

GRADE LEVEL: TWELVE

SUBJECT: PSYCHOLOGY

DATE: 2016-2017

MONTH/GRADING PERIOD: QUARTER 1

MASTER COPY 5-16-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
HISTORY & SCIENTIFIC METHOD					
<p>Discuss the History of Psychology and its Development as an Empirical Science by Understanding the Scientific Method.</p> <ul style="list-style-type: none"> • Psychology Goals 	<p>P.1.1: Define psychology as a discipline and identify its goals as a science.</p>	<ul style="list-style-type: none"> • Define psychology as a discipline. • Identify the goals of psychology as a science. 	<ul style="list-style-type: none"> • Chapter 1 Quiz • Chapter 2 Quiz 	<ul style="list-style-type: none"> • Physiological • Cognitive • Psychology • Basic Science • Applied Science • Scientific Method 	CRITICAL
<ul style="list-style-type: none"> • Methodology of Psychology <ul style="list-style-type: none"> – Past – Present 	<p>P.1.2: Explain the reasons and approaches for studying the methodology of psychology; past and present.</p>	<ul style="list-style-type: none"> • Explain the reasons and approaches for studying the methodology of psychology. <ul style="list-style-type: none"> – Past – Present 	<ul style="list-style-type: none"> • Case Study 	<ul style="list-style-type: none"> • Methodology 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Research Methods <ul style="list-style-type: none"> – Descriptive – Experimental 	<p>P.1.3: Describe the differences between descriptive and experimental research methods.</p>	<ul style="list-style-type: none"> • Describe the differences between descriptive and experimental research methods. 		<ul style="list-style-type: none"> • Sample • Naturalistic Observation • Case Study • Survey • Longitudinal Study • Cross-Sectional Study • Correlation • Hypothesis 	CRITICAL
<ul style="list-style-type: none"> • Variables <ul style="list-style-type: none"> – Independent – Dependent • Groups <ul style="list-style-type: none"> – Experimental – Control 	<p>P.1.4: Explain the interaction among independent and dependent variables as well as the difference between experimental and control groups.</p>	<ul style="list-style-type: none"> • Explain the interaction among independent and dependent variables. • Explain the difference between experimental and control groups. 		<ul style="list-style-type: none"> • Variable • Experimental Group • Control Group 	CRITICAL
<ul style="list-style-type: none"> • Research <ul style="list-style-type: none"> – Scientific – Nonscientific 	<p>P.1.5: Distinguish between scientific and nonscientific research.</p>	<ul style="list-style-type: none"> • Distinguish between scientific and nonscientific research. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Ethical Guidelines <ul style="list-style-type: none"> – Human Subjects – Non-human Subjects 	<p>P.1.6: Describe the key concepts of the ethical guidelines applied by the American Psychological Association regarding the use of human and non-human animal subjects.</p>	<ul style="list-style-type: none"> • Describe the key concepts of the ethical guidelines applied by the American Psychological Association regarding the use of human subjects. • Describe the key concepts of the ethical guidelines applied by the American Psychological Association regarding the use of non-human animal subjects. 		<ul style="list-style-type: none"> • Single-Blind Experiment • Double-Blind Experiment • Placebo Effect 	CRITICAL
<ul style="list-style-type: none"> • Research Strategies <ul style="list-style-type: none"> – Qualitative – Quantitative 	<p>P.1.7: Describe the differences between quantitative and qualitative research strategies.</p>	<ul style="list-style-type: none"> • Describe the difference between quantitative and qualitative research strategies. 		<ul style="list-style-type: none"> • Statistics • Descriptive Statistics • Frequency Distribution • Normal Curve • Central Tendency • Variance • Standard Deviation 	CRITICAL
