

<p>Essential Questions</p>	<ol style="list-style-type: none"> <li>1. What is psychology?</li> <li>2. What were the early influences on the development of psychology?</li> <li>3. How did psychology develop as a science?</li> <li>4. What are the contemporary approaches to psychology?</li> <li>5. What are the subfields in psychology?</li> <li>6. What is the work of psychologists?</li> <li>7. How does the scientific method work?</li> <li>8. How do various research methods compare?</li> <li>9. What are the basics of statistical measures and how are they used in psychology?</li> </ol>
<p>Content</p>	<p>History and Methods</p>
<p>Skills</p>	<ol style="list-style-type: none"> <li>1. Define vocabulary words.</li> <li>2. Categorize the jobs of psychologists.</li> <li>3. Create a diagram or chart.</li> <li>4. Compare and contrast the approaches to psychology.</li> <li>5. Classify information.</li> <li>6. Analyze the historical rise of psychology as a science.</li> <li>7. Diagram and explain the structure of an experiment.</li> <li>8. Explain central measures of tendency.</li> </ol>
<p>Assessments</p>	<ol style="list-style-type: none"> <li>1. Worksheets/daily work</li> <li>2. Article/reading critiques</li> <li>3. Projects</li> <li>4. Quizzes</li> <li>5. Tests</li> </ol>
<p>Sources</p>	<p>Textbook Video Ancillary materials Internet Media Center Selected Readings</p>
<p>Frameworks</p>	<p><b>Content Strand 1:</b> Students shall examine the development of psychology as an empirical science.          HM.1.P.1          Discuss psychology as the scientific study of behavior and mental processes          HM.1.P.2          Summarize the development of psychology from a branch of philosophy and biology to an independent empirical discipline          HM.1.P.3          Compare and contrast the contemporary perspectives used by psychologists:  <i>Psychodynamic perspective</i>  <i>Behaviorism</i>  <i>Humanism</i>  <i>Cognitive perspective</i>  <i>Sociocultural perspective</i>  <i>Biological perspective</i></p>

	<p><i>Evolutionary perspective</i></p> <p>HM.1.P.4 Identify the major events in the history of psychology from 1879 to present</p> <p><b>Content Standard 2:</b> Students shall investigate major subfields that comprise psychology.</p> <p>HM.2.P.1 Research the research (basic) subfields and applications of contemporary psychology (e.g., university/academic careers)</p> <p>HM.2.P.2 Research the applied subfields and applications of contemporary psychology (e.g., schools, industrial/organizational)</p> <p>HM.2.P.3 Research the clinical/medical subfields and applications of contemporary psychology (e.g., counseling psychologist, clinical psychologist, psychiatrist)</p> <p><b>Content Standard 3:</b> Students shall investigate research strategies and basic statistical concepts employed by psychologists.</p> <p>HM.3.P.1 Examine the scientific method as a tool for determining cause and effect</p> <p>HM.3.P.2 Critique the research methods and tools psychologists use to gather and interpret data: experiments versus correlation studies field experiments versus naturalistic observations case studies versus surveys longitudinal studies versus cross-sectional studies</p> <p>HM.3.P.3 Employ the basic concepts of statistical data (e.g., calculation of mean, median, and mode)</p> <p>HM.3.P.4 Explain the manipulation of statistical data</p>
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Essential Questions	<ol style="list-style-type: none"> <li>1. How do neurons fire?</li> <li>2. What is the structure of a neuron?</li> <li>3. How is the nervous system structured?</li> <li>4. How does the nervous system communicate?</li> <li>5. How does the endocrine system communicate?</li> <li>6. What are the major parts of the brain and their functions?</li> </ol>
Content	Biological Basis of Behavior
Skills	<ol style="list-style-type: none"> <li>1. Define vocabulary words.</li> <li>2. Create a diagram or chart of the structure of the nervous system.</li> <li>3. Compare and contrast the nervous system and the endocrine system.</li> <li>4. Classify information.</li> <li>5. Diagram the major structures of the brain.</li> <li>6. Diagram a neuron.</li> <li>7. Explain neural firing.</li> </ol>
Assessments	<ol style="list-style-type: none"> <li>1. Worksheets/daily work</li> <li>2. Article/reading critiques</li> <li>3. Projects</li> <li>4. Quizzes</li> <li>5. Tests</li> </ol>
Sources	<p>Textbook Video Ancillary materials Internet Media Center Selected Readings</p>
Frameworks	<p>BBB.4.P.1 Describe the basic parts of a neuron and the electrochemical process of neural firing BBB.4.P.2 Describe the hierarchy of the nervous system (e.g., <i>central nervous system</i>, <i>peripheral nervous system</i>, and respective components) BBB.4.P.3 Compare and contrast the communication systems of the nervous and endocrine systems</p>

