. Links between thinking and language</p> <p>IVD-1. Understand the nature of consciousness IVD-2. Characteristics of sleep and theories that explain why we</p>	<ul style="list-style-type: none"> • What is language and what are its structural features? • What are the major theories of language acquisition? How do they fit in with the developmental stages? • What are links between thinking and language? <p>Unit 10</p> <ul style="list-style-type: none"> • What is consciousness? • What are the characteristics 	<p>containing similar concepts known as concepts.</p> <ul style="list-style-type: none"> • Identify problem solving as a directed and productive example of thinking. • Explain the use of creative thinking in problem solving. • Analyze the obstacles that inhibit problem solving and decision making. • Define language as symbols and sounds that convey meaning and facilitate communication. • Recognize that language is organized in a hierarchical structure. • Discuss the effects of development on language acquisition. • Evaluate the theories of language acquisition. • Speculate on whether animals acquire and use language. • Examine the influence of language on thought and behavior. <p>Unit 10</p> <ul style="list-style-type: none"> • Define states of consciousness. • Describe levels of consciousness. • Describe the sleep cycle. 	<p>communicate in a short skit.</p> <ul style="list-style-type: none"> • Have the students go a period of time without using spoken language. Then write a reflective paper on the importance of spoken language in communicating with others. <p>Unit 10</p> <ul style="list-style-type: none"> • Multiple choice exam • Essay questions
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(Approx. 7 Days)	<p>sleep</p> <p>IVD-3. Theories used to explain and interpret dreams</p> <p>IVD-4. Basic phenomena and uses of hypnosis</p> <p>IVD-5. Categories of psychoactive drugs and their effects</p>	<p>of sleep and why do we do it?</p> <ul style="list-style-type: none"> • What are the major theories and dreams and their interpretation? • What is hypnosis and what is it used for? Is it effective? • What are the main categories of psychoactive drugs? What are their effects on the brain? 	<ul style="list-style-type: none"> • Compare theories that explain why we sleep. • Assess 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. • Explain possible uses of hypnosis in psychology. • Characterize the major theories psychoactive drugs and their effects. • Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs. 	<ul style="list-style-type: none"> • Quizzes • Create a table of psychoactive drugs, their effects and examples of each type • Write a research paper on an individual with a drug problem • Keep a dream journal and analyze them according to one of the theories
<p>Unit 12— Personality and Assessment Chapter 14 (Approx. 19 Days)</p>	<p>IIIB-1. Distinguish between personality and personality constructs</p> <p>IIIB-2. Personality approaches and theories</p> <p>IIIB-3. Assessment tools used in</p>	<p>Unit 12</p> <ul style="list-style-type: none"> • What is personality? • How do we distinguish between the various aspects of personality? • What are the major personality theories and approaches? • How do we assess 	<p>Unit 12</p> <ul style="list-style-type: none"> • Define personality as an individual's unique way of thinking, feeling, and acting. • Explain the role of personality constructs as a framework for organizing behavioral phenomena. • Explain the characteristics of 	<p>Unit 12</p> <ul style="list-style-type: none"> • Multiple choice exam • Essay questions • Quizzes • Watch a movie and analyze the characters personalities using one of the personality theories

<p>Unit 13— Psychological Disorders Chapter 18,19 (Approx. 12 Days)</p>	<p>personality</p> <p>VA-1. Characteristics and origins of abnormal behavior VA-2. Methods used in exploring abnormal behavior VA-3. Major categories of abnormal behavior VA-4. Impact of mental disorders</p>	<p>personality?</p> <p>Unit 13</p> <ul style="list-style-type: none"> • What is abnormal behavior? What are some characteristics of abnormal behavior? • What is the history of abnormal behavior? • How do psychologists explore abnormal behavior? • What are the major categories of abnormal behavior? • How does a person with a mental disorder perceive the world? 	<p>psychodynamic, cognitive-behavioral, humanistic, and trait approaches.