Curriculum Map: Psychology
Course: Psychology Sub-topic: Psychology

Grade(s): 11 to 12

Course Description:

This course is designed to provide an introductory study of basic Psychology, particularly to prepare a potential social science leaning undergraduate with a basic foundation of Psychology. Students will investigate theories, topics, and applications in the field of psychology across biological, cognitive, social, developmental and clinical areas. Students learn to identify ways in which the science of psychology affects everyday lives and gain knowledge in multiple areas of psychology. The course will highlight connections among different areas of psychology and identify ways in which different perspectives contribute to a fuller understanding of human behavior.

Essential Questions:

Students will investigate theories, topics, and applications in the field of psychology across biological, cognitive, social, developmental and clinical areas.

Students will learn to identify ways in which the science of psychology affects everyday lives and gain knowledge in multiple areas of psychology.

Analyze and make connections among different theories of psychology.

Identify ways in which different perspectives and theories contribute to a fuller understanding of human behavior.

Identify ways in which different perspectives and theories contribute to a fuller understanding of scientific research and application.

Course Textbooks, Workbooks, Materials Citations:

OpenStax Text: https://openstax.org/details/books/psychology-2e

CSD Approved Psychology Text (pdf available on Canvas LMS CASH Book Shelf)

Guest Speakers - District Approved

APA Psych Intro Canvas Commons resources (available in Canvas LMS)

https://www.apa.org/

Resources:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

Podcast Listing Google Sheets Podcast List

American Psychological Association https://www.apa.org/

APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons

Course Interdisciplinary Connections:

Biology: Brain Development/Functions, Evolutionary Patterns of Human Development, Scientific Theory/Testing, Clinical Research Methods

Family & Consumer Science: Child Development, Family Units/Structures

Course Notes:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit: Introduction of Psychology

Timeline: Week 1 to 4

Unit Description: Course introduction and basic summary of Psychology: including History of discipline, 7 Psychological Perspectives, current application and research of discipline, and careers within the discipline.

Unit Essential Questions:

What are Social Sciences?

What do Psychologist do as a career?

Why is this an important field of study?

What are the 7 Psychological Perspectives? Describe their differences?

Can you connect your life experiences (things you've seen, heard, or experienced first-hand) to Psychological research, findings, and theories?

Why is Research important in the field of Psychology?

Unit Big Ideas:

- Define Psychology.
- Understand the merits of an education in psychology.
- Understand the importance of Wundt and James in the development of psychology.
- Identify and appreciate Freud’s influence on the field of psychology.
- Understand and describe the basic tenets of Gestalt psychology.
- Appreciate the important role that behaviorism played in psychology’s history.
- Understand basic tenets of humanism.
- Understand how the cognitive revolution shifted psychology’s focus back to the mind.
- Demonstrate familiarity with some of the major concepts or important figures in each of the described areas of psychology.
- Understand educational requirements, demands, and options for careers in academic settings.

Unit Materials:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit Assignments:

Lesson	Objective	Standards	Assessment	Resources

Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/Tiered Questioning Station/Hands on Practice Activities APA Journal/Primary Source article reading/ discussion Case Study viewing/discussion/summary Review Videos/Clips District Approved Guest Speaker(s)	See General Curriculum Map Individual Unit/Topic Objectives. APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons 	https://www.apa.org/education-career/k12/national-standards https://www.apa.org/education-career/k12/psychology-curricula.pdf https://www.apa.org/education-career/k12/national-standards-summary.pdf	Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/ reflections	See General Curriculum Map Resources Listing

Unit Key Terminology & Definitions:

American Psychological Association (APA)
professional organization representing psychologists in the United States

behaviorism
focus on observing and controlling behavior

biopsychology
study of how biology influences behavior

biopsychosocial model
perspective that asserts that biology, psychology, and social factors interact to determine an individual’s health

clinical psychology
area of psychology that focuses on the diagnosis and treatment of psychological disorders and other problematic patterns of behavior

cognitive psychology
study of cognitions, or thoughts, and their relationship to experiences and actions

counseling psychology
area of psychology that focuses on improving emotional, social, vocational, and other aspects of the lives of psychologically healthy individuals

developmental psychology
scientific study of development across a lifespan

empirical method
method for acquiring knowledge based on observation, including experimentation, rather than a method based only on forms of logical argument or previous authorities

forensic psychology
area of psychology that applies the science and practice of psychology to issues within and related to the justice system

functionalism
focused on how mental activities helped an organism adapt to its environment

humanism
perspective within psychology that emphasizes the potential for good that is innate to all humans

introspection
process by which someone examines their own conscious experience in an attempt to break it into its component parts

ology
suffix that denotes “scientific study of”

personality psychology
study of patterns of thoughts and behaviors that make each individual unique

personality trait
consistent pattern of thought and behavior

PhD
(doctor of philosophy) doctoral degree conferred in many disciplinary perspectives housed in a traditional college of liberal arts and sciences

postdoctoral training program
allows young scientists to further develop their research programs and broaden their research skills under the supervision of other professionals in the field

psychoanalytic theory
focus on the role of the unconscious in affecting conscious behavior

psychology
scientific study of the mind and behavior

PsyD
(doctor of psychology) doctoral degree that places less emphasis on research-oriented skills and focuses more on application of psychological principles in the clinical context

sport and exercise psychology
area of psychology that focuses on the interactions between mental and emotional factors and physical performance in sports, exercise, and other activities

structuralism
understanding the conscious experience through introspection

Resources:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

STANDARDS: **STANDARDS**

NATIONAL: APA – National Standards for High School Psychology Curricula (2011)

AP.C.1 (Advanced)	Career options	
AP.C.1.1 (Advanced)	Identify careers in psychological science and practice	
AP.C.1.2 (Advanced)	Identify careers related to psychology	
AP.C.2 (Advanced)	Educational requirements	
AP.C.2.1 (Advanced)	Identify degree requirements for psychologists and psychology-related careers	
AP.C.2.2 (Advanced)	Identify resources to help select psychology programs for further study	
AP.C.3 (Advanced)	Vocational applications of psychological science	
BP.A.1 (Advanced)	Structure and function of the nervous system in human and non-human animals	
SI.A.1 (Advanced)	Development of psychology as an empirical science	
SI.A.1.1 (Advanced)	Define psychology as a discipline and identify its goals as a science	
SI.A.1.2 (Advanced)	Describe the emergence of psychology as a scientific discipline	
SI.A.1.3 (Advanced)	Describe perspectives employed to understand behavior and mental processes	
SI.A.1.4 (Advanced)	Explain how psychology evolved as a scientific discipline	

SI.A.2 (Advanced)	Major subfields within psychology	
SI.A.2.1 (Advanced)	Discuss the value of both basic and applied psychological research with human and non-human animals	
SI.A.2.2 (Advanced)	Describe the major subfields of psychology	
SI.A.2.3 (Advanced)	Identify the important role psychology plays in benefiting society and improving people's lives	
SI.B.1 (Advanced)	Research methods and measurements used to study behavior and mental processes	
SI.B.1.1 (Advanced)	Describe the scientific method and its role in psychology	
SI.B.1.2 (Advanced)	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods	
SI.B.1.3 (Advanced)	Define systematic procedures used to improve the validity of research findings, such as external validity	
SI.B.1.4 (Advanced)	Discuss how and why psychologists use non-human animals in research	
SI.B.2 (Advanced)	Ethical issues in research with human and non-human animals	
SI.B.2.1 (Advanced)	Identify ethical standards psychologists must address regarding research with human participants	
SI.B.2.2 (Advanced)	Identify ethical guidelines psychologists must address regarding research with non-human animals	
SI.B.3 (Advanced)	Basic concepts of data analysis	
SI.B.3.1 (Advanced)	Define descriptive statistics and explain how they are used by psychological scientists	
SI.B.3.2 (Advanced)	Define forms of qualitative data and explain how they are used by psychological scientists	
SI.B.3.3 (Advanced)	Define correlation coefficients and explain their appropriate interpretation	
SI.B.3.4 (Advanced)	Interpret graphical representations of data as used in both quantitative and qualitative methods	
SI.B.3.5 (Advanced)	Explain other statistical concepts, such as statistical significance and effect size	
SI.B.3.6 (Advanced)	Explain how validity and reliability of observations and measurements relate to data analysis	

Topic: Meaning of Psychology/Use of discipline

Core Lesson Description: Identify a general definition of Psychology and review of basic scientific methodologies and application to the field of Psychology.

Core Lesson Student Learning Objectives:

- Define psychology
- Understand the merits of an education in psychology

Core Lesson Essential Questions:

What are Social Sciences?

What do Psychologist DO?

Why is this an important field of study?

Core Lesson Big Ideas:

- Define psychology
- Understand the merits of an education in psychology

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: History of Psychology & Approaches/Perspectives (Major field contributors)

Core Lesson Description: Familiarize students with a background of the development and recognition of Psychology as a reputable field of study.

Identify the key sub disciplines of Psychology, as well as the notable and important people within those sub disciplines.

Core Lesson Student Learning Objectives:

- Understand the importance of Wundt and James in the development of psychology
- Appreciate Freud's influence on psychology
- Understand the basic tenets of Gestalt psychology
- Appreciate the important role that behaviorism played in psychology's history
- Understand basic tenets of humanism
- Understand how the cognitive revolution shifted psychology's focus back to the mind
- Demonstrate familiarity with some of the major concepts or important figures in each of the described areas of psychology.

Core Lesson Essential Questions:

What are the 7 Psychological Perspectives? Describe their differences.

Core Lesson Big Ideas:

- Understand the importance of Wundt and James in the development of psychology
- Appreciate Freud's influence on psychology
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Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

See Unit Terminology Listing

Topic: Contemporary Psychology & Research Methodologies

Core Lesson Description:

Students will investigate how Science and Psychology merge to answer questions when one needs information. Students will determine to whom or to where to seek information, the importance of making an informed decision and use of quality information resources.

Core Lesson Student Learning Objectives:

- Appreciate the diversity of interests and foci within psychology
- Understand basic interests and applications in each of the described areas of psychology
- Demonstrate familiarity with some of the major concepts or important figures in each of the described areas of psychology
- Explain how scientific research addresses questions about behavior
- Discuss how scientific research guides public policy
- Appreciate how scientific research can be important in making personal decisions

- Describe the different research methods used by psychologists
- Discuss the strengths and weaknesses of case studies, naturalistic observation, surveys, and archival research
- Compare longitudinal and cross-sectional approaches to research
- Compare and contrast correlation and causation

- Explain what a correlation coefficient tells us about the relationship between variables
- Recognize that correlation does not indicate a cause-and-effect relationship between variables
- Discuss our tendency to look for relationships between variables that do not really exist
- Explain random sampling and assignment of participants into experimental and control groups
- Discuss how experimenter or participant bias could affect the results of an experiment
- Identify independent and dependent variables

Core Lesson Essential Questions:

Can you connect your life experiences (things you've seen, heard, or experienced first-hand) to Psychological research, findings, and theories?

Why is research important in the field of Psychology?

Core Lesson Big Ideas:

- Appreciate the diversity of interests and foci within psychology
- Understand basic interests and applications in each of the described areas of psychology
- Demonstrate familiarity with some of the major concepts or important figures in each of the described areas of psychology
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- Discuss how experimenter or participant bias could affect the results of an experiment
- Identify independent and dependent variables

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

archival research
method of research using past records or data sets to answer various research questions, or to search for interesting patterns or relationships

attrition
reduction in number of research participants as some drop out of the study over time

cause-and-effect relationship
changes in one variable cause the changes in the other variable; can be determined only through an experimental research design

clinical or case study
observational research study focusing on one or a few people

confirmation bias
tendency to ignore evidence that disproves ideas or beliefs

confounding variable
unanticipated outside factor that affects both variables of interest, often giving the false impression that changes in one variable causes changes in the other variable, when, in actuality, the outside factor causes changes in both variables

control group
serves as a basis for comparison and controls for chance factors that might influence the results of the study—by holding such factors constant across groups so that the experimental manipulation is the only difference between groups

correlation
relationship between two or more variables; when two variables are correlated, one variable changes as the other does

correlation coefficient
number from -1 to +1, indicating the strength and direction of the relationship between

variables, and usually represented by *r*

cross-sectional research
compares multiple segments of a population at a single time

debriefing
when an experiment involved deception, participants are told complete and truthful information about the experiment at its conclusion

deception
purposely misleading experiment participants in order to maintain the integrity of the experiment

deductive reasoning
results are predicted based on a general premise

dependent variable
variable that the researcher measures to see how much effect the independent variable had

double-blind study
experiment in which both the researchers and the participants are blind to group assignments

empirical
grounded in objective, tangible evidence that can be observed time and time again, regardless of who is observing

experimental group
group designed to answer the research question; experimental manipulation is the only difference between the experimental and control groups, so any differences between the two are due to experimental manipulation rather than chance

experimenter bias
researcher expectations skew the results of the study

fact
objective and verifiable observation, established using evidence collected through empirical research

falsifiable
able to be disproven by experimental results

generalize
inferring that the results for a sample apply to the larger population

hypothesis
(plural: hypotheses) tentative and testable statement about the relationship between two or more variables

illusory correlation
seeing relationships between two things when in reality no such relationship exists

independent variable
variable that is influenced or controlled by the experimenter; in a sound experimental study, the independent variable is the only important difference between the experimental and control group

inductive reasoning
conclusions are drawn from observations

informed consent
process of informing a research participant about what to expect during an experiment, any risks involved, and the implications of the research, and then obtaining the person's consent to participate

Institutional Animal Care and Use Committee (IACUC)
committee of administrators, scientists, veterinarians, and community members that reviews proposals for research involving non-human animals

Institutional Review Board (IRB)
committee of administrators, scientists, and community members that reviews proposals for research involving human participants

inter-rater reliability
measure of agreement among observers on how they record and classify a particular event

longitudinal research
studies in which the same group of individuals is surveyed or measured repeatedly over an extended period of time

naturalistic observation
observation of behavior in its natural setting

negative correlation
two variables change in different directions, with one becoming larger as the other becomes smaller; a negative correlation is not the same thing as no correlation

observer bias
when observations may be skewed to align with observer expectations

operational definition
description of what actions and operations will be used to measure the dependent variables and manipulate the independent variables

opinion
personal judgments, conclusions, or attitudes that may or may not be accurate

participants
subjects of psychological research

peer-reviewed journal article
article read by several other scientists (usually anonymously) with expertise in the subject matter, who provide feedback regarding the quality of the manuscript before it is accepted for publication

placebo effect
people's expectations or beliefs influencing or determining their experience in a given situation

population
overall group of individuals that the researchers are interested in

positive correlation
two variables change in the same direction, both becoming either larger or smaller

random assignment
method of experimental group assignment in which all participants have an equal chance of being assigned to either group

random sample
subset of a larger population in which every member of the population has an equal chance of being selected

reliability
consistency and reproducibility of a given result

replicate
repeating an experiment using different samples to determine the research's reliability

sample
subset of individuals selected from the larger population

single-blind study
experiment in which the researcher knows which participants are in the experimental group and which are in the control group

statistical analysis
determines how likely any difference between experimental groups is due to chance

survey
list of questions to be answered by research participants—given as paper-and-pencil questionnaires, administered electronically, or conducted verbally—allowing researchers to collect data from a large number of people

theory
well-developed set of ideas that propose an explanation for observed phenomena

validity
accuracy of a given result in measuring what it is designed to measure

Topic: Careers and Current Application of discipline

Core Lesson Description: Students will discover that Psychologists can work in many different places with varying career options. Careers can require at base a 4 year undergraduate degree, masters degree, or doctoral PhD program in a relevant Psychological field.

Core Lesson Student Learning Objectives:
- Understand educational requirements for careers in academic settings
- Understand the demands of a career in an academic setting
- Understand career options outside of academic settings

Core Lesson Essential Questions: What are the educational requirements, demands, and options for careers in Psychology?

Core Lesson Big Ideas:
- Understand educational requirements for careers in academic settings
- Understand the demands of a career in an academic setting
- Understand career options outside of academic settings

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Unit: Biopsychology
Timeline: Week 5 to 8

Unit Description: This unit will explain the biological mechanisms that underlie psychological behavior. These physiological and anatomical foundations are the basis for many areas of psychology. Students will learn how genetics influence both physiological and psychological traits, become familiar with the structure and function of the nervous system, and how the nervous system interacts with the endocrine system.

Unit Essential Questions: How do genetics affect both our physical and psychological traits?

Does how and when a gene is expressed influence interaction between our genes and our environment?

What are the cell types that make up the nervous system?

What is neuronal communication?

What is the function and association of neurotransmitters?