<ul style="list-style-type: none"> • Correlational Coefficients 	<p>P.1.8: Define correlation coefficients and explain their appropriate interpretation.</p>	<ul style="list-style-type: none"> • Define correlation coefficients. • Explain the appropriate interpretation of correlation coefficients. 		<ul style="list-style-type: none"> • Correlation Coefficient • Inferential Statistics 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Modern Day Perspectives <ul style="list-style-type: none"> – Psychoanalytic – Behavioral – Humanistic – Cognitive – Psychobiology – Sociocultural 	<p>P.1.9: Analyze human behavior from modern day perspectives in psychology.</p>	<ul style="list-style-type: none"> • Analyze human behavior from modern day perspectives in psychology. 		<ul style="list-style-type: none"> • Psychoanalyst • Behaviorist • Humanist • Cognitivist • Psychobiologist 	CRITICAL
BIOLOGICAL BASES OF BEHAVIOR					
<p>The Structure, Biochemistry and Circuitry of the Brain and the Nervous System.</p> <ul style="list-style-type: none"> • Major Regions of the Brain <ul style="list-style-type: none"> – Forebrain – Hindbrain – Midbrain – Four Lobes 	<p>P.2.1: Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes.</p>	<ul style="list-style-type: none"> • Describe the structure of the major regions of the brain. • Describe the function of the major regions of the brain. <ul style="list-style-type: none"> – Forebrain – Hindbrain – Midbrain – Four lobes. 	<ul style="list-style-type: none"> • Chapter 6 Quiz 	<ul style="list-style-type: none"> • Hindbrain • Midbrain • Forebrain • Lobes 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Left and Right Hemispheres <ul style="list-style-type: none"> – Vision – Motor – Language 	<p>P.2.2: Compare and contrast between the left and right hemispheres of the brain and identify how vision, motor, language and other functions are regulated by each hemisphere.</p>	<ul style="list-style-type: none"> • Compare between the left and right hemispheres of the brain. • Contrast between the left and right hemispheres of the brain. • Identify how vision, motor, language and other functions are regulated by each hemisphere. 	<ul style="list-style-type: none"> • Case Study 	<ul style="list-style-type: none"> • Frontal Lobe • Parietal Lobe • Occipital Lobe • Temporal Lobe 	CRITICAL
<ul style="list-style-type: none"> • Neuron • Neural Transmission 	<p>P.2.3: Describe the structure and function of the neuron and describe the basic process of neural transmission.</p>	<ul style="list-style-type: none"> • Describe the structure of the neuron. • Describe the function of the neuron. • Describe the basic process of neural transmission. 		<ul style="list-style-type: none"> • Central Nervous System • Spinal Cord • Peripheral Nervous System • Neurons • Synapse • Somatic Nervous System • Autonomic Nervous System 	CRITICAL
<ul style="list-style-type: none"> • Brain Study 	<p>P.2.4: Compare and contrast the methods for studying the brain.</p>	<ul style="list-style-type: none"> • Compare the methods for studying the brain. • Contrast the methods for studying the brain. 		<ul style="list-style-type: none"> • Electroencephalograph • Computerized Axial Tomography • Positron Emission Topography • Magnetic Resonance Imaging 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Divisions and Subdivisions of the Nervous System 	<p>P.2.5: Identify the major divisions and subdivisions of the nervous system and describe how they function.</p>	<ul style="list-style-type: none"> • Identify the major divisions and subdivisions of the nervous system. • Describe how the major divisions and subdivisions of the nervous system function. 	<ul style="list-style-type: none"> • Case Study 		CRITICAL
<ul style="list-style-type: none"> • Endocrine System 	<p>P.2.6: Analyze the structure and function of the endocrine system and its effect on human behavior.</p>	<ul style="list-style-type: none"> • Analyze the structure of the endocrine system and its effect on human behavior. • Analyze the function of the endocrine system and its effect on human behavior. • Analyze the effect of the endocrine system on human behavior. 		<ul style="list-style-type: none"> • Endocrine System • Hormones • Pituitary Gland 	CRITICAL
<ul style="list-style-type: none"> • Neurotransmitters 	<p>P.2.7: Compare and contrast the effect of neurotransmitters on human behavior.</p>	<ul style="list-style-type: none"> • Compare the effect of neurotransmitters on human behavior. • Contrast the effect of neurotransmitters on human behavior. 		<ul style="list-style-type: none"> • Neurotransmitters 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