</p> <ul style="list-style-type: none"> • Identify important contributions to the understanding of personality. • Distinguish between objective and projective techniques of personality assessment. • Describe tests used in personality assessment. <p>Unit 13</p> <ul style="list-style-type: none"> • Distinguish the common characteristics of abnormal behavior. • Cite examples of abnormal behavior. • Relate judgments of abnormality to contexts in which those judgments occur. • Describe major explanations for the origins of abnormality. • Identify the purpose of different research methods. • Characterize the advantages and limitations of different research methods for studying abnormal behavior. • Discuss the major categories of 	<ul style="list-style-type: none"> • Find a fun personality test on the internet and explain why it would not be reliable or valid • Create a table with the major personality theories, main contributors and assessment techniques <p>Unit 13</p> <ul style="list-style-type: none"> • Multiple choice exam • Essay questions • Quizzes • Interview a person with a mental disorder and write a based on the findings. • Write a day in your life if you had a particular disorder. • Research a psychological disorder and write a paper on it. • Describe a psychological disorder portrayed in a movie. Point out inaccuracies
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<p>Unit 14— Treatment of Psychological Disorders Chapter 18,19 (Approx. 9 Days)</p>	<p>VB-1. Prominent methods used to treat individuals with disorders VB-2. Types of practitioners who implement treatment VB-3. Legal and ethical challenges involved in delivery of treatment</p>	<p>Unit 14</p> <ul style="list-style-type: none"> • How do we treat people with psychological disorders? • What types of psychologists/practitioners implement treatment? • What are legal and ethical challenges involved in the delivery of treatment? 	<p>abnormal behavior.</p> <ul style="list-style-type: none"> • Explore the challenges associated with accurate diagnosis. • Consider factors that influence vulnerability to abnormal behavior. • Discuss the stigma associated with abnormal behavior. • Speculate about means for promoting greater understanding of abnormal behavior. <p>Unit 14</p> <ul style="list-style-type: none"> • Describe the availability and appropriateness of various modes of treatment for individuals with psychological disorders. • Describe characteristics of effective treatment and prevention. • Identify therapists according to training. • Describe strategies for locating appropriate therapists. • Describe the intersection between mental health and law. • Examine the influence of ethics and professional practice. 	<p>that the movie portrayal exhibits.</p> <ul style="list-style-type: none"> • <i>A Beautiful Mind</i> • Psych Disorders Project <p>Unit 14</p> <ul style="list-style-type: none"> • Multiple choice exam • Essay questions • Quizzes • Research a case in which a criminal plead guilt by reason of insanity. Prepare a presentation for the class describing how treatment could have helped this person. • Choose a treatment plan for the disorder that was written about in the previous unit • Analysis of Psych Treatment facilities today compared to those
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<p>Unit 15— Social Psychology Chapter 20,21 (Approx. 16 Days)</p>	<p>VC-1. Social judgment and attitudes VC-2. Social and cultural categories VC-3. Social influence and relationships</p>	<p>Unit 15</p> <ul style="list-style-type: none"> •How do we study social judgment and attitudes? •What are categories of social and cultural behaviors and attitudes? •How do we perform or behave in the presence of others? •How do we study and classify relationships? •What mechanisms are responsible for social influence? •Why do people help or hurt others? 	<p>Unit 15</p> <ul style="list-style-type: none"> •Demonstrate an understanding of person perception. •Describe how attributions affect our explanations of behavior. •Identify sources of attitude formation. •Assess some methods used to change attitudes. •Identify basic social and cultural categories. •Discuss how social and cultural categories affect behavior. •Describe the effects of the presence of others on individual behavior. •Describe how social structure can affect relationships. •Explore the nature and effects of bias and discrimination. •Describe circumstances under which conformity and obedience are likely to occur. •Discuss the nature of altruism in society. •Discuss the significance of aggression. •Discuss the factors influencing attraction. 	<p>from the past</p> <ul style="list-style-type: none"> • <i>One Flew over the Cuckoo's Nest</i> <p>Unit 15</p> <ul style="list-style-type: none"> • Multiple choice exam • Essay questions • Quizzes • Create a relationship game in which players have to progress through various stages of relationships. • Find television, magazine and/or internet advertisements that attempt to change attitudes. Explain how each attempts to do so. • Write a research paper on discrimination. Include a psychological viewpoint of why this may occur. • Debate the benefits and drawbacks of aggressive and altruistic behavior. • Debate whether or not people can be truly altruistic. • Applying Concepts of Social Psychology
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