What is the difference between the somatic and autonomic nervous system?

What are the functions of the brain hemispheres, lobes, and major other brain locations?

How does the endocrine system use hormone secretion and why are hormones so critical for healthy brain and body function?

Unit Big Ideas:
- Explain the basic principles of the theory of evolution by natural selection

- Describe the differences between genotype and phenotype
- Discuss how gene-environment interactions are critical for expression of physical and psychological characteristics
- Identify the basic parts of a neuron

- Describe how neurons communicate with each other
- Explain how drugs act as agonists or antagonists for a given neurotransmitter system
- Describe the difference between the central and peripheral nervous systems
- Explain the difference between the somatic and autonomic nervous systems
- Differentiate between the sympathetic and parasympathetic divisions of the autonomic nervous system
- Explain the functions of the spinal cord
- Identify the hemispheres and lobes of the brain
- Describe the types of techniques available to clinicians and researchers to image or scan the brain

- Identify the major glands of the endocrine system
- Identify the hormones secreted by each gland
- Describe each hormone’s role in regulating bodily functions

Unit Materials:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit Assignments:

Lesson	Objective	Standards	Assessment	Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/ Tiered Questioning Station/Hands on Practice Activities APA Journal/ Primary Source article reading/ discussion Case Study viewing/discussion/ summary Review Videos/Clips District Approved Guest Speaker(s)	See General Curriculum Map Individual Unit/Topic Objectives. APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons 	https://www.apa.org/education-career/k12/national-standards https://www.apa.org/education-career/k12/psychology-curricula.pdf https://www.apa.org/education-career/k12/national-standards-summary.pdf	Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/ reflections	See General Curriculum Map Resources Listing

Unit Key Terminology & Definitions:

action potential
electrical signal that moves down the neuron’s axon

adrenal gland
sits atop our kidneys and secretes hormones involved in the stress response

agonist
drug that mimics or strengthens the effects of a neurotransmitter

all-or-none
phenomenon that incoming signal from another neuron is either sufficient or insufficient to reach the threshold of excitation

allele
specific version of a gene

amygdala
structure in the limbic system involved in our experience of emotion and tying emotional meaning to our memories

antagonist
drug that blocks or impedes the normal activity of a given neurotransmitter

auditory cortex
strip of cortex in the temporal lobe that is responsible for processing auditory information

autonomic nervous system
controls our internal organs and glands

axon
major extension of the soma

biological perspective
view that psychological disorders like depression and schizophrenia are associated with imbalances in one or more neurotransmitter systems

Broca’s area
region in the left hemisphere that is essential for language production

central nervous system (CNS)
brain and spinal cord

cerebellum
hindbrain structure that controls our balance, coordination, movement, and motor skills, and it is thought to be important in processing some types of memory

cerebral cortex
surface of the brain that is associated with our highest mental capabilities

chromosome
long strand of genetic information

computerized tomography (CT) scan
imaging technique in which a computer coordinates and integrates multiple x-rays of a given area

corpus callosum
thick band of neural fibers connecting the brain’s two hemispheres

dendrite
branch-like extension of the soma that receives incoming signals from other neurons

deoxyribonucleic acid (DNA)
helix-shaped molecule made of nucleotide base pairs

diabetes
disease related to insufficient insulin production

dominant allele
allele whose phenotype will be expressed in an individual that possesses that allele

electroencephalography (EEG)
recording the electrical activity of the brain via electrodes on the scalp

endocrine system
series of glands that produce chemical substances known as hormones

epigenetics
study of gene-environment interactions, such as how the same genotype leads to different phenotypes

fight or flight response
activation of the sympathetic division of the autonomic nervous system, allowing access to energy reserves and heightened sensory capacity so that we might fight off a given threat or run away to safety

forebrain
largest part of the brain, containing the cerebral cortex, the thalamus, and the limbic system, among other structures

fraternal twins
twins who develop from two different eggs fertilized by different sperm, so their genetic material varies the same as in non-twin siblings

frontal lobe
part of the cerebral cortex involved in reasoning, motor control, emotion, and language; contains motor cortex

functional magnetic resonance imaging (fMRI)
MRI that shows changes in metabolic activity over time

gene
sequence of DNA that controls or partially controls physical characteristics

genetic environmental correlation
view of gene-environment interaction that asserts our genes affect our environment, and our environment influences the expression of our genes

genotype
genetic makeup of an individual

glial cell
nervous system cell that provides physical and metabolic support to neurons, including neuronal insulation and communication, and nutrient and waste transport

gonad
secretes sexual hormones, which are important for successful reproduction, and mediate both sexual motivation and behavior

gyrus
(plural: gyri) bump or ridge on the cerebral cortex

hemisphere
left or right half of the brain

heterozygous
consisting of two different alleles

hindbrain
division of the brain containing the medulla, pons, and cerebellum

hippocampus
structure in the temporal lobe associated with learning and memory

homeostasis
state of equilibrium—biological conditions, such as body temperature, are maintained at optimal levels

homozygous
consisting of two identical alleles

hormone
chemical messenger released by endocrine glands

hypothalamus
forebrain structure that regulates sexual motivation and behavior and a number of homeostatic processes; serves as an interface between the nervous system and the endocrine system

identical twins
twins that develop from the same sperm and egg

lateralization
concept that each hemisphere of the brain is associated with specialized functions

limbic system
collection of structures involved in processing emotion and memory

longitudinal fissure
deep groove in the brain’s cortex

magnetic resonance imaging (MRI)
magnetic fields used to produce a picture of the tissue being imaged

medulla
hindbrain structure that controls automated processes like breathing, blood pressure, and heart rate

membrane potential
difference in charge across the neuronal membrane

midbrain
division of the brain located between the forebrain and the hindbrain; contains the reticular formation

motor cortex
strip of cortex involved in planning and coordinating movement

mutation
sudden, permanent change in a gene

myelin sheath
fatty substance that insulates axons

neuron
cells in the nervous system that act as interconnected information processors, which are essential for all of the tasks of the nervous system

neuroplasticity
nervous system's ability to change

neurotransmitter
chemical messenger of the nervous system

Nodes of Ranvier
open spaces that are found in the myelin sheath that encases the axon

occipital lobe
part of the cerebral cortex associated with visual processing; contains the primary visual cortex

pancreas
secretes hormones that regulate blood sugar

parasympathetic nervous system
associated with routine, day-to-day operations of the body

parietal lobe
part of the cerebral cortex involved in processing various sensory and perceptual information; contains the primary somatosensory cortex

peripheral nervous system (PNS)
connects the brain and spinal cord to the muscles, organs and senses in the periphery of the body

phenotype
individual’s inheritable physical characteristics

pituitary gland
secretes a number of key hormones, which regulate fluid levels in the body, and a number of messenger hormones, which direct the activity of other glands in the endocrine system

polygenic
multiple genes affecting a given trait

pons
hindbrain structure that connects the brain and spinal cord; involved in regulating brain activity during sleep

positron emission tomography (PET) scan
involves injecting individuals with a mildly radioactive substance and monitoring changes in blood flow to different regions of the brain

prefrontal cortex
area in the frontal lobe responsible for higher-level cognitive functioning

psychotropic medication
drugs that treat psychiatric symptoms by restoring neurotransmitter balance

range of reaction
asserts our genes set the boundaries within which we can operate, and our environment interacts with the genes to determine where in that range we will fall

receptor
protein on the cell surface where neurotransmitters attach

recessive allele
allele whose phenotype will be expressed only if an individual is homozygous for that allele

resting potential
the state of readiness of a neuron membrane’s potential between signals

reticular formation
midbrain structure important in regulating the sleep/wake cycle, arousal, alertness, and motor activity

reuptake
neurotransmitter is pumped back into the neuron that released it

semipermeable membrane
cell membrane that allows smaller molecules or molecules without an electrical charge to pass through it, while stopping larger or highly charged molecules

soma
cell body

somatic nervous system
relays sensory and motor information to and from the CNS

somatosensory cortex
essential for processing sensory information from across the body, such as touch, temperature, and pain

substantia nigra
midbrain structure where dopamine is produced; involved in control of movement

sulcus
(plural: sulci) depressions or grooves in the cerebral cortex

sympathetic nervous system
involved in stress-related activities and functions

synaptic cleft
small gap between two neurons where communication occurs

synaptic vesicle
storage site for neurotransmitters

temporal lobe
part of cerebral cortex associated with hearing, memory, emotion, and some aspects of language; contains primary auditory cortex

terminal button
axon terminal containing synaptic vesicles

thalamus
sensory relay for the brain

theory of evolution by natural selection
states that organisms that are better suited for their environments will survive and reproduce compared to those that are poorly suited for their environments

threshold of excitation
level of charge in the membrane that causes the neuron to become active

thyroid
secretes hormones that regulate growth, metabolism, and appetite

ventral tegmental area (VTA)
midbrain structure where dopamine is produced: associated with mood, reward, and addiction

Wernicke’s area
important for speech comprehension

Resources:

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STANDARDS: **STANDARDS**

NATIONAL: APA – National Standards for High School Psychology Curricula (2011)

BP.A.1 (Advanced)	Structure and function of the nervous system in human and non-human animals	
BP.A.1.1 (Advanced)	Identify the major divisions and subdivisions of the human nervous system	
BP.A.1.2 (Advanced)	Identify the parts of the neuron and describe the basic process of neural transmission	
BP.A.1.3 (Advanced)	Differentiate between the structures and functions of the various parts of the central nervous system	
BP.A.1.4 (Advanced)	Describe lateralization of brain functions	
BP.A.1.5 (Advanced)	Discuss the mechanisms and the importance of plasticity of the nervous system	
BP.A.2 (Advanced)	Structure and function of the endocrine system	
BP.A.2.1 (Advanced)	Describe how the endocrine glands are linked to the nervous system	
BP.A.2.2 (Advanced)	Describe the effects of hormones on behavior and mental processes	
BP.A.2.3 (Advanced)	Describe hormone effects on the immune system	
BP.A.3 (Advanced)	The interaction between biological factors and experience	
BP.A.3.1 (Advanced)	Describe concepts in genetic transmission	
BP.A.3.2 (Advanced)	Describe the interactive effects of heredity and environment	
BP.A.3.3 (Advanced)	Explain how evolved tendencies influence behavior	
BP.A.4 (Advanced)	Methods and issues related to biological advances	
BP.A.4.1 (Advanced)	Identify tools used to study the nervous system	
BP.A.4.2 (Advanced)	Describe advances made in neuroscience	

Topic: Genetics

Core Lesson Description:

Genetics can help to explain why two people infected by the same disease have different outcomes. Psychological researchers study genetics in order to better understand the biological factors that contribute to certain behaviors. While all humans share certain biological mechanisms, we are each unique. And while our bodies have many of the same parts—brains and hormones and cells with genetic codes—these are expressed in a wide variety of behaviors, thoughts, and reactions.

Core Lesson Student Learning Objectives:

- Explain the basic principles of the theory of evolution by natural selection
- Describe the differences between genotype and phenotype
- Discuss how gene-environment interactions are critical for expression of physical and psychological characteristics

Core Lesson Essential Questions:

How do genetics affect both our physical and psychological traits?

Does how and when a gene is expressed influence interaction between our genes and our environment?

Why do two people infected by the same disease have different outcomes: one surviving and one succumbing to the ailment?

How are genetic diseases passed through family lines?

Are there genetic components to psychological disorders, such as depression or schizophrenia?

To what extent might there be a psychological basis to health conditions?

Core Lesson Big Ideas:

- Explain the basic principles of the theory of evolution by natural selection
- Describe the differences between genotype and phenotype
- Discuss how gene-environment interactions are critical for expression of physical and psychological characteristics

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

See Unit Terminology Listing

Topic: Cells & Parts of the Nervous System

Core Lesson Description:

Neural communication is an electrochemical event made possible by each of the specialized structures contained within the neuron. While this is a natural biological phenomena, this lesson topic will also explain how different neurotransmitters are associated with different functions. Often, psychological disorders involve imbalances in a given neurotransmitter system. Therefore, psychotropic drugs are prescribed in an attempt to bring the neurotransmitters back into balance. Drugs can act either as agonists or as antagonists for a given neurotransmitter system.

Core Lesson Student Learning Objectives:

- Identify the basic parts of a neuron (Cell body/soma, Cell membrane, Dendrite, Axon, Myelin Sheath, Terminal buttons, synaptic vesicles, Nodes of Ranvier, Neurotransmitter, Receptors)
- Describe how neurons communicate with each other
- Explain how drugs act as agonists or antagonists for a given neurotransmitter system

Core Lesson Essential Questions:

What are the cell types that make up the nervous system?

What is neuronal communication?

What is the function and association of neurotransmitters?

Core Lesson Big Ideas:

- Identify the basic parts of a neuron (Cell body/soma, Cell membrane, Dendrite, Axon, Myelin Sheath, Terminal buttons, synaptic vesicles, Nodes of Ranvier, Neurotransmitter, Receptors)
- Describe how neurons communicate with each other
- Explain how drugs act as agonists or antagonists for a given neurotransmitter system

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key

See Unit Terminology Listing

Terminology & Definitions:

Topic: Brain & Spinal Cord

Core Lesson Description:

The brain and spinal cord make up the central nervous system. The peripheral nervous system is comprised of the somatic and autonomic nervous systems. The somatic nervous system transmits sensory and motor signals to and from the central nervous system. The autonomic nervous system controls the function of our organs and glands, and can be divided into the sympathetic and parasympathetic divisions. Sympathetic activation prepares us for fight or flight, while parasympathetic activation is associated with normal functioning under relaxed conditions.

The brain consists of two hemispheres, each controlling the opposite side of the body. Each hemisphere can be subdivided into different lobes: frontal, parietal, temporal, and occipital. In addition to the lobes of the cerebral cortex, the forebrain includes the thalamus (sensory relay) and limbic system (emotion and memory circuit). The midbrain contains the reticular formation, which is important for sleep and arousal, as well as the substantia nigra and ventral tegmental area. These structures are important for movement, reward, and addictive processes. The hindbrain contains the structures of the brainstem (medulla, pons, and midbrain), which control automatic functions like breathing and blood pressure. The hindbrain also contains the cerebellum, which helps coordinate movement and certain types of memories.

Individuals with brain damage have been studied extensively to provide information about the role of different areas of the brain, and recent advances in technology allow us to glean similar information by imaging brain structure and function. These techniques include CT, PET, MRI, fMRI, and EEG.

Core Lesson Student Learning Objectives:

- Describe the difference between the central and peripheral nervous systems
- Explain the difference between the somatic and autonomic nervous systems
- Differentiate between the sympathetic and parasympathetic divisions of the autonomic nervous system
- Explain the functions of the spinal cord
- Identify the hemispheres and lobes of the brain
- Describe the types of techniques available to clinicians and researchers to image or scan the brain

Core Lesson Essential Questions:

What is the difference between the somatic and autonomic nervous system?

What are the functions of the brain hemispheres, lobes, and major other brain locations?

Core Lesson Big Ideas:

- Describe the difference between the central and peripheral nervous systems
- Explain the difference between the somatic and autonomic nervous systems
- Differentiate between the sympathetic and parasympathetic divisions of the autonomic nervous system
- Explain the functions of the spinal cord
- Identify the hemispheres and lobes of the brain
- Describe the types of techniques available to clinicians and researchers to image or scan the brain

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

See Unit Terminology Listing

Topic: Endocrine System

Core Lesson

The glands of the endocrine system secrete hormones to regulate normal body functions. The

Description: hypothalamus serves as the interface between the nervous system and the endocrine system, and it controls the secretions of the pituitary. The pituitary serves as the master gland, controlling the secretions of all other glands. The thyroid secretes thyroxine, which is important for basic metabolic processes and growth; the adrenal glands secrete hormones involved in the stress response; the pancreas secretes hormones that regulate blood sugar levels; and the ovaries and testes produce sex hormones that regulate sexual motivation and behavior.

Core Lesson Student Learning Objectives:

- Identify the major glands of the endocrine system
- Identify the hormones secreted by each gland
- Describe each hormone's role in regulating bodily functions

Core Lesson Essential Questions: How does the endocrine system use hormone secretion and why are hormones so critical for healthy brain and body function?

Core Lesson Big Ideas:

- Identify the major glands of the endocrine system
- Identify the hormones secreted by each gland
- Describe each hormone's role in regulating bodily functions

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Unit: States of Consciousness/Sleep

Timeline: Week 9 to 11

Unit Description: While awake, we feel alert and aware of the many important things going on around us. Our lives involve regular, rhythmic changes to which we are aware of our surroundings and our internal states. Our experiences change dramatically while we are in deep sleep and once again when we are dreaming. Some people also experience altered states of consciousness through meditation, hypnosis, or alcohol and other drugs.

