

Course/Grade Level: Academic/Honors Psych

Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
8-10	Intro to Psych/Methods	<p>Perspectives in Psychological Science Content Standards Content Standard 1: Development of psychology as an empirical science Students are able to:</p> <p>1.1 Define psychology as a discipline and identify its goals as a science. 1.2 Describe the emergence of psychology as a scientific discipline. 1.3 Describe perspectives employed to understand behavior and mental processes. 1.4 Explain how psychology evolved as a scientific discipline.</p> <p>Content Standard 2: Major subfields within psychology Students are able to:</p> <p>2.1 Discuss the value of both basic and applied psychological research with human and non-human animals. 2.2 Describe the major subfields of psychology.</p>	<ul style="list-style-type: none"> ● Why study psychology? 1A-1 ● How did psychology form as a field and which theorists are responsible for shaping it? 1A-1 ● How do culture and ethnicity influence human behavior? 1A-1 ● How can various perspectives enhance my understanding of human behavior? With which perspectives do my views most closely align? 1A-1 ● How is psychology considered a science? 1A-3.1

		<p>2.3 Identify the important role psychology plays in benefiting society and improving people’s lives.</p> <p>Research Methods, Measurement, and Statistics Content Standards</p> <p>Content Standard 1: Research methods and measurements used to study behavior and mental processes Students are able to:</p> <p>1.1 Describe the scientific method and its role in psychology.</p> <p>1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</p> <p>1.3 Define systematic procedures used to improve the validity of research findings, such as external validity.</p> <p>1.4 Discuss how and why psychologists use non-human animals in research.</p> <p>Content Standard 2: Ethical issues in research with human and non-human animals Students are able to:</p> <p>2.1 Identify ethical standards</p>	
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		<p>psychologists must address regarding research with human participants.</p> <p>2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.</p> <p>Content Standard 3: Basic concepts of data analysis</p> <p>Students are able to:</p> <p>3.1 Define descriptive statistics and explain how they are used by psychological scientists.</p> <p>3.2 Define forms of qualitative data and explain how they are used by psychological scientists.</p> <p>3.3 Define correlation coefficients and explain their appropriate interpretation.</p> <p>3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods.</p> <p>3.5 Explain other statistical concepts, such as statistical significance and effect size.</p> <p>3.6 Explain how validity and reliability of observations and measurements relate to data analysis.</p>	
<p>8-10</p>	<p>Biological Basis to Behavior</p>	<p>Biological Bases of Behavior Content</p>	<ul style="list-style-type: none"> ● What is the relationship between biology and behavior?

		<p>Standards</p> <p>Content Standard 1: Structure and function of the nervous system in human and non-human animals Students are able to:</p> <p>1.1 Identify the major divisions and subdivisions of the human nervous system.</p> <p>1.2 Identify the parts of the neuron and describe the basic process of neural transmission.</p> <p>1.3 Differentiate between the structures and functions of the various parts of the central nervous system.</p> <p>1.4 Describe lateralization of brain functions.</p> <p>1.5 Discuss the mechanisms of, and the importance of, plasticity of the nervous system.</p> <p>Content Standard 2: Structure and function of the endocrine system Students are able to:</p> <p>2.1 Describe how the endocrine glands are linked to the nervous system.</p> <p>2.2 Describe the effects of hormones on behavior and mental processes.</p> <p>2.3 Describe hormone effects on the immune system.</p>	<ul style="list-style-type: none"> ● How do various brain structures help to control our everyday perceptions, emotions, sensations, and motivations? ● What methods are used to acquire information about the brain? ● What was the significance of Phineas Gage's accident? ● What role do neurotransmitters play in behaviors, motivation, and mood? ●
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		<p>Content Standard 3: The interaction between biological factors and experience Students are able to:</p> <ul style="list-style-type: none"> 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. <p>Content Standard 4: Methods and issues related to biological advances Students are able to:</p> <ul style="list-style-type: none"> 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. <p>Sensation and Perception Content Standards</p> <p>Content Standard 1: The processes of sensation and perception Students are able to:</p> <ul style="list-style-type: none"> 1.1 Discuss processes of sensation and perception and how they interact. 1.2 Explain the concepts of threshold and adaptation. 	
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		<p>Content Standard 2: The capabilities and limitations of sensory processes Students are able to:</p> <p>2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.</p> <p>2.2 Describe the visual sensory system.</p> <p>2.3 Describe the auditory sensory system.</p> <p>2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).</p> <p>Content Standard 3: Interaction of the person and the environment in determining perception Students are able to:</p> <p>3.1 Explain Gestalt principles of perception.</p> <p>3.2 Describe binocular and monocular depth cues.</p> <p>3.3 Describe the importance of perceptual constancies.</p> <p>3.4 Describe perceptual illusions.</p> <p>3.5 Describe the nature of attention.</p> <p>3.6 Explain how experiences and expectations influence perception.</p>	
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<p>6-8</p>	<p>Consciousness and its Variations</p>	<p>Consciousness Content Standards</p> <p>Content Standard 1: The relationship between conscious and unconscious processes Students are able to:</p> <ul style="list-style-type: none"> 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). <p>Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream Students are able to:</p> <ul style="list-style-type: none"> 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. <p>Content Standard 3: Categories of psychoactive drugs and their effects Students are able to:</p> <ul style="list-style-type: none"> 3.1 Characterize the major 	<ul style="list-style-type: none"> ● What are the states of consciousness? ● Why is sleep essential to behavior? ● What occurs during the stages of NREM & REM sleep? ● What are the major sleep disorders, and how do they impact behavior & health? ● What do we dream about? ● Why do we dream & what are the major dream theories?