<p>Essential Questions</p>	<ol style="list-style-type: none"> <li>1. How do neurons fire?</li> <li>2. What is the structure of a neuron?</li> <li>3. How is the nervous system structured?</li> <li>4. How does the nervous system communicate?</li> <li>5. How does the endocrine system communicate?</li> <li>6. What are the major parts of the brain and their functions?</li> <li>7. What is the difference between sensation and perception?</li> <li>8. How is sensory information changed into neural impulses in the five senses?</li> <li>9. What is a threshold?</li> <li>10. What is signal detection theory?</li> <li>11. What are the major principles of perception?</li> <li>12. What is consciousness?</li> <li>13. What are the major features of the sleep cycle?</li> <li>14. Why do we dream?</li> <li>15. What are the major sleep disorders?</li> <li>16. How do drugs affect consciousness?</li> <li>17. How have altered states of consciousness been perceived in different cultures?</li> </ol>
<p>Content</p>	<p>Biological Basis of Behavior</p>
<p>Skills</p>	<ol style="list-style-type: none"> <li>1. Define vocabulary words.</li> <li>2. Create a diagram or chart of the structure of the nervous system.</li> <li>3. Compare and contrast the nervous system and the endocrine system.</li> <li>4. Classify information.</li> <li>5. Diagram the major structures of the brain.</li> <li>6. Diagram a neuron.</li> <li>7. Explain neural firing.</li> <li>8. Illustrate the principles of perception.</li> <li>9. Create a demonstration of Weber’s law.</li> </ol>
<p>Assessments</p>	<ol style="list-style-type: none"> <li>1. Worksheets/daily work</li> <li>2. Article/reading critiques</li> <li>3. Projects</li> <li>4. Quizzes</li> <li>5. Tests</li> </ol>
<p>Sources</p>	<p>Textbook Video</p>

	<p>Ancillary materials  Internet  Media Center  Selected Readings</p>
<p>Frameworks</p>	<p>BBB.4.P.1 Describe the basic parts of a neuron and the electrochemical process of neural firing  BBB.4.P.2 Describe the hierarchy of the nervous system (e.g., <i>central nervous system</i>, <i>peripheral nervous system</i>, and respective components)  BBB.4.P.3 Compare and contrast the communication systems of the nervous and endocrine systems  BBB.5.P.1 Distinguish between sensation and perception  BBB.5.P.2 Identify the transduction processes of the five basic senses with emphasis on vision  BBB.5.P.3 Discuss thresholds, <i>Weber's Law</i>, and signal detection theory  BBB.5.P.4 Summarize principles associated with perception (e.g., illusions, constancies, and <i>Gestalt principles</i>)  BBB.6.P.1 Compare and contrast the Freudian viewpoints of consciousness:</p> <ul style="list-style-type: none"> <li>• conscious</li> <li>• nonconscious</li> <li>• <i>preconscious</i></li> <li>• <i>unconscious</i></li> </ul> <p>BBB.6.P.2 Compare and contrast levels of consciousness other than Freudian viewpoints  BBB.6.P.3 Distinguish between the different stages of sleep  BBB.6.P.4 Discuss sleep disorders:</p> <ul style="list-style-type: none"> <li>• <i>insomnia</i></li> <li>• <i>sleep apnea</i></li> <li>• <i>narcolepsy</i></li> <li>• <i>night terrors</i></li> </ul> <p>BBB.6.P.5 Explain the current theories on the purpose and functions of dreams (e.g., Freudian view, <i>activation-synthesis theory</i>)  BBB.6.P.6 Describe the effects of drugs on the states of consciousness  BBB.6.P.7 Explain altered states of consciousness and the roles each have played in human culture (e.g., <i>trances</i>, <i>hypnosis</i>, <i>meditation</i>)</p>

Essential Questions	<ol style="list-style-type: none"> <li>1. What is personality?</li> <li>2. How do the various theories approach the study of personality?</li> <li>3. What is the impact of situation and stage of life on personality?</li> <li>4. How are personalities assessed?</li> </ol>
Content	Personality and Assessment
Skills	<ol style="list-style-type: none"> <li>1. Define vocabulary words.</li> <li>2. Create chart of the various approaches to studying personality.</li> <li>3. Follow the development of personality over the lifespan.</li> <li>4. Classify information.</li> <li>5. Compare and contrast different assessments.</li> <li>6. Evaluate the effectiveness of personality assessments.</li> </ol>
Assessments	<ol style="list-style-type: none"> <li>1. Worksheets/daily work</li> <li>2. Article/reading critiques</li> <li>3. Projects</li> <li>4. Quizzes</li> <li>5. Tests</li> </ol>
Sources	Textbook Video Ancillary materials Internet Media Center Selected Readings
Frameworks	PA.7.P.1 Describe the various approaches and theories of personality PA.7.P.2 Determine the relationship between personality and behavior in terms of both situation and life span PA.7.P.3 Describe different methods used to assess personality (e.g., <i>Myers-Briggs</i> , <i>Rorschach</i> )