This unit will discuss states of consciousness with an emphasis on sleep. The different stages of sleep will be identified, and sleep disorders will be described. The unit will close with discussions of altered states of consciousness produced by psychoactive drugs, hypnosis, and meditation.

Unit Essential Questions: What is a state of consciousness?

What are the stages of sleep?

Why is it important for people to have a regular and consistent sleep/wake cycles?

Why is REM sleep important for learning and memory?

What new treatments and medications are available for sleep related disorders?

How does substance abuse affect sleep and behavior?

How do natural altered states of consciousness play an important role in brain function and health?

Unit Big Ideas:

- Understand what is meant by consciousness
- Explain how circadian rhythms are involved in regulating the sleep-wake cycle, and how circadian cycles can be disrupted
- Discuss the concept of sleep debt

- Describe areas of the brain involved in sleep
- Understand hormone secretions associated with sleep
- Describe several theories aimed at explaining the function of sleep
- Name and describe three theories about why we dream

- Differentiate between REM and non-REM sleep

- Describe the differences between the three stages of non-REM sleep
- Understand the role that REM and non-REM sleep play in learning and memory

- Describe the symptoms and treatments of insomnia
- Recognize the symptoms of several parasomnias
- Describe the symptoms and treatments for sleep apnea
- Recognize risk factors associated with sudden infant death syndrome (SIDS) and steps to prevent it
- Describe the symptoms and treatments for narcolepsy

- Describe the diagnostic criteria for substance use disorders
- Identify the neurotransmitter systems impacted by various categories of drugs
- Describe how different categories of drugs affect behavior and experience

- Define hypnosis and meditation
- Understand the similarities and differences of hypnosis and meditation

Unit Materials:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit Assignments:

Lesson	Objective	Standards	Assessment	Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/ Tiered Questioning Station/Hands on Practice Activities APA Journal/ Primary Source article reading/ discussion Case Study viewing/discussion/ summary Review Videos/Clips District Approved Guest Speaker(s)	See General Curriculum Map Individual Unit/Topic Objectives. APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons	https://www.apa.org/education-career/k12/national-standards https://www.apa.org/education-career/k12/psychology-curricula.pdf https://www.apa.org/education-career/k12/national-standards-summary.pdf	Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/ reflections	See General Curriculum Map Resources Listing

Unit Key Terminology & Definitions:

alpha wave
type of rbrain wave characteristic during the early part of NREM stage 1 sleep, which has fairly low amplitude and a frequency of 8–12 Hz

beta wave
type of brain wave characteristic during wakefulness, which has a very low amplitude and a frequency of 13–30 Hz

biological rhythm
internal cycle of biological activity

cataplexy
lack of muscle tone or muscle weakness, and in some cases complete paralysis of the voluntary muscles

central sleep apnea
sleep disorder with periods of interrupted breathing due to a disruption in signals sent from the brain that regulate breathing

circadian rhythm
biological rhythm that occurs over approximately 24 hours

codeine
opiate with relatively low potency often prescribed for minor pain

cognitive-behavioral therapy
psychotherapy that focuses on cognitive processes and problem behaviors that is sometimes used to treat sleep disorders such as insomnia

collective unconscious
theoretical repository of information shared by all people across cultures, as described by Carl Jung

consciousness
awareness of internal and external stimuli

continuous positive airway pressure (CPAP)
device used to treat sleep apnea; includes a mask that fits over the sleeper’s nose and mouth, which is connected to a pump that pumps air into the person’s airways, forcing them to remain open

delta wave
type of brain wave characteristic during stage 3 NREM sleep, which has a high amplitude and low frequency of less than 3 Hz

depressant
drug that tends to suppress central nervous system activity

euphoric high
feelings of intense elation and pleasure from drug use

evolutionary psychology
discipline that studies how universal patterns of behavior and cognitive processes have evolved over time as a result of natural selection

hallucinogen
one of a class of drugs that results in profound alterations in sensory and perceptual experiences, often with vivid hallucinations

homeostasis
tendency to maintain a balance, or optimal level, within a biological system

hypnosis
state of extreme self-focus and attention in which minimal attention is given to external stimuli

insomnia
consistent difficulty in falling or staying asleep for at least three nights a week over a month’s time

jet lag
collection of symptoms brought on by travel from one time zone to another that results from the mismatch between our internal circadian cycles and our environment

K-complex
very high amplitude pattern of brain activity associated with stage 2 sleep that may occur in response to environmental stimuli

latent content
hidden meaning of a dream, per Sigmund Freud’s view of the function of dreams

lucid dream
people become aware that they are dreaming and can control the dream’s content

manifest content
storyline of events that occur during a dream, per Sigmund Freud’s view of the function of dreams

meditation
clearing the mind in order to achieve a state of relaxed awareness and focus

melatonin
hormone secreted by the endocrine gland that serves as an important regulator of the sleep-wake cycle

meta-analysis
study that combines the results of several related studies

methadone
synthetic opioid that is less euphorigenic than heroin and similar drugs; used to manage withdrawal symptoms in opiate users

methadone clinic
uses methadone to treat withdrawal symptoms in opiate users

methamphetamine
type of amphetamine that can be made from pseudoephedrine, an over-the-counter drug; widely manufactured and abused

narcolepsy
sleep disorder in which the sufferer cannot resist falling to sleep at inopportune times

night terror
sleep disorder in which the sleeper experiences a sense of panic and may scream or attempt to escape from the immediate environment

non-REM (NREM)
period of sleep outside periods of rapid eye movement (REM) sleep

obstructive sleep apnea
sleep disorder defined by episodes when breathing stops during sleep as a result of blockage of the airway

opiate/opioid
one of a category of drugs that has strong analgesic properties; opiates are produced from the resin of the opium poppy; includes heroin, morphine, methadone, and codeine

parasomnia
one of a group of sleep disorders characterized by unwanted, disruptive motor activity and/or experiences during sleep

physical dependence
changes in normal bodily functions that cause a drug user to experience withdrawal symptoms upon cessation of use

pineal gland
endocrine structure located inside the brain that releases melatonin

psychological dependence
emotional, rather than a physical, need for a drug which may be used to relieve psychological distress

rapid eye movement (REM) sleep
period of sleep characterized by brain waves very similar to those during wakefulness and by darting movements of the eyes under closed eyelids

REM sleep behavior disorder (RBD)
sleep disorder in which the muscle paralysis associated with the REM sleep phase does not occur; sleepers have high levels of physical activity during REM sleep, especially during disturbing dreams

restless leg syndrome
sleep disorder in which the sufferer has uncomfortable sensations in the legs when trying to fall asleep that are relieved by moving the legs

rotating shift work
work schedule that changes from early to late on a daily or weekly basis

sleep
state marked by relatively low levels of physical activity and reduced sensory awareness that is distinct from periods of rest that occur during wakefulness

sleep apnea
sleep disorder defined by episodes during which breathing stops during sleep

sleep debt
result of insufficient sleep on a chronic basis

sleep rebound
sleep-deprived individuals will experience shorter sleep latencies during subsequent opportunities for sleep

sleep regulation
brain’s control of switching between sleep and wakefulness as well as coordinating this cycle with the outside world

sleep spindle
rapid burst of high frequency brain waves during stage 2 sleep that may be important for learning and memory

sleepwalking
(also, somnambulism) sleep disorder in which the sleeper engages in relatively complex behaviors

stage 1 sleep
first stage of sleep; transitional phase that occurs between wakefulness and sleep; the period during which a person drifts off to sleep

stage 2 sleep
second stage of sleep; the body goes into deep relaxation; characterized by the appearance of sleep spindles

stage 3 sleep
third stage of sleep; deep sleep characterized by low frequency, high amplitude delta waves

stimulant
drug that tends to increase overall levels of neural activity; includes caffeine, nicotine, amphetamines, and cocaine

sudden infant death syndrome (SIDS)
infant (one year old or younger) with no apparent medical condition suddenly dies during sleep

suprachiasmatic nucleus (SCN)
area of the hypothalamus in which the body’s biological clock is located

theta wave
type of brain wave characteristic of the end of stage 1 NREM sleep, which has a moderately low amplitude and a frequency of 4–7 Hz

tolerance
state of requiring increasing quantities of the drug to gain the desired effect

wakefulness
characterized by high levels of sensory awareness, thought, and behavior

withdrawal
variety of negative symptoms experienced when drug use is discontinued

Resources:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

STANDARDS: **STANDARDS**

NATIONAL: APA – National Standards for High School Psychology Curricula (2011)

BP.C.1 (Advanced)	The relationship between conscious and unconscious processes	
BP.C.1.1 (Advanced)	Identify states of consciousness	
BP.C.1.2 (Advanced)	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)	
BP.C.2 (Advanced)	Characteristics of sleep and theories that explain why we sleep and dream	
BP.C.2.1 (Advanced)	Describe the circadian rhythm and its relation to sleep	
BP.C.2.2 (Advanced)	Describe the sleep cycle	
BP.C.2.3 (Advanced)	Compare theories about the functions of sleep	
BP.C.2.4 (Advanced)	Describe types of sleep disorders	
BP.C.2.5 (Advanced)	Compare theories about the functions of dreams	
BP.C.3 (Advanced)	Categories of psychoactive drugs and their effects	
BP.C.3.1 (Advanced)	Characterize the major categories of psychoactive drugs and their effects	
BP.C.3.2 (Advanced)	Describe how psychoactive drugs act at the synaptic level	
BP.C.3.3 (Advanced)	Evaluate the biological and psychological effects of psychoactive drugs	
BP.C.3.4 (Advanced)	Explain how culture and expectations influence the use and experience of drugs	
BP.C.4 (Advanced)	Other states of consciousness	
BP.C.4.1 (Advanced)	Describe meditation and relaxation and their effects	
BP.C.4.2 (Advanced)	Describe hypnosis and controversies surrounding its nature and use	
BP.C.4.3 (Advanced)	Describe flow states	

Topic: Defining and Classifying States of Consciousness

Core Lesson Description: States of consciousness vary over the course of the day and throughout our lives. Typically, our biological clocks are aligned with the external environment. Light tends to be the most important factor in setting a biological clock/rhythm. When people travel across multiple time zones or work rotating shifts, they can experience disruptions of their circadian cycles that can lead to insomnia, sleepiness, and decreased alertness. Bright light therapy has shown to be promising in dealing with circadian disruptions. If people go extended periods of time without sleep, they will accrue a sleep debt and potentially experience a number of adverse psychological and physiological consequences.

Core Lesson Student Learning Objectives:

- Understand what is meant by consciousness
- Explain how circadian rhythms are involved in regulating the sleep-wake cycle, and how circadian cycles can be disrupted
- Discuss the concept of sleep debt

Core Lesson Essential Questions: What is a state of consciousness?

Core Lesson Big Ideas:

- Understand what is meant by consciousness
- Explain how circadian rhythms are involved in regulating the sleep-wake cycle, and how circadian cycles can be disrupted
- Discuss the concept of sleep debt

Core Lesson Materials: See Unit Material Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Importance of Sleep

Core Lesson Description: Humans devote a very large portion of time to sleep, and our brains have complex systems that control various aspects of sleep. Several hormones important for physical growth and maturation are secreted during sleep. There is some evidence to suggest that sleep is very important to learning and memory.

Core Lesson Student

- Describe areas of the brain involved in sleep

Learning Objectives:

- Understand hormone secretions associated with sleep
- Describe several theories aimed at explaining the function of sleep and why we dream

Core Lesson Essential Questions:

What areas of the brain are in involved in sleep?

What hormones are secreted when we sleep? What is their purpose/function?

What are sleep function and dream theories? What do they define/explain about sleep and brain health?

Core Lesson Big Ideas:

- Describe areas of the brain involved in sleep
- Understand hormone secretions associated with sleep
- Describe several theories aimed at explaining the function of sleep and why we dream

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Stages of Sleep

Core Lesson Description: The different stages of sleep are characterized by the patterns of brain waves associated with each stage. As a person transitions from being awake to falling asleep, alpha waves are replaced by theta waves. Sleep spindles and K-complexes emerge in stage 2 sleep. Stage 3 and stage 4 are described as slow-wave sleep that is marked by a predominance of delta waves. REM sleep involves rapid movements of the eyes, paralysis of voluntary muscles, and dreaming. Both NREM and REM sleep appear to play important roles in learning and memory. Dreams may represent life events that are important to the dreamer. Alternatively, dreaming may represent a state of proto-consciousness in the mind that helps a person during consciousness.

Core Lesson Student Learning Objectives:

- Differentiate between REM and non-REM sleep
- Describe the differences between the three stages of non-REM sleep
- Understand the role that REM and non-REM sleep play in learning and memory

Core Lesson Essential Questions:

What are the stages of sleep?

Why is it important for people to have a regular and consistent sleep/wake cycles?

Why is REM sleep important for learning and memory?

Core Lesson Big Ideas:

- Differentiate between REM and non-REM sleep
- Describe the differences between the three stages of non-REM sleep
- Understand the role that REM and non-REM sleep play in learning and memory

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Sleep Problems/Disorders

Core Lesson Many individuals suffer from some type of sleep disorder or disturbance at some point in their

Description: lives. Insomnia is a common experience in which people have difficulty falling or staying asleep. Parasomnias involve unwanted motor behavior or experiences throughout the sleep cycle and include RBD, sleepwalking, restless leg syndrome, and night terrors. Sleep apnea occurs when individuals stop breathing during their sleep, and in the case of sudden infant death syndrome, infants will stop breathing during sleep and die. Narcolepsy involves an irresistible urge to fall asleep during waking hours and is often associated with cataplexy and hallucination.

Core Lesson Student Learning Objectives:

- Describe the symptoms and treatments of insomnia
- Recognize the symptoms of several parasomnias
- Describe the symptoms and treatments for sleep apnea
- Recognize risk factors associated with sudden infant death syndrome (SIDS) and steps to prevent it
- Describe the symptoms and treatments for narcolepsy

Core Lesson Essential Questions:

What new treatments and medications are available for sleep related disorders?

How does substance abuse affect sleep and behavior?

Core Lesson Big Ideas:

- Describe the symptoms and treatments of insomnia
- Recognize the symptoms of several parasomnias
- Describe the symptoms and treatments for sleep apnea
- Recognize risk factors associated with sudden infant death syndrome (SIDS) and steps to prevent it
- Describe the symptoms and treatments for narcolepsy

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Substance Abuse/Use, Issues with consciousness

Core Lesson Description: Substance use disorder is defined in DSM-5 as a compulsive pattern of drug use despite negative consequences. Both physical and psychological dependence are important parts of this disorder. Alcohol, barbiturates, and benzodiazepines are central nervous system depressants that affect GABA neurotransmission. Cocaine, amphetamine, cathinones, and MDMA are all central nervous stimulants that agonize dopamine neurotransmission, while nicotine and caffeine affect acetylcholine and adenosine, respectively. Opiate drugs serve as powerful analgesics through their effects on the endogenous opioid neurotransmitter system, and hallucinogenic drugs cause pronounced changes in sensory and perceptual experiences. The hallucinogens are variable with regards to the specific neurotransmitter systems they affect.

Core Lesson Student Learning Objectives:

- Describe the diagnostic criteria for substance use disorders
- Identify the neurotransmitter systems impacted by various categories of drugs
- Describe how different categories of drugs affect behavior and experience

Core Lesson Essential Questions:

What new treatments and medications are available for sleep related disorders?

How does substance abuse affect sleep and behavior?

Core Lesson Big Ideas:

- Describe the diagnostic criteria for substance use disorders

- Identify the neurotransmitter systems impacted by various categories of drugs
- Describe how different categories of drugs affect behavior and experience

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Altered States of Consciousness

Core Lesson Description: Hypnosis is a focus on the self that involves suggested changes of behavior and experience. Meditation involves relaxed, yet focused, awareness. Both hypnotic and meditative states may involve altered states of consciousness that have potential application for the treatment of a variety of physical and psychological disorders.

Core Lesson Student Learning Objectives:

- Define hypnosis and meditation
- Understand the similarities and differences of hypnosis and meditation

Core Lesson Essential Questions: How do natural altered states of consciousness play an important role in brain function and health?

Core Lesson Big Ideas:

- Define hypnosis and meditation
- Understand the similarities and differences of hypnosis and meditation

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Unit: Sensation and Perception

Timeline: Week 12 to 13

Unit Description: This unit will provide an overview of how sensory information is received and processed by the nervous system and how that affects our conscious experience of the world. We rely on our sensory systems to provide important information about our surroundings. We use this information to successfully navigate and interact with our environment so that we can find nourishment, seek shelter, maintain social relationships, and avoid potentially dangerous situations.