DEVELOPMENT					
The Process of How Humans Grow, Learn, and Adapt to Their Environment. <ul style="list-style-type: none"> • Prenatal Development • Post-natal Development 	P.3.1: Explain the role of prenatal and post-natal development on human development.	<ul style="list-style-type: none"> • Explain the role of prenatal development on human development. • Explain the role of post-natal development on human development. 	<ul style="list-style-type: none"> • Chapter 3 quiz • Chapter 4 Quiz • Chapter 5 Quiz • “Genie” Case-Study 	<ul style="list-style-type: none"> • Developmental Psychology 	CRITICAL
<ul style="list-style-type: none"> • Developments of Infants <ul style="list-style-type: none"> – Physical – Motor – Perceptual 	P.3.2: Explain the physical, motor, and perceptual development of infants.	<ul style="list-style-type: none"> • Explain the physical development of infants. • Explain the motor development of infants. • Explain the perceptual developments of infants. 		<ul style="list-style-type: none"> • Grasping Reflex • Rooting Reflex • Telegraphic Speech 	CRITICAL
<ul style="list-style-type: none"> • Developments of Children <ul style="list-style-type: none"> – Physical – Motor – Cognitive 	P.3.3: Understand the physical, motor and cognitive development of children.	<ul style="list-style-type: none"> • Understand the physical development of children. • Understand the motor development of children. • Understand the cognitive development of children. 	<ul style="list-style-type: none"> • Erikson and Kohlberg Skits 	<ul style="list-style-type: none"> • Schemas • Assimilation • Accommodation • Object Permanence • Representational Thought • Conservation • Egocentric • Imprinting • Critical Period 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Developments of Adolescents <ul style="list-style-type: none"> – Physical – Cognitive – Moral 	<p>P.3.4: Describe the physical, cognitive, and moral changes that occur during adolescence.</p>	<ul style="list-style-type: none"> • Describe the physical changes that occur during adolescence. • Describe the cognitive changes that occur during adolescence. • Describe the moral changes that happen during adolescence. 		<ul style="list-style-type: none"> • Initiation Rites • Puberty • Menarche • Spermarche • Asynchrony • Rationality • Identity Crisis • Social Learning Theory • Clique • Conformity • Anorexia Nervosa • Bulimia Nervosa 	CRITICAL
<ul style="list-style-type: none"> • Developments of Adults <ul style="list-style-type: none"> – Physical – Cognitive – Social Issues 	<p>P.3.5: Understand the major physical, cognitive, and social issues that accompany adulthood and aging.</p>	<ul style="list-style-type: none"> • Understand the major physical issues that accompany adulthood and aging. • Understand the major cognitive issues that accompany adulthood and aging. • Understand the major social issues that accompany adulthood and aging. 		<ul style="list-style-type: none"> • Menopause • Generativity • Stagnation • Decremental Model of Aging • Ageism • Senile Dementia • Alzheimer’s Disease • Thanatology • Hospice 	CRITICAL
<ul style="list-style-type: none"> • Nature vs. Nurture 	<p>P.3.6: Explain how nature and nurture influence human development.</p>	<ul style="list-style-type: none"> • Explain how nurture influences human development. • Explain how nature influences human development. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Developmental Theories 	<p>P.3.7: Describe the theories of various developmental psychologists.</p>	<ul style="list-style-type: none"> • Describe the theories of various developmental psychologists. 			CRITICAL
COGNITION					
<p>How Organisms Adapt to Their Environment Through Learning, Information Processing, and Memory.</p> <ul style="list-style-type: none"> • Operant Conditioning • Classical Conditioning • Observational Learning 	<p>P.4.1: Explain the process of learning, including principles of operant, classical, and observational.</p>	<ul style="list-style-type: none"> • Explain the process of learning. <ul style="list-style-type: none"> – Operant – Classical – Observational 	<ul style="list-style-type: none"> • Chapter 9 Quiz • Chapter 11 Quiz • Interval/Ratio Schedules 	<ul style="list-style-type: none"> • Classical Conditioning • Neutral Stimulus • Unconditioned Stimulus • Unconditioned Response • Conditioned Stimulus • Conditioned Response • Generalization • Discrimination • Extinction • Operant Conditioning • Reinforcement • Primary Reinforcer • Secondary Reinforcer • Fixed-Ratio Schedule • Variable-Ratio Schedule • Fixed-Interval Schedule • Variable-Interval Schedule • Shaping • Response Chain • Aversive Control 	CRITICAL

