



<b>Course Title:</b>	Psychology	<b>Course Number:</b>	4760
<b>Department / Grade Level:</b>	Social Studies / High School	<b>Date:</b>	April 5, 2018

**PHILOSOPHY OF INSTRUCTION:**

The study of social studies provides students an opportunity to explore and understand political, social, and economic concepts and acquire the ability to apply their knowledge in making effective personal and public decisions. A standards-based social studies curriculum fosters student knowledge of specific subject content, an appreciation for the contributions of previous generations, thinking skills, commitment to--and participation in--the democratic process; all essential to maintaining our way of life.

The fundamental goal of social studies education is to prepare students to be responsible and productive citizens in a democratic society while recognizing the reality of effective participation in an ever-increasing interdependent world. Through comprehensive study of social studies disciplines which integrate reading, writing, speaking, and listening, students will acquire necessary knowledge, skills, and attitudes to enable them to become lifelong learners and appreciate the world in which they live.

**COURSE DESCRIPTION:**

Psychology introduces students to the fascinating world of the mind and is designed to give the individual student an understanding of human behavior. The areas of special emphasis include the factors that influence our learning and behavior characteristics, and the development of healthy mental attitudes through understanding of changes in early development. Through experiments and activities, the students will have the opportunity to explore how we learn and how our actions and reactions affect others. This course will also provide an opportunity to learn more about their own personality types and various forms of mental illness — many of which inflict today's teens.

**SCOPE AND SEQUENCE:**

Quarter 1	Quarter 2
<ol style="list-style-type: none"><li>1. The Foundation of Psychology</li><li>2. Behavior, Biology and the Brain</li><li>3. Sensation and Perception</li><li>4. Consciousness</li></ol>	<ol style="list-style-type: none"><li>1. Life Span and Development</li><li>2. Learning and Memory</li><li>3. Motivation and Emotion</li><li>4. Mental Health And Psychological Disorders</li></ol>



**UNIT1: THE FOUNDATION OF PSYCHOLOGY**

<b>Estimated Time Frame:</b>	<b>2 Weeks</b>	<b>Thinking Strategies:</b>	Monitoring for Meaning Background Knowledge Asking Questions Drawing Inferences Determining Importance	
<b>Enduring Understandings:</b>	Understand psychology as an empirical science. Understand the major subfields within psychology. Students will recognize that psychology involves the development of a perspective that applies knowledge from various theoretical views. Students will be able to identify and discuss the philosophical and scientific basis of psychology. Students will be able to discuss and compare the similarities and differences in historical and contemporary psychological perspectives. Students will be able to identify and explain different careers and fields in psychology.			
<b>Content Standards</b> APA National Standards	<b>Essential Questions</b>	<b>Key Terms</b>	<b>Resources Needed</b>	<b>Assessment</b> (Tie to Enduring Understandings)
<b>Scientific Inquiry Domain</b> Perspectives in Psychological Science 1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3	Why is it important to study the philosophical and scientific basis of psychology?  What are the historical and contemporary psychological perspectives and why are they important?  What career in the field of psychology do you want to go into?  How did psychology become a science?  What is the evolution of psychology as a science?	<ul style="list-style-type: none"> <li>● Psychology</li> <li>● Structuralism</li> <li>● Functionalism</li> <li>● Psychoanalysis</li> <li>● Humanistic</li> <li>● Socio-Cultural</li> <li>● Cognitive</li> <li>● Behaviorism</li> <li>● Biological Psychology</li> <li>● Developmental</li> <li>● Clinical</li> <li>● Counseling</li> <li>● Industrial-Organizational</li> <li>● Psychiatry</li> </ul>		Compare and Contrast Essay  Career Presentation Country Divided: Subfield Paragraphs