Unit Essential Questions:

What is the key difference between sensation and perception?

What role does the nervous system play in processing sensory information?

How does the body adapt to the surrounding environment using sensory information?

How does the brain create patterns of perception based on sensory information?

What are the specific Gestalt Principles?

What factors "Depths" of Perception?

Unit Big Ideas:

- Distinguish between sensation and perception
- Describe the concepts of absolute threshold and difference threshold
- Discuss the roles attention, motivation, and sensory adaptation play in perception

- Describe important physical features of wave forms
- Show how physical properties of light waves are associated with perceptual experience
- Show how physical properties of sound waves are associated with perceptual experience

- Describe the basic anatomy of the visual system
- Discuss how rods and cones contribute to different aspects of vision
- Describe how monocular and binocular cues are used in the perception of depth

- Describe the basic anatomy and function of the auditory system
- Explain how we encode and perceive pitch
- Discuss how we localize sound

- Describe the basic functions of the chemical senses
- Explain the basic functions of the somatosensory, nociceptive, and thermoceptive sensory systems
- Describe the basic functions of the vestibular, proprioceptive, and kinesthetic sensory systems

- Explain the figure-ground relationship
- Define Gestalt principles of grouping
- Describe how perceptual set is influenced by an individual’s characteristics and mental state

Unit Materials:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit Assignments:

Lesson	Objective	Standards	Assessment	Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/ Tiered Questioning Station/Hands on Practice Activities APA Journal/ Primary Source article reading/ discussion Case Study viewing/discussion/ summary Review Videos/Clips District Approved	See General Curriculum Map Individual Unit/Topic Objectives. APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons	https://www.apa.org/education-career/k12/national-standards https://www.apa.org/education-career/k12/psychology-curricula.pdf https://www.apa.org/education-career/k12/national-standards-summary.pdf	Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/ reflections	See General Curriculum Map Resources Listing

Guest Speaker(s)				

Unit Key Terminology & Definitions:

absolute threshold
minimum amount of stimulus energy that must be present for the stimulus to be detected 50% of the time

afterimage
continuation of a visual sensation after removal of the stimulus

amplitude
height of a wave

basilar membrane
thin strip of tissue within the cochlea that contains the hair cells which serve as the sensory receptors for the auditory system

binaural cue
two-eared cue to localize sound

binocular cue
cue that relies on the use of both eyes

binocular disparity
slightly different view of the world that each eye receives

blind spot
point where we cannot respond to visual information in that portion of the visual field

bottom-up processing
system in which perceptions are built from sensory input

closure
organizing our perceptions into complete objects rather than as a series of parts

cochlea
fluid-filled, snail-shaped structure that contains the sensory receptor cells of the auditory system

cochlear implant
electronic device that consists of a microphone, a speech processor, and an electrode array to directly stimulate the auditory nerve to transmit information to the brain

conductive hearing loss
failure in the vibration of the eardrum and/or movement of the ossicles

cone
specialized photoreceptor that works best in bright light conditions and detects color

congenital deafness
deafness from birth

congenital insensitivity to pain (congenital analgesia)
genetic disorder that results in the inability to experience pain

cornea
transparent covering over the eye

deafness
partial or complete inability to hear

decibel (dB)
logarithmic unit of sound intensity

depth perception
ability to perceive depth

electromagnetic spectrum
all the electromagnetic radiation that occurs in our environment

figure-ground relationship
segmenting our visual world into figure and ground

fovea
small indentation in the retina that contains cones

frequency
number of waves that pass a given point in a given time period

Gestalt psychology
field of psychology based on the idea that the whole is different from the sum of its parts

good continuation
(also, continuity) we are more likely to perceive continuous, smooth flowing lines rather than jagged, broken lines

hair cell
auditory receptor cell of the inner ear

hertz (Hz)
cycles per second; measure of frequency

inattentional blindness
failure to notice something that is completely visible because of a lack of attention

incus
middle ear ossicle; also known as the anvil

inflammatory pain
signal that some type of tissue damage has occurred

interaural level difference
sound coming from one side of the body is more intense at the closest ear because of the attenuation of the sound wave as it passes through the head

interaural timing difference
small difference in the time at which a given sound wave arrives at each ear

iris
colored portion of the eye

just noticeable difference
difference in stimuli required to detect a difference between the stimuli

kinesthesia
perception of the body’s movement through space

lens
curved, transparent structure that provides additional focus for light entering the eye

linear perspective
perceive depth in an image when two parallel lines seem to converge

malleus
middle ear ossicle; also known as the hammer

Meissner’s corpuscle
touch receptor that responds to pressure and lower frequency vibrations

Ménière's disease
results in a degeneration of inner ear structures that can lead to hearing loss, tinnitus, vertigo, and an increase in pressure within the inner ear

Merkel’s disk
touch receptor that responds to light touch

monaural cue
one-eared cue to localize sound

monocular cue
cue that requires only one eye

neuropathic pain
pain from damage to neurons of either the peripheral or central nervous system

nociception
sensory signal indicating potential harm and maybe pain

olfactory bulb
bulb-like structure at the tip of the frontal lobe, where the olfactory nerves begin

olfactory receptor
sensory cell for the olfactory system

opponent-process theory of color perception
color is coded in opponent pairs: black-white, yellow-blue, and red-green

optic chiasm
X-shaped structure that sits just below the brain’s ventral surface; represents the merging of the optic nerves from the two eyes and the separation of information from the two sides of the visual field to the opposite side of the brain

optic nerve
carries visual information from the retina to the brain

Pacinian corpuscle
touch receptor that detects transient pressure and higher frequency vibrations

pattern perception
ability to discriminate among different figures and shapes

peak
(also, crest) highest point of a wave

perception
way that sensory information is interpreted and consciously experienced

perceptual hypothesis
educated guess used to interpret sensory information

pheromone
chemical message sent by another individual

photoreceptor
light-detecting cell

pinna
visible part of the ear that protrudes from the head

pitch
perception of a sound’s frequency

place theory of pitch perception
different portions of the basilar membrane are sensitive to sounds of different frequencies

principle of closure
organize perceptions into complete objects rather than as a series of parts

proprioception
perception of body position

proximity
things that are close to one another tend to be grouped together

pupil
small opening in the eye through which light passes

retina
light-sensitive lining of the eye

rod
specialized photoreceptor that works well in low light conditions

Ruffini corpuscle
touch receptor that detects stretch

sensation
what happens when sensory information is detected by a sensory receptor

sensorineural hearing loss
failure to transmit neural signals from the cochlea to the brain

sensory adaptation
not perceiving stimuli that remain relatively constant over prolonged periods of time

signal detection theory
change in stimulus detection as a function of current mental state

similarity
things that are alike tend to be grouped together

stapes
middle ear ossicle; also known as the stirrup

subliminal message
message presented below the threshold of conscious awareness

taste bud
grouping of taste receptor cells with hair-like extensions that protrude into the central pore of the taste bud

temporal theory of pitch perception
sound’s frequency is coded by the activity level of a sensory neuron

thermoception
temperature perception

timbre
sound’s purity

top-down processing
interpretation of sensations is influenced by available knowledge, experiences, and thoughts

transduction
conversion from sensory stimulus energy to action potential

trichromatic theory of color perception
color vision is mediated by the activity across the three groups of cones

trough
lowest point of a wave

tympanic membrane
eardrum

umami
taste for monosodium glutamate

vertigo
spinning sensation

vestibular sense
contributes to our ability to maintain balance and body posture

visible spectrum
portion of the electromagnetic spectrum that we can see

wavelength
length of a wave from one peak to the next peak

Resources:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

STANDARDS: **STANDARDS**

NATIONAL: APA – National Standards for High School Psychology Curricula (2011)

BP.B.1 (Advanced)	The processes of sensation and perception	
BP.B.1.1 (Advanced)	Discuss processes of sensation and perception and how they interact	
BP.B.1.2 (Advanced)	Explain the concepts of threshold and adaptation	
BP.B.2 (Advanced)	The capabilities and limitations of sensory processes	
BP.B.2.1 (Advanced)	List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors	
BP.B.2.2 (Advanced)	Describe the visual sensory system	
BP.B.2.3 (Advanced)	Describe the auditory sensory system	
BP.B.2.4 (Advanced)	Describe other sensory systems, such as olfaction,gustation, and somesthesis (e.g., skin senses, kinesthesis,and vestibular sense)	
BP.B.3 (Advanced)	Interaction of the person and the environment in determining perception	
BP.B.3.1 (Advanced)	Explain Gestalt principles of perception	
BP.B.3.2 (Advanced)	Describe binocular and monocular depth cues	
BP.B.3.3 (Advanced)	Describe the importance of perceptual constancies	
BP.B.3.4 (Advanced)	Describe perceptual illusions	
BP.B.3.5 (Advanced)	Describe the nature of attention	
BP.B.3.6 (Advanced)	Explain how experiences and expectations influence perception	

Topic: Sensation versus Perception

Core Lesson Description: Sensation occurs when sensory receptors detect sensory stimuli. Perception involves the organization, interpretation, and conscious experience of those sensations. All sensory systems have both absolute and difference thresholds, which refer to the minimum amount of stimulus energy or the minimum amount of difference in stimulus energy required to be detected about 50% of the time, respectively. Sensory adaptation, selective attention, and signal detection theory can help explain what is perceived and what is not. In addition, our perceptions are affected by a number of factors, including beliefs, values, prejudices, culture, and life experiences.

Core Lesson Student Learning Objectives:

- Distinguish between sensation and perception
- Describe the concepts of absolute threshold and difference threshold
- Discuss the roles attention, motivation, and sensory adaptation play in perception

Core Lesson Essential Questions:

What is the key difference between sensation and perception?

What role does the nervous system play in processing sensory information?

How does the body adapt to the surrounding environment using sensory information?

Core Lesson Big Ideas:

- Distinguish between sensation and perception
- Describe the concepts of absolute threshold and difference threshold
- Discuss the roles attention, motivation, and sensory adaptation play in perception

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Waves and Wavelengths

Core Lesson Description: This topic will describe the physical properties of the waves as well as the perceptual experiences associated with them. Both light and sound can be described in terms of wave forms with physical characteristics like amplitude, wavelength, and timbre. Wavelength and frequency are inversely related so that longer waves have lower frequencies, and shorter waves have higher frequencies. In the visual system, a light wave's wavelength is generally associated with color, and its amplitude is associated with brightness. In the auditory system, a sound's frequency is associated with pitch, and its amplitude is associated with loudness.

Core Lesson Student Learning Objectives:

- Describe important physical features of wave forms
- Show how physical properties of light waves are associated with perceptual experience
- Show how physical properties of sound waves are associated with perceptual experience

Core Lesson Essential Questions:

What is the key difference between sensation and perception?

What role does the nervous system play in processing sensory information?

How does the body adapt to the surrounding environment using sensory information?

Core Lesson Big Ideas:

- Describe important physical features of wave forms
- Show how physical properties of light waves are associated with perceptual experience
- Show how physical properties of sound waves are associated with perceptual experience

Core Lesson Materials: See Unit Material Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Vision and Hearing

Core Lesson Description: Light waves cross the cornea and enter the eye at the pupil. The eye's lens focuses this light so that the image is focused on a region of the retina known as the fovea. The fovea contains cones that possess high levels of visual acuity and operate best in bright light conditions. Rods are located throughout the retina and operate best under dim light conditions. Visual information leaves the eye via the optic nerve. Information from each visual field is sent to the opposite side of the brain at the optic chiasm. Visual information then moves through a number of brain sites before reaching the occipital lobe, where it is processed.

Two theories explain color perception. The trichromatic theory asserts that three distinct cone groups are tuned to slightly different wavelengths of light, and it is the combination of activity across these cone types that results in our perception of all the colors we see. The opponent-

process theory of color vision asserts that color is processed in opponent pairs and accounts for the interesting phenomenon of a negative afterimage. We perceive depth through a combination of monocular and binocular depth cues.

Sound waves are funneled into the auditory canal and cause vibrations of the eardrum; these vibrations move the ossicles. As the ossicles move, the stapes presses against the oval window of the cochlea, which causes fluid inside the cochlea to move. As a result, hair cells embedded in the basilar membrane become enlarged, which sends neural impulses to the brain via the auditory nerve.

Pitch perception and sound localization are important aspects of hearing. Our ability to perceive pitch relies on both the firing rate of the hair cells in the basilar membrane as well as their location within the membrane. In terms of sound localization, both monaural and binaural cues are used to locate where sounds originate in our environment.

Core Lesson Student Learning Objectives:

- Describe the basic anatomy of the visual system
- Discuss how rods and cones contribute to different aspects of vision
- Describe how monocular and binocular cues are used in the perception of depth

- Describe the basic anatomy and function of the auditory system
- Explain how we encode and perceive pitch
- Discuss how we localize sound

Core Lesson Essential Questions:

What is the key difference between sensation and perception?

What role does the nervous system play in processing sensory information?

How does the body adapt to the surrounding environment using sensory information?

How does the brain create patterns of perception based on sensory information?

Core Lesson Big Ideas:

- Describe the basic anatomy of the visual system
- Discuss how rods and cones contribute to different aspects of vision
- Describe how monocular and binocular cues are used in the perception of depth

- Describe the basic anatomy and function of the auditory system
- Explain how we encode and perceive pitch
- Discuss how we localize sound

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

See Unit Terminology Listing

Topic: Other Senses

Core Lesson Description:

Taste (gustation) and smell (olfaction) are chemical senses that employ receptors on the tongue and in the nose that bind directly with taste and odor molecules in order to transmit information to the brain for processing. Our ability to perceive touch, temperature, and pain is mediated by a number of receptors and free nerve endings that are distributed throughout the skin and various tissues of the body. The vestibular sense helps us maintain a sense of balance through the response of hair cells in the utricle, saccule, and semi-circular canals that respond to changes in head position and gravity. Our proprioceptive and kinesthetic systems provide information about body position and body movement through receptors that detect stretch and tension in the muscles, joints, tendons, and skin of the body.

Vision and hearing have received an incredible amount of attention from researchers over the years. While there is still much to be learned about how these sensory systems work, we have

a much better understanding of them than of our other sensory modalities. In this section, we will explore our chemical senses (taste and smell) and our body senses (touch, temperature, pain, balance, and body position).

Core Lesson Student Learning Objectives:

- Describe the basic functions of the chemical senses
- Explain the basic functions of the somatosensory, nociceptive, and thermoceptive sensory systems
- Describe the basic functions of the vestibular, proprioceptive, and kinesthetic sensory systems

Core Lesson Essential Questions:

What role does the nervous system play in processing sensory information?

How does the body adapt to the surrounding environment using sensory information?

How does the brain create patterns of perception based on sensory information?

Core Lesson Big Ideas:

- Describe the basic functions of the chemical senses
- Explain the basic functions of the somatosensory, nociceptive, and thermoceptive sensory systems
- Describe the basic functions of the vestibular, proprioceptive, and kinesthetic sensory systems

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

See Unit Terminology Listing

Topic: Gestalt Principles of Perception

Core Lesson Description:

Gestalt theorists have been incredibly influential in the areas of sensation and perception. Principles such as figure-ground relationship, grouping by proximity or similarity, the law of good continuation, and closure are all used to help explain how we organize sensory information. Our perceptions are not infallible, and they can be influenced by bias, prejudice, and other factors.

The word *gestalt* literally means form or pattern, but its use reflects the idea that the whole is different from the sum of its parts. In other words, the brain creates a perception that is more than simply the sum of available sensory inputs, and it does so in predictable ways. Gestalt psychologists translated these predictable ways into principles by which we organize sensory information.

Core Lesson Student Learning Objectives:

- Explain the figure-ground relationship
- Define Gestalt principles of grouping
- Describe how perceptual set is influenced by an individual's characteristics and mental state

Core Lesson Essential Questions:

What are the specific Gestalt Principles?

What factors "Depths" of Perception?

Core Lesson Big Ideas:

- Explain the figure-ground relationship
- Define Gestalt principles of grouping
- Describe how perceptual set is influenced by an individual's characteristics and mental state

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Unit: Learning, Thinking, and Intelligence

Timeline: Week 14 to 17

Unit Description: This unit focuses on the primary ways in which learning occurs and cognitive thinking/intelligence. This unit will attempt to identify how exactly it is that humans learn by investigating what processes are at work as we come to know concepts, knowledge, and intelligence. .

This unit will focus on high-level cognitive processes with consideration to thinking and the development/use of language. This unit will also discuss problem solving and creativity before ending with a study of how intelligence is measured and how our biology and environments interact to affect intelligence.

Unit Essential Questions:

How exactly it is that we learn?

