

<p>Grade, Subject: 11-12, Psychology</p>																																					
<p>Strand (Unit): History & Research</p>																																					
<p>Big Idea: Psychology is a science.</p>																																					
<p>APA National Content Standards: IA-6 <i>Development of psychology as an empirical science</i> IA-2 <i>Major subfields within psychology</i> IA-3 <i>Research methods and measurements used to study behavior and mental processes</i> IA-5 <i>Ethical issues in research with human and non-human animals</i> IA-4 <i>Basic concepts of data analysis</i></p>	<p>PA Core Standards: CC.8.5.11-12.A. <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> CC.8.5.11-12.B. <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> CC.8.6.11-12.B. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i></p>																																				
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is psychology? • What are the various research methods of study/experiments in psychology? • How have methods and understandings of psychological phenomena changed throughout history? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • Psychology is a science. • The important trends in the history of modern psychology. • Ethical concerns arise in psychological research. 																																				
<p>Vocabulary:</p> <table border="0"> <tr> <td>Psychology</td> <td>Hermann Rorschach</td> <td></td> </tr> <tr> <td>Phrenology</td> <td>Ivan Pavlov</td> <td>Sociocultural</td> </tr> <tr> <td>Physiognomic evaluation</td> <td>Sigmund Freud</td> <td>Psychology</td> </tr> <tr> <td>Trepanation</td> <td>William James</td> <td></td> </tr> <tr> <td>Ka</td> <td>Wilhelm Wundt</td> <td></td> </tr> <tr> <td>Dualism</td> <td>B.F. Skinner</td> <td></td> </tr> <tr> <td>Tabula rasa</td> <td>Psychoanalysis</td> <td></td> </tr> <tr> <td>Ego</td> <td>Behaviorism</td> <td></td> </tr> <tr> <td>Id</td> <td>Structuralism</td> <td></td> </tr> <tr> <td>Superego</td> <td>Functionalism</td> <td></td> </tr> <tr> <td>Gestalt Theory</td> <td>Existential</td> <td></td> </tr> <tr> <td>Introspection</td> <td>Associationism</td> <td></td> </tr> </table>	Psychology	Hermann Rorschach		Phrenology	Ivan Pavlov	Sociocultural	Physiognomic evaluation	Sigmund Freud	Psychology	Trepanation	William James		Ka	Wilhelm Wundt		Dualism	B.F. Skinner		Tabula rasa	Psychoanalysis		Ego	Behaviorism		Id	Structuralism		Superego	Functionalism		Gestalt Theory	Existential		Introspection	Associationism		<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Describe the history of psychology from its beginnings to the current trends and practices • Identify the key people and research methods in psychology
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Phrenology	Ivan Pavlov	Sociocultural																																			
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<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Crash Course Psychology #1 - Schools of Psychology ● Crash Course Psychology #2- Research Methods ● Phrenology Activity
<p><u>PA Standards for Career Education and Work</u></p> <p>13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i></p> <p>13.1.11.C <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i></p> <p>13.3.11.B <i>Evaluate team member roles to describe and illustrate active listening techniques:</i></p> <ul style="list-style-type: none"> ● <i>Clarifying</i> ● <i>Encouraging</i> ● <i>Reflecting</i> ● <i>Restating</i> ● <i>Summarizing</i> 	<p><u>Assessments:</u></p> <p>Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <ul style="list-style-type: none"> ● *Current Branches of Psychology Schools of Thought - apply theories to real world problems/issues/scenarios ● Unit Exam

