Grade level: 12 **Course Title: Senior Survey** **Topic/Concept: Psychological Perspectives**

Time Allotment: 1 Week **Unit Sequence: 1**

Major Concepts to be learned:

- Explain how human behavior can be explained through evolution and natural selection
- Analyze how behaviorism approaches human behavior
- Explain how culture effects human behavior and thought

Expected Skills to be demonstrated:

- Compare and contrast the Biological and Evolutionary Perspective
- Anaylze why behavioralism only studies observable human behaviors
- Define psychology
- 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	• Evoluationary 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

Grade level: 12 | **Course Title: Senior Survey** | **Topic/Concept: Neuroscience and Nervous System**

Time Allotment: 2 Weeks | **Unit Sequence: 2**

Major Concepts to be learned:

- The structures of the neuron
- The neurological process of sending messages
- The basic structures of the central nervous system
- The process of nerual messaging

Expected Skills to be demonstrated:

- Identify each structure of the neuron
- Analyze how the neuron sends various messages useing neurotransmitters
- Illustrate how a pain signal is sent from your toes to your brain
- Identify the structures of the brain
- 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 thier 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

Grade level: 12 **Course Title: Senior Survey** **Topic/Concept: Sensation & Perception**

Time Allotment: 2 Weeks **Unit Sequence: 3**

Major Concepts to be learned:

- The significance of thresholds
- The functions of our senses
- The sources of perception

Expected Skills to be demonstrated:

- Analyze the need of thresholds
- Analyze how each sense creates neural messages
- Identify the different structures of the sense organs
- Analyze why humans perceive organization
- Evaluate the forces driving human perception
- Explain the different types of Gestalt Grouping

PA Standards/Anchors:

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

Eligible Content:

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

Instructional Strategies:

Coooperative groups
Student Journals
Note Taking
Evaluating
Lecture
Written work
Summarizing

Assessments:

- Chapter Exam
- Optical Illusion Evaluation

Grade level: 12 | **Course Title: Senior Survey** | **Topic/Concept: Learning**

Time Allotment: 2 Weeks | **Unit Sequence: 4**

Major Concepts to be learned:

- Learned responses through classical conditioning
- The powers of reinforcement
- The impacts of observational learning

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

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

Eligible Content:

- Classical Conditioning
- Operant Conditioning
- Observational Learning

Instructional Strategies:

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

Assessments:

- Chapter Exam
- Operant Conditioning essay
- Media Violence Debate

Grade level: 12 | **Course Title: Senior Survey** | **Topic/Concept: Memory**

Time Allotment: 2 Week | **Unit Sequence: 5**

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Define the function of the sensory memory, short-term memory, and long term memory
- Analyze why the Short-Term Memory is called the working memory
- Explain how information is organized in your memory
- Explain how information is taken from the short-term memory to the long-term memory
- Analyze the problems of retroactive and proactive interference
- 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

Grade level: 12 **Course Title: Senior Survey** **Topic/Concept: Personality**

Time Allotment: 3 Weeks **Unit Sequence: 6**

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Explain how Maslow's Heirachy explains human personality
- Analyze how thier own behaviors are explained using Maslow's Hierachy of Needs
- Explain how the Big Five Triat Index analyzes personality
- Analyze how thier friends shape thier personality
- Analyze what elements of personality are determined through family

PA Standards/Anchors:

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

Eligible Content:

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

Instructional Strategies:

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

Assessments:

- Personality Wiki

Grade level: 12 | **Course Title: Senior Survey** | **Topic/Concept: Intelligence**

Time Allotment: 2 Week | **Unit Sequence: 7**

Major Concepts to be learned:

- Arguments supporting nature and nurture
- The problems of intelligence testing
- The theories of intelligence

Expected Skills to be demonstrated:

- Analyze how intelligence is genetically predetermined
- Analyze how elements of intelligence are developed through environmental factors
- Analyze the problems of intelligence testing
- Explain how the multiple intelligence theory approaches intelligence
- Evaluate the problems with Spearman's g

PA Standards/Anchors:

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

Eligible Content:

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

Instructional Strategies:

Lecture
Written work
Hands-on activity
Graphic organizers
Evaluating

Assessments:

- Chapter Exam
- Intelligence test evaluation
- Intelligence test creation

Grade level: 12 | **Course Title: Senior Survey** | **Topic/Concept: Psychological Disorders**

Time Allotment: 2 Weeks | **Unit Sequence: 8**

Major Concepts to be learned:

- The impacts of genetics on the presence of psychological disorders
- The true nature of psychological disorders
- The underlying factors that drive the observed behaviors of psychological disorders

Expected Skills to be demonstrated:

- Explain the neurological changes occuring in the brains of individuals with psycholgoical disorders
- Compare and contrast major depressive disorder and bipolar disorder
- Analyze how the behaviors of OCD are only a product of anxiety
- Explain why violence can be assoicated with schizophrenia
- Analyze the issues some psycholgists 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

Grade level: 12 | **Course Title: Senior Survey** | **Topic/Concept: International Diplomacy Project**

Time Allotment: 5 Weeks | **Unit Sequence: 9**

Major Concepts to be learned:

- The interconnectedness of international issues
- The many issues conflicting peace between the Isrealis and Palenstines
- The many factors which must be accounted for when creating international agreements
- The complexity of issues facing international relations
- Understanding the influences of terrorism
- Modern plans to defnedn against terrorism

Expected Skills to be demonstrated:

- Analyze the connection between the history of the MIddle East and the current events
- Compare and Contrast Judaism and Islam
- Analyze how the events surrounding the creation of Isreal changed the Middle East
- Analyze why Israel is a hot bed of terrorism
- Explain current events surrounding the Middle East which are causing more problems for the region
- Explain American strategies to defend against terrorism
- Analyze how to build a plan to protect a country against terrorism

PA Standards/Anchors:

1.9.12.A
1.9.12.B
1.8.12.A
8.4.12.A
8.4.12.C

Eligible Content:

- The history of the Middle East
- Judaism
- Islam
- Christainity
- Politics of the Middle East
- The process of international diplomacy

Instructional Strategies:

Cooperative groups
Lecture
Research
Hands-on activity
Summarizing
Problem solving activities
Group discussion
Written work
Role Play
Evaluating

Assessments:

- Middle East Goals
- Diplomatic Resolution Project; the Middle East
- Terrorism: Canadian Terrorism Management Plan

Grade level: 12 | **Course Title: Senior Survey** | **Topic/Concept: Restaurant Business Plan Project**

Time Allotment: 5 Weeks | **Unit Sequence: 10**

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

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

Eligible Content:

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

Instructional Strategies:

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

Assessments:

- Business Plan
- Business Plan Presentations

Grade level: 12 | **Course Title: Senior Survey** | **Topic/Concept: Current Events**

Time Allotment: 2 Weeks | **Unit Sequence: 11**

Major Concepts to be learned:

- Identify current events in the legislative, executive, and judicial branches
- Examine young people of today
- Examine the developments of the health industry

Expected Skills to be demonstrated:

- Analyze how the American government is changing
- Explain how young people are influencing the world of today
- Explain how technology is advancing
- Create a news report displaying issues of the today

PA Standards/Anchors:

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

Eligible Content:

- Current Events of:
  - American Government
  - Young people in the news
  - Health and technology
  - International events

Instructional Strategies:

Lecture
Charting
Evaluating
Group discussion
Summarizing

Assessments:

- Series of assignments displaying different ways of presenting information

Grade level: 12 | **Course Title: Senior Survey** | **Topic/Concept: Decades Project**

Time Allotment: 5 Weeks | **Unit Sequence: 12**

Major Concepts to be learned:

- The contributions of twentith century events on current history
- The impacts of past decisions on the current political situation in America
- Every historical time period is interesting and has many impactful events

Expected Skills to be demonstrated:

- Identify significant political events of the selected decade
- Analyze the advancements of technology during the selected decade
- Identify the medicial problems and advancements during the selected decade
- Explain the connections between local history and nation news
- Explain how social movements changed america
- Evaluate the financial problems of the selected decade

PA Standards/Anchors:

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

Eligible Content:

- 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:

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

Assessments:

- Research Cards
- Decades Project
- Presentations