What processes are at work as we come to know what we know?

What is intelligence, and how does it vary from person to person?

Are “street smarts” a kind of intelligence, and if so, how do they relate to other types of intelligence?

What does an IQ test really measure?

Unit Big Ideas:

- Explain how learned behaviors are different from instincts and reflexes
- Define learning
- Recognize and define three basic forms of learning—classical conditioning, operant conditioning, and observational learning

- Explain how classical conditioning occurs
- Summarize the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination

- Define operant conditioning
- Explain the difference between reinforcement and punishment
- Distinguish between reinforcement schedules

- Define observational learning
- Discuss the steps in the modeling process
- Explain the prosocial and antisocial effects of observational learning

- Describe cognition
- Distinguish concepts and prototypes
- Explain the difference between natural and artificial concepts
- Describe how schemata are organized and constructed

- Define language and demonstrate familiarity with the components of language
- Understand the development of language
- Explain the relationship between language and thinking

- Describe problem solving strategies
- Define algorithm and heuristic
- Explain some common roadblocks to effective problem solving and decision making

- Define intelligence

- Explain the triarchic theory of intelligence
- Identify the difference between intelligence theories
- Explain emotional intelligence
- Define creativity

- Explain how intelligence tests are developed
- Describe the history of the use of IQ tests
- Describe the purposes and benefits of intelligence testing

- Describe how genetics and environment affect intelligence
- Explain the relationship between IQ scores and socioeconomic status
- Describe the difference between a learning disability and a developmental disorder

Unit Materials:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit Assignments:

Lesson	Objective	Standards	Assessment	Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/ Tiered Questioning Station/Hands on Practice Activities APA Journal/ Primary Source article reading/ discussion Case Study viewing/discussion/ summary Review Videos/Clips District Approved Guest Speaker(s)	See General Curriculum Map Individual Unit/Topic Objectives. APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons	https://www.apa.org/education-career/k12/national-standards https://www.apa.org/education-career/k12/psychology-curricula.pdf https://www.apa.org/education-career/k12/national-standards-summary.pdf	Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/ reflections	See General Curriculum Map Resources Listing

Unit Key Terminology & Definitions: See Specific Sub Topics for Terminology; listing is extensive.

Resources:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

STANDARDS:

STANDARDS

NATIONAL: APA – National Standards for High School Psychology Curricula (2011)

CG.B.1 (Advanced)	Basic elements comprising thought	
CG.B.1.1 (Advanced)	Define cognitive processes involved in understanding information	
CG.B.1.2 (Advanced)	Define processes involved in problem solving and decision making	
CG.B.1.3 (Advanced)	Discuss non-human problem-solving abilities	
CG.B.2 (Advanced)	Obstacles related to thought	
CG.B.2.1 (Advanced)	Describe obstacles to problem solving	
CG.B.2.2 (Advanced)	Describe obstacles to decision making	
CG.B.2.3 (Advanced)	Describe obstacles to making good judgments	
CG.C.1 (Advanced)	Perspectives on intelligence	
CG.C.1.1 (Advanced)	Discuss intelligence as a general factor	
CG.C.1.2 (Advanced)	Discuss alternative conceptualizations of intelligence	
CG.C.1.3 (Advanced)	Describe the extremes of intelligence	
CG.C.2 (Advanced)	Assessment of intelligence	
CG.C.2.1 (Advanced)	Discuss the history of intelligence testing, including historical use and misuse in the context of fairness	
CG.C.2.2 (Advanced)	Identify current methods of assessing human abilities	
CG.C.2.3 (Advanced)	Identify measures of and data on reliability and validity for intelligence test scores	
CG.C.3 (Advanced)	Issues in intelligence	
CG.C.3.1 (Advanced)	Discuss issues related to the consequences of intelligence testing	
CG.C.3.2 (Advanced)	Discuss the influences of biological, cultural, and environmental factors on intelligence	
DL.B.1 (Advanced)	Classical conditioning	
DL.B.1.1 (Advanced)	Describe the principles of classical conditioning	
DL.B.1.2 (Advanced)	Describe clinical and experimental examples of classical conditioning	
DL.B.1.3 (Advanced)	Apply classical conditioning to everyday life	
DL.B.2 (Advanced)	Operant conditioning	
DL.B.2.1 (Advanced)	Describe the Law of Effect	
DL.B.2.2 (Advanced)	Describe the principles of operant conditioning	
DL.B.2.3 (Advanced)	Describe clinical and experimental examples of operant conditioning	
DL.B.2.4 (Advanced)	Apply operant conditioning to everyday life	

DL.B.3 (Advanced)	Observational and cognitive learning	
DL.B.3.1 (Advanced)	Describe the principles of observational and cognitive learning	
DL.B.3.2 (Advanced)	Apply observational and cognitive learning to everyday life	
DL.C.1 (Advanced)	Structural features of language	
DL.C.1.1 (Advanced)	Describe the structure and function of language	
DL.C.1.2 (Advanced)	Discuss the relationship between language and thought	
DL.C.2 (Advanced)	Theories and developmental stages of language acquisition	
DL.C.2.1 (Advanced)	Explain the process of language acquisition	
DL.C.2.2 (Advanced)	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes	
DL.C.2.3 (Advanced)	Evaluate the theories of language acquisition	
DL.C.3 (Advanced)	Language and the brain	
DL.C.3.1 (Advanced)	Identify the brain structures associated with language	
DL.C.3.2 (Advanced)	Discuss how damage to the brain may affect language	

Topic: Classical Conditioning

Core Lesson Description:

Instincts and reflexes are innate behaviors—they occur naturally and do not involve learning. In contrast, learning is a change in behavior or knowledge that results from experience. There are three main types of learning: classical conditioning, operant conditioning, and observational learning. Both classical and operant conditioning are forms of associative learning where associations are made between events that occur together. Observational learning is just as it sounds: learning by observing others.

Pavlov's pioneering work with dogs contributed greatly to what we know about learning. His experiments explored the type of associative learning we now call classical conditioning. In classical conditioning, organisms learn to associate events that repeatedly happen together, and researchers study how a reflexive response to a stimulus can be mapped to a different stimulus—by training an association between the two stimuli. Pavlov's experiments show how stimulus-response bonds are formed. Watson, the founder of behaviorism, was greatly influenced by Pavlov's work. He tested humans by conditioning fear in an infant known as Little Albert. His findings suggest that classical conditioning can explain how some fears develop.

Core Lesson Student Learning Objectives:

- Explain how learned behaviors are different from instincts and reflexes
- Define learning
- Recognize and define three basic forms of learning—classical conditioning, operant conditioning, and observational learning

- Explain how classical conditioning occurs
- Summarize the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination

Core Lesson Essential Questions:

How exactly it is that we learn?

What processes are at work as we come to know what we know?

Core Lesson Big Ideas:

- Explain how learned behaviors are different from instincts and reflexes
- Define learning
- Recognize and define three basic forms of learning—classical conditioning, operant conditioning, and observational learning

- Explain how classical conditioning occurs
- Summarize the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

acquisition
period of initial learning in classical conditioning in which a human or an animal begins to connect a neutral stimulus and an unconditioned stimulus so that the neutral stimulus will begin to elicit the conditioned response

associative learning
form of learning that involves connecting certain stimuli or events that occur together in the environment (classical and operant conditioning)

classical conditioning
learning in which the stimulus or experience occurs before the behavior and then gets paired or associated with the behavior

cognitive map
mental picture of the layout of the environment

conditioned response (CR)
response caused by the conditioned stimulus

conditioned stimulus (CS)
stimulus that elicits a response due to its being paired with an unconditioned stimulus

continuous reinforcement
rewarding a behavior every time it occurs

extinction
decrease in the conditioned response when the unconditioned stimulus is no longer paired with the conditioned stimulus

fixed interval reinforcement schedule
behavior is rewarded after a set amount of time

fixed ratio reinforcement schedule
set number of responses must occur before a behavior is rewarded

higher-order conditioning
(also, second-order conditioning) using a conditioned stimulus to condition a neutral stimulus

instinct
unlearned knowledge, involving complex patterns of behavior; instincts are thought to be more prevalent in lower animals than in humans

latent learning
learning that occurs, but it may not be evident until there is a reason to demonstrate it

law of effect
behavior that is followed by consequences satisfying to the organism will be repeated and behaviors that are followed by unpleasant consequences will be discouraged

learning
change in behavior or knowledge that is the result of experience

model
person who performs a behavior that serves as an example (in observational learning)

negative punishment
taking away a pleasant stimulus to decrease or stop a behavior

negative reinforcement
taking away an undesirable stimulus to increase a behavior

neutral stimulus (NS)
stimulus that does not initially elicit a response

observational learning
type of learning that occurs by watching others

operant conditioning
form of learning in which the stimulus/experience happens after the behavior is demonstrated

partial reinforcement
rewarding behavior only some of the time

positive punishment
adding an undesirable stimulus to stop or decrease a behavior

positive reinforcement
adding a desirable stimulus to increase a behavior

primary reinforcer
has innate reinforcing qualities (e.g., food, water, shelter, sex)

punishment
implementation of a consequence in order to decrease a behavior

radical behaviorism
staunch form of behaviorism developed by B. F. Skinner that suggested that even complex higher mental functions like human language are nothing more than stimulus-outcome associations

reflex
unlearned, automatic response by an organism to a stimulus in the environment

reinforcement
implementation of a consequence in order to increase a behavior

secondary reinforcer
has no inherent value unto itself and only has reinforcing qualities when linked with something else (e.g., money, gold stars, poker chips)

shaping
rewarding successive approximations toward a target behavior

spontaneous recovery
return of a previously extinguished conditioned response

stimulus discrimination
ability to respond differently to similar stimuli

stimulus generalization
demonstrating the conditioned response to stimuli that are similar to the conditioned stimulus

unconditioned response (UCR)
natural (unlearned) behavior to a given stimulus

unconditioned stimulus (UCS)
stimulus that elicits a reflexive response

variable interval reinforcement schedule
behavior is rewarded after unpredictable amounts of time have passed

variable ratio reinforcement schedule
number of responses differ before a behavior is rewarded

vicarious punishment
process where the observer sees the model punished, making the observer less likely to imitate the model's behavior

vicarious reinforcement
process where the observer sees the model rewarded, making the observer more likely to imitate the model's behavior

Topic: Operant Conditioning

Core Lesson Description: Operant conditioning is based on the work of B. F. Skinner. Operant conditioning is a form of learning in which the motivation for a behavior happens *after* the behavior is demonstrated. An animal or a human receives a consequence after performing a specific behavior. The consequence is either a reinforcer or a punisher. All reinforcement (positive or negative) *increases* the likelihood of a behavioral response. All punishment (positive or negative) *decreases* the likelihood of a behavioral response. Several types of reinforcement

schedules are used to reward behavior depending on either a set or variable period of time.

Core Lesson Student Learning Objectives:

- Define operant conditioning
- Explain the difference between reinforcement and punishment
- Distinguish between reinforcement schedules

Core Lesson Essential Questions:

How exactly it is that we learn?

What processes are at work as we come to know what we know?

Core Lesson Big Ideas:

- Define operant conditioning
- Explain the difference between reinforcement and punishment
- Distinguish between reinforcement schedules

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

See Classical Conditioning Sub-Topic Terminology Listing

Topic: Observational Learning (Modeling)

Core Lesson Description:

According to Albert Bandura, learning can occur by watching others and then modeling what they do or say. This is known as observational learning. There are specific steps in the process of modeling that must be followed if learning is to be successful. These steps include attention, retention, reproduction, and motivation. Through modeling, Bandura has shown that children learn many things both good and bad simply by watching their parents, siblings, and others.

Core Lesson Student Learning Objectives:

- Define observational learning
- Discuss the steps in the modeling process
- Explain the prosocial and antisocial effects of observational learning

Core Lesson Essential Questions:

How exactly it is that we learn?

What processes are at work as we come to know what we know?

Core Lesson Big Ideas:

- Define observational learning
- Discuss the steps in the modeling process
- Explain the prosocial and antisocial effects of observational learning

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

observational learning
type of learning that occurs by watching others

model

person who performs a behavior that serves as an example (in observational learning)

reinforcement
implementation of a consequence in order to increase a behavior

vicarious punishment
process where the observer sees the model punished, making the observer less likely to imitate the model's behavior

vicarious reinforcement
process where the observer sees the model rewarded, making the observer more likely to imitate the model's behavior

Topic: Cognition

Core Lesson Description:
This topic will introduce students to cognitive psychology, which is the study of cognition, or the brain's ability to think, perceive, plan, analyze, and remember. Concepts and their corresponding prototypes help us quickly organize our thinking by creating categories into which we can sort new information. We also develop schemata, which are clusters of related concepts. Some schemata involve routines of thought and behavior, and these help us function properly in various situations without having to "think twice" about them. Schemata show up in social situations and routines of daily behavior. This topic will serve as a basis for Memory and Emotions Unit.

Core Lesson Student Learning Objectives:
- Describe cognition
- Distinguish concepts and prototypes
- Explain the difference between natural and artificial concepts
- Describe how schemata are organized and constructed

Core Lesson Essential Questions:
What is Cognition?

What is Schemata and why is it important for brain health?

Core Lesson Big Ideas:
- Describe cognition
- Distinguish concepts and prototypes
- Explain the difference between natural and artificial concepts
- Describe how schemata are organized and constructed

Core Lesson Materials:
See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

algorithm
problem-solving strategy characterized by a specific set of instructions

analytical intelligence
aligned with academic problem solving and computations

anchoring bias
faulty heuristic in which you fixate on a single aspect of a problem to find a solution

artificial concept
concept that is defined by a very specific set of characteristics

availability heuristic
faulty heuristic in which you make a decision based on information readily available to you

cognition
thinking, including perception, learning, problem solving, judgment, and memory

cognitive psychology
field of psychology dedicated to studying every aspect of how people think

cognitive script
set of behaviors that are performed the same way each time; also referred to as an event schema

concept
category or grouping of linguistic information, objects, ideas, or life experiences

confirmation bias
faulty heuristic in which you focus on information that confirms your beliefs

convergent thinking
providing correct or established answers to problems

creative intelligence
ability to produce new products, ideas, or inventing a new, novel solution to a problem

creativity
ability to generate, create, or discover new ideas, solutions, and possibilities

crystallized intelligence
characterized by acquired knowledge and the ability to retrieve it

cultural intelligence
ability with which people can understand and relate to those in another culture

divergent thinking
ability to think "outside the box" to arrive at novel solutions to a problem

dyscalculia
learning disability that causes difficulty in learning or comprehending mathematics

dysgraphia
learning disability that causes extreme difficulty in writing legibly

dyslexia
common learning disability in which letters are not processed properly by the brain

emotional intelligence
ability to understand emotions and motivations in yourself and others

event schema
set of behaviors that are performed the same way each time; also referred to as a cognitive script

fluid intelligence
ability to see complex relationships and solve problems

Flynn effect
observation that each generation has a significantly higher IQ than the previous generation

functional fixedness
inability to see an object as useful for any other use other than the one for which it was intended

grammar
set of rules that are used to convey meaning through the use of a lexicon

heuristic
mental shortcut that saves time when solving a problem

hindsight bias
belief that the event just experienced was predictable, even though it really wasn't

intelligence quotient
(also, IQ) score on a test designed to measure intelligence

language
communication system that involves using words to transmit information from one individual to another

lexicon
the words of a given language

mental set
continually using an old solution to a problem without results

morpheme
smallest unit of language that conveys some type of meaning

Multiple Intelligences Theory
Gardner's theory that each person possesses at least eight types of intelligence

natural concept
mental groupings that are created "naturally" through your experiences

norming
administering a test to a large population so data can be collected to reference the normal scores for a population and its groups

overgeneralization
extension of a rule that exists in a given language to an exception to the rule

phoneme
basic sound unit of a given language

practical intelligence
aka "street smarts"

problem-solving strategy
method for solving problems

prototype
best representation of a concept

range of reaction
each person's response to the environment is unique based on their genetic make-up

representative bias
faulty heuristic in which you stereotype someone or something without a valid basis for your judgment

representative sample
subset of the population that accurately represents the general population

role schema
set of expectations that define the behaviors of a person occupying a particular role

schema
(plural = schemata) mental construct consisting of a cluster or collection of related concepts

semantics
process by which we derive meaning from morphemes and words

standard deviation
measure of variability that describes the difference between a set of scores and their mean

standardization
method of testing in which administration, scoring, and interpretation of results are consistent

syntax
manner by which words are organized into sentences

trial and error
problem-solving strategy in which multiple solutions are attempted until the correct one is found

triarchic theory of intelligence
Sternberg's theory of intelligence; three facets of intelligence: practical, creative, and analytical

working backwards
heuristic in which you begin to solve a problem by focusing on the end result

Topic: Language

Core Lesson Description: Language is a communication system that has both a lexicon and a system of grammar. Language acquisition occurs naturally and effortlessly during the early stages of life, and this acquisition occurs in a predictable sequence for individuals around the world. Language has a strong influence on thought, and the concept of how language may influence cognition remains an area of study and debate in psychology.

