

Course Title: Senior Survey

Topic/Concept: Psychological Perspectives

Time Allotment: 1 Week

Unit Sequence: 1

Major Concepts to be learned:

1. Explain how human behavior can be explained through evolution and natural selection
2. Analyze how behaviorism approaches human behavior
3. Explain how culture effects human behavior and thought

Expected Skills to be demonstrated:

1. Compare and contrast the Biological and Evolutionary Perspective
2. Analyze why behavioralism only studies observable human behaviors
3. Define psychology
4. Evaluate how individual's behavior are influenced by friends

PA Standards/Anchors:

Eligible Content:

1.1.12.D
1.5.12.B
1.2.12.A
1.2.12.B

- Evolutionary Perspective
- Humanistic Perspective
- Behavioristic Perspective
- Social-Cognitive Perspective
- Biological Perspective

Instructional Strategies:

Assessments:

Lecture
Group discussion
Written work
Note Taking
Summarizing
Evaluating

- Chapter Exam
- Perspective Application Worksheet

Course Title: Senior Survey

Topic/Concept: Neuroscience and Nervous System

Time Allotment: 2 Weeks

Unit Sequence: 2

Major Concepts to be learned:

1. The structures of the neuron
2. The neurological process of sending messages
3. The basic structures of the central nervous system
4. The process of neural messaging

Expected Skills to be demonstrated:

1. Identify each structure of the neuron
2. Analyze how the neuron sends various messages using neurotransmitters
3. Illustrate how a pain signal is sent from your toes to your brain
4. Identify the structures of the brain
5. Using an example, analyze how the different structures of your brain are used

PA Standards/Anchors:

Eligible Content:

1.1.12.D
1.5.12.B
1.2.12.A
1.2.12.B

- The structures of the neuron
- The function of each structure of the neuron
- Neurotransmitters and their different messages
- The central nervous system
- The structures and functions of the brain

Instructional Strategies:

Assessments:

Lecture
Group discussion
Written work
Note Taking
Summarizing
Evaluating

- Chapter Exam
- Message Analysis

Course Title: Senior Survey

Topic/Concept: Sensation and Perception

Time Allotment: 2 Weeks

Unit Sequence: 3

Major Concepts to be learned:

1. The significance of thresholds
2. The functions of our senses
3. The sources of perception

Expected Skills to be demonstrated:

1. Analyze the need of thresholds
2. Analyze how each sense creates neural messages
3. Identify the different structures of the sense organs
4. Analyze why humans perceive organization
5. Evaluate the forces driving human perception
6. Explain the different types of Gestalt Grouping

PA Standards/Anchors:

Eligible Content:

1.1.12.D
1.5.12.B
1.2.12.A
1.2.12.B

- Thresholds
- Gestalt Grouping
- The structures and functions of human sense organs
- The different aspects of perception

Instructional Strategies:

Assessments:

Coooperative groups	Lecture
Student Journals	Written work
Note Taking	Summarizing
Evaluating	

- Chapter Exam
- Optical Illusion Evaluation

Course Title: Senior Survey

Topic/Concept: Learning

Time Allotment: 2 Weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Learned responses through classical conditioning
2. The powers of reinforcement
3. The impacts of observational learning

Expected Skills to be demonstrated:

1. Identify the UCS, UCR, CS, and CR
2. Evaluate how Pavlov's experiments apply to your life
3. Identify positive and negative reinforcement, punishment, and extinction
4. Evaluate how you are affected by positive reinforcement
5. Evaluate the applications of observational learning
6. Analyze how the Bobo the Clown Doll studies relate to media violence

PA Standards/Anchors:

Eligible Content:

1.1.12.D
1.5.12.B
1.2.12.A
1.2.12.B

- Classical Conditioning
- Operant Conditioning
- Observational Learning

Instructional Strategies:

Assessments:

Cooperative groups
Lecture
Research
Student Journals
Written work
Note Taking
Summarizing
Evaluating

- Chapter Exam
- Operant Conditioning essay
- Media Violence Debate

Course Title: Senior Survey

Topic/Concept: Memory

Time Allotment: 2 Week

Unit Sequence: 5

Major Concepts to be learned:

1. The process of taking information from the senses and storing them in your brain
2. The functions of each type of memory
3. Methods of increase the amount of information your brain stores

Expected Skills to be demonstrated:

1. Define the function of the sensory memory, short-term memory, and long term memory
2. Analyze why the Short-Term Memory is called the working memory
3. Explain how information is organized in your memory
4. Explain how information is taken from the short-term memory to the long-term memory
5. Analyze the problems of retroactive and proactive interference
6. Evaluate different strategies for increasing memory

PA Standards/Anchors:

Eligible Content:

1.1.12.D
1.5.12.B
1.2.12.A
1.2.12.B

- Short Term Memory
- Sensory Memory
- Long Term Memory
- Memory Problems
- Memory Enhancing strategies

Instructional Strategies:

Assessments:

Lecture
Performance task
Research
Note Taking
Summarizing
Specific Reading

- Chapter Exam
- Memory Strategy Poster

Course Title: Senior Survey

Topic/Concept: Personality

Time Allotment: 3 Weeks

Unit Sequence: 6

Major Concepts to be learned:

1. How Maslow's Hierarchy of Needs drives human behavior
2. Self Description through the eyes of trait personality theory
3. The effects of your friends, family, and culture according to social-cultural personality theory

Expected Skills to be demonstrated:

1. Explain how Maslow's Hierarchy explains human personality
2. Analyze how their own behaviors are explained using Maslow's Hierarchy of Needs
3. Explain how the Big Five Trait Index analyzes personality
4. Analyze how their friends shape their personality
5. Analyze what elements of personality are determined through family

PA Standards/Anchors:

Eligible Content:

1.9.12.A
1.8.12.A
1.9.12.B
1.1.12.D
1.5.12.B

- Humanistic Personality Theory
- Trait Personality Theory
- Social-Cognitive Personality Theory

Instructional Strategies:

Assessments:

Lecture
Group discussion
Research
Hands-on activity
Note Taking
Summarizing
Evaluating

- Personality Wiki

Course Title: Senior Survey

Topic/Concept: Intelligence

Time Allotment: 2 Week

Unit Sequence: 7

Major Concepts to be learned:

1. Arguments supporting nature and nurture
2. The problems of intelligence testing
3. The theories of intelligence

Expected Skills to be demonstrated:

1. Analyze how intelligence is genetically predetermined
2. Analyze how elements of intelligence are developed through environmental factors
3. Analyze the problems of intelligence testing
4. Explain how the multiple intelligence theory approaches intelligence
5. Evaluate the problems with Spearman's g

PA Standards/Anchors:

Eligible Content:

1.1.12.D
1.5.12.B
1.2.12.A
1.2.12.B

- Nature vs. Nurture of Intelligence
- The theories of intelligence
- Intelligence testing

Instructional Strategies:

Assessments:

Lecture
Written work
Hands-on activity
Graphic organizers
Evaluating

- Chapter Exam
- Intelligence test evaluation
- Intelligence test creation

Course Title: Senior Survey

Topic/Concept: Psychological Disorders

Time Allotment: 2 Weeks

Unit Sequence: 8

Major Concepts to be learned:

1. The impacts of genetics on the presence of psychological disorders
2. The true nature of psychological disorders
3. The underlying factors that drive the observed behaviors of psychological disorders

Expected Skills to be demonstrated:

1. Explain the neurological changes occurring in the brains of individuals with psychological disorders
2. Compare and contrast major depressive disorder and bipolar disorder
3. Analyze how the behaviors of OCD are only a product of anxiety
4. Explain why violence can be associated with schizophrenia
5. Analyze the issues some psychologists have with dissociative disorders

PA Standards/Anchors:

Eligible Content:

1.1.12.D
1.5.12.B
1.2.12.A
1.2.12.B

- Anxiety Disorders
- Personality Disorders
- Mood Disorders
- Schizophrenic Disorders
- Dissociative Disorders

Instructional Strategies:

Assessments:

Lecture
Written work
Note Taking
Graphic organizers
Summarizing
Evaluating

- Chapter Exam
- Psychological Disorder Pamphlets

Course Title: Senior Survey

Topic/Concept: Psychology Project

Time Allotment: 2 Weeks

Unit Sequence: 9

Major Concepts to be learned:

1. The applications of psychology in the real world
2. See the interconnectedness of the various discussed psychological topics
3. All human behavior is based upon motivations and biological predispositions

Expected Skills to be demonstrated:

1. Identify significant issues surrounding human behavior
2. Explain the influences of specified human behavior
3. Analyze the genetic influences of specified human behavior
4. Analyze the environmental influences of specified human behavior

PA Standards/Anchors:

1.9.12.A
1.9.12.B
1.8.12.A
1.1.12.D
1.5.12.B

Eligible Content:

- The genetic influences of human behavior
- The environmental influences of human behavior
- The motivations driving human behavior
- The problems of human behavior

Instructional Strategies:

Coooperative groups	Lecture
Group discussion	Performance task
Research	Oral presentation
Summarizing	Evaluating

Assessments:

- Psychology Project Video

Course Title: Senior Survey

Topic/Concept: International Diplomacy Project

Time Allotment: 5 Weeks

Unit Sequence: 10

Major Concepts to be learned:

1. The interconnectedness of international issues
2. The complexity of issues facing international relations
3. The many issues conflicting peace between the Israelis and Palestinians
4. The many factors which must be accounted for when creating international agreements

Expected Skills to be demonstrated:

1. Analyze the connection between the history of the Middle East and the current events
2. Compare and Contrast Judaism and Islam
3. Analyze how the events surrounding the creation of Israel changed the Middle East
4. Analyze why Israel is a hot bed of terrorism
5. Explain current events surrounding the Middle East which are causing more problems for the region

PA Standards/Anchors:

Eligible Content:

1.9.12.A 1.9.12.B 1.8.12.A 8.4.12.A 8.4.12.C	<ul style="list-style-type: none">• The history of the Middle East• Judaism• Islam• Christianity• Politics of the Middle East• The process of international diplomacy
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Instructional Strategies:

Assessments:

Coooperative groups Lecture Research Hands-on activity Summarizing	Problem solving activities Group discussion Written work Role Play Evaluating	<ul style="list-style-type: none">• Middle East Goals• Diplomatic Resolution Project; the Middle East
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Course Title: Senior Survey

Topic/Concept: Restaurant Business Plan Project

Time Allotment: 5 Weeks

Unit Sequence: 11

Major Concepts to be learned:

1. The complexity of creating a business
2. How to develop a business based upon the demands of your market
3. Presenting yourself and your ideas in a professional setting
4. How to use data to mold your mental creation

Expected Skills to be demonstrated:

1. Analyze the areas of strength and weakness in thier markets
2. Analyze the best design of a restaurant based upon the survey data
3. Evaluate what questions would be the best to help shape thier restaurant
4. Explain what types of advertising would be best for thier restaurant
5. Analyze what theme would be best for the restaurant
6. Present thier ideas in a professional setting

PA Standards/Anchors:

Eligible Content:

1.9.12.A	1.9.12.B
1.8.12.A	6.2.12. B
6.2.12.E	6.4.12.A
6.5.12.G	

- Market analysis
- Competitor Analysis
- Financial Analysis
- Executive Summary
- Business Summary

Instructional Strategies:

Assessments:

Coooperative groups	Problem solving activities
Group discussion	Performance task
Research	Written work
Hands-on activity	Oral presentation
Graphic organizers	Charting
Summarizing	Evaluating

- Business Plan
- Business Plan Presentations

Course Title: Senior Survey

Topic/Concept: Vietnam Era: War, Social, and Political Problems

Time Allotment: 3 Weeks

Unit Sequence: 12

Major Concepts to be learned:

1. The many issues surrounding the reality of Vietnam and what the leaders told the American people
2. The connection between Communism and the Vietnam War
3. The difference between Vietnam and all prior American wars

Expected Skills to be demonstrated:

1. Analyze how America has a long history of involvement in issues surrounding Vietnam
2. Explain the Gulf of Tonkin Incident and analyze the problems with the situation
3. Evaluate the gaps in America created by the Johnson Administration
4. Analyze American society when Nixon became the president
5. Analyze Nixon's four step plan and explain each step
6. Evaluate which of Nixon's plans worked

PA Standards/Anchors:

Eligible Content:

8.4.12.A
8.4.12.C
8.3.12.A
8.3.12.C
8.3.12.D

- Pre-War involvement in Vietnam
- The Johnson Administration and Vietnam
- The effects of media during the Vietnam War
- The Nixon Administration

Instructional Strategies:

Assessments:

Lecture
Charting
Evaluating

Group discussion
Summarizing

- Chapter Exam

Course Title: Senior Survey

Topic/Concept: Decades Project

Time Allotment: 5 Weeks

Unit Sequence: 13

Major Concepts to be learned:

1. The contributions of twentieth century events on current history
2. The impacts of past decisions on the current political situation in America
3. Every historical time period is interesting and has many impactful events

Expected Skills to be demonstrated:

1. Identify significant political events of the selected decade
2. Analyze the advancements of technology during the selected decade
3. Identify the medicinal problems and advancements during the selected decade
4. Explain the connections between local history and nation news
5. Explain how social movements changed america
6. Evaluate the financial problems of the selected decade

PA Standards/Anchors:

Eligible Content:

1.9.12.A	1.8.12.A
1.9.12.B	8.4.12.A
8.4.12.C	8.3.12.C
8.3.12.A	8.3.12.D
8.2.12.C	8.2.12.A

- Political events of the decade
- Economic events of the decade
- Social events of the decade
- Health events of the decade
- Technological events of the decade
- Local events of the decade

Instructional Strategies:

Assessments:

Cooperative groups	Group discussion
Performance task	Research
Written work	Hands-on activity
Role Play	Summarizing
Evaluating	

- Research Cards
- Decades Project
- Presentations