

Psychology

Course Description: This course is designed to introduce students to fundamental psychological concepts including theoretical perspectives, brain, behavior, personality, and development and abnormal psychology.

Grades: 10-12, Sophomore, Junior or Senior Standing

Course Expectations & Rationale: Students will learn from class discussions based on readings, debates, case studies, simulations, group work, and various oral and written projects. It is imperative that students participate in classroom activities, experiments, and discussions. Students will receive textbook readings, journal readings, magazine articles, and thought provoking questions regularly.

Course Essential Questions:

- How do different types of psychologists attempt to define, explain, predict, and control human behavior utilizing different perspectives?
- How do socio-cultural factors influence thought processes and behavior?
- How do theorists differ in regard to understanding our personality development?
- How does the process of Classical Conditioning, Operant Conditioning, and Observational Learning influence thoughts and behavior?
- What are the three criteria for diagnosing someone with a psychological disorders?
- How many different techniques do psychologists and psychiatrists use to diagnose and treat disorders?
- How do our sensory, short-term and long-term memory systems differ?

Course Power Standards, Enduring Understandings, and Goals & Objectives:

Unit 1	Domain: Scientific Inquiry Standard Area: Perspectives in Psychological Science Content Standards: After concluding this unit, students understand and/or are able to:	<i>1.1 Define psychology as a discipline and identify its goals as a science.</i>
	Domain: Scientific Inquiry	<i>1. Research methods and measurements used to study</i>

	Standard Area: Research Methods, Measurement, & Statistics Content Standards: After concluding this unit, students understand and/or are able to:	<i>behavior and mental processes (1.1, 1.2, 1.3).</i> <i>2. Ethical issues in research with human and non-human animals. (2.1, 2.2)</i> <i>3. Basic concepts of data analysis (3.1, 3.2, 3.6)</i>
Unit 2	Domain: Sociocultural Context Standard Area: Social Interactions Content Standards: After concluding this unit, students understand and/or are able to:	<i>1. Social cognition (1.1, 1.2, 1.3)</i> <i>2. Social influence (2.1, 2.2., 2.3)</i> <i>3. Social relations (3.1, 3.2, 3.3, 3.4)</i>
Unit 3	Domain: Individual Variations Standard Area: Personality Content Standards: After concluding this unit, students understand/and or are able to:	<i>1. Perspectives on personality (1.1, 1.2, 1.3, 1.4)</i> <i>2. Assessment of personality (2.1, 2.2)</i> <i>3. Issues in personality (3.1, 3.2, 3.3, 3.4, 3.5)</i>
Unit 4	Domain: Development & Learning Standard Area: Learning Content Standards: After concluding this unit, students understand and/or are able to:	<i>1. Classical conditioning (1.1, 1.2, 1.3)</i> <i>2. Operant conditioning (2.1, 2.2, 2.3, 2.4)</i> <i>3. Observational and cognitive learning (3.1, 3.2)</i>
Unit 5	Domain: Individual Variations Standard Area: Psychological Disorders Content Standards: After concluding this unit, students understand and/or are able to:	<i>1. Perspectives on abnormal behavior (1.1, 1.2, 1.3, 1.4, 1.5)</i> <i>2. Categories of psychological disorders (2.1, 2.2, 2.3, 2.4)</i>
	Domain: Applications of Psychological Science Standard Area: Treatment of Psychological Disorders Content Standards: After concluding this unit, students understand and/or are able to:	<i>1. Perspectives on treatment (1.1, 1.2, 1.3)</i> <i>2. Categories of treatment and types of treatment providers (2.1, 2.2, 2.3, 2.4, 2.5, 2.6)</i> <i>3. Legal, ethical, and professional issues in the treatment of psychological disorders (3.1, 3.2)</i>
Unit 6	Domain: Cognition Standard Area: Thinking Content Standards: After concluding this unit, students understand and/or are able to:	<i>1. Basic elements comprising thought (1.1, 1.2, 1.3)</i> <i>2. Obstacles related to thought (2.1, 2.2, 2.3)</i>
	Domain: Cognition Standard Area: Memory	<i>1. Encoding of memory (1.1, 1.2, 1.3)</i> <i>2. Storage of memory (2.1, 2.2, 2.3, 2.4)</i>