**UNIT 2: BEHAVIOR, BIOLOGY AND THE BRAIN**

<b>Estimated Time Frame:</b>	<b>2 Weeks</b>	<b>Thinking Strategies:</b>	Monitoring for Meaning Background Knowledge Asking Questions Drawing Inferences Creating Sensory Images	
<b>Enduring Understandings:</b>	Understand the structure and function of the nervous system and the endocrine system in humans. Understand the interactions between biological factors and experiences using methods related to biological advances.			
<b>Content Standards</b>	<b>Essential Questions</b>	<b>Key Terms</b>	<b>Resources Needed</b>	<b>Assessment</b> (Tie to Enduring Understandings)
<b>Biopsychology Domain</b> Biological Bases of Behavior 1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3	How do various parts of our nervous system interact to send messages from the brain to the rest of our body and back again?  What are the structures and functions of each part of the human brain and nervous system and why is it important to understand them?  How do hormones connect to the nervous system?  What effect do hormones have on our behavior, mental processes, and immune systems?	<ul style="list-style-type: none"> <li>● Structure of a Neuron</li> <li>● Action Potential</li> <li>● Neurotransmitters</li> <li>● Makeup of Nervous System</li> <li>● Brain Stem</li> <li>● Hindbrain</li> <li>● Limbic System</li> <li>● Cerebrum</li> <li>● Brain imaging techniques</li> <li>● Endocrine System</li> <li>● Hormones</li> <li>● Gland</li> </ul>		Making a Neuron-Hands on Build  Build the brain: Hats and Lobes with Clay



<b>UNIT 3: SENSATION AND PERCEPTION</b>				
<b>Estimated Time Frame:</b>	<b>2 Weeks</b>	<b>Thinking Strategies:</b>	Monitoring for Meaning Background Knowledge Asking Questions Drawing Inferences Creating Sensory Images	
<b>Enduring Understandings:</b>	Understand the process of sensation and perception and how they interact. Understand the interactions of the person and the environment in determining perception.			
<b>Content Standards</b>	<b>Essential Questions</b>	<b>Key Terms</b>	<b>Resources Needed</b>	<b>Assessment</b> (Tie to Enduring Understandings)
<b>Biopsychology Domain</b> Sensation and Perception Domain 1.1, 1.2, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 3.5, 3.6	How do we collect information from our environment and then process it to make it something our brains can utilize?  How do we actually see things in our environment?  What happens when our ears sense sound?  What is the difference between conscious processing and unconscious processing?  What other states of being exist, aside from conscious processing?	<ul style="list-style-type: none"> <li>● Sensation</li> <li>● Perception</li> <li>● Selective Attention</li> <li>● Inattentional Blindness</li> <li>● Cocktail party effect</li> <li>● Perceptual Set</li> <li>● Bottom-up processing</li> <li>● Top-down processing</li> <li>● Perceptual Constancy</li> <li>● Illusion</li> <li>● sclera</li> <li>● Cornea</li> <li>● pupil</li> <li>● iris</li> <li>● lens</li> <li>● retina</li> <li>● photoreceptor cells</li> <li>● phototransduction</li> <li>● optic nerve</li> <li>● pinna</li> <li>● ossicles</li> <li>● Cochlea</li> <li>● auditory nerve</li> <li>● Consciousness</li> <li>● Hypnosis</li> <li>● meditation</li> </ul>		Sensation Lab: touch, taste, hearing  Water taste test lab  Illusions: Students building/make an illusion  Eye dissection lab  Sound lab: Thresholds  Interactive ear



**UNIT 4: CONSCIOUSNESS**

<b>Estimated Time Frame:</b>	<b>2 Weeks</b>	<b>Thinking Strategies:</b>	Monitoring for Meaning Background Knowledge Asking Questions Drawing Inferences Creating Sensory Images Determining Importance	
<b>Enduring Understandings:</b>	Understand the relationship between conscious and unconscious processes Understand the characteristics of sleep and theories that explain why we sleep and dream Understand how psychoactive drugs are categorized			
<b>Content Standards</b>	<b>Essential Questions</b>	<b>Key Terms</b>	<b>Resources Needed</b>	<b>Assessment</b> (Tie to Enduring Understandings)
<b>Biopsychology Domain</b> Consciousness 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.4, 4.1, 4.2	What happens within our bodies while we're sleeping?  Why do we dream?  What are the various sleep disorders and their treatments?  What are the different meditation and hypnosis techniques?  What are the impacts of drugs on consciousness?	<ul style="list-style-type: none"> <li>● Consciousness</li> <li>● Altered State of consciousness</li> <li>● Sleep Apnea</li> <li>● Night Terrors</li> <li>● Insomnia</li> <li>● Narcolepsy</li> <li>● Sleep deprivation</li> <li>● Drugs/drug abuse</li> <li>● Neurotransmitters</li> <li>● circadian rhythms</li> <li>● rapid eye movement (REM)</li> <li>● lucid dreams</li> <li>● Latent</li> <li>● Parasomnias</li> <li>● Insomnia</li> <li>● Narcolepsy</li> <li>● sleep apnea</li> </ul>		Dream journal  Presentation on sleep disorder  Hypnosis pro's and con's short answers.  Characteristics of psychoactive drugs and their impacts research paper  Cultural influences on drug use formative quiz



