

# **History of Psychology Curriculum Maps**

**Unit 1: Approaches to Psychology**

**Unit 2: The Life Span**

**Unit 3: The Working Mind and Body**

**Unit 4: Learning and Cognitive Processes**

**Unit 5: Adjustment and Breakdown**

**Unit 6: Social Psychology**

<p><b>Grade:</b> 9-12  <b>Subject:</b> History of Psychology</p>	<p><b>Unit 1: Approaches to Psychology</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Introducing Psychology</li> <li>• Psychological Research and Methods</li> <li>• This unit introduces psychology and its most common research methods. Chapter 1 explains why it is useful to study psychology. It also explores the relatively brief history of psychology and previews the large number of professions available to those interested in psychology. Chapter 2 discusses the importance of psychological research. It introduces the basic techniques used to conduct sound research. Common statistical techniques used to analyze research results are introduced.</li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Identify various approaches to the study of psychology</li> <li>• Describe how, through the study of psychology, people can discover psychological principles that have the potential to enrich the lives of humans</li> <li>• Discuss the set of questions, theories, methods, and possible answers in psychology that have been passed on and changed over time</li> <li>• Summarize how psychologists are trained to observe, analyze, and evaluate behavior patterns, and to apply what they have learned</li> <li>• Examine experimental procedures psychologists use to avoid bias</li> <li>• Describe the process in which psychologists approach a research issue and conduct the research to test a hypothesis or solve a problem</li> <li>• Discuss how psychologists must recognize and resolve errors as they conduct research</li> <li>• Recognize that psychologists must collect and evaluate evidence to support their hypotheses.</li> <li>• Recognize the types of descriptive statistics</li> <li>• Describe inferential statistics</li> </ul>

**Essential Questions  
(Instructional  
Objective)**

- What is psychology?
- How is psychology different from psychiatry?
- Why study psychology?
- How do psychologists find information?
- How do we define and view behavior?
- How can researchers discover psychological principles that have the potential to enrich the lives of others?
- Why are there different views on how to study behavior?
- How can psychologist learn to observe, analyze, and evaluate behavior patterns correctly?
- What is the difference between a hypothesis and a theory?
- Why do psychologists use the scientific method?
- How might a psychologist doing basic science and a psychologist
- How does your cultural background influence y our behavior?
- How do we define and view cognitive abilities?
- What do psychologists do? Where do they work?
- What are the subfields within psychology?
- How might the work of environmental psychologists differ from that of an industrial/organizational psychologist?
- How does the work of a clinical psychologist, counseling psychologist, a developmental psychologist and a community psychologist differ?
- What are the ethical guidelines for experimentation in psychology utilizing humans and animals as subjects?
- What pre-research decisions must a researcher make?
- Why should psychologists question the results of an experiment they have conducted for the first time?
- What questions about the Milgram experiment did critics raise?
- How can the expectations of the participants bias the results of an experiment?
- How can the expectations of the experimenter bias the results of an experiment?
- What is the difference between a frequency distribution and a histogram? Between a curve and a scatterplot?
- What is the importance of the normal curve?
- What does correlation tell you about the relationship between two variables?

**Content  
(Subject Matter)**

- Introducing Psychology
- Psychological Research and Methods
- This unit introduces psychology and its most common research methods. Chapter 1 explains why it is useful to study psychology. It also explores the relatively brief history of psychology and previews the large number of professions available to those interested in psychology. Chapter 2 discusses the importance of psychological

	<p>research. It introduces the basic techniques used to conduct sound research. Common statistical techniques used to analyze research results are introduced.</p>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<p><b>Content Standards</b></p> <ul style="list-style-type: none"> <li>• After concluding this unit, students understand: <ul style="list-style-type: none"> <li>○ Development of psychology as an empirical science</li> <li>○ Major subfields within psychology</li> </ul> </li> </ul> <p><b>Content Standards With Performance Standards</b></p> <p><b>Content Standard 1: Development of psychology as an empirical science</b>  <b>Students are able to (performance standards):</b></p> <ol style="list-style-type: none"> <li>1.1 Define psychology as a discipline and identify its goals as a science.</li> <li>1.2 Describe the emergence of psychology as a scientific discipline.</li> <li>1.3 Describe perspectives employed to understand behavior and mental processes.</li> <li>1.4 Explain how psychology evolved as a scientific discipline.</li> </ol> <p><b>Content Standard 2: Major subfields within psychology</b>  Students are able to (performance standards):</p> <ol style="list-style-type: none"> <li>2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.</li> <li>2.2 Describe the major subfields of psychology.</li> <li>2.3 Identify the important role psychology plays in benefiting society and improving people’s lives.</li> </ol> <p><b><u>Standard Area: Research Methods, Measurement, and Statistics</u></b></p> <p><b>Content Standards</b>  After concluding this unit, students understand:</p> <ol style="list-style-type: none"> <li>1. Research methods and measurements used to study behavior and mental processes</li> <li>2. Ethical issues in research with human and non-human animals</li> <li>3. Basic concepts of data analysis</li> </ol> <p><b>Content Standards With Performance Standards</b></p> <p><b>Content Standard 1: Research methods and measurements used to study behavior and mental processes</b>  Students are able to (performance standards):</p> <ol style="list-style-type: none"> <li>1.1 Describe the scientific method and its role in psychology.</li> <li>1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</li> <li>1.3 Define systematic procedures used to improve the validity of research findings, such as external validity.</li> <li>1.4 Discuss how and why psychologists use non-human animals in research.</li> </ol>

**Content Standard 2: Ethical issues in research with human and non-human animals**

Students are able to (performance standards):

- 2.1 Identify ethical standards psychologists must address regarding research with human participants.
- 2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.