	Content Standards: After concluding this unit, students understand and/or are able to:	3. <i>Retrieval of memory</i> (3.1, 3.2, 3.3, 3.4, 3.5)
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Course “I Can...” Statements:

- Define psychology as a discipline and identify its goals as a science.
- Define culture & diversity and identify how cultures change over time and vary within nations and internationally.
- Identify how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
- Describe how group dynamics influence behavior
- Compare and contrast personality theories of Freud, Erickson, and Abraham Maslow.
- Describe the principles of classical conditioning, operant conditioning, and observational learning.
- Define psychologically abnormal behavior.
- Explain the three-stage processing model of memory.

Unit 1	History, Perspectives, and Research Methods (2 Weeks)
Unit 1 Guiding & Essential Questions	• How do different types of psychologists attempt to define, explain, predict, and control human behavior? • Why is it important to take different perspectives when attempting to explain complex behaviors? • How do psychologists use research to explore behavior and mental processes? • How do psychologists apply descriptive statistics to organize and analyze information?
Unit 1 Learning Goal(s) & Enduring Understandings	Psychological knowledge can be related to everyday life.
	There are multiple perspectives by which psychologists study and explain human behavior. Heredity and environment interact in the development of an individual across the life span.
	Understanding different ways to view, analyze, and explain behavior provides a greater understanding of the complexities of behavior helping psychologists to improve the lives of people.
	Psychologists use the scientific method and experimentation to generate quantitative data and analyze the results with statistics. However, the field of psychology also employs other research methods such as naturalistic observation, surveys, longitudinal studies, cross-sectional studies, and case studies to data.
	A multicultural and global perspective recognizes how diversity is important to understanding intelligence.
Unit 1 National Psychology Content & Performance Standards	Domain: Individual Variations Standard Area: Personality Content Standards: After concluding this unit, students understand and/or are able to: • 1.1 Evaluate psychodynamic theories • 1.3 Evaluate humanistic theories.
	Domain: Scientific Inquiry Standard Area: Perspectives in Psychological Science Content Standards: After concluding this unit, students understand and/or are able to: • 1.1 Define psychology as a discipline and identify its goals as a science. • 1.2 Describe the emergence of psychology as a scientific discipline. • 1.3 Describe perspectives employed to understand behavior and mental processes. • 1.4 Explain how psychology evolved as a scientific discipline. • 2.3 Identify the important role psychology plays in benefiting society and improving people's lives.
	Domain: Scientific Inquiry Standard Area: Research Methods, Measurement, & Statistics

	Content Standards: After concluding this unit, students understand and/or are able to: 1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods. 1.3 Define systematic procedures used to improve the validity of research findings, such as external validity.
	Domain: Scientific Inquiry Standard Area: Research Methods, Measurement, & Statistics Content Standards: After concluding this unit, students understand: 1. Research methods and measurements used to study behavior and mental processes (1.1, 1.2, 1.3). 2. Ethical issues in research with human and non-human animals. (2.1, 2.2) 3. Basic concepts of data analysis (3.1, 3.2, 3.6)
Unit 1 Vocabulary	Psychology, Biological Perspective, Behavioral Perspective, Psychodynamic Perspective, Humanistic Perspective, Cognitive Perspective, Socio-Cultural Perspective, Case Study, Survey, Longitudinal/Cross-Sectional, Experiment, Random & Representative Sample, Reliability & validity, Independent v. Dependent v. Extrinsic variables, Control group v. experimental group, Placebo effect
Unit 1 C3 Standards	<i>D2.Psy.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology.</i>
	<i>D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.</i>
	<i>D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.</i>
	<i>D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.</i>
Unit 1 Assessments	Summative: Psych Perspectives Quiz 1.1 Define psychology as a discipline and identify its goals as a science. 1.3 Describe perspectives employed to understand behavior and mental processes. - D2.Psy.2.9-12. Formative: Applying Psych Perspectives 1.3 Describe perspectives employed to understand behavior and mental processes. - D2.Psy.2.9-12.
Curricular Resources	What is Psychology https://cnx.org/contents/Sr8Ev5Og@9.2:-JmAXPOj@5/What-Is-Psychology