<p>Grade, Subject: 11-12, Psychology</p>																																														
<p>Strand (Unit): Biology & Behavior</p>																																														
<p>Big Idea: Human Nervous & Endocrine Systems and their Impact upon Behavior</p>																																														
<p>APA National Content Standards: IIA-1, IIA-2 <i>Structure and function of the nervous system in human and non-human animals</i> IIA-5 <i>Structure and function of the endocrine system</i> IIC-4 <i>The interaction between biological factors and experience</i> Methods and issues related to biological advances</p>	<p>PA Core Standards: CC.8.5.11-12.A. <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> CC.8.5.11-12.B. <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> CC.8.6.11-12.B. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i></p>																																													
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the main structures of the human nervous system, their functions, and their impact upon behavior? • How does the endocrine system work and how does it impact behavior? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • The various ways used to study the brain. • The divisions of the nervous system and their structures. • The endocrine system and how it functions. • The functions of the nervous system. 																																													
<p>Vocabulary:</p> <table border="0"> <tr> <td>Frontal lobe</td> <td>Pituitary</td> <td>Phineas Gage</td> </tr> <tr> <td>Parietal lobe</td> <td>Brainstem</td> <td>EEG</td> </tr> <tr> <td>Occipital lobe</td> <td>Medulla</td> <td>Endorphins</td> </tr> <tr> <td>Temporal lobe</td> <td>Cerebral Cortex</td> <td>CT/CAT</td> </tr> <tr> <td>Cerebellum</td> <td>Spinal Cord</td> <td>MRI/ PET</td> </tr> <tr> <td>Thalamus</td> <td>Amygdala</td> <td>CNS / PNS</td> </tr> <tr> <td>Hypothalamus</td> <td>Basal ganglia</td> <td>Cerebrospinal fluid</td> </tr> <tr> <td>Pons</td> <td>Limbic</td> <td>Spinal Reflex</td> </tr> <tr> <td>Hippocampus</td> <td>Aphasia</td> <td>Somatic</td> </tr> <tr> <td>Corpus Callosum</td> <td>Left/Right Hemisphere</td> <td>Autonomic</td> </tr> <tr> <td>Cell Body / Soma</td> <td>Myelin Sheath</td> <td>Adrenals</td> </tr> <tr> <td>Neuron</td> <td>Neurotransmitter</td> <td>Chromosome</td> </tr> <tr> <td>Dendrite</td> <td>Endocrine</td> <td>Genes</td> </tr> <tr> <td>Axon</td> <td>Hormones</td> <td>DNA</td> </tr> <tr> <td>Synapse</td> <td>Glands/Ducts</td> <td>Kinship</td> </tr> </table>	Frontal lobe	Pituitary	Phineas Gage	Parietal lobe	Brainstem	EEG	Occipital lobe	Medulla	Endorphins	Temporal lobe	Cerebral Cortex	CT/CAT	Cerebellum	Spinal Cord	MRI/ PET	Thalamus	Amygdala	CNS / PNS	Hypothalamus	Basal ganglia	Cerebrospinal fluid	Pons	Limbic	Spinal Reflex	Hippocampus	Aphasia	Somatic	Corpus Callosum	Left/Right Hemisphere	Autonomic	Cell Body / Soma	Myelin Sheath	Adrenals	Neuron	Neurotransmitter	Chromosome	Dendrite	Endocrine	Genes	Axon	Hormones	DNA	Synapse	Glands/Ducts	Kinship	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Label the structures of the human brain and identify their main functions. • Discuss how the endocrine system affects human behavior.
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<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <p>Diagrams: the neuron, the brain, brain lobes</p> <p>Robotic Limbs - 60 Minutes</p> <p>Christopher Reeve</p> <p>Family that Walks on all Fours</p> <p>Brain Games</p>
<p><u>PA Standards for Career Education and Work</u></p> <p>13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i></p> <p>13.1.11.C. <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i></p> <p>13.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i></p>	<p><u>Assessments:</u></p> <p>Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <ul style="list-style-type: none"> ● *Non-dominant Hand Activity - brain hemisphereality experiment & application ● Left brain-Right brain activities ● Unit Exam

<p>Grade, Subject: 11-12, Psychology</p>																																											
<p>Strand (Unit): Sensation & Perception</p>																																											
<p>Big Idea: the Five Human Senses, how they work, and how they impact our Perception(s) of the World</p>																																											
<p>APA National Content Standards: IIB-1 <i>The processes of sensation and perception</i> IIB-1 <i>The capabilities and limitations of sensory processes</i> IIB-2 <i>Interaction of the person and the environment in determining perception</i></p>	<p>PA Common Core Reading & Writing Standards for History & Social Studies: CC.8.5.11-12.A. <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> CC.8.5.11-12.B. <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> CC.8.6.11-12.B. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i></p>																																										
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the processes which allow human beings to sense and perceive information from their environments? • How do the processes of sensation and perception impact human behavior? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • The role sensations play in how humans come to understand reality. • The principles involved in perception. • Raw sensory data processing. • Perceptual constancy and the four kinds. 																																										
<p>Vocabulary:</p> <table border="0"> <tr> <td>Psychophysics</td> <td>Blind spot</td> <td>Chorda tympani</td> </tr> <tr> <td>Sensation</td> <td>Visual acuity</td> <td>Prostaglandins</td> </tr> <tr> <td>Perception</td> <td>Afterimage</td> <td>Gate Theory</td> </tr> <tr> <td>Transduction</td> <td>Color blindness</td> <td>Synesthesia</td> </tr> <tr> <td>Absolute Threshold</td> <td>Auditory perception</td> <td>Vestibular</td> </tr> <tr> <td>Difference Threshold</td> <td>Pitch</td> <td>Kinesthesia</td> </tr> <tr> <td>Sensory</td> <td>Eardrum</td> <td>Closure</td> </tr> <tr> <td>Visual perception</td> <td>Hammer</td> <td>Figure-Ground</td> </tr> <tr> <td>Cornea</td> <td>Anvil</td> <td>Stroboscopic</td> </tr> <tr> <td>Iris</td> <td>Stirrup</td> <td>Illusions</td> </tr> <tr> <td>Pupil</td> <td>Semicircular canal</td> <td>Optical Illusion</td> </tr> <tr> <td>Aqueous humor</td> <td>Eustachian tube</td> <td></td> </tr> <tr> <td>Lens</td> <td>Cochlea</td> <td></td> </tr> <tr> <td>Vitreous humor</td> <td>Pinna</td> <td></td> </tr> </table>	Psychophysics	Blind spot	Chorda tympani	Sensation	Visual acuity	Prostaglandins	Perception	Afterimage	Gate Theory	Transduction	Color blindness	Synesthesia	Absolute Threshold	Auditory perception	Vestibular	Difference Threshold	Pitch	Kinesthesia	Sensory	Eardrum	Closure	Visual perception	Hammer	Figure-Ground	Cornea	Anvil	Stroboscopic	Iris	Stirrup	Illusions	Pupil	Semicircular canal	Optical Illusion	Aqueous humor	Eustachian tube		Lens	Cochlea		Vitreous humor	Pinna		<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Identify the five human senses and discuss their functioning. • Describe how and why visual illusions work.
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Retina Photoreceptors Cones/ Rods Optic nerve Nociceptors Auditory nerve Presbycusis Tinnitus Anosmia Hyposmia	
<u>Possible Content Extensions:</u>	<u>Resources:</u> <ul style="list-style-type: none"> ● Diagrams: the eye, the ear ● Crash Course Psychology #5: Sensation & Perception ● Synesthesia video clip
<u>PA Standards for Career Education and Work</u> 13.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i> 13.1.11.B <i>Analyze career options based on personal interests, abilities, aptitudes, achievements and goals</i> 13.1.11.F <i>Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</i>	<u>Assessments:</u> Authentic assessments utilizing career based standards are noted with an asterisk (*) <ul style="list-style-type: none"> ● Animal Senses activity ● *Sensation & Perception Lab experience - students will experience the application of concepts in chapter ● Unit Exam