**Content Standard 3: Basic concepts of data analysis**

**Students are able to (performance standards):**

- 3.1 Define descriptive statistics and explain how they are used by psychological scientists.
- 3.2 Define forms of qualitative data and explain how they are used by psychological scientists.
- 3.3 Define correlation coefficients and explain their appropriate interpretation.
- 3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods.
- 3.5 Explain other statistical concepts, such as statistical significance and effect size.
- 3.6 Explain how validity and reliability of observations and measurements relate to data analysis.

**Standard Area: Vocational Applications**

**Content Standard**

**After concluding this unit, students understand:**

1. Career options
2. Educational requirements
3. Vocational applications of psychological science

**Content Standards With Performance Standards**

**Content Standard 1: Career options**

**Students are able to (performance standards):**

- 1.1 Identify careers in psychological science and practice.
- 1.2 Identify careers related to psychology.

**Content Standard 2: Educational requirements**

**Students are able to (performance standards):**

- 2.1 Identify degree requirements for psychologists and psychology-related careers.
- 2.2 Identify resources to help select psychology programs for further study.

**Content Standard 3: Vocational applications of psychological science**

- 3.1 Discuss ways in which psychological science addresses domestic and global issues.
- 3.2 Identify careers in psychological science that have evolved as a result of

	domestic and global issues.
<b>Materials and Resources</b>	<b>Chapters:</b> 1 Introducing Psychology 2 Psychological Research & Methods
<b>Notes</b>	

<p><b>Grade:</b> 9-12  <b>Subject:</b> History of Psychology</p>	<p><b>Unit 2: The Life Span</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Developmental Psychology</li> <li>• <b>Unit Focus:</b> This unit explores the development of the human species from birth to old age. Chapter 3 explains the physical, cognitive, social, and emotional development of infants and children. Chapter 4 describes the physical and sexual developments that occur during adolescence. Personal and social development are also explored. Chapter 5 examines the psychological issues that arise in adulthood. The issues involved with dying and death are also addressed.</li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Describe the physical and perceptual development of newborns and children</li> <li>• Understand that as infants grow physically, they also develop perceptions and language</li> <li>• Discuss how, as the thought processes of children develop, they begin to think, communicate and relate with others, and solve problems</li> <li>• Describe the social development children face as they grow and progress through the stages of life</li> <li>• Describe the role of the family and peers during adolescence</li> <li>• Describe the physical development and biological changes that all adolescents experience</li> <li>• Outline the changes in patterns of reasoning, moral thinking, and the development of one’s identity during the transition from childhood adulthood</li> <li>• Discuss the changes that adolescents go through in their social relationships</li> <li>• Describe the physiological and psychological gender differences, and discuss how beliefs about these differences influence behavior</li> <li>• Identify changes that occur in health and life situations during adulthood and old age</li> <li>• Describe the shifting priorities and outlooks on life that occur from adolescence throughout the remainder of life</li> <li>• Discuss how our priorities and expectations change to match realities during old age</li> <li>• Understand that most people face dying and death by going through stages of an adjustment process</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What does the term “genetic influence” mean?</li> <li>• How do children physically, mentally, socially, and emotionally develop?</li> <li>• What questions do developmental psychologists raise concerning nature versus nurture?</li> <li>• How does human language acquisition differ from the acquisition of</li> </ul>

	<p>human language by an animal?</p> <ul style="list-style-type: none"> <li>• What does it mean when people say children are egocentric?</li> <li>• Why do infants construct schemas?</li> <li>• How might a child who displays avoidant attachment react when placed alone in a strange room?</li> <li>• Who is Jean Piaget and what is the theory of cognitive development?</li> <li>• What questions might you ask a child to determine what stage of moral development they are in?</li> <li>• What are the functions of children’s games? How do these games illustrate the cognitive-developmental approach?</li> <li>• How do adolescents physically, mentally, socially, and emotionally develop?</li> <li>• How does one’s culture influence adolescent development?</li> <li>• What do menarche and spermatarche have to do with physical development?</li> <li>• What is an example of rationalization and a reason it might occur?</li> <li>• What factors may help an adolescent search for identity?</li> <li>• How does the influence of parents over their children change during adolescence?</li> <li>• What are the symptoms of anorexia and bulimia nervosa?</li> <li>• Why do adolescents form cliques?</li> <li>• Why might many disagree with or oppose biological theories of gender differences?</li> <li>• What is a person’s gender schema?</li> <li>• How do adults physically, mentally, socially, and emotionally develop?</li> <li>• How do humans develop morally?</li> <li>• What conflicts appear at each stage of development?</li> <li>• How do generativity and stagnation affect a person’s mid-life transition?</li> <li>• What is menopause and what physical reactions does it cause?</li> <li>• How do life transitions in late adulthood differ from early adulthood?</li> <li>• Is the decremental model of aging an accurate model?</li> <li>• How might a person differentiate between Alzheimer’s disease and changes in mental processes as a result of aging?</li> <li>• What do people go through during the denial stage of dying?</li> <li>• Does Kubler-Ross’s stages of Dying apply to other types of losses?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Developmental Psychology</li> <li>• <b>Unit Focus:</b> This unit explores the development of the human species from birth to old age. Chapter 3 explains the physical, cognitive, social, and emotional development of infants and children. Chapter 4 describes the physical and sexual developments that occur during adolescence. Personal and social development are also explored. Chapter 5 examines the psychological issues that arise in adulthood. The issues involved with dying and death are also addressed.</li> </ul>