				<ul style="list-style-type: none">• Negative Reinforcement• Escape Conditioning• Avoidance Conditioning• Social Learning• Cognitive Learning• Cognitive Map	
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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	P.4.2: Differentiate between learning, reflexes, and fixed-action patterns.	<ul style="list-style-type: none"> Differentiate between learning, reflexes, and fixed-action patterns. 			IMPORTANT
<ul style="list-style-type: none"> Learned Helplessness 	P.4.3: Explain the concept of learned helplessness.	<ul style="list-style-type: none"> Explain the concept of learned helplessness. 		<ul style="list-style-type: none"> Latent Learning Learned Helplessness 	CRITICAL
<ul style="list-style-type: none"> Memory Processes <ul style="list-style-type: none"> Encoding Storage Retrieval 	P.4.4: Describe the processes of memory, including encoding, storage, and retrieval.	<ul style="list-style-type: none"> Describe the processes of memory: <ul style="list-style-type: none"> Encoding Storage Retrieval 	<ul style="list-style-type: none"> Chapter 10 Quiz Case Study: Clive Wearing 	<ul style="list-style-type: none"> Memory Encoding Storage Retrieval Chunking Semantic Memory Episodic Memory Declarative Memory Procedural Memory 	CRITICAL
<ul style="list-style-type: none"> Memory Stages <ul style="list-style-type: none"> Sensory Short-Term Long-Term 	P.4.5: Differentiate between the three different stages of memory, including sensory, short-term, and long-term.	<ul style="list-style-type: none"> Differentiate between the three different stages of memory: <ul style="list-style-type: none"> Sensory Short-Term Long-Term 		<ul style="list-style-type: none"> Sensory Memory Short-Term Memory Long-Term Memory Recognition Recall 	CRITICAL
<ul style="list-style-type: none"> Memory Interference 	P.4.6: Identify the factors that interfere with memory.	<ul style="list-style-type: none"> Identify the factors that interfere with memory. 		<ul style="list-style-type: none"> Decay Interference 	CRITICAL
<ul style="list-style-type: none"> Memory Improvement 	P.4.7: Discuss various strategies that can be used to improve memory.	<ul style="list-style-type: none"> Discuss various strategies that can be used to improve memory. 		<ul style="list-style-type: none"> Elaborative Rehearsal Mnemonic Devices 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	P.4.8: Compare and contrast between explicit and implicit memory.	<ul style="list-style-type: none"> • Compare explicit and implicit memory. • Contrast between explicit and implicit memory. 			IMPORTANT
	P.4.9: Discuss the obstacles and strategies involved in problem solving.	<ul style="list-style-type: none"> • Discuss the obstacles involved in problem solving. • Discuss the strategies involved in problem solving. 	<ul style="list-style-type: none"> • Chapter 11 Quiz 	<ul style="list-style-type: none"> • Thinking • Image • Symbol • Concept • Prototype • Rule • Metacognition • Algorithm • Heuristic • Mental Set • Functional Fixedness • Creativity • Flexibility • Recombination • Insight 	CRITICAL
<ul style="list-style-type: none"> • Key Learning Psychologists <ul style="list-style-type: none"> – Pavlov – Skinner – Chomsky 	P.4.10: Identify key psychologists in the fields of learning and cognition and explain the impact of their contributions.	<ul style="list-style-type: none"> • Identify key Psychologists in the fields of learning and cognition. • Explain the impact of their contributions. 		<ul style="list-style-type: none"> • Language • Phoneme • Morpheme • Syntax • Semantics 	CRITICAL
	P.4.11: Describe language development in humans.	<ul style="list-style-type: none"> • Describe language development in humans. 			ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES					