<p>Grade, Subject: 11-12, Psychology</p>																															
<p>Strand (Unit): Consciousness</p>																															
<p>Big Idea: States & Levels of Consciousness, Altered States of Consciousness</p>																															
<p>APA National Content Standards: IVD-1 <i>The relationship between conscious and unconscious processes, Other states of consciousness</i> IVD-2 <i>Characteristics of sleep and theories that explain why we sleep and dream</i> IVD-5 <i>Categories of psychoactive drugs and their effects</i></p>	<p>PA Core Standards: CC.8.5.11-12.A. <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> CC.8.5.11-12.B. <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> CC.8.6.11-12.B. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i></p>																														
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the types (levels) of consciousness? • What are the stages of sleep and what are the main sleep problems? • What are meditation, biofeedback, and hypnosis? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • Types of sleep disorders (including symptoms, causes, treatments). • The stages of sleep and dreaming. • The various states and levels of consciousness. 																														
<p>Vocabulary:</p> <table border="0"> <tr> <td>Psychological construct</td> <td>Sigmund Freud</td> </tr> <tr> <td>Selective Attention</td> <td>Insomnia</td> </tr> <tr> <td>Selective Listening</td> <td>Nightmare/ Night terrors</td> </tr> <tr> <td>Preconscious</td> <td>Sleep Apnea</td> </tr> <tr> <td>Consciousness</td> <td>Narcolepsy</td> </tr> <tr> <td>Unconscious</td> <td>Sleep Bruxism</td> </tr> <tr> <td>Sleep</td> <td>Kleine-Levin Syndrome</td> </tr> <tr> <td>Daydreaming</td> <td>Restless Leg Syndrome</td> </tr> <tr> <td>Hypnagogic state</td> <td>Parasomnias</td> </tr> <tr> <td>Circadian Rhythm</td> <td>Biofeedback</td> </tr> <tr> <td>Alpha/Delta Waves</td> <td>Hypnosis</td> </tr> <tr> <td>Sleep Spindles</td> <td></td> </tr> <tr> <td>REM</td> <td></td> </tr> <tr> <td>Sleep Deprivation</td> <td></td> </tr> <tr> <td>Lucid Dream</td> <td></td> </tr> </table>	Psychological construct	Sigmund Freud	Selective Attention	Insomnia	Selective Listening	Nightmare/ Night terrors	Preconscious	Sleep Apnea	Consciousness	Narcolepsy	Unconscious	Sleep Bruxism	Sleep	Kleine-Levin Syndrome	Daydreaming	Restless Leg Syndrome	Hypnagogic state	Parasomnias	Circadian Rhythm	Biofeedback	Alpha/Delta Waves	Hypnosis	Sleep Spindles		REM		Sleep Deprivation		Lucid Dream		<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Analyze the difference between waking consciousness and altered states of consciousness. • Identify and critique the historical and current theories of dreaming.
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<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <p>BBC the Body Clock documentary</p> <p>The Learning Channel video - Biofeedback, Meditation, Hypnosis</p> <p>Sleep Cycle & Sleep Stages diagrams</p>
<p><u>PA Standards for Career Education and Work</u></p> <p>13.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i></p> <p>13.1.11.B. <i>Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</i></p> <p>13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancements and goals.</i></p>	<p><u>Assessments:</u></p> <p>Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <p>Consciousness activity</p> <p>*Sleep Journal & Response Questions - keeping track of sleep patterns & analyzing the experience</p> <p>Unit Exam</p>