**Skills/ Benchmarks  
(CCSS Standards)**

**Standards Area: Life Span Development**

**Content Standards**

**After concluding this unit, students understand:**

1. Methods and issues in life span development
2. Theories of life span development
3. Prenatal development and the newborn
4. Infancy (i.e., the first two years of life)
5. Childhood
6. Adolescence
7. Adulthood and aging

**Content Standards With Performance Standards**

**Content Standard 1: Methods and issues in life span development**

**Students are able to (performance standards):**

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- 1.2 Explain issues of continuity/discontinuity and stability/change.
- 1.3 Distinguish methods used to study development.
- 1.4 Describe the role of sensitive and critical periods in development.
- 1.5 Discuss issues related to the end of life.

**Content Standard 2: Theories of life span development**

**Students are able to (performance standards):**

- 2.1 Discuss theories of cognitive development.
- 2.2 Discuss theories of moral development.
- 2.3 Discuss theories of social development.

**Content Standard 3: Prenatal development and the newborn**

**Students are able to (performance standards):**

- 3.1 Describe physical development from conception through birth and identify influences on prenatal development.
- 3.2 Describe newborns' reflexes, temperament, and abilities.

**Content Standard 4: Infancy (i.e., the first two years of life)**

**Students are able to (performance standards):**

- 4.1 Describe physical and motor development.
- 4.2 Describe how infant perceptual abilities and intelligence develop.
- 4.3 Describe the development of attachment and the role of the caregiver.
- 4.4 Describe the development of communication and language.

**Content Standard 5: Childhood**

**Students are able to (performance standards):**

- 5.1 Describe physical and motor development.
- 5.2 Describe how memory and thinking ability develops.
- 5.3 Describe social, cultural, and emotional development through childhood.

	<p><b>Content Standard 6: Adolescence</b>  <b>Students are able to (performance standards):</b>  6.1 Identify major physical changes.  6.2 Describe the development of reasoning and morality.  6.3 Describe identity formation.  6.4 Discuss the role of family and peers in adolescent development.</p> <p><b>Content Standard 7: Adulthood and aging</b>  <b>Students are able to (performance standards):</b>  7.1 Identify major physical changes associated with adulthood and aging.  7.2 Describe cognitive changes in adulthood and aging.  7.3 Discuss social, cultural, and emotional issues in aging.</p>
<b>Materials and Resources</b>	<p><b>Chapters:</b>  3 Infancy and Childhood  4 Adolescence  5 Adulthood and Aging</p>
<b>Notes</b>	