**UNIT 5: LIFE SPAN AND DEVELOPMENT**

<b>Estimated Time Frame:</b>	<b>2 Weeks</b>	<b>Thinking Strategies:</b>	Monitoring for Meaning Background Knowledge Asking Questions Drawing Inferences Determining Importance	
<b>Enduring Understandings:</b>	Understand methods and issues in life span development. Understand theories of life span development. Understand prenatal through adulthood development.			
<b>Content Standards</b>	<b>Essential Questions</b>	<b>Key Terms</b>	<b>Resources Needed</b>	<b>Assessment</b> (Tie to Enduring Understandings)
<b>Development and Learning Domain</b> Life Span Development 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3, 4.4, 5.2, 5.3, 6.1, 6.2, 6.4, 7.2, 7.3	How do we study development?  What processes and limitations are involved in the development of a human over a lifetime?  How do people develop the ability to think at a deeper level, make moral judgments, and interact with a variety of people?  How do babies develop in utero and what can impact that development?  What are newborn babies able to do?  What role do caregivers have in the development of a child?  How do children learn how to think, remember, communicate, and make friends?  What happens if the sensitive or critical periods are compromised or not achieved?	<ul style="list-style-type: none"> <li>● adolescence</li> <li>● attachment</li> <li>● authoritarian parenting</li> <li>● authoritative parenting</li> <li>● cephalocaudal</li> <li>● cohort</li> <li>● conservation</li> <li>● critical period</li> <li>● cross-sectional</li> <li>● egocentrism</li> <li>● embryo</li> <li>● fetus</li> <li>● interpersonal</li> <li>● life span</li> <li>● longitudinal</li> <li>● morality</li> <li>● nature</li> <li>● nurture</li> <li>● object permanence</li> <li>● palmar reflex</li> <li>● peer pressure</li> <li>● permissive parenting</li> <li>● plasticity</li> <li>● prenatal</li> <li>● proximodistal</li> <li>● puberty</li> <li>● rooting reflex</li> <li>● semantic memory</li> <li>● separation anxiety</li> <li>● teratogens</li> <li>● wisdom</li> <li>● zygote</li> </ul>		Developmental psychology editorial  Theories of development chart  Teratogen Presentation  Four stages of identity formative assessment  60+ interview



	<p>What major life changes do adolescents experience?</p> <p>What role do family members and peers play in the development of an adolescent?</p> <p>What major changes do people go through as they enter the last stage of their lives?</p> <p>How do these changes impact their daily life and relationships with others?</p>			
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**UNIT 6: LEARNING AND MEMORY**

<b>Estimated Time Frame:</b>	<b>2 Weeks</b>	<b>Thinking Strategies:</b>	Monitoring for Meaning Background Knowledge Asking Questions Drawing Inferences Determining Importance	
<b>Enduring Understandings:</b>	Understand types of learning: Classical Conditioning, Operant Conditioning, Observational and Cognitive Learning Understand types of memories: Encoding, Storage and Retrieval			
<b>Content Standards</b>	<b>Essential Questions</b>	<b>Key Terms</b>	<b>Resources Needed</b>	<b>Assessment</b> (Tie to Enduring Understandings)
<b>Development and Learning Domain</b> Learning 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2  <b>Cognition Domain</b> Memory 1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5	What is classical conditioning?  Are people affected by classical conditioning outside of psychological research?  How do we learn?  How can you apply the principles of classical and operant conditioning to your everyday life?  How does memory work?  What can affect your memory and how can you improve it?	<ul style="list-style-type: none"> <li>● Classical conditioning</li> <li>● Operant Conditioning</li> <li>● Positive reinforcement</li> <li>● Negative reinforcement</li> <li>● Punishment</li> <li>● Schedules of reinforcement</li> <li>● Shaping</li> <li>● Observational Learning</li> <li>● Modeling</li> <li>● Cognitive Learning</li> <li>● Latent Learning</li> <li>● Encoding</li> <li>● Storage</li> <li>● Retrieval</li> <li>● Sensory Memory</li> <li>● Short Term (Working) Memory</li> <li>● Recall</li> <li>● Recognition</li> <li>● Ebbinghaus Curve of Forgetting</li> <li>● Serial Position Effect</li> <li>● Mood-Congruent Memory</li> </ul>		Classical conditioning formative assessment quiz  How can behavior be shaped?  Observational and Cognitive Learning Essay  Memory Word Experiment with Graph  Retrieval Editorial: Studying or Eye Witness