Utilized in Unit 1	• Approaches to Research: https://cnx.org/contents/Sr8Ev5Og@9.2:iMyFZJzg@6/Approaches-to-Research • Development of Psychology as an Empirical Science: https://www.apa.org/ed/precollege/topss/lessons/perspectives.pdf • <i>Characters on the Couch: Exploring Psychology through Literature and Film</i>. Dean A. Haycock. Santa Barbara, CA: Greenwood, 2016. 334 pp. ◦ <i>Providing insights for students, film buffs, and readers of various genres of fiction, this book delves into the psychology of 100 well-known fictional characters.</i> • <i>Evolutionary Psychology: How Our Biology Affects What We Think and Do</i>. Valerie G. Starratt. Santa Barbara, CA: Greenwood, 2016. 287 pp. ◦ <i>This book considers the complexities of human nature from a biological, psychological, and evolutionary standpoint and demonstrates how common modern behaviors can be traced back to early man.</i> • <i>The Gale Encyclopedia of Psychology</i>. Jacqueline L. Longe, ed. 3rd ed. Farmington Hills, MI: Gale, 2016. 1343 pp. 2 vols. ◦ <i>This resource covers the entire spectrum of psychology, including: notable people, theories and terms; landmark case studies and experiments; applications of psychology in advertising, medicine and sports; and career information.</i> • <i>Psychology</i>. Elisa Peters and Hope Lourie Killcoyne, eds. <i>The Britannica Guide to the Social Sciences</i> New York, NY: Britannica Educational Publishing with Rosen Educational Services, 2016. 148 pp. ◦ <i>This title provides an overview of the scientific discipline that studies psychological and biological processes and behavior in humans and other animals. It includes coverage of the history of the field, the thought process, memory, theories of personality, and key figures—such as William James, Sigmund Freud, Jean Piaget, B. F. Skinner, and Daniel Kahneman—who helped shape the field.</i>
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Unit 2	Social Psychology (3 Weeks)
Unit 2 Guiding & Essential Questions	• How do socio-cultural factors influence thought processes and behavior? • Why does conformity and obedience occur? • Why does prosocial occur? • Why does antisocial behavior occur?

Unit 2 Learning Goal(s) & Enduring Understandings	Understanding how our environment influences our thought processes and behavior.
	The power of the situation and its influence on the factors of conformity and obedience to authority.
	Individuals are motivated to act in a prosocial way because of altruism. Although others act in a prosocial way in the hope of reciprocation in some way (selfishness).
	The power of the situation is key. Many people act in an antisocial manner in large group (in groups out group), or when they are able to hide their identity (deindividuation).
Unit 2 National Psychology Content & Performance Standards	Domain: Sociocultural Context Standard Area: Social Interactions Content Standards: After concluding this unit, students understand: 1. Social cognition (1.1, 1.2, 1.3) 2. Social influence (2.1, 2.2., 2.3) 3. Social relations (3.1, 3.2, 3.3, 3.4)
	Domain: Sociocultural Context Standard Area: Diversity Content Standards: After concluding this unit, students understand and/or are able to: 1.1 Define culture and diversity 1.2 Identify how cultures change over time and vary within nations and internationally 1.3 Discuss the relationship between culture and conceptions of self and identity 1.4 Discuss psychological research examining race and ethnicity 1.5 Discuss psychological research examining socioeconomic status 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination 2.4 Discuss psychological research examining gender similarities & differences and the impact of gender discrimination 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society
	Domain: Sociocultural Context Standard Area: Social Interactions Content Standards: After concluding this unit, students understand and/or are able to: 1.1 Describe attributional explanations of behavior 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior 1.3 Identify persuasive methods used to change attitudes 2.1 Describe the power of the situation