Read and Comprehend <ul style="list-style-type: none"> • History/Social Studies Texts • Write Effectively For a Variety of Discipline-Specific Tasks 	LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> • Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. • Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. 			CRITICAL
<ul style="list-style-type: none"> • Write Routinely <ul style="list-style-type: none"> – Variety of Time Frames – Range of Discipline-Specific Tasks, Purposes, and Audiences 	LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. 			CRITICAL

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PERSONALITY, ASSESSMENT, AND STRESS					
<p>Personality is the Distinctive and Relatively Stable Pattern of Behaviors, Thoughts, Motives, and Emotions.</p> <ul style="list-style-type: none"> • Major Psychologists <ul style="list-style-type: none"> – Sigmund Freud – Carl Jung – Alfred Adler – B.F. Skinner – Albert Bandura – Abraham Maslow – Carl Rogers – Gordon Allport – Hans Eysenck 	<p>P.5.1: Identify the major psychologists involved in the study of personality and describe the main characteristics of their theories.</p>	<ul style="list-style-type: none"> • Identify the major psychologists involved in the study of personality. • Describe the main characteristics of their theories. 	<ul style="list-style-type: none"> • Chapter 13 Quiz • Chapter 14 Quiz • Chapter 15 Quiz • Case Study 	<ul style="list-style-type: none"> • Personality • Unconscious • Id • Ego • Superego • Defense Mechanisms • Collective Unconscious • Archetype • Inferiority Complex • Behaviorism • Contingencies of Reinforcement • Humanistic Psychology • Self-Actualization • Self • Positive Regard • Conditions of Worth • Unconditional Positive Regard • Trait • Extrovert • Introvert 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Techniques and Examples of Personality Assessment <ul style="list-style-type: none"> – Objective – Projective 	<p>P.5.2: Distinguish between objective and projective techniques of personality assessment and give examples of each.</p>	<ul style="list-style-type: none"> • Distinguish between Objective and Projective techniques of personality assessment. • Give examples of objective and projective techniques of personality assessment. 	<ul style="list-style-type: none"> • Psychological Test • Group Project 	<ul style="list-style-type: none"> • Reliability • Validity • Percentile System • Norms • Intelligence • Two-Factor Theory • Triarchic Theory • Emotional Intelligence • IQ • Heritability • Cultural Bias • Aptitude Test • Achievement Test • Interest Inventory • Personality Test • Objective Test • Projective Test 	CRITICAL
	<p>P.5.3: Distinguish between stress and distress.</p>	<ul style="list-style-type: none"> • Distinguish between stress and distress. 		<ul style="list-style-type: none"> • Stress • Stressor • Stress Reaction • Distress • Eustress • Anxiety • Anger • Fear 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Environmental Factors 	<p>P.5.4: Identify environmental factors that lead to stress.</p>	<ul style="list-style-type: none"> • Identify environmental factors that lead to stress. 		<ul style="list-style-type: none"> • Social Support • Cognitive Appraisal • Denial • Meditation 	CRITICAL
<ul style="list-style-type: none"> • General Adaptation Syndrome – Hans Selye 	<p>P.5.5: Explain Hans Selye’s General Adaptation Syndrome (GAS).</p>	<ul style="list-style-type: none"> • Explain Hans Selye’s General Adaptation Syndrome (GAS). 		<ul style="list-style-type: none"> • General Adaptation Syndrome • Alarm Stage • Resistance Stage • Exhaustion Stage 	CRITICAL
<ul style="list-style-type: none"> • Influence on Personality Development <ul style="list-style-type: none"> – Culture – Family – Genetics • Psychologist view of Personality Development <ul style="list-style-type: none"> – Culture – Family – Genetics 	<p>P.5.6: Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each.</p>	<ul style="list-style-type: none"> • Evaluate the influences of culture on personality development. • Evaluate the influences of family on personality development. • Evaluate the influences of genetics on personality development. • Identify the psychologists associated with personality development. <ul style="list-style-type: none"> – Cultural – Family – Genetics 		<ul style="list-style-type: none"> • Social Cognitive Theory • Self-Efficacy 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