<p><b>Grade:</b> 9-12  <b>Subject:</b> History of Psychology</p>	<p><b>Unit 3: The Working Mind and Body</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• <b>Brain</b></li> <li>• <b>Altered States of Consciousness</b></li> <li>• This unit explores the ways in which the brain and the body work together:</li> <li>• Brain, Body, Behavior: the nervous system, the endocrine system, and the environment</li> <li>• Altered States of Consciousness: sleep, sleep disorders, hypnosis, meditation, biofeedback</li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Identify and explain the structure and functions of the human brain, nervous system, and endocrine system</li> <li>• Understand the nervous system helps us to know how messages that are sent to the brain cause behavior</li> <li>• Identify how heredity and environment affect your body and behavior</li> <li>• Describe research into techniques such as hypnosis, biofeedback, and meditation</li> <li>• Discuss the benefits of healthy sleep patterns</li> <li>• Discuss the stages of sleep and periods of dreaming</li> <li>• Understand that hypnosis, biofeedback and meditation are altered states of consciousness that can occur while awake</li> <li>• Describe psycho-reactive drugs and how they interact with the central nervous system to alter consciousness</li> <li>• Explain the symptoms of sleep disorders and the adverse consequences of developing a disorder</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• How does the neural system work?</li> <li>• What are neurons and how do they communicate?</li> <li>• What is the difference between afferent and efferent neurons?</li> <li>• What is the difference between the sympathetic and parasympathetic aspects of the autonomic nervous system?</li> <li>• What are the functions of the hypothalamus and thalamus?</li> <li>• How can brain injuries cause an individual to develop behavioral changes?</li> <li>• How do our brains change over a lifetime?</li> <li>• How is the teenage brain different from an adult brain?</li> <li>• How do biochemicals affect my mood?</li> <li>• How can hormones help me in a crisis?</li> <li>• What are three ways that the endocrine system affects behavior?</li> <li>• How does the endocrine system differ from the nervous system?</li> <li>• What roles do genes play in influencing someone's behavior?</li> <li>• What is the difference between monozygotic and dizygotic twins?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the stages we go through during a typical night’s sleep?</li> <li>• What are the differences between nightmares and night terrors (incubus attacks?)</li> <li>• What is the difference between REM and NREM sleep?</li> <li>• What are sleep disorders?</li> <li>• How can sleep apnea affect my overall health?</li> <li>• How can hypnosis prove beneficial in regard to overcoming addiction and memory problems?</li> <li>• How can meditation reduce levels of stress?</li> <li>• What is biofeedback and how is it useful?</li> <li>• What types of medical conditions can be helped via biofeedback?</li> <li>• When does drug use become drug abuse?</li> <li>• Why do people abuse drugs?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• <b>Brain</b></li> <li>• <b>Altered States of Consciousness</b></li> <li>• <i>This unit explores the ways in which the brain and the body work together: Brain, Body, Behavior: the nervous system, the endocrine system, and the environment Altered States of Consciousness: sleep, sleep disorders, hypnosis, meditation, biofeedback</i></li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<p><b><u>Standards Area: Biological Bases of Behavior</u></b></p> <p><b>Content Standards</b></p> <p><b>After concluding this unit, students understand:</b></p> <ol style="list-style-type: none"> <li>1. Structure and function of the nervous system in human and non-human animals</li> <li>2. Structure and function of the endocrine system</li> <li>3. The interaction between biological factors and experience</li> <li>4. Methods and issues related to biological advances</li> </ol> <p><b>Content Standards With Performance Standards</b></p> <p><b>Content Standard 1: Structure and function of the nervous system in human and non-human animals</b></p> <p><b>Students are able to (performance standards):</b></p> <ol style="list-style-type: none"> <li>1.1 Identify the major divisions and subdivisions of the human nervous system.</li> <li>1.2 Identify the parts of the neuron and describe the basic process of neural transmission.</li> <li>1.3 Differentiate between the structures and functions of the various parts of the central nervous system.</li> <li>1.4 Describe lateralization of brain functions.</li> <li>1.5 Discuss the mechanisms of, and the importance of, plasticity of the nervous system.</li> </ol> <p><b>Content Standard 2: Structure and function of the endocrine system</b></p> <p><b>Students are able to (performance standards):</b></p> <ol style="list-style-type: none"> <li>2.1 Describe how the endocrine glands are linked to the nervous system.</li> </ol>

- 2.2 Describe the effects of hormones on behavior and mental processes.
- 2.3 Describe hormone effects on the immune system.

**Content Standard 3: The interaction between biological factors and experience**

**Students are able to (performance standards):**

- 3.1 Describe concepts in genetic transmission.
- 3.2 Describe the interactive effects of heredity and environment.
- 3.3 Explain how evolved tendencies influence behavior.

**Content Standard 4: Methods and issues related to biological advances**

**Students are able to (performance standards):**

- 4.1 Identify tools used to study the nervous system.
- 4.2 Describe advances made in neuroscience.
- 4.3 Discuss issues related to scientific advances in neuroscience and genetics.

**Standard Area: Consciousness**

**Content Standards**

**After concluding this unit, students understand:**

- 1. The relationship between conscious and unconscious processes
- 2. Characteristics of sleep and theories that explain why we sleep and dream
- 3. Categories of psychoactive drugs and their effects
- 4. Other states of consciousness

**Content Standards With Performance Standards**

**Content Standard 1: The relationship between conscious and unconscious processes**

**Students are able to (performance standards)**

- 1.1 Identify states of consciousness.
- 1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).

**Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream**

**Students are able to (performance standards)**

- 2.1 Describe the circadian rhythm and its relation to sleep.
- 2.2 Describe the sleep cycle.
- 2.3 Compare theories about the functions of sleep.
- 2.4 Describe types of sleep disorders.
- 2.5 Compare theories about the functions of dreams.

**Content Standard 3: Categories of psychoactive drugs and their effects**

**Students are able to (performance standards):**

- 3.1 Characterize the major categories of psychoactive drugs and their effects.
- 3.2 Describe how psychoactive drugs act at the synaptic level.
- 3.3 Evaluate the biological and psychological effects of psychoactive drugs.
- 3.4 Explain how culture and expectations influence the use and experience of

	<p>drugs.</p> <p><b>Content Standard 4: Other states of consciousness</b> <b>Students are able to (performance standards)</b></p> <p>4.1 Describe meditation and relaxation and their effects. 4.2 Describe hypnosis and controversies surrounding its nature and use. 4.3 Describe flow states.</p>
<b>Materials and Resources</b>	<p><b>Chapters:</b></p> <p>6 Brain, Body, &amp; Behavior 7 Altered States of Consciousness</p>
<b>Notes</b>	