	• 2.2 Describe effects of others' presence on individuals' behavior • 2.3 Describe how group dynamics influence behavior • 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination • 3.2 Describe determinants of prosocial behavior • 3.3 Discuss influences upon aggression and conflict • 3.4 Discuss factors influencing attraction and relationships
Unit 2 Vocabulary	Attribution Theory, Fundamental Attribution Error, Dispositional Attribution, Role & power of the situation, Cognitive Dissonance Theory, Conformity, Obedience, Social Facilitation, Social Inhibition, Social Loafing, Deindividuation, Group Polarization, Groupthink, Stereotypes, Prejudice, Discrimination, Ingroup, Outgroup, In-group Bias, Just World Phenomenon, Mere Exposure Effect (proximity), Equity, Self-disclosure, Altruism, Bystander Effect, Relational Aggression, Foot in the Door, Phenomenon, Solomon Asch experiment, Stanley Milgram Experiment, Stanford Prison Experiment
Unit 2 C3 Standards	<i>D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.</i>
	<i>D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.</i>
Unit 2 Assessments	Summative: Mean Girls • 1.1 Describe attributional explanations of behavior • 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior • 1.3 Identify persuasive methods used to change attitudes • 2.1 Describe the power of the situation • 2.2 Describe effects of others' presence on individuals' behavior • 2.3 Describe how group dynamics influence behavior • 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination • 3.2 Describe determinants of prosocial behavior • 3.3 Discuss influences upon aggression and conflict • 3.4 Discuss factors influencing attraction and relationships • D2.Psy.18.9-12. • D2.Psy.19.9-12. Formative: The Lunch Date • 1.1 Describe attributional explanations of behavior • 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior • 1.3 Identify persuasive methods used to change attitudes • 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination • D2.Psy.18.9-12.

Curricular Resources Utilized in Unit 2	• Conformity, Compliance, & Obedience https://cnx.org/contents/Sr8Ev5Og@9.2:-A77Qv6j@8/Conformity-Compliance-and-Obedience • Prejudice & Discrimination https://cnx.org/contents/Sr8Ev5Og@9.2:nhpl4cUs@7/Prejudice-and-Discrimination • Social Cognition https://www.apa.org/ed/precollege/topss/lessons/socialpsychology.pdf • <i>Social Psychology: How Other People Influence Our Thoughts and Actions</i>. Randal W. Summers, ed. Santa Barbara, CA: Greenwood, 2017. 695 pp. 2 vols. ◦ <i>This book provides an introduction to social psychology that covers its history, theories, and core concepts. It explains intrapersonal (how others influence our views about ourselves) and interpersonal (how we think about and act toward other people) applications of this discipline in today's society.</i> • <i>The Gale Encyclopedia of Psychology</i>. Jacqueline L. Longe, ed. 3rd ed. Farmington Hills, MI: Gale, 2016. 1343 pp. 2 vols. ◦ <i>This resource covers the entire spectrum of psychology, including: notable people, theories and terms; landmark case studies and experiments; applications of psychology in advertising, medicine and sports; and career information.</i>
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Unit 3	Personality (3 Weeks)
Unit 3 Guiding & Essential Questions	• How do theorists differ in regard to understanding our personality development? • How do we use defense mechanisms to help alleviate some negative effects of stress and promote health? • How does psychoanalytic theory relate to personality development? • How do psychologists distinguish between personality types, and what are the different techniques of personality assessment? • How does stress influence people both physiologically and psychologically, and how do we appropriately cope with stress? • How does motivation control our actions? • How are the basic motivations alike and different?
Unit 3 Learning Goal(s) & Enduring	Some personality theorists believe our personality persists through life, while others believe it is possible to adapt different personalities as we age.