ABNORMAL PSYCHOLOGY					
<p>The Common Characteristics of Abnormal Behavior as Well as the Influence Culture Has on That Definition. Identify Major Theories and Categories of Abnormal Behavior. The Characteristics of Effective Treatment and Prevention of Abnormal Behaviors.</p> <ul style="list-style-type: none"> • Abnormal Behavior Characteristics 	<p>P.6.1: Describe the common characteristics of abnormal behavior.</p>	<ul style="list-style-type: none"> • Describe the common characteristics of abnormal behavior. 	<ul style="list-style-type: none"> • Chapter 16 Quiz • Chapter 17 Quiz • Case Study 	<ul style="list-style-type: none"> • Normality • Abnormality • Mental Illness • Mental Health 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Cultural and Historical Influences on Abnormal Behavior 	<p>P.6.2: Explain how both cultural and historical influences have affected the definition of abnormal behavior</p>	<ul style="list-style-type: none"> • Explain how cultural influences have affected the definition of abnormal behavior. • Explain how historical influences have affected the definition of abnormal behavior. 			IMPORTANT
<ul style="list-style-type: none"> • Theories of Abnormality <ul style="list-style-type: none"> – Psychoanalytic – Humanistic – Cognitive – Behavioral 	<p>P.6.3: Identify and describe the theories of abnormality.</p>	<ul style="list-style-type: none"> • Identify the theories of abnormality. • Describe the theories of abnormality. 		<ul style="list-style-type: none"> • Psychoanalytic • Humanistic • Cognitive • Behavioral 	CRITICAL
<ul style="list-style-type: none"> • Categories of Abnormal Behavior <ul style="list-style-type: none"> – Anxiety Disorders – Somatoform Disorders – Dissociative Disorders – Schizophrenia – Mood Disorders – Personality Disorders 	<p>P.6.4: Discuss major categories of abnormal behavior and distinguish which disorders fit under which categories – <i>DSM-IV/DSM-V</i>.</p>	<ul style="list-style-type: none"> • Discuss major categories of abnormal behavior. • Distinguish which disorders fit under which categories - <i>DSM-IV/DSM-V</i>. 		<ul style="list-style-type: none"> • Anxiety • Phobia • Panic Disorder • PTSD • Somatoform Disorder • Conversion Disorder • Dissociative Disorder • Schizophrenia • Delusions • Hallucinations • Major Depressive Disorder • Bipolar Disorder • Personality Disorders • Antisocial Personality Disorder 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Treatment for People with Psychological Disorders 	<p>P.6.5: Describe availability and appropriateness of various modes of treatment and prevention for people with psychological disorders.</p>	<ul style="list-style-type: none"> Describe availability of various modes of treatment and prevention for people with psychological disorders. Describe appropriateness of various modes of treatment and prevention for people with psychological disorders. 		<ul style="list-style-type: none"> Psychotherapy Psychoanalysis Free Association Humanistic Therapy Client-Centered Therapy Behavior Modification Cognitive-Behavioral Therapy Drug Therapy Electroconvulsive Therapy Psychosurgery 	CRITICAL
<p>SOCIO-CULTURAL DIMENSIONS OF BEHAVIOR</p>					
<p>The Socio-Cultural Dimensions of Behavior Including Conformity, Obedience, Perception, and Attitudes.</p> <ul style="list-style-type: none"> Social Norms 	<p>P.7.1: Understand and identify social norms and how they differ across cultures.</p>	<ul style="list-style-type: none"> Understand social norms and how they differ across cultures. Identify social norms and how they differ across cultures. 	<ul style="list-style-type: none"> Chapter 18 Quiz Chapter 19 Quiz Chapter 20 Quiz 	<ul style="list-style-type: none"> Social Psychology Social Cognition Physical Proximity Stimulation Value Utility Value Ego-Support Value Complementarity 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Development of Perceptions and Attitudes 	<p>P.7.2: Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor- observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance.</p>	<ul style="list-style-type: none"> • Explain how perceptions and attitudes develop. <ul style="list-style-type: none"> – Attribution Theory – Fundamental Attribution Error – Actor-Observer Bias – Central Route of Persuasion – Peripheral Route of Persuasion – Cognitive Dissonance 		<ul style="list-style-type: none"> • Primacy Effect • Stereotype • Attribution Theory • Fundamental Attribution Error • Actor-Observer Bias • Self-Serving Bias • Nonverbal Communication 	CRITICAL