<p>Grade, Subject: 11-12, Psychology</p>																															
<p>Strand (Unit): Learning/Conditioning & Memory</p>																															
<p>Big Idea: Classical & Operant Conditioning and their Impact Upon Behavior, Types & Levels of Memory</p>																															
<p>APA National Content Standards: IVA-2 Classical conditioning IVA-3 Operant conditioning IVA-4 Observational and cognitive learning IVB-1 Encoding of memory IVB-2 Storage of memory IVB-3 Retrieval of memory</p>	<p>PA Core Standards: CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>																														
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the main principles of learning? • What are the types, stages, and levels of human memory? • How does learning and memory impact human behavior and decisions? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • The major contributors to learning theory. • The theories that explain forgetting. • The factors involved in the process of learning. • Process of humans taking, storage, and retrieval of information. 																														
<p>Vocabulary:</p> <table border="0"> <tr> <td>Conditioning</td> <td>Reinforcement (positive/negative)</td> </tr> <tr> <td>Classical Conditioning</td> <td>Punishment (positive/negative)</td> </tr> <tr> <td>Operant conditioning</td> <td>Stimulus Response</td> </tr> <tr> <td>Interval Schedules</td> <td>Taste Aversion</td> </tr> <tr> <td>Spontaneous behavior</td> <td>Memory</td> </tr> <tr> <td>Shaping</td> <td>Encoding</td> </tr> <tr> <td>Extinction</td> <td>Retrieval</td> </tr> <tr> <td>Spontaneous Recovery</td> <td>Iconic Memory</td> </tr> <tr> <td>Discrimination</td> <td>Eidetic Memory</td> </tr> <tr> <td>Desensitization</td> <td>Memory Trace</td> </tr> <tr> <td>Flooding</td> <td>Sensory Memory</td> </tr> <tr> <td>Systematic</td> <td>Episodic Memory</td> </tr> <tr> <td>Avoidance</td> <td>Photographic Memory</td> </tr> <tr> <td>Phobia</td> <td>Transient Memory</td> </tr> <tr> <td>Ivan Pavlov</td> <td>Short Term Memory</td> </tr> </table>	Conditioning	Reinforcement (positive/negative)	Classical Conditioning	Punishment (positive/negative)	Operant conditioning	Stimulus Response	Interval Schedules	Taste Aversion	Spontaneous behavior	Memory	Shaping	Encoding	Extinction	Retrieval	Spontaneous Recovery	Iconic Memory	Discrimination	Eidetic Memory	Desensitization	Memory Trace	Flooding	Sensory Memory	Systematic	Episodic Memory	Avoidance	Photographic Memory	Phobia	Transient Memory	Ivan Pavlov	Short Term Memory	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Identify, explain, and apply the components of and principles of classical and operant conditioning. • Critique the different ways of improving memory.
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<p>Chunking Forgetting Recognition Recall Relearning Hyperthymesia</p> <p>Long Term Memory Decay Repression Amnesia Déjà vu Mnemonic device</p>	
<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Crash Course Psychology #11: How to Train a Brain ● Crash Course Psychology #12: The Bobo Beatdown ● TEDx: The difference between classical and operant conditioning ● Original footage of Pavlov’s experiments ● Original footage of Skinner’s experiments ● Memory experiments (recall, recognition, & relearning)
<p><u>dPA Standards for Career Education and Work</u></p> <p>3.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i></p> <p>13.1.11.C. <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i></p> <p>13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i></p>	<p><u>Assessments:</u></p> <p>Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <ul style="list-style-type: none"> ● Pavlov’s Dogs activity ● *Conditioning Menu activity - application of chapter concepts to real life experiences ● Unit Exam

<p>Grade, Subject: 11-12, Psychology</p>																																	
<p>Strand (Unit): Thinking & Intelligence</p>																																	
<p>Big Idea: Types of Intelligences and their Impact upon an Individual's Experience</p>																																	
<p>APA National Content Standards: IVC-1 <i>Basic elements comprising thought</i> IVC-2 <i>Obstacles related to thought</i></p>	<p>PA Core Standards: CC.8.5.11-12.A. <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> CC.8.5.11-12.B. <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> CC.8.6.11-12.B. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i></p>																																
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is “intelligence”, how many various types are there, and how are they tested? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • Some of the methods of problem solving. • The concept (science) of “thinking”. • Types of intelligence. • Some ways used to measure intelligence. 																																
<p>Vocabulary:</p> <table border="0"> <tr> <td>Thinking</td> <td>Intelligence</td> </tr> <tr> <td>Cognition</td> <td>Fluid intelligence</td> </tr> <tr> <td>Symbols</td> <td>Crystallized intelligence</td> </tr> <tr> <td>Concepts</td> <td>Various intelligence tests</td> </tr> <tr> <td>Prototypes</td> <td>Howard Gardner’s intelligences</td> </tr> <tr> <td>Cognitive psychologists</td> <td>Intellectual disability</td> </tr> <tr> <td>Algorithms</td> <td>Giftedness</td> </tr> <tr> <td>Heuristics</td> <td></td> </tr> <tr> <td>Insight</td> <td></td> </tr> <tr> <td>Incubation effect</td> <td></td> </tr> <tr> <td>Confirmation bias</td> <td></td> </tr> <tr> <td>Fixation</td> <td></td> </tr> <tr> <td>Mental set</td> <td></td> </tr> <tr> <td>Functional fixedness</td> <td></td> </tr> <tr> <td>Deductive reasoning</td> <td></td> </tr> <tr> <td>Inductive reasoning</td> <td></td> </tr> </table>	Thinking	Intelligence	Cognition	Fluid intelligence	Symbols	Crystallized intelligence	Concepts	Various intelligence tests	Prototypes	Howard Gardner’s intelligences	Cognitive psychologists	Intellectual disability	Algorithms	Giftedness	Heuristics		Insight		Incubation effect		Confirmation bias		Fixation		Mental set		Functional fixedness		Deductive reasoning		Inductive reasoning		<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Identify factors that go into decision-making. • Analyzing the various types of “intelligences”. • Connecting personal experience with the various types of intelligence according to Gardner.
Thinking	Intelligence																																
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Abductive reasoning Framing effect	
<u>Possible Content Extensions:</u>	<u>Resources:</u> <ul style="list-style-type: none"> • Various examples of intelligence tests • Gardner’s Theory of Multiple Intelligences tests
<u>PA Standards for Career Education and Work</u> 3.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i> 13.1.11.B <i>Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</i> 13.1.11.C <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i> 13.1.11.F <i>Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</i> 13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i>	<u>Assessments:</u> Authentic assessments utilizing career based standards are noted with an asterisk (*) <ul style="list-style-type: none"> • *Various problem solving activities - exercise of problem solving techniques • *Logic puzzles - exercise of thought strategies discussed within the chapter • Unit Exam