Essential Questions	<ol style="list-style-type: none"> <li>1. How do humans develop over the life span?</li> <li>2. What were the contributions of Piaget, Erikson, and Kohlberg to the study of development?</li> <li>3. How does language affect development?</li> <li>4. How do we acquire language?</li> </ol>
Content	Human Development
Skills	<ol style="list-style-type: none"> <li>1. Define vocabulary words.</li> <li>2. Create a timeline of development.</li> <li>3. Chart the different stages of development.</li> <li>4. Classify information.</li> <li>5. Compare and contrast Skinner and Chomsky’s approaches to the acquisition of language.</li> <li>6. Evaluate the merit of developmental theories.</li> </ol>
Assessments	<ol style="list-style-type: none"> <li>1. Worksheets/daily work</li> <li>2. Article/reading critiques</li> <li>3. Projects</li> <li>4. Quizzes</li> <li>5. Tests</li> </ol>
Sources	Textbook Video Ancillary materials Internet Media Center Selected Readings
Frameworks	HD.8.P.1 Describe physical human development over the life span: <ul style="list-style-type: none"> <li>• prenatal</li> <li>• infancy</li> <li>• childhood</li> <li>• adolescence</li> <li>• adulthood</li> <li>• late adulthood</li> </ul> HD.8.P.2 Investigate Piaget’s theory of cognitive human development HD.8.P.3 Investigate Eriksson’s theory of social human development HD.8.P.4 Investigate Kohlberg’s theory of moral human development HD.8.P.5 Examine the origins and roles of language and the resulting effects on thought and behavior: <ul style="list-style-type: none"> <li>• Chomsky</li> <li>• Skinner</li> </ul>

Essential Questions	<ol style="list-style-type: none"> <li>1. What is learning?</li> <li>2. How do we learn through classical conditioning, operant conditioning, and observational learning?</li> <li>3. How is memory constructed?</li> <li>4. How can memory be improved?</li> <li>5. What motivates behavior?</li> <li>6. How are motivation and emotion connected?</li> <li>7. What is Maslow's contribution in this area?</li> </ol>
Content	Learning, Memory and Cognition
Skills	<ol style="list-style-type: none"> <li>1. Define vocabulary words.</li> <li>2. Create a diagram of classical conditioning.</li> <li>3. Make a chart of the schedules of reinforcement.</li> <li>4. Classify information.</li> <li>5. Compare and contrast Skinner, Pavlov and Bandura in terms of learning.</li> <li>6. Evaluate the merit of mnemonic devices.</li> <li>7. Describe the three stages of memory.</li> <li>8. Compare the theories of motivation</li> <li>9. Contrast motivation and emotion.</li> <li>10. Diagram the theories of emotion.</li> <li>11. Explain Maslow's hierarchy of needs.</li> </ol>
Assessments	<ol style="list-style-type: none"> <li>1. Worksheets/daily work</li> <li>2. Article/reading critiques</li> <li>3. Projects</li> <li>4. Quizzes</li> <li>5. Tests</li> </ol>
Sources	Textbook Video Ancillary materials Internet Media Center Selected Readings
Frameworks	<p>LMC.9.P.1 Examine the principles and scope associated with learning:</p> <ul style="list-style-type: none"> <li>• <i>classical conditioning</i></li> <li>• <i>operant conditioning</i></li> <li>• <i>observational learning</i></li> </ul> <p>LMC.9.P.2 Explain the three stage model of memory processing:</p> <ul style="list-style-type: none"> <li>• sensory memory</li> <li>• short-term (working) memory</li> <li>• long-term memory</li> </ul> <p>LMC.9.P.3 Identify strategies for improving memory and study</p>

	<p>skills (e.g., <i>mnemonic devices</i>, <i>spacing effect</i>, <i>active learning</i>, and test-taking strategies)</p> <p>LMC.10.P.1 Discuss the functions and interrelations of motivation and emotion</p> <p>LM.10.P.2 Discuss the areas of the brain associated with the activation of motivation and emotion:</p> <ul style="list-style-type: none"><li>• <i>limbic system</i></li><li>• <i>hypothalamus</i></li></ul> <p>LMC.10.P.3 Explain <i>Maslow's Hierarchy of Needs</i></p>
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Essential Questions	<ol style="list-style-type: none"> <li>1. How does social interaction affect individual behavior?</li> <li>2. What are the major topics concerning group interaction?</li> <li>3. How are prejudice and social identity constructed?</li> <li>4. How did Asch and Milgram contribute to thinking in social psychology?</li> <li>5. How do individuals function in groups?</li> </ol>
Content	Social Psychology
Skills	<ol style="list-style-type: none"> <li>1. Define vocabulary words.</li> <li>2. Create a diagram.</li> <li>3. Make a chart of the important social psychology experiments and studies.</li> <li>4. Classify information.</li> <li>5. Evaluate the ethics of some social psychology studies.</li> <li>6. Explain groupthink and group polarization.</li> </ol>
Assessments	<ol style="list-style-type: none"> <li>1. Worksheets/daily work</li> <li>2. Article/reading critiques</li> <li>3. Projects</li> <li>4. Quizzes</li> <li>5. Tests</li> </ol>
Sources	Textbook Video Ancillary materials Internet Media Center Selected Readings
Frameworks	SP.11.P.1 Describe the effects of social interaction on individual behavior SP.11.P.2 Describe the effects of group interaction on thought and behavior (e.g., <i>conformity</i> , <i>obedience</i> , <i>groupthink</i> , <i>group polarization</i> ) SP.11.P.3 Discuss the psychological basis for <i>prejudice</i> and <i>social identity</i>