Understandings	Psychoanalysts would argue we unconsciously use different defense mechanisms, such as repression and displacement, to protect ourselves from negative emotions, such as anger, anxiety and stress.
	Psychoanalysts focus on our unconscious mind, and how our personality is the summation of how our id, ego and superego work together.
	Psychologists primarily assess personality through the use of projective tests (such as the Rorschach Ink Blot or TAT) and objective tests (including personality inventories such as the Big 5).
	Stress has many physiological effects on our body, including poor digestion and a weaker immune system. Psychological effects may include hindered cognition and mood instability. There are many strategies used to cope with stress, including exercise, meditation, and practices efficient time-management and organization.
	Psychologists study the many different ways people are motivated toward action, including physiological “pushes” and psychological/cultural “pulls”.
	Humans can express and interpret several universal emotions which are shared across time and culture. Although universal emotions are expressed similarly, what evokes these emotions, and what we consider primary emotions does differ across cultures.
Unit 3 National Psychology Content & Performance Standards	Domain: Individual Variations Standard Area: Personality Content Standards: After concluding this unit, students understand and/or are able to: 1. Perspectives on personality (1.1, 1.2, 1.3, 1.4) 2. Assessment of personality (2.1, 2.2) 3. Issues in personality (3.1, 3.2, 3.3, 3.4, 3.5)
	Domain: Scientific Inquiry Standard Area: Research Methods, Measurement, & Statistics Content Standards: After concluding this unit, students understand and/or are able to: 3.6 Explain how validity and reliability of observations and measurements relate to data analysis.
	Domain: Development & Learning Standard Area: Life Span Development Content Standards: After concluding this unit, students understand and/or are able to: 6.3 Describe identity formation 6.4 Discuss the role of family and peers in adolescent development.

Unit 3 Vocabulary	Id, Ego, Superego, Rationalization, Repression, Displacement, Projection, Reaction, Formation, Big 5 Personality, Source Traits, Surface Traits
Unit 3 C3 Standards	<i>D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.</i>
	<i>D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.</i>
	<i>D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.</i>
Unit 3 Assessments	Summative: Personality Product • <i>Assessment of personality (2.1, 2.2)</i> • <i>6.3 Describe identity formation</i> • <i>D2.Psy.18.9-12</i> Formative: Objective Personality Test, MBTI • <i>Assessment of personality (2.1, 2.2)</i> • <i>3.6 Explain how validity and reliability of observations and measurements relate to data analysis.</i> • <i>D2.Psy.18.9-12</i>
Curricular Resources Utilized in Unit 3	• Freud & Psychodynamic Perspective https://cnx.org/contents/Sr8Ev5Og@9.2:KuB6N-0u@9/Freud-and-the-Psychodynamic-Perspective • Trait Theories https://cnx.org/contents/Sr8Ev5Og@9.2:Vqapzwst@5/Trait-Theorists • Perspectives on Personality https://www.apa.org/ed/precollege/topss/lessons/personality.pdf • The Gale Encyclopedia of Psychology. Jacqueline L. Longe, ed. 3rded. Farmington Hills, MI: Gale, 2016. 1343 pp. 2 vols. ○ <i>This resource covers the entire spectrum of psychology, including: notable people, theories and terms; landmark case studies and experiments; applications of psychology in advertising, medicine and sports; and career information.</i>