		<p>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 drugs.</p> <p>Content Standard 4: Other states of consciousness Students are able to:</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>	
<p>10</p>	<p>Learning and Intelligence</p>	<p>Learning Content Standards Content Standard 1: Classical conditioning Students are able to:</p> <p>1.1 Describe the principles of classical conditioning. 1.2 Describe clinical and experimental examples of classical</p>	<ul style="list-style-type: none"> ● How do behavioral psychologists explain human behavior? ● How are human behaviors classically conditioned? ● How can aversive conditioning be effective for eliminating undesirable behaviors? (Is this like <i>A Clockwork Orange</i>? The wording here is strange) ● Is punishment an effective tool for learning?

		<p>conditioning. 1.3 Apply classical conditioning to everyday life.</p> <p>Content Standard 2: Operant conditioning Students are able to:</p> <p>2.1 Describe the Law of Effect. 2.2 Describe the principles of operant conditioning. 2.3 Describe clinical and experimental examples of operant conditioning. 2.4 Apply operant conditioning to everyday life.</p> <p>Content Standard 3: Observational and cognitive learning Students are able to:</p> <p>3.1 Describe the principles of observational and cognitive learning. 3.2 Apply observational and cognitive learning to everyday life.</p>	<ul style="list-style-type: none"> ● What behaviors would most likely be acquired through modeling?
5-7	Motivation and Emotion	<p>Motivation Content Standards Content Standard 1: Perspectives on motivation</p>	<ul style="list-style-type: none"> ● How do psychologists explain the process of emotional acquisition? ● What is the link between emotional arousal and the

		<p>Students are able to:</p> <ul style="list-style-type: none"> 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. <p>Content Standard 2: Domains of motivated behavior in humans and non-human animals</p> <p>Students are able to:</p> <ul style="list-style-type: none"> 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. <p>Emotion Content Standards</p> <p>Content Standard 1: Perspectives on emotion</p> <p>Students are able to:</p> <ul style="list-style-type: none"> 1.1 Explain the biological and 	<p>autonomic nervous systems?</p> <ul style="list-style-type: none"> ● How do emotions activate different physiological, affective, cognitive, and behavioral responses?
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		<p>cognitive components of emotion. 1.2 Discuss psychological research on basic human emotions. 1.3 Differentiate among theories of emotional experience.</p> <p>Content Standard 2: Emotional interpretation and expression Students are able to:</p> <p>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>Content Standard 3: Domains of emotional behavior Students are able to:</p> <p>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</p>	
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		<p>positive emotions, such as happiness.</p>	
<p>8-10</p>	<p>Lifespan Development</p>	<p>LifeSpan Development Content Standards Content Standard 1: Methods and issues in lifespan development Students are able to:</p> <p>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.</p> <p>Content Standard 2: Theories of life span development Students are able to:</p> <p>2.1 Discuss theories of cognitive</p>	<ul style="list-style-type: none"> ● What are some physical changes associated with aging? ● What are the stages of dying, and how are they important to adjusting or accepting death? ● According to different theorists, what stages of development do all human being pass through as they develop? ● How much of my behavior is influenced by nature and nurture? ● How do individuals grow and change physically, emotionally, and intellectually? ● What are the basic tenets of Erikson's theory as they relate to psychosocial development?