Elizabethtown Area School District Curriculum

<u>Grade, Subject:</u> 11-12, Psychology	
<u>Strand (Unit):</u> Child Development	
<u>Big Idea:</u> Development of the Human Child	
<u>APA National Content Standards:</u> IIA-1 <i>Methods and issues in lifespan development</i> IIIA-3 <i>Theories of lifespan development, Prenatal development and the newborn, Infancy (i.e., the first two years of life), Childhood</i> IVC-3 <i>Structural features of language</i>	<u>PA Core Standards:</u> CC.8.5.11-12.A. <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i>

<p>IVC-4 Theories and developmental stages of language acquisition IVC-5 Language and the brain</p>	<p>CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>																																														
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the types of human development and stages throughout the life cycle? • How do individual's change as they grow and mature? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • Developmental psychology and methods used in studying human development. • Delineate and discuss the stages of language development. • Kohlberg's theory of moral development. 																																														
<p>Vocabulary:</p> <table border="0"> <tr> <td>Longitudinal</td> <td>Chomsky's L.A.D.</td> </tr> <tr> <td>Cross sectional</td> <td>Child directed speech</td> </tr> <tr> <td>Maturation</td> <td>Universal adaptability</td> </tr> <tr> <td>Critical period</td> <td>Overextension</td> </tr> <tr> <td>Stages</td> <td>Overregularization</td> </tr> <tr> <td>Continuity</td> <td>Cognitive development</td> </tr> <tr> <td>Motor development</td> <td>Assimilation</td> </tr> <tr> <td>Reflexes</td> <td>Accommodation</td> </tr> <tr> <td>Perceptual development</td> <td>Object permanence</td> </tr> <tr> <td>Habituation</td> <td>Egocentrism</td> </tr> <tr> <td>Dishabituation</td> <td>Artificialism</td> </tr> <tr> <td>APGAR test/score</td> <td>Animism</td> </tr> <tr> <td>Social development</td> <td>Sensorimotor stage</td> </tr> <tr> <td>Attachment</td> <td>Preoperational stage</td> </tr> <tr> <td>Stranger anxiety</td> <td>Concrete operational stage</td> </tr> <tr> <td>Separation anxiety</td> <td>Formal operational stage</td> </tr> <tr> <td>Social referencing</td> <td>Preconventional stage</td> </tr> <tr> <td>Contact comfort</td> <td>Conventional stage</td> </tr> <tr> <td>Authoritative parenting</td> <td>Postconventional stage</td> </tr> <tr> <td>Authoritarian parenting</td> <td></td> </tr> <tr> <td>Self-esteem</td> <td></td> </tr> <tr> <td>Unconditional positive regard</td> <td></td> </tr> <tr> <td>Conditional positive regard</td> <td></td> </tr> </table>	Longitudinal	Chomsky's L.A.D.	Cross sectional	Child directed speech	Maturation	Universal adaptability	Critical period	Overextension	Stages	Overregularization	Continuity	Cognitive development	Motor development	Assimilation	Reflexes	Accommodation	Perceptual development	Object permanence	Habituation	Egocentrism	Dishabituation	Artificialism	APGAR test/score	Animism	Social development	Sensorimotor stage	Attachment	Preoperational stage	Stranger anxiety	Concrete operational stage	Separation anxiety	Formal operational stage	Social referencing	Preconventional stage	Contact comfort	Conventional stage	Authoritative parenting	Postconventional stage	Authoritarian parenting		Self-esteem		Unconditional positive regard		Conditional positive regard		<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Apply concepts learned within the unit to own experiences. • Identify and analyze factors that go into an individual's social development. • Compare the stages of cognitive developmental theory of Jean Piaget. • Apply concepts of Kohlberg's theory of moral development to own and other's decisions..
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<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Documentary: Genie the Wild Child ● A Child's World series - TLC
<p><u>PA Standards for Career Education and Work</u></p> <p>3.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i></p> <p>13.1.11.B. <i>Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</i></p> <p>13.1.11.C. <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i></p> <p>13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i></p>	<p><u>Assessments:</u></p> <p>Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <ul style="list-style-type: none"> ● Piaget activity (Cognitive development stages) ● *Kohlberg activity (Moral development stages) - real world application of moral reasoning levels ● Unit Exam