**UNIT 7: MOTIVATION AND EMOTION**

<b>Estimated Time Frame:</b>	<b>2 Weeks</b>	<b>Thinking Strategies:</b>	Monitoring for Meaning Background Knowledge Asking Questions Drawing Inferences Determining Importance	
<b>Enduring Understandings:</b>	Understand perspectives on motivation. Understand the domains of motivated behaviors and emotional behavior in humans. Understand emotional interpretation and expression			
<b>Content Standards</b>	<b>Essential Questions</b>	<b>Key Terms</b>	<b>Resources Needed</b>	<b>Assessment</b> (Tie to Enduring Understandings)
<b>Individual Variations</b> <b>Domain</b> Motivation 1.1, 1.2, 1.3, 1.4, 2.1, 2.3 Emotion 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	What drives us to do the things we do in life?  How do our thoughts or frame of reference affect our behavior?  Does society have an impact on what we do as individuals?  How and why do people experience emotions?  Does everyone interpret emotions in the same way?  How does our body play a role in how and what we feel?	<ul style="list-style-type: none"> <li>● Motivation</li> <li>● Instinct</li> <li>● Incentives</li> <li>● Hierarchy of Needs</li> <li>● Emotion</li> <li>● Theories of Emotion</li> <li>● amygdala arousal theory</li> <li>● Cannon-Bard theory</li> <li>● cognitive dissonance</li> <li>● drive-reduction theory</li> <li>● emotion</li> <li>● extrinsic facial feedback hypothesis</li> <li>● homeostasis</li> <li>● instinct theory</li> <li>● intrinsic</li> <li>● James-Lange theory</li> <li>● limbic system</li> <li>● parasympathetic nervous system</li> <li>● Schachter and Singer's two-factor theory</li> <li>● self-actualization</li> <li>● sympathetic nervous system</li> </ul>		Major Motivational Theories Presentation  Motivations: Intrinsic vs Extrinsic  Cognitive and Cultural Influence  Motivational Reflection Essay  Emotional Theories Presentation  Biology of Emotion Recording: Sympathetic/ Parasympathetic



**UNIT 8: MENTAL HEALTH AND PSYCHOLOGICAL DISORDERS**

<b>Estimated Time Frame:</b>	<b>2 Weeks</b>	<b>Thinking Strategies:</b>	Monitoring for Meaning Background Knowledge Asking Questions Drawing Inferences Creating Sensory Images	
<b>Enduring Understandings:</b>	Understand Perspectives on abnormal behavior and categorize psychological disorders.			
<b>Content Standards</b>	<b>Essential Questions</b>	<b>Key Terms</b>	<b>Resources Needed</b>	<b>Assessment</b> (Tie to Enduring Understandings)
<u><b>Individual Variations Domain</b></u> Psychological Disorders 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4  <u><b>Applications of Psychological Domain</b></u> Treatment of Psychological Disorders 1.1, 1.2, 1.3, 2.2, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1,3.2	What does abnormal behavior look like?  How are psychological disorders diagnosed?  How have psychological treatments changed over time?  Does treatment for a particular disorder look the same from patient to patient?  What factors might lead a psychologist to a particular treatment plan?  How does stress develop and manifest itself in a person?  What coping strategies have been proven effective for short- and long-term stress?	<ul style="list-style-type: none"> <li>● acute stress anxiety disorders</li> <li>● aversion therapy</li> <li>● bipolar disorder (manic depression)</li> <li>● chronic stress</li> <li>● client-centered therapy</li> <li>● etiology</li> <li>● eustress</li> <li>● homeostasis</li> <li>● integrative</li> <li>● psychotherapy</li> <li>● major depressive disorder mania</li> <li>● mental disorder</li> <li>● personality disorders</li> <li>● phobia psychiatrist</li> <li>● psychoanalysis</li> <li>● psychologist</li> <li>● psychosis</li> <li>● psychotherapy</li> <li>● psychotic disorder</li> <li>● schizophrenia</li> <li>● serotonin social</li> <li>● worker somatoform disorders</li> <li>● stigma</li> <li>● stressor</li> <li>● systematic</li> <li>● desensitization</li> </ul>		Insanity Defense Law  Abnormal formative quiz  Mood Disorders and Schizophrenia Graphic Organizer  Treatments formative quiz  Stress and Coping Presentation