		<p>development.</p> <p>2.2 Discuss theories of moral development.</p> <p>2.3 Discuss theories of social development.</p> <p>Content Standard 3: Prenatal development and the newborn Students are able to:</p> <p>3.1 Describe physical development from conception through birth and identify influences on prenatal development.</p> <p>3.2 Describe newborns' reflexes, temperament, and abilities.</p> <p>Content Standard 4: Infancy (i.e., the first two years of life) Students are able to:</p> <p>4.1 Describe physical and motor development.</p> <p>4.2 Describe how infant perceptual abilities and intelligence develop.</p> <p>4.3 Describe the development of attachment and the role of the caregiver.</p> <p>4.4 Describe the development of communication and language.</p> <p>Content Standard 5: Childhood Students are able to:</p>	
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		<p>5.1 Describe physical and motor development.</p> <p>5.2 Describe how memory and thinking ability develops.</p> <p>5.3 Describe social, cultural, and emotional development through childhood.</p> <p>Content Standard 6: Adolescence Students are able to:</p> <p>6.1 Identify major physical changes.</p> <p>6.2 Describe the development of reasoning and morality.</p> <p>6.3 Describe identity formation.</p> <p>6.4 Discuss the role of family and peers in adolescent development.</p> <p>Content Standard 7: Adulthood and aging Students are able to:</p> <p>7.1 Identify major physical changes associated with adulthood and aging.</p> <p>7.2 Describe cognitive changes in adulthood and aging.</p> <p>7.3 Discuss social, cultural, and emotional issues in aging.</p>	
3-5	Personality	Personality Content Standards	<ul style="list-style-type: none"> ● What is personality? ● What are the major schools of

		<p>Content Standard 1: Perspectives on personality Students are able to:</p> <ul style="list-style-type: none"> 1.1 Evaluate psychodynamic theories. 1.2 Evaluate trait theories. 1.3 Evaluate humanistic theories. 1.4 Evaluate social-cognitive theories. <p>Content Standard 2: Assessment of personality Students are able to:</p> <ul style="list-style-type: none"> 2.1 Differentiate personality assessment techniques. 2.2 Discuss the reliability and validity of personality assessment techniques. <p>Content Standard 3: Issues in personality Students are able to:</p> <ul style="list-style-type: none"> 3.1 Discuss biological and situational influences. 3.2 Discuss stability and change. 3.3 Discuss connections to health and work. 3.4 Discuss self-concept. 	<p>personality theory?</p> <ul style="list-style-type: none"> ● What contributions did early psychologists make to understanding personality? ● How does understanding personality theory help us to effectively deal with and understand the world around us and also understand ourselves? ● What are the key features of different types of personality assessments?
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		<p>3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.</p>	
<p>8-10</p>	<p>Disorders and Treatment</p>	<p>Psychological Disorders Content Standards</p> <p>Content Standard 1: Perspectives on abnormal behavior Students are able to:</p> <ul style="list-style-type: none"> 1.1 Define psychologically abnormal behavior. 1.2 Describe historical and cross-cultural views of abnormality. 1.3 Describe major models of abnormality. 1.4 Discuss how stigma relates to abnormal behavior. 1.5 Discuss the impact of psychological disorders on the individual, family, and society. <p>Content Standard 2: Categories of psychological disorders Students are able to:</p> <ul style="list-style-type: none"> 2.1 Describe the classification of psychological disorders. 2.2 Discuss the challenges associated with diagnosis. 2.3 Describe symptoms and causes of major categories of psychological disorders (including 	<ul style="list-style-type: none"> ● time? ● What are various types of treatment of mental illness? (Would be helpful if we cover a few well and leave a few of the details to AP class.) ● What is psychotherapy? ● How do psychologists, clinicians, psychiatrists, therapists work to treat people with mental disorders? ● How do different approaches to psychology influence diagnosis and treatment of psychological disorders? ● What are some common causes of mental illness?

		<p>schizophrenic, mood, anxiety, and personality disorders). 2.4 Evaluate how different factors influence an individual's experience of psychological disorders.</p> <p>Treatment of Psychological Disorders Content Standards</p> <p>Content Standard 1: Perspectives on treatment Students are able to:</p> <p>1.1 Explain how psychological treatments have changed over time and among cultures. 1.2 Match methods of treatment to psychological perspectives. 1.3 Explain why psychologists use a variety of treatment options.</p> <p>Content Standard 2: Categories of treatment and types of treatment providers Students are able to:</p> <p>2.1 Identify biomedical treatments. 2.2 Identify psychological treatments. 2.3 Describe appropriate treatments for different age groups. 2.4 Evaluate the efficacy of treatments for particular disorders.</p>	
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		<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>Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders</p> <p>Students are able to:</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>	
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