<p>Grade, Subject: 11-12, Psychology</p>																							
<p>Strand (Unit): Adolescence & Adulthood</p>																							
<p>Big Idea: Human Development throughout the Lifecycle</p>																							
<p>APA National Content Standards: IIIA-1 <i>Adolescence</i> IIIA-4 <i>Adulthood and aging</i></p>	<p>PA Core Standards: <i>CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> <i>CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> <i>CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i></p>																						
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do people change and develop throughout adolescence and adulthood? • What are some typical challenges that may occur as an individual ages (in each stage of life)? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • Some theories of adolescence. • The physical, cognitive, social, emotional, moral, and ideological changes that occur in adolescence. • The central concerns and crises of youth, middle age, and late adulthood. • The stages of aging. 																						
<p>Vocabulary:</p> <table border="0"> <tr> <td>Adolescence</td> <td>Mid-life crisis</td> </tr> <tr> <td>Clique</td> <td>Generational shift</td> </tr> <tr> <td>Crowd</td> <td>“Middlescence”</td> </tr> <tr> <td>Identity formation</td> <td>Empty nest syndrome</td> </tr> <tr> <td>Moratorium</td> <td>Late adulthood</td> </tr> <tr> <td>Foreclosure</td> <td>Programmed aging theories</td> </tr> <tr> <td>Diffusion</td> <td>Cellular damage theory</td> </tr> <tr> <td>Achievement</td> <td>Free radicals</td> </tr> <tr> <td>Identity crisis</td> <td>Cross-linking</td> </tr> <tr> <td>Young adulthood</td> <td>Stages of death & dying</td> </tr> <tr> <td>“Quarter Life Crisis”</td> <td></td> </tr> </table>	Adolescence	Mid-life crisis	Clique	Generational shift	Crowd	“Middlescence”	Identity formation	Empty nest syndrome	Moratorium	Late adulthood	Foreclosure	Programmed aging theories	Diffusion	Cellular damage theory	Achievement	Free radicals	Identity crisis	Cross-linking	Young adulthood	Stages of death & dying	“Quarter Life Crisis”		<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Apply chapter concepts to challenges/problems of adolescence. • Assess Kubler-Ross’ stages of death and dying. • Critique Maslow’s hierarchy of needs and its application to adulthood.
Adolescence	Mid-life crisis																						
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“Quarter Life Crisis”																							

<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <p>Ted Talk - Navigating the Quarter Life Crisis</p> <p>Death Clock</p>
<p><u>PA Standards for Career Education and Work</u></p> <p>13.1.11.B. <i>Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</i></p> <p>13.1.11.C. <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i></p> <p>13.1.11.F . <i>Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</i></p> <p>13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i></p>	<p><u>Assessments:</u></p> <p>Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <ul style="list-style-type: none"> ● *Obituary/Eulogy/6 Word Memoir - consideration of overall life goals ● Unit Exam

<p>Grade, Subject: 11-12, Psychology</p>																											
<p>Strand (Unit): Motivation & Emotion</p>																											
<p>Big Idea: Human Motivation & Emotions and their Impact Upon Decisions and Experiences</p>																											
<p>APA National Content Standards: IIC-3 <i>Perspectives on motivation</i> IIC-2 <i>Domains of motivated behavior in humans and non-human animals</i> IIC-6.1 <i>Perspectives on emotion</i> IIC-6.2 <i>Emotional interpretation and expression</i> IIC-7 <i>Domains of emotional behavior</i></p>	<p>PA Core Standards: CC.8.5.11-12.A. <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> CC.8.5.11-12.B. <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> CC.8.6.11-12.B. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i></p>																										
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the types of motivation (and give examples)? • What are the six universally recognized emotions and how do they impact individuals? • What are the main theories concerning emotions? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • Types of motivation. • Maslow’s theory about the human needs hierarchy. • The types of physical and/or cognitive effects emotions have on human beings. 																										
<p>Vocabulary:</p> <table border="0"> <tr> <td>Motive</td> <td>Emotions</td> </tr> <tr> <td>Need</td> <td>Facial feedback hypothesis</td> </tr> <tr> <td>Drive</td> <td>Opponent process theory</td> </tr> <tr> <td>Primary drives</td> <td>Common sense approach</td> </tr> <tr> <td>Secondary drives</td> <td>James-Lange theory</td> </tr> <tr> <td>Instinct theory</td> <td>Cannon-Bard theory</td> </tr> <tr> <td>Drive-reduction theory</td> <td>Theory of Cognitive Appraisal</td> </tr> <tr> <td>Homeostasis</td> <td>Microexpressions</td> </tr> <tr> <td>Incentive theory</td> <td></td> </tr> <tr> <td>Cognitive dissonance theory</td> <td></td> </tr> <tr> <td>Effort justification</td> <td></td> </tr> <tr> <td>Affiliation</td> <td></td> </tr> <tr> <td>Maslow’s hierarchy</td> <td></td> </tr> </table>	Motive	Emotions	Need	Facial feedback hypothesis	Drive	Opponent process theory	Primary drives	Common sense approach	Secondary drives	James-Lange theory	Instinct theory	Cannon-Bard theory	Drive-reduction theory	Theory of Cognitive Appraisal	Homeostasis	Microexpressions	Incentive theory		Cognitive dissonance theory		Effort justification		Affiliation		Maslow’s hierarchy		<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Analyze the theories of motivation. • Analyze the theories of emotions. • Synthesize the impacts of physical and/or cognitive effects of emotions on human beings in their own experience.
Motive	Emotions																										
Need	Facial feedback hypothesis																										
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<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Compare/Contrast sheet - Theories of Motivation
<p><u>PA Standards for Career Education and Work</u> 3.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i> 13.1.11.B. <i>Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</i> 13.1.11.C. <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i> 13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i></p>	<p><u>Assessments:</u> Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <ul style="list-style-type: none"> • *Emotion Project - hands on representation of emotion of choice • Unit Exam