Unit 4	Learning & Behaviorism (3 Weeks)
Unit 4 Guiding & Essential Questions	• How does the process of Classical Conditioning influence thoughts and behavior? • How does the process of Operant Conditioning influence thoughts and behavior? • How does the process of Social Learning influence thoughts and behavior?
Unit 4 Learning Goal(s) & Enduring Understandings	Classical Conditioning is a type of learning in which an organism comes to associate stimuli. Classical conditioning laid the foundation for behaviorism, the view that psychology should be an objective science that studies environmental influences on behavior. Classical conditioning influences our thoughts and behavior by conditioning respondent behavior.
	Operant Conditioning involves an organism learning associations between its own behaviors and resulting consequences, such as reinforcement and punishment. With Operant Conditioning, an organism has more choice as to whether to replicate a behavior for reward, or to avoid punishment.
	Within Social Learning, we observe and imitate others. Children often imitate what a model says and does, whether the behavior is prosocial or antisocial.
Unit 4 National Psychology Content & Performance Standards	Domain: Development & Learning Standard Area: Learning Content Standards: After concluding this unit, students understand and/or are able to: • 1. Classical conditioning (1.1, 1.2, 1.3) • 2. Operant conditioning (2.1, 2.2, 2.3, 2.4) • 3. Observational and cognitive learning (3.1, 3.2)
	Domain: Scientific Inquiry Standard Area: Research Methods, Measurement, & Statistics Content Standards: After concluding this unit, students understand and/or are able to: • 3.6 Explain how validity and reliability of observations and measurements relate to data analysis.
Unit 4 Vocabulary	Operant Conditioning, Positive/Negative, Punishment, Positive/Negative Reinforcement, Fixed-ratio schedule, Variable-ratio schedule, Fixed-interval schedule, Variable-interval schedule, Classical Conditioning, US,UR,CS,CR, Extinction, Generalization, Discrimination, Social Learning/Observational Learning
Unit 4 C3 Standards	<i>D2.Psy.5.9-12. Explain how the validity and reliability of observations and measurements relate to data analysis.</i>
	<i>D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.</i>

	<i>D2.Psy.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.</i> <i>D2.Psy.12.9-12. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world</i>
Unit 4 Assessments	<u>Summative: Learning Experiment</u> • Classical conditioning (1.1, 1.2, 1.3) • 2. Operant conditioning (2.1, 2.2, 2.3, 2.4) • 3. Observational and cognitive learning (3.1, 3.2) • D2.Psy.5.9-12. <u>Formative: Classical Conditioning Practice</u> • Classical conditioning (1.1, 1.2, 1.3)
Curricular Resources Utilized in Unit 4	• Classical Conditioning, Operant Conditioning https://cnx.org/contents/Sr8Ev5Og@9.2:6HoLG-TA@6/Introduction • Observational Learning https://cnx.org/contents/Sr8Ev5Og@9.2:tQQ_5rRh@6/Observational-Learning-Modeling • Observation & Cognitive Learning https://www.apa.org/ed/precollege/topss/lessons/learning-lesson-plan.pdf • <u>The Gale Encyclopedia of Psychology</u>. Jacqueline L. Longe, ed. 3rded. Farmington Hills, MI: Gale, 2016. 1343 pp. 2 vols. ○ This resource covers the entire spectrum of psychology, including: notable people, theories and terms; landmark case studies and experiments; applications of psychology in advertising, medicine and sports; and career information.

Unit 5	Abnormal Psychology & Treatment (3.5 - 4 Weeks)
Unit 5 Guiding & Essential	• Why are behaviors considered “abnormal”, and how are psychological disorders classified? • How does labeling an individual with a disorder stigmatize them and what are the potential consequences? • How many different techniques do psychologists and psychiatrists use to diagnose and treat disorders?