<ul style="list-style-type: none"> • Conformity, Nonconformity, and Obedience 	<p>P.7.3: Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance.</p>	<ul style="list-style-type: none"> • Analyze the studies that lead to current understandings of conformity. • Analyze the studies that lead to current understandings of obedience. • Analyze the studies that lead to current understandings of nonconformity. • Analyze the studies that lead to current understandings of compliance. 	<ul style="list-style-type: none"> • Case Study (Asch and Milgram experiments) 	<ul style="list-style-type: none"> • Conformity • Obedience • Nonconformity • Compliance 	CRITICAL
<ul style="list-style-type: none"> • Group Think and Group Polarization 	<p>P.7.4: Explain the concepts of groupthink and group polarization.</p>	<ul style="list-style-type: none"> • Explain the concept of groupthink. • Explain the concept of group polarization. 		<ul style="list-style-type: none"> • Groupthink • Group Polarization 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Conflict and Conflict Resolution 	<p>P.7.5: Discuss the various types of conflict and the processes involved in conflict resolution.</p>	<ul style="list-style-type: none"> • Discuss the various types of conflict. • Discuss the processes involved in conflict resolution. 		<ul style="list-style-type: none"> • Aggression • Catharsis • Altruism • Diffusion of Responsibility • Bystander Effect • Social Loafing • Deindividuation 	CRITICAL
<ul style="list-style-type: none"> • Stereotypes • Prejudice • Discrimination 	<p>P.7.6: Explain how stereotypes, prejudice, and discrimination influence behavior.</p>	<ul style="list-style-type: none"> • Explain how stereotypes influence behavior. • Explain how prejudice influences behavior. • Explain how discrimination influences behavior. 		<ul style="list-style-type: none"> • Prejudice • Discrimination • Persuasion • Boomerang Effect • Sleeper Effect • Inoculation Effect • Brainwashing 	CRITICAL
PSYCHOLOGICAL THINKING					
<p>How to Think Like a Psychologist and the Critical Thinking Skills Needed in the Life of a Psychologist.</p> <ul style="list-style-type: none"> • Critical Thinking 	<p>P.8.1: Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation.</p>	<ul style="list-style-type: none"> • Understand the six steps in critical thinking; <ul style="list-style-type: none"> – Knowledge – Comprehension – Application – Analysis – Synthesis – Evaluation 	<ul style="list-style-type: none"> • Chapter 21 Quiz 	<ul style="list-style-type: none"> • Forensic Psychology • Industrial/Organizational Psychology • Sports Psychology • Visualization 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Landmark Experiments in Psychology 	<p>P.8.2: Locate and analyze primary sources of landmark experiments in psychology and other counter arguments.</p>	<ul style="list-style-type: none"> Locate primary sources of landmark experiments in psychology and other counter arguments. Analyze primary sources of landmark experiments in psychology and other counter arguments. 			IMPORTANT
<ul style="list-style-type: none"> Research Design 	<p>P.8.3: Construct a testable hypothesis and apply the principles of research design to an appropriate experiment.</p>	<ul style="list-style-type: none"> Construct a testable hypothesis for an appropriate experiment. Apply the principles of research design to an appropriate experiment. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES					
Read and Comprehend <ul style="list-style-type: none"> • History/Social Studies Texts • Write Effectively For a Variety of Discipline-Specific Tasks 	LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> • Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. • Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. 			CRITICAL
<ul style="list-style-type: none"> • Write Routinely <ul style="list-style-type: none"> – Variety of Time Frames – Range of Discipline-Specific Tasks, Purposes, and Audiences 	LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. 			CRITICAL