<p><b>Grade:</b> 9-12  <b>Subject:</b> History of Psychology</p>	<p><b>Unit 4: Learning and Cognitive Processes</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Learning</li> <li>• Memory</li> <li>• Cognition</li> <li>• Motivation</li> <li>• <b>Unit Focus:</b> This unit explores different learning techniques and processes. It explains how we summon unique thoughts. and memories to help us perform day-today functions: <ul style="list-style-type: none"> <li>○ Learning: Classical conditioning, operant conditioning, and social learning.</li> <li>○ Memory and Thought: receiving. Processing, storing and retrieving information</li> <li>○ Thinking /Language: problem-solving, decision-making, reasoning processes</li> <li>○ Motivation/Emotion: physical and mental factors that cause people to behave in specific ways</li> </ul> </li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Describe the principles and techniques of classical and operant conditioning and social learning</li> <li>• Explain the concept of memory and information processing</li> <li>• Identify the basic elements of language</li> <li>• List the reasons for the physiological and [psychological factors associated with motivation and emotion</li> <li>• Explain the principles of memory formation</li> <li>• Describe the information-processing model of memory</li> <li>• Identify several memory retrieval processes</li> <li>• Explain the processes involved in forgetting</li> <li>• Understand that thinking involves changing and reorganizing the information stored in memory</li> <li>• Explain strategies involved in problem-solving</li> <li>• Explain how language and thought are closely related</li> <li>• Explain the structure of language</li> <li>• Describe how children develop language</li> <li>• Explain motivation and why we experience it in different ways</li> <li>• Understand that biological needs are physical requirements we must fulfill to survive, whereas social needs are learned through experience.</li> <li>• Describe the three parts of emotions- cognitive, physical, and behavioral aspects</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• How do we learn?</li> <li>• What are the different ways in which we learn?</li> <li>• How are we reinforced positively and negatively?</li> </ul>

	<ul style="list-style-type: none"> <li>• How is negative reinforcement different than punishment?</li> <li>• Who are Ivan Pavlov, John Watson, BF Skinner, Albert Bandura and what contributions did they make to learning theory?</li> <li>• What is the difference between neutral stimuli and unconditioned stimuli?</li> <li>• How are generalization and discrimination related to classical conditioning?</li> <li>• Under what conditions might a conditioned response become extinct?</li> <li>• What are the four schedules of partial reinforcement?</li> <li>• What is the difference between escape conditioning and avoidance conditioning?</li> <li>• What are aversive stimuli and how is it used by caregivers to discipline children?</li> <li>• How is a token economy an example of behavior modification?</li> <li>• How can study habits be improved via conditioning?</li> <li>• What principles of modeling should parents consider when rewarding and punishing their children?</li> <li>• What is the purpose of maintenance rehearsal? How does the process work?</li> <li>• In what ways is memory like a computer? In what ways is it different?</li> <li>• What is the difference between proactive and retroactive interference?</li> <li>• What is state-dependent learning?</li> <li>• What is the difference between convergent and non-directed thinking?</li> <li>• How might we express gender values in our use of language</li> <li>• What is the difference between extrinsic and intrinsic motivation?</li> <li>• Which theory of motivation might best explain why your work (or not work) for good grades?</li> <li>• What is the difference between the expectant-value theory and the competency theory?</li> <li>• How do fundamental, psychological, and self-actualization needs differ?</li> <li>• What are the three parts of any emotional experience?</li> <li>• What does it mean when psychologists say certain facial expressions are innate?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Learning</li> <li>• Memory</li> <li>• Cognition</li> <li>• Motivation</li> <li>• <b>Unit Focus:</b> This unit explores different learning techniques and processes. It explains how we summon unique thoughts. and memories to help us perform day-today functions: <ul style="list-style-type: none"> <li>○ Learning: Classical conditioning, operant conditioning, and social learning.</li> <li>○ Memory and Thought: receiving. Processing, storing and</li> </ul> </li> </ul>



	<p>retrieving information</p> <ul style="list-style-type: none"> <li>○ Thinking /Language: problem-solving, decision-making, reasoning processes</li> <li>○ Motivation/Emotion: physical and mental factors that cause people to behave in specific ways</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<p><b><u>Standard Area: Learning</u></b>  <b>Content Standards</b>  <b>After concluding this unit, students understand:</b></p> <ol style="list-style-type: none"> <li>1. Classical conditioning</li> <li>2. Operant conditioning</li> <li>3. Observational and cognitive learning</li> </ol> <p><b>Content Standards With Performance Standards</b>  <b>Content Standard 1: Classical conditioning</b>  Students are able to (performance standards):</p> <ol style="list-style-type: none"> <li>1.1 Describe the principles of classical conditioning.</li> <li>1.2 Describe clinical and experimental examples of classical conditioning.</li> <li>1.3 Apply classical conditioning to everyday life.</li> </ol> <p><b>Content Standard 2: Operant conditioning</b>  <b>Students are able to (performance standards):</b></p> <ol style="list-style-type: none"> <li>2.1 Describe the Law of Effect.</li> <li>2.2 Describe the principles of operant conditioning.</li> <li>2.3 Describe clinical and experimental examples of operant conditioning.</li> <li>2.4 Apply operant conditioning to everyday life.</li> </ol> <p><b>Content Standard 3: Observational and cognitive learning</b>  Students are able to (performance standards):</p> <ol style="list-style-type: none"> <li>3.1 Describe the principles of observational and cognitive learning.</li> <li>3.2 Apply observational and cognitive learning to everyday life.</li> </ol> <p><b><u>Standard Area: Language Development</u></b>  <b>Content Standards</b>  <b>After concluding this unit, students understand:</b></p> <ol style="list-style-type: none"> <li>1. Structural features of language</li> <li>2. Theories and developmental stages of language acquisition</li> <li>3. Language and the brain</li> </ol> <p><b>Content Standards With Performance Standards</b>  <b>Content Standard 1: Structural features of language</b>  <b>Students are able to (performance standards):</b></p> <ol style="list-style-type: none"> <li>1.1 Describe the structure and function of language.</li> <li>1.2 Discuss the relationship between language and thought.</li> </ol> <p><b>Content Standard 2: Theories and developmental stages of language</b></p>