<p><u>Grade, Subject:</u> 11-12, Psychology</p>	
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Strand (Unit): Personality																																			
Big Idea: Differentiate between and Apply Personality Theories																																			
<p>APA National Content Standards: IIIB-2 <i>Perspectives on personality</i> IIIB-3 <i>Assessment of personality</i> IIIB-1 <i>Issues in personality</i></p>	<p>PA Core Standards: CC.8.5.11-12.A. <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> CC.8.5.11-12.B. <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> CC.8.6.11-12.B. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></p>																																		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the current theories of personality? • How do the current theories of personality compare and contrast with one another? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • The concept of “personality”. • The theories associated with the current schools of thought regarding personality. 																																		
<p>Vocabulary:</p> <table border="0"> <tr><td>Trait approach</td><td>Carl Jung</td></tr> <tr><td>Surface traits</td><td>Collective unconscious</td></tr> <tr><td>Source traits</td><td>Alfred Adler</td></tr> <tr><td>Extraversion</td><td>Sibling rivalry</td></tr> <tr><td>Introversion</td><td>Inferiority complex</td></tr> <tr><td>Sigmund Freud</td><td>Karen Horney</td></tr> <tr><td>Id, Ego, Superego</td><td>Erik Erikson</td></tr> <tr><td>Defense mechanisms</td><td>Identity crisis</td></tr> <tr><td>Repression</td><td>John Watson</td></tr> <tr><td>Rationalization</td><td>B.F. Skinner</td></tr> <tr><td>Regression</td><td>Response tendencies</td></tr> <tr><td>Projection</td><td>Abraham Maslow</td></tr> <tr><td>Reaction formation</td><td>Carl Rogers</td></tr> <tr><td>Denial</td><td>Self-concept</td></tr> <tr><td>Sublimation</td><td>Congruence</td></tr> <tr><td>Displacement</td><td>Sociocultural approach</td></tr> <tr><td>Procrastination</td><td></td></tr> </table>	Trait approach	Carl Jung	Surface traits	Collective unconscious	Source traits	Alfred Adler	Extraversion	Sibling rivalry	Introversion	Inferiority complex	Sigmund Freud	Karen Horney	Id, Ego, Superego	Erik Erikson	Defense mechanisms	Identity crisis	Repression	John Watson	Rationalization	B.F. Skinner	Regression	Response tendencies	Projection	Abraham Maslow	Reaction formation	Carl Rogers	Denial	Self-concept	Sublimation	Congruence	Displacement	Sociocultural approach	Procrastination		<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Critique the theories associated with the current schools of thought regarding personality. • Differentiate the types of personality tests and testing.
Trait approach	Carl Jung																																		
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<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Various personality tests ● Crash Course: Personality Theories
<p><u>PA Standards for Career Education and Work</u></p> <p>3.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i></p> <p>13.1.11.B <i>Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</i></p> <p>13.1.11.C. <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i></p> <p>13.1.11.F <i>Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</i></p> <p>13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i></p>	<p><u>Assessments:</u></p> <p>Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <p style="padding-left: 40px;">*Personality Picture activity - self-reflective evaluation experience</p> <p style="padding-left: 40px;">Unit Exam</p>

<p>Grade, Subject: 11-12, Psychology</p>	
<p>Strand (Unit): Gender</p>	
<p>Big Idea: Socially Defined Gender Roles, their development, and how they have Changed over Time</p>	
<p>APA National Content Standards: IIIA-3.2 <i>Describe cultural and social influences in gender development</i> IIIA-3.1 <i>Identify major psychological theories concerning gender development</i> IIIA-3.2 <i>Discuss gender differences/variations between cultures/generations/etc.</i></p>	<p>PA Core Standards: CC.8.5.11-12.A. <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> CC.8.5.11-12.B. <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> CC.8.6.11-12.B. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are gender roles? ● From where do gender roles have their origins? ● How have gender roles changed through time? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● Gender roles, variations, and continual changes in gender roles. ● Types of differences that actually exist between males and females. (physical, cognitive, personality, behavior, etc)
<p>Vocabulary: Sex Gender Gender roles Gender stereotypes Gender typing Psychoanalytic theory Social learning theory Modeling Reinforcement Gender schema theory</p>	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Identify and apply gender role identity formation theories to own experience. ● Assess the existence of gender stereotypes within own experiences.

<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <p>A Child's World - TLC series</p> <p>1950's Housewife excerpt from Home Economics text book</p> <p>Various clips of expected gender roles in US & other cultures</p>
<p><u>PA Standards for Career Education and Work</u></p> <p>3.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i></p> <p>13.1.11.B. <i>Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</i></p> <p>13.1.11.C. <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i></p> <p>13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i></p> <p>13.3.11.C <i>Evaluate conflict resolution skills as they relate to the workplace:</i></p> <ul style="list-style-type: none"> ● <i>Constructive criticism</i> ● <i>Group dynamics</i> ● <i>Managing/leadership</i> ● <i>Mediation</i> ● <i>Negotiation</i> ● <i>Problem solving</i> 	<p><u>Assessments:</u></p> <p>Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <ul style="list-style-type: none"> ● *Social impact upon gender development activity - how do we impact gender roles culturally/generationally ● "Battle of the Sexes" class activity ● Unit Exam

<p>Grade, Subject: 11-12, Psychology</p>	
<p>Strand (Unit): Stress</p>	
<p>Big Idea: Stress Physiology, Psychologically, and Impact upon Behavior and Experience</p>	
<p>APA National Content Standards: IID-1.1 <i>Identify and explain major sources of stress.</i> IID-2.1 <i>List and explain possible physiological reactions to stress.</i> IID-3.1 <i>List and explain possible psychological reactions to stress.</i> IID-4.1 <i>Identify and explain cognitive strategies to deal with stress and promote health.</i> IID-4.2 <i>Identify and explain behavioral strategies to deal with stress and promote health.</i></p>	<p>PA Core Standards: CC.8.5.11-12.A. <i>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> CC.8.5.11-12.B. <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> CC.8.6.11-12.B. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i></p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the types of stress? ● What are some main areas of stress in individual lives? ● What are some healthy coping mechanisms for dealing with stress? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The concept of “stress” and possible causes of it. ● Identify some ways to cope with stress. ● Determining how an individual responds to stress. ● Know the stages of the General Adaptation Syndrome.
<p>Vocabulary: Stress Eustress Distress Stressors Conflict types Self-efficacy Psychological hardiness Hans Selye General Adaptation Syndrome Alarm reaction Resistance Exhaustion</p>	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Classify the different types of stress, and connect each to experiences in your life. ● Analyze how stress is impacting your life. ● Design methods of handling stress in your life.