Questions	
Unit 5 Learning Goal(s) & Enduring Understandings	There is a standardized method of diagnosis set forth by the American Psychological Association (APA) which is in its 5th edition Diagnostic and Statistical Manual (DSM) which classifies what is abnormal, what is a disorder, and the appropriate methods of treatment.
	Many clients with mental disorders are misunderstood and carry with them stereotypes which can negatively impact their desire to seek out treatment.
	The techniques for treatment are psychoanalytic, behavioral therapy, cognitive, humanistic, and biological/biomedical. Although some therapists use only one method many therapists use a combination. This is known as the eclectic approach.
Unit 5 National Psychology Content & Performance Standards	Domain: Individual Variations Standard Area: Psychological Disorders Content Standards: After concluding this unit, students understand and/or are able to: 1. Perspectives on abnormal behavior (1.1, 1.2, 1.3, 1.4, 1.5) 2. Categories of psychological disorders (2.1, 2.2, 2.3, 2.4)
	Domain: Applications of Psychological Science Standard Area: Treatment of Psychological Disorders Content Standards: After concluding this unit, students understand and/or are able to: 1. Perspectives on treatment (1.1, 1.2, 1.3) 2. Categories of treatment and types of treatment providers (2.1, 2.2, 2.3, 2.4, 2.5, 2.6) 3. Legal, ethical, and professional issues in the treatment of psychological disorders (3.1, 3.2)
Unit 5 Vocabulary	DISORDERS: Anxiety Disorders (Generalized Anxiety Disorder (GAD), Panic Disorders, Phobias), Depressive Disorders (Major Depressive Disorder, Seasonal Affective Disorder), Bipolar and Related Disorders, Schizophrenic and Psychotic Disorders (Schizophrenia, Paranoia, Delusions, Persecution/Grandeur, Hallucinations, Word Salad, Flat Affect, Positive vs. Negative), Obsessive-Compulsive and Related Disorders (Obsessive-Compulsive Disorder (OCD), obsessions = thoughts, compulsions = action or ritual), Trauma and Stressor Related Disorders (Post-Traumatic Stress Disorder (PTSD), Personality Disorders (Antisocial Personality Disorder, Schizotypal Personality Disorder), Neurodevelopmental (Autistic spectrum (Aspergers, Tourette's Disorder) THERAPY: Psychoanalysis, Humanistic Therapy, Cognitive Therapy (Rational Emotive Behavior Therapy), Behavior Therapy & Desensitization, Family/Group Therapy, Drug Therapy, Electroconvulsive Therapy (ECT), Lobotomy (no longer used), Insulin Shock Therapy (no longer used)

Unit 5 C3 Standards	<i>D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.</i>
	<i>D2.Psy.12.9-12. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.</i>
Unit 5 Assessments	Summative: Disorder Presentation • <i>Perspectives on abnormal behavior (1.1, 1.2, 1.3, 1.4, 1.5)</i> • <i>Categories of psychological disorders (2.1, 2.2, 2.3, 2.4)</i> • <i>Perspectives on treatment (1.1, 1.2, 1.3)</i> • <i>D2.Psy.8.9-12.</i> Formative: 3 Criteria for Diagnosing a Disorder • <i>Perspectives on treatment (1.1, 1.2, 1.3)</i> • <i>D2.Psy.8.9-12.</i>
Curricular Resources Utilized in Unit 5	• Diagnosing & Classifying Disorders https://cnx.org/contents/Sr8Ev5Og@9.2:a0DgbqZ1@6/Diagnosing-and-Classifying-Psychological-Disorders • Mental Health Treatment Past & Present https://cnx.org/contents/Sr8Ev5Og@9.2:Fa0iWQ2e@6/Mental-Health-Treatment-Past-and-Present • Categories of Abnormal Behavior https://www.apa.org/ed/precollege/topss/lessons/psychological-disorders.pdf • Treatment of Psychological Disorders https://www.apa.org/ed/precollege/topss/lessons/treatment.pdf • <i>The Gale Encyclopedia of Psychology</i>. Jacqueline L. Longe, ed. 3rded. Farmington Hills, MI: Gale, 2016. 1343 pp. 2 vols. ○ <i>This resource covers the entire spectrum of psychology, including: notable people, theories and terms; landmark case studies and experiments; applications of psychology in advertising, medicine and sports; and career information.</i>