## **acquisition**

### **Students are able to (performance standards):**

- 2.1 Explain the process of language acquisition.
- 2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
- 2.3 Evaluate the theories of language acquisition.

### **Content Standard 3: Language and the brain**

#### **Students are able to (performance standards):**

- 3.1 Identify the brain structures associated with language.
- 3.2 Discuss how damage to the brain may affect language.

## **Standard Area: Memory**

### **Content Standards**

#### **After concluding this unit, students understand:**

1. Encoding of memory
2. Storage of memory
3. Retrieval of memory

### **Content Standards With Performance Standards**

#### **Content Standard 1: Encoding of memory**

##### **Students are able to (performance standards):**

- 1.1 Identify factors that influence encoding.
- 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing.
- 1.3 Discuss strategies for improving the encoding of memory.

#### **Content Standard 2: Storage of memory**

##### **Students are able to (performance standards):**

- 2.1 Describe the differences between working memory and long-term memory.
- 2.2 Identify and explain biological processes related to how memory is stored.
- 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias).
- 2.4 Discuss strategies for improving the storage of memories.

#### **Content Standard 3: Retrieval of memory**

##### **Students are able to (performance standards):**

- 3.1 Analyze the importance of retrieval cues in memory.
- 3.2 Explain the role that interference plays in retrieval.
- 3.3 Discuss the factors influencing how memories are retrieved.
- 3.4. Explain how memories can be malleable.
- 3.5 Discuss strategies for improving the retrieval of memories.

## **Standard Area: Thinking**

### **Content Standards**

#### **After concluding this unit, students understand:**

1. Basic elements comprising thought
2. Obstacles related to thought

**Content Standards With Performance Standards**

**Content Standard 1: Basic elements comprising thought**

**Students are able to (performance standards):**

- 1.1 Define cognitive processes involved in understanding information.
- 1.2 Define processes involved in problem solving and decision making.
- 1.3 Discuss non-human problem-solving abilities.

**Content Standard 2: Obstacles related to thought**

**Students are able to (performance standards):**

- 2.1 Describe obstacles to problem solving.
- 2.2 Describe obstacles to decision making.
- 2.3 Describe obstacles to making good judgments.

**Standard Area: Motivation**

**Content Standards**

**After concluding this unit, students understand:**

1. Perspectives on motivation
2. Domains of motivated behavior in humans and non-human animals

**Content Standards With Performance Standards**

**Content Standard 1: Perspectives on motivation**

**Students are able to (performance standards):**

- 1.1 Explain biologically based theories of motivation.
- 1.2 Explain cognitively based theories of motivation.
- 1.3 Explain humanistic theories of motivation.
- 1.4 Explain the role of culture in human motivation.

**Content Standard 2: Domains of motivated behavior in humans and non-human animals**

**Students are able to (performance standards):**

- 2.1 Discuss eating behavior.
- 2.2 Discuss sexual behavior and orientation.
- 2.3 Discuss achievement motivation.
- 2.4 Discuss other ways in which humans and non-human animals are motivated.

**Standard Area: Emotion**

**Content Standards**

**After concluding this unit, students understand:**

1. Perspectives on emotion
2. Emotional interpretation and expression
3. Domains of emotional behavior

**Content Standards With Performance Standards**

**Content Standard 1: Perspectives on emotion**

**Students are able to (performance standards):**

	<p>1.1 Explain the biological and cognitive components of emotion.  1.2 Discuss psychological research on basic human emotions.  1.3 Differentiate among theories of emotional experience.</p> <p><b>Content Standard 2: Emotional interpretation and expression</b>  <b>Students are able to (performance standards):</b>  2.1 Explain how biological factors influence emotional interpretation and expression.  2.2 Explain how culture and gender influence emotional interpretation and expression.  2.3 Explain how other environmental factors influence emotional interpretation and expression.</p> <p><b>Content Standard 3: Domains of emotional behavior</b>  <b>Students are able to (performance standards):</b>  3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.  3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.</p>
<b>Materials and Resources</b>	<p><b>Chapters:</b>  9 Learning Principles and Applications  10 Memory and Thought  11 Thinking and Language  12 Motivation and Emotion</p>
<b>Notes</b>	