Core Lesson Student Learning Objectives:

- Define language and demonstrate familiarity with the components of language
- Understand the development of language
- Explain the relationship between language and thinking

Core Lesson Essential Questions:

How do we define language?

What is the importance of language development?

How is the relationship between language and thinking important for brain health?

Core Lesson Big Ideas:

- Define language and demonstrate familiarity with the components of language
- Understand the development of language
- Explain the relationship between language and thinking

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Cognition Sub-Topic Terminology Listing

Topic: Intelligence versus Creativity

Core Lesson Description: Intelligence is a complex characteristic of cognition. Many theories have been developed to explain what intelligence is and how it works. Robert Sternberg generated the triarchic theory of intelligence, whereas Howard Gardner posits that intelligence is comprised of many factors. Other theorists have focused on the importance of emotional intelligence. Finally, creativity seems to be an factor of intelligence, but it is difficult to measure objectively.

Core Lesson Student Learning Objectives:

- Define intelligence
- Explain the triarchic theory of intelligence
- Identify the difference between intelligence theories
- Explain emotional intelligence
- Define creativity

Core Lesson Essential Questions:

What is intelligence?

How/why does intelligence vary from one person to another?

Core Lesson Big Ideas:

- Define intelligence
- Explain the triarchic theory of intelligence
- Identify the difference between intelligence theories
- Explain emotional intelligence
- Define creativity

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Cognition Sub-Topic Terminology Listing

Topic: Measures and Sources of Intelligence

Core Lesson Description: Genetics and environment affect intelligence and the challenges of certain learning disabilities.

The intelligence levels of all individuals seem to benefit from stimulation in early stages of life and within the environments. Highly intelligent individuals, however, may have a built-in resiliency that allows them to overcome difficult obstacles in their upbringing. Learning disabilities can cause major challenges for children who are learning to read and write. Unlike developmental disabilities, learning disabilities are neurological in nature and are not related to intelligence levels. Students with dyslexia, for example, may have extreme difficulty learning to read, but their intelligence levels are typically average or above average.

Core Lesson Student Learning Objectives:

- Describe how genetics and environment affect intelligence
- Explain the relationship between IQ scores and socioeconomic status
- Describe the difference between a learning disability and a developmental disorder
- Define intelligence
- Explain the triarchic theory of intelligence
- Identify the difference between intelligence theories
- Explain emotional intelligence
- Define creativity

Core Lesson Essential Questions:

What is intelligence, and how does it vary from person to person?

Are "street smarts" a kind of intelligence, and if so, how do they relate to other types of intelligence?

What does an IQ test really measure?

Core Lesson Big Ideas:

- Describe how genetics and environment affect intelligence
- Explain the relationship between IQ scores and socioeconomic status
- Describe the difference between a learning disability and a developmental disorder
- Define intelligence
- Explain the triarchic theory of intelligence
- Identify the difference between intelligence theories
- Explain emotional intelligence
- Define creativity

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Cognition Sub-Topic Terminology Listing

Unit: Memory & Emotions

Timeline: Week 18 to 20

Unit Description: Memory is an information processing system, which is often described as a computer. This unit will begin with how we process and store information for retrieval and use.

This unit will also explore issues relating to both motivation and emotion. Beginning with a discussion of several theories that have been proposed to explain motivation and why we engage in a given behavior. You will learn about the physiological needs that drive some human behaviors, as well as the importance of our social experiences in influencing our actions, and examples of motivated behaviors.

Unit Essential Questions:

How do we process and store information?

Are there different kinds of memory, and if so, what characterizes the different types?

How do we retrieve our memories?

Why do we forget memories and information?

Is there a biological basis to explain the feelings we experience?

How universal are emotions?

Unit Big Ideas:

- Discuss the three basic functions of memory
- Describe the three stages of memory storage
- Describe and distinguish between procedural and declarative memory and semantic and episodic memory

- Explain the brain functions involved in memory
- Recognize the roles of the hippocampus, amygdala, and cerebellum

- Compare and contrast the two types of amnesia
- Discuss the unreliability of eyewitness testimony
- Discuss encoding failure
- Discuss the various memory errors
- Compare and contrast the two types of interference

- Define intrinsic and extrinsic motivation
- Understand that instincts, drive reduction, self-efficacy, and social motives have all been proposed as theories of motivation
- Explain the basic concepts associated with Maslow’s hierarchy of needs

- Explain the major theories of emotion
- Describe the role that limbic structures play in emotional processing
- Understand the human nature of producing and recognizing emotional expression

Unit Materials:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit Assignments:

Lesson	Objective	Standards	Assessment	Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/ Tiered Questioning Station/Hands on Practice Activities APA Journal/ Primary Source	See General Curriculum Map Individual Unit/Topic Objectives. APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons	https://www.apa.org/education-career/k12/national-standards https://www.apa.org/education-career/k12/psychology-curricula.pdf https://www.apa.org/education-career/k12/national-standards-summary.pdf	Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/ reflections	See General Curriculum Map Resources Listing

article reading/ discussion Case Study viewing/discussion/ summary Review Videos/Clips District Approved Guest Speaker(s)				

Unit Key Terminology & Definitions: See specific Sub Topics for Terminology, listing is extensive.

Resources:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

STANDARDS:

STANDARDS

NATIONAL: APA – National Standards for High School Psychology Curricula (2011)

CG.A.1 (Advanced)	Encoding of memory	
CG.A.1.1 (Advanced)	Identify factors that influence encoding	
CG.A.1.2 (Advanced)	Characterize the difference between shallow (surface) and deep (elaborate) processing	
CG.A.1.3 (Advanced)	Discuss strategies for improving the encoding of memory	
CG.A.2 (Advanced)	Storage of memory	
CG.A.2.1 (Advanced)	Describe the differences between working memory and long-term memory	
CG.A.2.2 (Advanced)	Identify and explain biological processes related to how memory is stored	
CG.A.2.3 (Advanced)	Discuss types of memory and memory disorders (e.g.,amnesias, dementias)	
CG.A.2.4 (Advanced)	Discuss strategies for improving the storage of memories	
CG.A.3 (Advanced)	Retrieval of memory	
CG.A.3.1 (Advanced)	Analyze the importance of retrieval cues in memory	
CG.A.3.2 (Advanced)	Explain the role that interference plays in retrieval	
CG.A.3.3 (Advanced)	Discuss the factors influencing how memories are retrieved	
CG.A.3.4 (Advanced)	Explain how memories can be malleable	
CG.A.3.5 (Advanced)	Discuss strategies for improving the retrieval of memories	
CG.B.1 (Advanced)	Basic elements comprising thought	
CG.B.2 (Advanced)	Obstacles related to thought	
CG.B.2.1 (Advanced)	Describe obstacles to problem solving	

CG.B.2.2 (Advanced)	Describe obstacles to decision making	
CG.B.2.3 (Advanced)	Describe obstacles to making good judgments	
IV.B.1 (Advanced)	Perspectives on emotion	
IV.B.1.1 (Advanced)	Explain the biological and cognitive components of emotion	
IV.B.1.2 (Advanced)	Discuss psychological research on basic human emotions	
IV.B.1.3 (Advanced)	Differentiate among theories of emotional experience	
IV.B.2 (Advanced)	Emotional interpretation and expression	
IV.B.2.1 (Advanced)	Explain how biological factors influence emotional interpretation and expression	
IV.B.2.2 (Advanced)	Explain how culture and gender influence emotional interpretation and expression	
IV.B.2.3 (Advanced)	Explain how other environmental factors influence emotional interpretation and expression	
IV.B.3 (Advanced)	Domains of emotional behavior	
IV.B.3.1 (Advanced)	Identify biological and environmental influences on the expression and experience of negative emotions, such as fear	
IV.B.3.2 (Advanced)	Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness	

Topic: Function and Three Stages of Memory

Core Lesson Description:

Memory is a system or process that stores what we learn for future use.

Our memory has three basic functions: encoding, storing, and retrieving information. Encoding is the act of getting information into our memory system through automatic or effortful processing. Storage is retention of the information, and retrieval is the act of getting information out of storage and into conscious awareness through recall, recognition, and relearning. The idea that information is processed through three memory systems is called the Atkinson-Shiffrin model of memory. First, environmental stimuli enter our sensory memory for a period of less than a second to a few seconds. Those stimuli that we notice and pay attention to then move into short-term memory. According to the Atkinson-Shiffrin model, if we rehearse this information, then it moves into long-term memory for permanent storage.

Core Lesson Student Learning Objectives:

- Discuss the three basic functions of memory
- Describe the three stages of memory storage
- Describe and distinguish between procedural and declarative memory and semantic and episodic memory

Core Lesson Essential Questions:

What vivid/clear memories do you have?

Are there things that have happened that you do not remember, but others have told you about?

Do photographs/pictures/mementos help trigger memories for you? Do you have other triggers?

Do you have someone in your life that has struggled with memory loss or a condition that causes memory loss?

Core Lesson Big Ideas:

- Discuss the three basic functions of memory
- Describe the three stages of memory storage
- Describe and distinguish between procedural and declarative memory and semantic and episodic memory

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

absentmindedness
lapses in memory that are caused by breaks in attention or our focus being somewhere else

acoustic encoding
input of sounds, words, and music

amnesia
loss of long-term memory that occurs as the result of disease, physical trauma, or psychological trauma

anterograde amnesia
loss of memory for events that occur after the brain trauma

arousal theory
strong emotions trigger the formation of strong memories and weaker emotional experiences form weaker memories

Atkinson-Shiffrin model
memory model that states we process information through three systems: sensory memory, short-term memory, and long-term memory

automatic processing
encoding of informational details like time, space, frequency, and the meaning of words

bias
how feelings and view of the world distort memory of past events

blocking
memory error in which you cannot access stored information

chunking
organizing information into manageable bits or chunks

construction
formulation of new memories

declarative memory
type of long-term memory of facts and events we personally experience

effortful processing
encoding of information that takes effort and attention

elaborative rehearsal
thinking about the meaning of new information and its relation to knowledge already stored in your memory

encoding
input of information into the memory system

engram
physical trace of memory

episodic memory
type of declarative memory that contains information about events we have personally experienced, also known as autobiographical memory

equipotentiality hypothesis
some parts of the brain can take over for damaged parts in forming and storing memories

explicit memory
memories we consciously try to remember and recall

false memory syndrome
recall of false autobiographical memories

flashbulb memory
exceptionally clear recollection of an important event

forgetting
loss of information from long-term memory

implicit memory
memories that are not part of our consciousness

levels of processing
information that is thought of more deeply becomes more meaningful and thus better committed to memory

long-term memory (LTM)
continuous storage of information

memory
set of processes used to encode, store, and retrieve information over different periods of time

memory-enhancing strategy
technique to help make sure information goes from short-term memory to long-term memory

misattribution
memory error in which you confuse the source of your information

misinformation effect paradigm
after exposure to additional and possibly inaccurate information, a person may misremember the original event

mnemonic device
memory aids that help organize information for encoding

persistence
failure of the memory system that involves the involuntary recall of unwanted memories, particularly unpleasant ones

proactive interference
old information hinders the recall of newly learned information

procedural memory
type of long-term memory for making skilled actions, such as how to brush your teeth, how to drive a car, and how to swim

recall
accessing information without cues

recognition
identifying previously learned information after encountering it again, usually in response to a cue

reconstruction
process of bringing up old memories that might be distorted by new information

rehearsal
repetition of information to be remembered

relearning
learning information that was previously learned

retrieval
act of getting information out of long-term memory storage and back into conscious awareness

retroactive interference
information learned more recently hinders the recall of older information

retrograde amnesia
loss of memory for events that occurred prior to brain trauma

self-reference effect
tendency for an individual to have better memory for information that relates to oneself in comparison to material that has less personal relevance

semantic encoding
input of words and their meaning

semantic memory
type of declarative memory about words, concepts, and language-based knowledge and facts

sensory memory
storage of brief sensory events, such as sights, sounds, and tastes

short-term memory (STM)
holds about seven bits of information before it is forgotten or stored, as well as information that has been retrieved and is being used

storage
creation of a permanent record of information

suggestibility
effects of misinformation from external sources that leads to the creation of false memories

transience
memory error in which unused memories fade with the passage of time

visual encoding
input of images

Topic: Brain Function in Memory

Core Lesson Description:

This sub unit will cover the brain's function and process in storing and retrieving memories.

Researchers and psychologists have searched for an "engram," which is the physical trace of memory. While Karl Lashley did not find the engram, but he did suggest that memories are distributed throughout the entire brain rather than stored in one specific area. We know that three brain areas do play significant roles in the processing and storage of different types of memories: cerebellum, hippocampus, and amygdala. The cerebellum's job is to process procedural memories; the hippocampus is where new memories are encoded; the amygdala helps determine what memories to store, and it plays a part in determining where the memories are stored based on whether we have a strong or weak emotional response to the event. Strong emotional experiences can trigger the release of neurotransmitters, as well as hormones, which strengthen memory, so that memory for an emotional event is usually stronger than memory for a non-emotional event. This is shown by what is known as the flashbulb memory phenomenon: our ability to remember significant life events. However, our memory for life events (autobiographical memory) is not always accurate.

Core Lesson Student Learning Objectives:

- Explain the brain functions involved in memory
- Recognize the roles of the hippocampus, amygdala, and cerebellum

Core Lesson Essential Questions:

What parts of the brain are involved in memory? What are the specific functions of each?

What role do strong emotional experiences and neurotransmitters have in memory creation?

What is a flashbulb memory?

Core Lesson Big Ideas:

- Explain the brain functions involved in memory
- Recognize the roles of the hippocampus, amygdala, and cerebellum

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

See Sub Topic Function and Three Stages of Memory for Terminology Listing

Topic: Memory Problems

Core Lesson Description:

There are several reasons why "forgetting" occurs. In cases of brain trauma or disease, forgetting may be due to amnesia. Another reason we forget is due to encoding failure. We

can't remember something if we never stored it in our memory in the first place. Daniel Schacter presents seven memory errors that also contribute to forgetting. Sometimes, information is actually stored in our memory, but we cannot access it due to interference. Proactive interference happens when old information hinders the recall of newly learned information. Retroactive interference happens when information learned more recently hinders the recall of older information. Finally, eye witness testimony will be investigated as a potentially faulty.

Core Lesson Student Learning Objectives:

- Compare and contrast the two types of amnesia
- Discuss the unreliability of eyewitness testimony
- Discuss encoding failure
- Discuss the various memory errors
- Compare and contrast the two types of interference

Core Lesson Essential Questions:

Why do we forget memories and information?

Core Lesson Big Ideas:

- Compare and contrast the two types of amnesia
- Discuss the unreliability of eyewitness testimony
- Discuss encoding failure
- Discuss the various memory errors
- Compare and contrast the two types of interference

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

See Sub Topic Function and Three Stages of Memory for Terminology Listing

Topic: Emotions

Core Lesson Description:

Emotions are subjective experiences that consist of physiological arousal and cognitive appraisal. Various theories have been put forward to explain our emotional experiences. The James-Lange theory asserts that emotions arise as a function of physiological arousal. The Cannon-Bard theory maintains that emotional experience occurs simultaneous to and independent of physiological arousal. The Schachter-Singer two-factor theory suggests that physiological arousal receives cognitive labels as a function of the relevant context and that these two factors together result in an emotional experience.

The limbic system is the brain's emotional circuit, which includes the amygdala and the hippocampus.

The ability to produce and recognize facial expressions of emotions seems to be universal regardless of cultural background. However, there are cultural display rules which influence how often and under what circumstances various emotions can be expressed. Tone of voice and body language also serve as a means by which we communicate information about our emotional states.

Core Lesson Student Learning Objectives:

- Explain the major theories of emotion
- Describe the role that limbic structures play in emotional processing
- Understand the ubiquitous nature of producing and recognizing emotional expression

Core Lesson Essential Questions:

Is there a biological basis to explain the feelings we experience?

How universal are emotions?