Unit 6	Cognition, Thinking, Memory (2 Weeks)
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Unit 6 Guiding & Essential Questions	• How do our sensory, short-term and long-term memory systems differ, and how does the process of memory relate to these different systems? • How is memory encoding, storage and retrieval influenced by our biology, attention, motivation and environment?
Unit 6 Learning Goal(s) & Enduring Understandings	Memory is the persistence of learning over time, and works as a process through three separate memory “systems.” The classic memory model includes a temporary sensory memory that registers information from our senses, some of which are processed in our limited short-term memory, and finally a fraction are encoded in our long-term memory for later retrieval.
	Memory is vulnerable to many different elements, including natural forgetting, misattribution, suggestibility and bias. It is key to recognize that memory is not like a recorder with a perfect account of the past, rather a process that is easily malleable.
Unit 6 National Psychology Content & Performance Standards	Domain: Cognition Standard Area: Thinking Content Standards: After concluding this unit, students understand and/or are able to: • 1. Basic elements comprising thought (1.1, 1.2, 1.3) • 2. Obstacles related to thought (2.1, 2.2, 2.3)
	Domain: Cognition Standard Area: Memory Content Standards: After concluding this unit, students understand and/or are able to: • 1. Encoding of memory (1.1, 1.2, 1.3) • 2. Storage of memory (2.1, 2.2, 2.3, 2.4) • 3. Retrieval of memory (3.1, 3.2, 3.3, 3.4, 3.5)
	Domain: Cognition Standard Area: Thinking Content Standards: After concluding this unit, students understand and/or are able to: • 1.1 Define cognitive processes involved in understanding information. • 1.2 Define processes involved in problem solving and decision making. • 1.3 Discuss non-human problem-solving abilities. • 2.1 Describe obstacles to problem solving. • 2.2 Describe obstacles to decision making. • 2.3 Describe obstacles to making good judgments.
	Domain: Individual Variations Standard Area: Personality

	Content Standards: After concluding this unit, students understand and/or are able to: • 3.1 Discuss biological and situational influences. • 3.2 Discuss stability and change. • 3.3 Discuss connections to health and work. • 3.4 Discuss self-concept. • 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.
Unit 6 Vocabulary	Encoding, Storage, Retrieval, Informational Processing, Sensory memory, Short-term memory, Rehearsal, Chunking, Serial Position effect, Long-term memory, Semantic memory, Episodic memory, Declarative memory, Procedural memory, Recognition, Recall Interference (proactive and retroactive), Amnesia (retrograde vs. Anterograde), Mnemonic devices
Unit 6 C3 Standards	<i>D2.Psy.21.9-12. Discuss ways in which the applications of psychological science can address domestic and global issues.</i>
	<i>D2.Psy.23.9-12. Apply psychological knowledge to civic engagement.</i>
	<i>D2.Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.</i>
Unit 6 Assessments	Summative: IQ Testing goes to Court Formative: Importance of Memory Cues
Curricular Resources Utilized in Unit 6	• What is Cognition https://cnx.org/contents/Sr8Ev5Og@9.2:u8MIFxBQ@9/What-Is-Cognition • How Memory Functions https://cnx.org/contents/Sr8Ev5Og@9.2:-RwqQWzt@12/How-Memory-Functions • Mindset https://www.apa.org/ed/precollege/topss/welle-lesson.pdf • Using Correlations to Determine Genetic Influence https://www.apa.org/ed/precollege/topss/welle-lesson.pdf • Observation & Cognitive Learning https://www.apa.org/ed/precollege/topss/lessons/learning-lesson-plan.pdf • Encoding, Storage, Retrieval

<https://www.apa.org/ed/precollege/topss/lessons/memory.pdf>

- [*The Gale Encyclopedia of Psychology*](#). Jacqueline L. Longe, ed. 3rd ed. Farmington Hills, MI: Gale, 2016. 1343 pp. 2 vols.
 - *This resource covers the entire spectrum of psychology, including: notable people, theories and terms; landmark case studies and experiments; applications of psychology in advertising, medicine and sports; and career information.*