<p><b>Grade:</b> 9-12  <b>Subject:</b> History of Psychology</p>	<p><b>Unit 5: Adjustment and Breakdown</b></p>
<p><b>Big Idea/Rationale</b></p>	<p><b>Unit Focus:</b> This unit explores mental health, adjustment, and breakdown. It introduces several aspects of physical and mental health.</p>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Define psychological disorders</li> <li>• Explore how psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health</li> <li>• Describe how anxiety disorders are marked by excessive fear, caution, and attempts to avoid anxiety</li> <li>• Explain how dealing with anxiety and stress can bring about somatoform and dissociative disorders in some people</li> <li>• Explain how schizophrenia involves confused and disordered thoughts, and mood disorders involve disturbances in the experience and expressions of depression</li> <li>• Determine how personality disorders and drug addiction prohibit normal relationships and functioning</li> <li>• Describes psychotherapy and its goals</li> <li>• Explain how psychoanalysis is an analysis of the conscious and unconscious mind based on theories of Sigmund Freud, while humanistic therapy is designed to help people reach their own full potential</li> <li>• Describe how cognitive and behavior therapies help clients develop new ways of thinking and behaving</li> <li>• Explain how biological approaches to treatment rely on methods such as medication, electric shock, and surgery to treat patients</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What makes a behavior abnormal?</li> <li>• What is the DSM-IV and how is it utilized?</li> <li>• What are the advantages and disadvantages of categorizing people by the DSM-IV?</li> <li>• How many psychological disorders have been identified?</li> <li>• Are some psychological disorders inherited?</li> <li>• What is anxiety? How can excessive anxiety lead to phobias or panic disorders?</li> <li>• How is perfectionism different from obsessive-compulsive disorder?</li> <li>• Can personality tests be used to diagnose mental disorders?</li> <li>• What is the difference between conversion disorder and hypochondriasis?</li> <li>• How might one recognize if someone is suffering from dissociative identity disorder?</li> <li>• What is the diathesis-stress hypothesis? How does it explain the development of schizophrenia?</li> </ul>

	<ul style="list-style-type: none"> <li>• How common is depression?</li> <li>• Is schizophrenia the same as split personality?</li> <li>• How are addiction, tolerance, and withdrawal related to drug abuse?</li> <li>• What are the three stages of alcoholism?</li> <li>• How do personality disorders differ from other psychological disorders?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<p><b>Unit Focus:</b> This unit explores mental health, adjustment, and breakdown. It introduces several aspects of physical and mental health.</p>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<p><b><u>Standards Area: Psychological Disorders</u></b></p> <p><b>Content Standards</b> <b>After concluding this unit, students understand:</b></p> <ol style="list-style-type: none"> <li>1. Perspectives on abnormal behavior</li> <li>2. Categories of psychological disorders</li> </ol> <p><b>Content Standards With Performance Standards</b> <b>Content Standard 1: Perspectives on abnormal behavior</b> <b>Students are able to (performance standards):</b></p> <ol style="list-style-type: none"> <li>1.1 Define psychologically abnormal behavior.</li> <li>1.2 Describe historical and cross-cultural views of abnormality.</li> <li>1.3 Describe major models of abnormality.</li> <li>1.4 Discuss how stigma relates to abnormal behavior.</li> <li>1.5 Discuss the impact of psychological disorders on the individual, family, and society.</li> </ol> <p><b>Content Standard 2: Categories of psychological disorders</b> <b>Students are able to (performance standards):</b></p> <ol style="list-style-type: none"> <li>2.1 Describe the classification of psychological disorders.</li> <li>2.2 Discuss the challenges associated with diagnosis.</li> <li>2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).</li> <li>2.4 Evaluate how different factors influence an individual’s experience of psychological disorders.</li> </ol> <p><b><u>Standard Area: Treatment of Psychological Disorders</u></b></p> <p><b>Content Standards</b> After concluding this unit, students understand:</p> <ol style="list-style-type: none"> <li>1. Perspectives on treatment</li> <li>2. Categories of treatment and types of treatment providers</li> <li>3. Legal, ethical, and professional issues in the treatment of psychological disorders</li> </ol> <p><b>Content Standards With Performance Standards</b> <b>Content Standard 1: Perspectives on treatment</b> <b>Students are able to (performance standards):</b></p>

	<p>1.1 Explain how psychological treatments have changed over time and among cultures.</p> <p>1.2 Match methods of treatment to psychological perspectives.</p> <p>1.3 Explain why psychologists use a variety of treatment options.</p> <p><b>Content Standard 2: Categories of treatment and types of treatment providers</b></p> <p><b>Students are able to (performance standards):</b></p> <p>2.1 Identify biomedical treatments.</p> <p>2.2 Identify psychological treatments.</p> <p>2.3 Describe appropriate treatments for different age groups.</p> <p>2.4 Evaluate the efficacy of treatments for particular disorders.</p> <p>2.5 Identify other factors that improve the efficacy of treatment.</p> <p>2.6 Identify treatment providers for psychological disorders and the training required for each.</p> <p><b>Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders</b></p> <p><b>Students are able to (performance standards):</b></p> <p>3.1 Identify ethical challenges involved in delivery of treatment.</p> <p>3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).</p>
<p><b>Materials and Resources</b></p>	<p><b>Chapters</b></p> <p>16 Psychological Disorders</p> <p>17 Therapy and Change</p>
<p><b>Notes</b></p>	