Core Lesson Big Ideas:

- Explain the major theories of emotion
- Describe the role that limbic structures play in emotional processing
- Understand the ubiquitous nature of producing and recognizing emotional expression

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

body language
emotional expression through body position or movement

Cannon-Bard theory of emotion
physiological arousal and emotional experience occur at the same time

central nucleus
part of the brain involved in attention and has connections with the hypothalamus and various brainstem areas to regulate the autonomic nervous and endocrine systems' activity

cognitive-mediational theory
our emotions are determined by our appraisal of the stimulus

components of emotion
physiological arousal, psychological appraisal, and subjective experience

cultural display rule
one of the culturally specific standards that govern the types and frequencies of emotions that are acceptable

emotion
subjective state of being often described as feelings

hierarchy of needs
spectrum of needs ranging from basic biological needs to social needs to self-actualization

James-Lange theory of emotion
emotions arise from physiological arousal

Schachter-Singer two-factor theory of emotion
emotions consist of two factors: physiological and cognitive

self-efficacy
individual's belief in their own capabilities or capacities to complete a task

Topic: Motivation Theories

Core Lesson Description:

Motivation to engage in a given behavior can come from internal and/or external factors. Multiple theories have been put forward regarding motivation, including Albert Bandura and Abraham Maslow.

Core Lesson Student Learning Objectives:

- Define intrinsic and extrinsic motivation
- Understand that instincts, drive reduction, self-efficacy, and social motives have all been proposed as theories of motivation
- Explain the basic concepts associated with Maslow's hierarchy of needs

Core Lesson Essential Questions:

Why do we do the things we do?

What motivations underlie our behaviors?

Do we always have control over our behaviors?

Core Lesson Big Ideas:

- Define intrinsic and extrinsic motivation

- Understand that instincts, drive reduction, self-efficacy, and social motives have all been proposed as theories of motivation
- Explain the basic concepts associated with Maslow's hierarchy of needs

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

motivation
wants or needs that direct behavior toward some goal

extrinsic motivation

motivation that arises from external factors or rewards

intrinsic motivation
motivation based on internal feelings rather than external rewards

instinct
species-specific pattern of behavior that is unlearned

drive theory
deviations from homeostasis create physiological needs that result in psychological drive states that direct behavior to meet the need and ultimately bring the system back to homeostasis

habit
pattern of behavior in which we regularly engage

Yerkes-Dodson law
simple tasks are performed best when arousal levels are relatively high, while complex tasks are best performed when arousal is lower

self-efficacy
individual's belief in their own capabilities or capacities to complete a task

hierarchy of needs
spectrum of needs ranging from basic biological needs to social needs to self-actualization

Unit: Personality

Timeline: Week 21 to 23

Unit Description: Personality has been studied for over 2,000 years, beginning with Hippocrates. More recent theories of personality have been proposed, including Freud’s psychodynamic perspective, which holds that personality is formed through early childhood experiences. Other perspectives then emerged in reaction to the psychodynamic perspective, including the learning, humanistic, biological, trait, and cultural perspectives.

Unit Essential Questions:

What is personality?

Is personality determined by internal or external forces?

What cultural factors influence personality development?

Unit Big Ideas:

- Define personality
- Describe early theories about personality development

- Describe the assumptions of the psychodynamic perspective on personality development
- Define and describe the nature and function of the id, ego, and superego
- Define and describe the defense mechanisms
- Define and describe the psychosexual stages of personality development

- Discuss the concept of the inferiority complex
- Discuss the core differences between Erikson’s and Freud’s views on personality
- Discuss Jung’s ideas of the collective unconscious and archetypes

- Discuss the work of Karen Horney
- Describe the behaviorist perspective on personality
- Describe the cognitive perspective on personality
- Describe the social cognitive perspective on personality
- Discuss the contributions of Abraham Maslow and Carl Rogers to personality development
- Discuss the evolutionary perspective on personality development
- Discuss the Big Five factors and describe someone who is high and low on each of the five factors

Unit Materials:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit Assignments:

Lesson	Objective	Standards	Assessment	Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/ Tiered Questioning Station/Hands on Practice Activities APA Journal/ Primary Source article reading/ discussion Case Study viewing/discussion/ summary Review Videos/Clips District Approved Guest Speaker(s)	See General Curriculum Map Individual Unit/Topic Objectives. APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons	https://www.apa.org/education-career/k12/national-standards https://www.apa.org/education-career/k12/psychology-curricula.pdf https://www.apa.org/education-career/k12/national-standards-summary.pdf	Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/ reflections	See General Curriculum Map Resources Listing

Unit Key Terminology & Definitions:

analytical psychology
Jung’s theory focusing on the balance of opposing forces within one’s personality and the significance of the collective unconscious

 anal stage psychosexual stage in which children experience pleasure in their bowel and bladder movements

archetype
pattern that exists in our collective unconscious across cultures and societies

collective unconscious
common psychological tendencies that have been passed down from one generation to the next

congruence
state of being in which our thoughts about our real and ideal selves are very similar

conscious
mental activity (thoughts, feelings, and memories) that we can access at any time

Contemporized-Themes Concerning Blacks Test (C-TCB)
projective test designed to be culturally relevant to African Americans, using images that relate to African-American culture

culture
all of the beliefs, customs, art, and traditions of a particular society

defense mechanism
unconscious protective behaviors designed to reduce ego anxiety

displacement
ego defense mechanism in which a person transfers inappropriate urges or behaviors toward a more acceptable or less threatening target

ego
aspect of personality that represents the self, or the part of one’s personality that is visible to others

Five Factor Model
theory that personality is composed of five factors, including openness, conscientiousness, extroversion, agreeableness, and neuroticism

genital stage
psychosexual stage in which the focus is on mature sexual interests

heritability
proportion of difference among people that is attributed to genetics

id
aspect of personality that consists of our most primitive drives or urges, including impulses for hunger, thirst, and sex

ideal self
person we would like to be

incongruence
state of being in which there is a great discrepancy between our real and ideal selves

individual psychology
school of psychology proposed by Adler that focuses on our drive to compensate for feelings of inferiority

inferiority complex
refers to a person’s feelings that they lack worth and don’t measure up to others’ or to society’s standards

latency period
psychosexual stage in which sexual feelings are dormant

locus of control
beliefs about the power we have over our lives; an external locus of control is the belief that our outcomes are outside of our control; an internal locus of control is the belief that we control our own outcomes

Minnesota Multiphasic Personality Inventory (MMPI)
personality test composed of a series of true/false questions in order to establish a clinical profile of an individual

neurosis
tendency to experience negative emotions

oral stage
psychosexual stage in which an infant’s pleasure is focused on the mouth

personality
long-standing traits and patterns that propel individuals to consistently think, feel, and behave in specific ways

phallic stage
psychosexual stage in which the focus is on the genitals

projection
ego defense mechanism in which a person confronted with anxiety disguises their unacceptable urges or behaviors by attributing them to other people

Projective test
personality assessment in which a person responds to ambiguous stimuli, revealing hidden feelings, impulses, and desires

psychosexual stages of development
stages of child development in which a child’s pleasure-seeking urges are focused on specific areas of the body called erogenous zones

rationalization
ego defense mechanism in which a person confronted with anxiety makes excuses to justify behavior

reaction formation
ego defense mechanism in which a person confronted with anxiety swaps unacceptable urges or behaviors for their opposites

real self
person who we actually are

reciprocal determinism
belief that one’s environment can determine behavior, but at the same time, people can influence the environment with both their thoughts and behaviors

regression
ego defense mechanism in which a person confronted with anxiety returns to a more immature behavioral state

repression
ego defense mechanism in which anxiety-related thoughts and memories are kept in the unconscious

Rorschach Inkblot Test
projective test that employs a series of symmetrical inkblot cards that are presented to a client by a psychologist in an effort to reveal the person’s unconscious desires, fears, and struggles

Rotter Incomplete Sentence Blank (RISB)
projective test that is similar to a word association test in which a person completes sentences in order to reveal their unconscious desires, fears, and struggles

selective migration
concept that people choose to move to places that are compatible with their personalities and needs

self-concept
our thoughts and feelings about ourselves

self-efficacy
someone’s level of confidence in their own abilities

social-cognitive theory
Bandura’s theory of personality that emphasizes both cognition and learning as sources of individual differences in personality

sublimation
ego defense mechanism in which unacceptable urges are channeled into more appropriate activities

superego
aspect of the personality that serves as one’s moral compass, or conscience

TEMAS Multicultural Thematic Apperception Test
projective test designed to be culturally relevant to minority groups, especially Hispanic youths, using images and storytelling that relate to minority culture

temperament
how a person reacts to the world, including their activity level, starting when they are very young

Thematic Apperception Test (TAT)
projective test in which people are presented with ambiguous images, and they then make up stories to go with the images in an effort to uncover their unconscious desires, fears, and struggles

traits
characteristic ways of behaving

unconscious
mental activity of which we are unaware and unable to access

Resources:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

STANDARDS: **STANDARDS**

NATIONAL: APA – National Standards for High School Psychology Curricula (2011)

IV.C.1 (Advanced)	Perspectives on personality	
IV.C.1.1 (Advanced)	Evaluate psychodynamic theories	
IV.C.1.2 (Advanced)	Evaluate trait theories	
IV.C.1.3 (Advanced)	Evaluate humanistic theories	
IV.C.1.4 (Advanced)	Evaluate social–cognitive theories	
IV.C.2 (Advanced)	Assessment of personality	
IV.C.2.1 (Advanced)	Differentiate personality assessment techniques	
IV.C.2.2 (Advanced)	Discuss the reliability and validity of personality assessment techniques	
IV.C.3 (Advanced)	Issues in personality	
IV.C.3.1 (Advanced)	Discuss biological and situational influences	
IV.C.3.2 (Advanced)	Discuss stability and change	
IV.C.3.3 (Advanced)	Discuss connections to health and work	
IV.C.3.4 (Advanced)	Discuss self-concept	
IV.C.3.5 (Advanced)	Analyze how individualistic and collectivistic cultural perspectives relate to personality	

Topic: Purpose of Personality Theories

Core Lesson Description: Personality refers to the long-standing traits and patterns that propel individuals to consistently think, feel, and behave in specific ways. Our personality is what makes us unique individuals. Each person has an idiosyncratic pattern of enduring, long-term characteristics and a manner in which they interact with other individuals and the world around them. Our personalities are thought to be long term, stable, and not easily changed. The word *personality* comes from the Latin word *persona*.

Core Lesson Student Learning Objectives:

- Define personality
- Describe early theories about personality development

Core Lesson Essential Questions:

What is personality?

What is the known history of personality?

What are early theories of personality development?

Core Lesson Big Ideas:

- Define personality
- Describe early theories about personality development

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Psychoanalytic Perspective/Neo Freudians

Core Lesson Description:

Sigmund Freud presented the first comprehensive theory of personality. He was also the first to recognize that much of our mental life takes place outside of our conscious awareness. Freud also proposed three components to personality: the id, ego, and superego. The job of the ego is to balance the sexual and aggressive drives of the id with the moral ideal of the superego. Freud also said that personality develops through a series of psychosexual stages. In each stage, pleasure focuses on a specific zone. Failure to resolve a stage can lead one to become fixated in that stage, leading to unhealthy personality traits. Successful resolution of the stages leads to a healthy adult.

The neo-Freudians were psychologists whose work followed from Freud's. They generally agreed with Freud that childhood experiences matter, but they decreased the emphasis on sex and focused more on the social environment and effects of culture on personality.

Core Lesson Student Learning Objectives:

- Describe the assumptions of the psychodynamic perspective on personality development
- Define and describe the nature and function of the id, ego, and superego
- Define and describe the defense mechanisms
- Define and describe the psychosexual stages of personality development
- Discuss the concept of the inferiority complex
- Discuss the core differences between Erikson's and Freud's views on personality
- Discuss Jung's ideas of the collective unconscious and archetypes
- Discuss the work of Karen Horney

Core Lesson Essential Questions:

What are the functions of the Id, Ego and Super Ego?

How can application of Freud's psychanalytic theory help to explain both childhood and adult personality traits?

How does the work of later "Neo Freudians" compare and contrast to Sigmund Freud?

Core Lesson Big Ideas:

- Describe the assumptions of the psychodynamic perspective on personality development
- Define and describe the nature and function of the id, ego, and superego
- Define and describe the defense mechanisms
- Define and describe the psychosexual stages of personality development
- Discuss the concept of the inferiority complex
- Discuss the core differences between Erikson's and Freud's views on personality
- Discuss Jung's ideas of the collective unconscious and archetypes
- Discuss the work of Karen Horney

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Learning Theories

Core Lesson Description: Behavioral theorists view personality as significantly shaped and impacted by the reinforcements and consequences outside of the organism. People behave in a consistent manner based on prior learning. B. F. Skinner, a prominent behaviorist, said that we demonstrate consistent behavior patterns, because we have developed certain response tendencies. Mischel focused on how personal goals play a role in the self-regulation process. Albert Bandura said that one's environment can determine behavior, but at the same time, people can influence the environment with both their thoughts and behaviors, which is known as reciprocal determinism. Bandura also emphasized how we learn from watching others. He felt that this type of learning also plays a part in the development of our personality. Bandura discussed the concept of self-efficacy, which is our level of confidence in our own abilities. Finally, Rotter proposed the concept of locus of control, which refers to our beliefs about the power we have over our lives. He said that people fall along a continuum between a purely internal and a purely external locus of control.

Core Lesson Student Learning Objectives:

- Describe the behaviorist perspective on personality
- Describe the cognitive perspective on personality
- Describe the social cognitive perspective on personality

Core Lesson Essential Questions: What are the behaviorists, cognitive, and social cognitive perspectives?

Core Lesson Big Ideas:

- Describe the behaviorist perspective on personality
- Describe the cognitive perspective on personality
- Describe the social cognitive perspective on personality

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Humanistic/Cognitive Theories

Core Lesson Description: Humanistic psychologists Abraham Maslow and Carl Rogers focused on the growth potential of healthy individuals. They believed that people strive to become self-actualized. Both Rogers's and Maslow's theories greatly contributed to our understanding of the self. They emphasized free will and self-determination, with each individual desiring to become the best person they can become.

Core Lesson Student Learning Objectives:

- Discuss the contributions of Abraham Maslow and Carl Rogers to personality development

Core Lesson Essential Questions: How do we understand "self?"

What is free-will and self determination?

Core Lesson Big Ideas:

- Discuss the contributions of Abraham Maslow and Carl Rogers to personality development

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key See Unit Terminology Listing

Terminology & Definitions:

Topic: Biological Theories

Core Lesson Description: Some aspects of our personalities are largely controlled by genetics; however, environmental factors (such as family interactions) and maturation can affect the ways in which children's personalities are expressed.

Core Lesson Student Learning Objectives:

- Discuss the evolutionary perspective on personality development

Core Lesson Essential Questions: How do genetics play a role in childhood and adult personalities?

Core Lesson Big Ideas:

- Discuss the evolutionary perspective on personality development

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Trait Theories

Core Lesson Description: Trait theorists attempt to explain our personality by identifying our stable characteristics and ways of behaving. They have identified important dimensions of personality. The Five Factor Model is the most widely accepted theory today. The five factors are openness, conscientiousness, extroversion, agreeableness, and neuroticism.

Core Lesson Student Learning Objectives:

- Discuss the Big Five factors and describe someone who is high and low on each of the five factors

Core Lesson Essential Questions: What are the Big "Five" Factors of Personality?

Core Lesson Big Ideas:

- Discuss the Big Five factors and describe someone who is high and low on each of the five factors

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions: See Unit Terminology Listing

Topic: Culture and Pesonalities

Core Lesson Description: Culture is one of the most important environmental factors that shapes personality. There is evidence that the strength of personality traits varies across cultures. Individualist cultures and collectivist cultures place emphasis on different basic values. People who live in individualist cultures tend to believe that independence, competition, and personal achievement are important. People who live in collectivist cultures value social harmony, respectfulness, and group needs over individual needs. There are three approaches that can be used to study personality in a cultural context: the cultural-comparative approach, the indigenous approach, and the combined approach, which incorporates

Core Lesson Student Learning Objectives:

- Discuss personality differences of people from collectivist and individualist cultures
- Discuss the three approaches to studying personality in a cultural context

Core Lesson Essential Questions:

What is the difference between a collectivist culture and individualist culture?

Core Lesson Big Ideas:

- Discuss personality differences of people from collectivist and individualist cultures
- Discuss the three approaches to studying personality in a cultural context

Core Lesson Materials:

See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

See Unit Terminology Listing

Unit: Psychological Disorders

Timeline: Week 24 to 27

Unit Description:

Psychological disorders are conditions characterized by abnormal thoughts, feelings, and behaviors. According to the APA definition, the presence of a psychological disorder is signaled by significant disturbances in thoughts, feelings, and behaviors; these disturbances must reflect some kind of dysfunction (biological, psychological, or developmental), must cause significant impairment in one’s life, and must not reflect culturally expected reactions to certain life events.