<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● National Geographic video - Nature of Stress ● Stress Test(s) ● Stress Scale - Holmes and Rahe
<p><u>PA Standards for Career Education and Work</u></p> <p>3.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i></p> <p>13.1.11.C <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i></p> <p>13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i></p> <p>13.3.11.C <i>Evaluate conflict resolution skills as they relate to the workplace:</i></p> <ul style="list-style-type: none"> ● <i>Constructive criticism</i> ● <i>Group dynamics</i> ● <i>Managing/leadership</i> ● <i>Mediation</i> ● <i>Negotiation</i> ● <i>Problem solving</i> 	<p><u>Assessments:</u></p> <p>Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <ul style="list-style-type: none"> ● *Stressors list - individual acknowledgement of life stressors ● *Responses to Stress - individual assessments of coping mechanisms ● Unit Exam

<p>Grade, Subject: 11-12, Psychology</p>																							
<p>Strand (Unit): Psychological Disorders & Treatments</p>																							
<p>Big Idea: Major Psychological Disorders, Philosophies Regarding, and Therapies</p>																							
<p>APA National Content Standards: <i>VA-1.1 Distinguish the common characteristics of abnormal behavior.</i> <i>VA-1.4 Describe major explanations for the origins of abnormality.</i> <i>VA-3.1 Discuss major categories of abnormal behavior.</i> <i>VB-1.1 Describe availability and appropriateness of various modes of treatment for individuals (e.g., children, adolescents, and adults) with psychological disorders.</i> <i>VB-1.2 Describe characteristics of effective treatment and prevention.</i> <i>VB-3.1 Describe the intersection between mental health and law.</i> <i>VB-3.2 Examine the influence of ethics and professional practice.</i></p>	<p>PA Core Standards: <i>CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i> <i>CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> <i>CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i></p>																						
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the major symptoms (behavioral & cognitive) which define each category of psychological disorder? • What are the categories of psychological disturbances and their treatments? 	<p>Understandings (SWKT...):</p> <ul style="list-style-type: none"> • Psychological disorder identifications. • The main categories of psychological disorders. • The main symptoms of the various psychological disorders. 																						
<p>Vocabulary:</p> <table border="0"> <tr> <td>NAMI</td> <td>Types of therapy</td> </tr> <tr> <td>DSM-V</td> <td>Individual vs. Group</td> </tr> <tr> <td>Maladaptive behavior</td> <td>Psychoanalytic</td> </tr> <tr> <td>Anxiety disorders</td> <td>Humanistic</td> </tr> <tr> <td>Obsessive-compulsive and Related disorders</td> <td>Cognitive Behavioral</td> </tr> <tr> <td>Trauma and Stress Related disorders</td> <td>Biological</td> </tr> <tr> <td>Dissociative disorders</td> <td></td> </tr> <tr> <td>Somatic symptom disorders (Somatoform)</td> <td></td> </tr> <tr> <td>Mood Disorders</td> <td></td> </tr> <tr> <td>Schizophrenia</td> <td></td> </tr> <tr> <td>Personality disorders</td> <td></td> </tr> </table>	NAMI	Types of therapy	DSM-V	Individual vs. Group	Maladaptive behavior	Psychoanalytic	Anxiety disorders	Humanistic	Obsessive-compulsive and Related disorders	Cognitive Behavioral	Trauma and Stress Related disorders	Biological	Dissociative disorders		Somatic symptom disorders (Somatoform)		Mood Disorders		Schizophrenia		Personality disorders		<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> • Analyze some historical approaches to psychological disorders. • Discuss the assessment, diagnosis and the variety of treatments for psychological disorders.
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<p><u>Possible Content Extensions:</u></p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● DSM - 5 (2013 edition) ● Crash Course - Psychological Disorders and their Treatments ● Various clips concerning psychological disorders, hallucinations, delusions - and how they impact an individual's experiences
<p><u>PA Standards for Career Education and Work</u></p> <p>3.1.11.A <i>Related careers to individual interests, abilities, and aptitudes.</i></p> <p>13.1.11.C <i>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</i></p> <p>13.1.11.F <i>Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</i></p> <p>13.3.11.G <i>Evaluate personal attitudes and work habits that support career retention and advancement.</i></p> <p>13.3.11.B <i>Evaluate team member roles to describe and illustrate active listening techniques:</i></p> <ul style="list-style-type: none"> ● <i>Clarifying</i> ● <i>Encouraging</i> ● <i>Reflecting</i> ● <i>Restating</i> ● <i>Summarizing</i> 	<p><u>Assessments:</u></p> <p>Authentic assessments utilizing career based standards are noted with an asterisk (*)</p> <ul style="list-style-type: none"> ● *"Psychological Disorders Party" activity - identification of typical symptoms of various psychological disorders in real life situation ● Unit Exam