<p><b>Grade:</b> 9-12  <b>Subject:</b> History of Psychology</p>	<p><b>Unit 6: Social Psychology</b></p>
<p><b>Big Idea/Rationale</b></p>	<p><b>Unit Focus:</b></p> <ul style="list-style-type: none"> <li>• This unit explores social psychology- an area of psychology in which we seek to explain our own and others’ thoughts, feelings, perceptions, and behaviors. We also try to understand how we are influenced by the presence of and interactions with others</li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of person perception</li> <li>• Describe how attributions affect our explanations of behavior</li> <li>• Identify sources of attitude formation</li> <li>• Assess some methods used to change attitudes</li> <li>• Identify basic social and cultural categories</li> <li>• Discuss how social and cultural categories affect behavior</li> <li>• Describe the effects of the presence of others on individual behavior</li> <li>• Describe how social structure can affect relationships</li> <li>• Explore the nature and effects of bias and discrimination</li> <li>• Describe the circumstances under which conformity and obedience are likely to occur</li> <li>• Discuss the nature of altruism in society</li> <li>• Discuss the significance of aggression</li> <li>• Discuss the factors influencing attraction.</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• How do we study social judgment and attitudes?</li> <li>• What are categories of sociocultural behaviors and attitudes?</li> <li>• How do we perform or behave in the presence of others?</li> <li>• How do we study and classify relationships?</li> <li>• What mechanisms are responsible for social influence?</li> <li>• Why do people help or hurt others?</li> <li>• Is the saying “misery loves company” actually true?</li> <li>• What are the differences among the stimulation value, utility value, and ego-support value?</li> <li>• Is the saying, “beauty is only skin deep” actually true</li> <li>• What are the errors some people make when using shortcuts to attribute behavior?</li> <li>• What are social rules?</li> <li>• What is generational identity?</li> <li>• What is the difference between homogamy and endogamy?</li> <li>• In what ways are liking and loving different?</li> <li>• How is compliance related to conformity?</li> <li>• Is conforming to a group always a negative thing to do?</li> <li>• How does diffusion of responsibility affect individuals in a group?</li> <li>• What is deindividuation and how does it occur?</li> </ul>



	<ul style="list-style-type: none"> <li>• What are three elements of an attitude?</li> <li>• How does culture influence one's attitudes?</li> <li>• How do stereotypes and roles strengthen prejudice?</li> <li>• What is the relationship between attitudes and behavior in counterattitudinal behavior, self-justification, and self-fulfilling prophecy?</li> <li>• How do the boomerang, sleeper, and inoculation effects influence your attitudes?</li> <li>• How does brainwashing work?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<p><b>Unit Focus:</b></p> <ul style="list-style-type: none"> <li>• This unit explores social psychology- an area of psychology in which we seek to explain our own and others' thoughts, feelings, perceptions, and behaviors. We also try to understand how we are influenced by the presence of and interactions with others</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<p><b><u>Standard Area: Social Interactions</u></b></p> <p><b>Content Standards</b>  <b>After concluding this unit, students understand:</b></p> <ol style="list-style-type: none"> <li>1. Social cognition</li> <li>2. Social influence</li> <li>3. Social relations</li> </ol> <p><b>Content Standards With Performance Standards</b></p> <p><b>Content Standard 1: Social cognition</b>  <b>Students are able to (performance standards):</b></p> <ol style="list-style-type: none"> <li>1.1 Describe attributional explanations of behavior.</li> <li>1.2 Describe the relationship between attitudes (implicit and explicit) and behavior.</li> <li>1.3 Identify persuasive methods used to change attitudes.</li> </ol> <p><b>Content Standard 2: Social influence</b>  <b>Students are able to (performance standards):</b></p> <ol style="list-style-type: none"> <li>2.1 Describe the power of the situation.</li> <li>2.2 Describe effects of others' presence on individuals' behavior.</li> <li>2.3 Describe how group dynamics influence behavior.</li> <li>2.4 Discuss how an individual influences group behavior.</li> </ol> <p><b>Content Standard 3: Social relations</b>  <b>Students are able to (performance standards):</b></p> <ol style="list-style-type: none"> <li>3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.</li> <li>3.2 Describe determinants of prosocial behavior.</li> <li>3.3 Discuss influences upon aggression and conflict.</li> <li>3.4 Discuss factors influencing attraction and relationships.</li> </ol>

**Standard Area: Sociocultural Diversity**

**Content Standards**

**After concluding this unit, students understand:**

1. Social and cultural diversity
2. Diversity among individuals

**Content Standards With Performance Standards**

**Content Standard 1: Social and cultural diversity**

**Students are able to (performance standards):**

- 1.1 Define culture and diversity.
- 1.2 Identify how cultures change over time and vary within nations as well as internationally.
- 1.3 Discuss the relationship between culture and conceptions of self and identity.
- 1.4 Discuss psychological research examining race and ethnicity.
- 1.5 Discuss psychological research examining socioeconomic status.
- 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

**Content Standard 2: Diversity among individuals**

**Students are able to (performance standards):**

- 2.1 Discuss psychological research examining gender identity.
- 2.2 Discuss psychological research examining diversity in sexual orientation.
- 2.3 Compare and contrast gender identity and sexual orientation.
- 2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
- 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
- 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
- 2.7 Discuss psychological research examining differences in individual cognitive and physical abilities

**Materials and Resources**

**Notes**