This unit can be approached with student research and analysis. Students can explore multiple areas of psychological disorders as a culminating course project.

Areas of student led study would include:

- Anxiety
- Obsessive-Compulsive
- Posttraumatic Stress
- Mood Related
- Schizophrenia
- Dissociative
- Childhood Disorders
- Personality Disorders

Unit Essential Questions:

Why are Psychological Disorders difficult to define?

What classification system is used to identify disorders?

What perspectives are applied to defining Psychological Disorders?

Unit Big Ideas:

- Understand the problems inherent in defining the concept of psychological disorder
- Describe what is meant by harmful dysfunction
- Identify the formal criteria that thoughts, feelings, and behaviors must meet to be considered abnormal and, thus, symptomatic of a psychological disorder

- Explain why classification systems are necessary in the study of psychopathology
- Describe the basic features of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)
- Discuss changes in the DSM over time, including criticisms of the current edition
- Identify which disorders are generally the most common

- Discuss supernatural perspectives on the origin of psychological disorders, in their historical context
- Describe modern biological and psychological perspectives on the origin of psychological disorders
- Identify which disorders generally show the highest degree of heritability
- Describe the diathesis-stress model and its importance to the study of psychopathology

Unit Materials:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit Assignments:

Lesson	Objective	Standards	Assessment	Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/ Tiered Questioning Station/Hands on Practice Activities APA Journal/ Primary Source article reading/ discussion Case Study viewing/discussion/ summary Review Videos/Clips District Approved Guest Speaker(s)	See General Curriculum Map Individual Unit/Topic Objectives. APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons	https://www.apa.org/education-career/k12/national-standards https://www.apa.org/education-career/k12/psychology-curricula.pdf https://www.apa.org/education-career/k12/national-standards-summary.pdf	Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/ reflections	See General Curriculum Map Resources Listing

Unit Key Terminology

See Sub Topics for Terminology Listing

& Definitions :

Resources:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

STANDARDS:

STANDARDS

NATIONAL: APA – National Standards for High School Psychology Curricula (2011)

AP.A.1 (Advanced)	Perspectives on treatment	
AP.A.1.1 (Advanced)	Explain how psychological treatments have changed over time and among cultures	
AP.A.1.2 (Advanced)	Match methods of treatment to psychological perspectives	
AP.A.1.3 (Advanced)	Explain why psychologists use a variety of treatment options	
AP.A.2 (Advanced)	Categories of treatment and types of treatment providers	
AP.A.2.1 (Advanced)	Identify biomedical treatments	
AP.A.2.2 (Advanced)	Identify psychological treatments	
AP.A.2.3 (Advanced)	Describe appropriate treatments for different age groups	
AP.A.2.4 (Advanced)	Evaluate the efficacy of treatments for particular disorders	
AP.A.2.5 (Advanced)	Identify other factors that improve the efficacy of treatment	
AP.A.2.6 (Advanced)	Identify treatment providers for psychological disorders and the training required for each	
AP.A.3 (Advanced)	Legal, ethical, and professional issues in the treatment of psychological disorders	
AP.A.3.1 (Advanced)	Identify ethical challenges involved in delivery of treatment	
AP.A.3.2 (Advanced)	Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)	
IV.D.1 (Advanced)	Perspectives on abnormal behavior	
IV.D.1.1 (Advanced)	Define psychologically abnormal behavior	
IV.D.1.2 (Advanced)	Describe historical and cross-cultural views of abnormality	
IV.D.1.3 (Advanced)	Describe major models of abnormality	
IV.D.1.4 (Advanced)	Discuss how stigma relates to abnormal behavior	
IV.D.1.5 (Advanced)	Discuss the impact of psychological disorders on the individual, family, and society	
IV.D.2 (Advanced)	Categories of psychological disorders	
IV.D.2.1 (Advanced)	Describe the classification of psychological disorders	
IV.D.2.2 (Advanced)	Discuss the challenges associated with diagnosis	
IV.D.2.3 (Advanced)	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood,anxiety, and personality disorders)	
IV.D.2.4 (Advanced)	Evaluate how different factors influence an individual's experience of psychological disorders	

Topic: What are Psychological Disorders?

Core Lesson Description: Psychological disorders are conditions characterized by abnormal thoughts, feelings, and behaviors. According to the APA definition, the presence of a psychological disorder is signaled by significant disturbances in thoughts, feelings, and behaviors; these disturbances must reflect some kind of dysfunction (biological, psychological, or developmental), must cause significant impairment in one's life, and must not reflect culturally expected reactions to certain life events

Core Lesson Student Learning Objectives:

- Understand the problems inherent in defining the concept of psychological disorder
- Describe what is meant by harmful dysfunction
- Identify the formal criteria that thoughts, feelings, and behaviors must meet to be considered abnormal and, thus, symptomatic of a psychological disorder

Core Lesson Essential Questions: Why are Psychological Disorders difficult to define?

Core Lesson Big Ideas:

- Understand the problems inherent in defining the concept of psychological disorder
- Describe what is meant by harmful dysfunction
- Identify the formal criteria that thoughts, feelings, and behaviors must meet to be considered abnormal and, thus, symptomatic of a psychological disorder

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

etiology
cause or causes of a psychological disorder

psychological disorder
condition characterized by abnormal thoughts, feelings, and behaviors

psychopathology
study of psychological disorders, including their symptoms, causes, and treatment; manifestation of a psychological disorder

Topic: Diagnosing and Classifying Disorders

Core Lesson Description: The diagnosis and classification of psychological disorders is essential in studying and treating psychopathology. The classification system used by most U.S. professionals is the DSM-5. The first edition of the DSM was published in 1952, and has undergone numerous revisions. The 5th and most recent edition, the DSM-5, was published in 2013. The diagnostic manual includes a total of 237 specific diagnosable disorders, each described in detail, including its symptoms, prevalence, risk factors, and comorbidity. Over time, the number of diagnosable conditions listed in the DSM has grown steadily, prompting criticism from some. Nevertheless, the diagnostic criteria in the DSM are more explicit than that of any other system, which makes the DSM system highly desirable for both clinical diagnosis and research.

Core Lesson Student Learning Objectives:

- Explain why classification systems are necessary in the study of psychopathology
- Describe the basic features of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)
- Discuss changes in the DSM over time, including criticisms of the current edition
- Identify which disorders are generally the most common

Core Lesson Essential Questions: What classification system is used for diagnosis of disorders?

Core Lesson Big Ideas:

- Explain why classification systems are necessary in the study of psychopathology
- Describe the basic features of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)
- Discuss changes in the DSM over time, including criticisms of the current edition
- Identify which disorders are generally the most common

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

diagnosis
determination of which disorder a set of symptoms represents

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition **(DSM-5)**
authoritative index of mental disorders and the criteria for their diagnosis; published by the American Psychiatric Association (APA)

comorbidity
co-occurrence of two disorders in the same individual

International Classification of Diseases **(ICD)**
authoritative index of mental and physical diseases, including infectious diseases, and the criteria for their diagnosis; published by the World Health Organization (WHO)

Topic: Perspectives on Psychological Disorders

Core Lesson Description: For centuries, psychological disorders were viewed primarily from a supernatural perspective and thought to arise from divine forces or possession from spirits. Some cultures continue to hold this supernatural belief. Today, many who study psychopathology view mental illness from a biological perspective, whereby psychological disorders are thought to result largely from faulty biological processes. Scientific advances over the last several decades have provided a better understanding of the genetic, neurological, hormonal, and biochemical bases of psychopathology. The psychological perspective, in contrast, emphasizes the importance of psychological factors (e.g., stress and thoughts) and environmental factors in the development of psychological disorders.

Core Lesson Student Learning Objectives:

- Discuss supernatural perspectives on the origin of psychological disorders, in their historical context
- Describe modern biological and psychological perspectives on the origin of psychological disorders
- Identify which disorders generally show the highest degree of heritability
- Describe the diathesis-stress model and its importance to the study of psychopathology

Core Lesson Essential Questions: What perspectives are applied to defining Psychological Disorders?

Core Lesson Big Ideas:

- Discuss supernatural perspectives on the origin of psychological disorders, in their historical context
- Describe modern biological and psychological perspectives on the origin of psychological disorders
- Identify which disorders generally show the highest degree of heritability
- Describe the diathesis-stress model and its importance to the study of psychopathology

Core Lesson Materials: See Unit Materials Listing

Core Lesson Key Terminology & Definitions:

supernatural
describes a force beyond scientific understanding

diathesis-stress model
suggests that people with a predisposition for a disorder (a diathesis) are more likely to develop the disorder when faced with stress; model of psychopathology

Unit: Sociocultural Psychology, Human Interaction, & Life Span Development

Timeline: Week 28 to 32

Unit Description: Social psychologists examine how the presence of others impacts how a person behaves and reacts, whether that person is an athlete playing a game, a police officer on the job, or a worshiper attending a religious service. Social psychologists believe that a person's behavior is influenced by who else is present in a given situation and the composition of social groups.

Unit Essential Questions:

- Define social psychology
- Describe situational versus dispositional influences on behavior
- Describe the fundamental attribution error
- Explain actor-observer bias
- Describe self-serving bias
- Explain the just-world hypothesis

- Define and distinguish between the three domains of development: physical, cognitive and psychosocial
- Discuss the normative approach to development
- Understand the three major issues in development: continuity and discontinuity, one common course of development or many unique courses of development, and nature versus nurture

Unit Big Ideas: Social psychology is the subfield of psychology that studies the power of the situation to influence individuals’ thoughts, feelings, and behaviors. Psychologists categorize the causes of human behavior as those due to internal factors, such as personality, or those due to external factors, such as cultural and other social influences. Behavior is better explained, however, by using both approaches.

This unit can be approached with student research and analysis. Students can explore multiple areas of psychological disorders as a culminating course project.

Sub Topics within this unit may include:

- Self Presentation
- Attitudes and Persuasion
- Conformity, Compliance, Obedience
- Prejudice and Discrimination
- Aggression
- Prosocial Behavior
- Life Span Theories
- Stages of Development
- Death and Dying

Unit Materials:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit Assignments:

Lesson	Objective	Standards	Assessment	Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/ Tiered Questioning Station/Hands on Practice Activities APA Journal/ Primary Source article reading/ discussion Case Study viewing/discussion/ summary Review Videos/Clips District Approved Guest Speaker(s)	See General Curriculum Map Individual Unit/Topic Objectives. APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons	https://www.apa.org/education-career/k12/national-standards https://www.apa.org/education-career/k12/psychology-curricula.pdf https://www.apa.org/education-career/k12/national-standards-summary.pdf	Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/ reflections	See General Curriculum Map Resources Listing

Unit Key Terminology & Definitions:

Terminology would depend on chosen sub topics, see Unit Big Ideas.

Resources:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

STANDARDS:

STANDARDS

NATIONAL: APA – National Standards for High School Psychology Curricula (2011)

DL.A.1.1 (Advanced)	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development	
DL.A.1.2 (Advanced)	Explain issues of continuity/discontinuity and stability/ change	
DL.A.1.3 (Advanced)	Distinguish methods used to study development	
DL.A.1.4 (Advanced)	Describe the role of sensitive and critical periods in development	
DL.A.1.5 (Advanced)	Discuss issues related to the end of life	
DL.A.2 (Advanced)	Theories of life span development	
DL.A.2.1 (Advanced)	Discuss theories of cognitive development	
DL.A.2.2 (Advanced)	Discuss theories of moral development	
DL.A.2.3 (Advanced)	Discuss theories of social development	
DL.A.3 (Advanced)	Prenatal development and the newborn	
DL.A.3.1 (Advanced)	Describe physical development from conception through birth and identify influences on prenatal development	
DL.A.3.2 (Advanced)	Describe newborns' reflexes, temperament, and abilities	
DL.A.4 (Advanced)	Infancy (i.e., the first two years of life)	
DL.A.4.1 (Advanced)	Describe physical and motor development	
DL.A.4.2 (Advanced)	Describe how infant perceptual abilities and intelligence develop	
DL.A.4.3 (Advanced)	Describe the development of attachment and the role of the caregiver	
DL.A.4.4 (Advanced)	Describe the development of communication and language	
DL.A.5 (Advanced)	Childhood	
DL.A.5.1 (Advanced)	Describe physical and motor development	
DL.A.5.2 (Advanced)	Describe how memory and thinking ability develops	
DL.A.5.3 (Advanced)	Describe social, cultural, and emotional development through childhood	
DL.A.6 (Advanced)	Adolescence	
DL.A.6.1 (Advanced)	Identify major physical changes	
DL.A.6.2 (Advanced)	Describe the development of reasoning and morality	
DL.A.6.3 (Advanced)	Describe identity formation	
DL.A.6.4 (Advanced)	Discuss the role of family and peers in adolescent development	
DL.A.7 (Advanced)	Adulthood and aging	
DL.A.7.1 (Advanced)	Identify major physical changes associated with adulthood and aging	

DL.A.7.2 (Advanced)	Describe cognitive changes in adulthood and aging	
DL.A.7.3 (Advanced)	Discuss social, cultural, and emotional issues in aging	

This Curriculum Map Unit has no Topics to display

Unit: Therapy & Treatment

Timeline: Week 33 to 35

Unit Description: This unit will investigate approaches to therapy that include both psychological and biological interventions, all with the goal of alleviating distress. Because psychological problems can originate from various sources—biology, genetics, childhood experiences, conditioning, and sociocultural influences—psychologists have developed many different therapeutic techniques and approaches.

Unit Essential Questions:

- Explain how people with psychological disorders have been treated throughout the ages
- Discuss deinstitutionalization
- Discuss the ways in which mental health services are delivered today
- Distinguish between voluntary and involuntary treatment

- Distinguish between psychotherapy and biomedical therapy
- Recognize various orientations to psychotherapy
- Discuss psychotropic medications and recognize which medications are used to treat specific psychological disorders

- Distinguish between the various modalities of treatment
- Discuss benefits of group therapy

Unit Big Ideas: This unit can be approached with student research and analysis. Students can explore multiple areas of psychological disorders as a culminating course project.

Sub Topics within this unit may include:

- History and current status of Mental Health Treatment
- Types of Treatment/Modalities
- Special Cases for Treatment (Substance Abuse)
- Sociocultural Model and Therapy Utilization

Unit Materials: Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

Unit Assignments:

Lesson	Objective	Standards	Assessment	Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture	See General Curriculum Map Individual Unit/Topic Objectives. APA Unit Lesson Plan and Teaching Modules Listing: https://www.apa.org/ed/precollege/topss/lessons	https://www.apa.org/education-career/k12/national-standards https://www.apa.org/education-career/k12/psychology-curricula.pdf https://www.apa.org/education-career/k12/national-standards-summary.pdf	Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/ reflections	See General Curriculum Map Resources Listing

Class Discussion/ Tiered Questioning Station/Hands on Practice Activities APA Journal/ Primary Source article reading/ discussion Case Study viewing/discussion/ summary Review Videos/Clips District Approved Guest Speaker(s)				

Unit Key Terminology & Definitions: Terminology would depend on chosen sub topics, see Unit Big Ide

Resources:

Crash Course - Psychology https://thecrashcourse.com/courses

Simply Psychology https://www.simplypsychology.org/

OpenStax Text https://openstax.org/details/books/psychology-2e

American Psychological Association https://www.apa.org/

STANDARDS: **STANDARDS**

NATIONAL: APA – National Standards for High School Psychology Curricula (2011)

AP.A.1 (Advanced)	Perspectives on treatment	
AP.A.1.1 (Advanced)	Explain how psychological treatments have changed over time and among cultures	
AP.A.1.2 (Advanced)	Match methods of treatment to psychological perspectives	
AP.A.1.3 (Advanced)	Explain why psychologists use a variety of treatment options	
AP.A.2 (Advanced)	Categories of treatment and types of treatment providers	
AP.A.2.1 (Advanced)	Identify biomedical treatments	
AP.A.2.2 (Advanced)	Identify psychological treatments	
AP.A.2.3 (Advanced)	Describe appropriate treatments for different age groups	
AP.A.2.4 (Advanced)	Evaluate the efficacy of treatments for particular disorders	
AP.A.2.5 (Advanced)	Identify other factors that improve the efficacy of treatment	
AP.A.2.6 (Advanced)	Identify treatment providers for psychological disorders and the training required for each	
AP.A.3 (Advanced)	Legal, ethical, and professional issues in the treatment of psychological disorders	

AP.A.3.1 (Advanced)	Identify ethical challenges involved in delivery of treatment	
AP.A.3.2 (Advanced)	Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)	

This Curriculum Map Unit has no Topics to display