COURSE TITLE *Psychology* ***GRADE LEVEL*** *11th & 12th*

♦ *DESCRIPTION OF COURSE*

Students will be introduced to select concepts and principles of the general body of psychology. The course will cover topics such as research methodology, principles of learning and memory, human development, the human brain, personality, sensation/perception, and psychological disturbances. Achievement will be assessed through examinations, quizzes, class work, experiments, oral presentations, outside readings, and written research assignments.

♦ *CONTENT*

REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME
Introduction to Psychology	*1.5 weeks*
Principles of Learning	*2 weeks*
Memory	*2 weeks*
Sensation and Perception	*1.5 weeks*
Lifespan Development	*3.5 weeks*
Biological Bases of Behavior	*2 weeks*
Understanding Personality	*1.5 weeks*
Measuring Personality	*1 week*
Psychological Disorders	*2.5 weeks*

♦ *RESOURCES*

Understanding Psychology – 7th Ed. Glencoe McGraw Hill
www.psychology.glencoe.com
Psychology: Its Principles & Applications – 9th Ed. HBJ
The Bell Jar - Plath
www.apa.org

Demonstrations and Experiments
Guest Speakers
Instructional Videos / Video-streams
Case Studies
Research Information Center

COURSE TITLE: Psychology ***GRADE LEVEL: 11th & 12th Grade***

UNIT: Introduction to Psychology ***ESTIMATED TIME 2 weeks***

PA STANDARDS & APA National Standards for High School Psychology Curricular	**Language Arts Standards** **1.1.11 (D,F,G)** **1.4.11 (B)** **1.6.11** **8.1.12 (A,B,C)**		**APA National Standards for High School Psychology Curricular** **IA** *Methods Domain* **IIA,B,C,D** *Biopsychological Domain* **IIIA, B** *Developmental Domain* **IVA,B,C,D,E** *Cognitive Domain* **VA** *Variations in Individual Behavior Domain*	
	PERFORMANCE OBJECTIVES **CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO)** **(Benchmarks)**	**LEVEL OF MASTERY**	**LEARNING EXPERIENCES** **ACTIVITIES, STRATEGIES, TECHNIQUES**	**ASSESSMENT STRATEGY**
IA – 2.1 8.1.12A	**1. Explain the differences between a psychologist and psychiatrist**	***MASTERY***	1. **Brainstorming Activity on differences between psychologist and psychiatrist.** 2. **Notes: Differences between Psychology and Psychiatry** 3. **Writing Activity = 3 paragraph essay on the differences between a psychiatrist and psychologist**	***1.*** Discussion of Differences 2. 3- Paragraph Essay 2. Exam
IA – 2 8.1.12C	2. **Identifying different subfields of psychology, Recognizing applied specializations, exploring career opportunities for college graduates with psychology majors**	***MASTERY***	**1. Research and design Poster describing job description , required education, and interesting facts of assigned subfield of psychology.**	1. Oral Presentation
IA-6.1	**3. Describing the form psychology took before the 20th century**	***MASTERY***	**1. Notes: Early History of Psychology (From Middle Ages to Structuralism)**	**1. Discussion of various explanations of behavior throughout history.** 2. Quiz on Early History 3. Exam

IA-6.3	4. **Describing the 20th & 21st centuries "schools" of psychology (behaviorism, Gestalt, psychoanalysis, humanistic, cognitive), show how different theories of psychology produce different explanations of a particular behavior, Explaining the growing influence of new approaches to psychology; Analyzing how each contemporary perspective would explain concepts, Evaluating the limitations of each perspective in assessing behavior and mental processes**	***MASTERY***	**1. Lecture Notes: Approaches to Psychology (Functionalism, Gestalt, Psychoanalysis, Behaviorism, Humanistic, Cognitive, Biological, Sociocultural)**	**1. Quiz: Approaches, Key People, and Contribution** **2. Exam**
IA - 3 1.4.11B	5. **Explain methodologies of observing behavior to diagnose and formulate theories**	***MASTERY***	**1. Group Work: Methodology** **2. Video Clip: Directed Observation** **3. Writing Assignment: Informational Essay on Methodology and Peer Pressure of School Aged Students**	**1. Discussion of Methodology** **2. R.A Strategy: RAFT Writing** **3. Exam**
IA-3.1 8.1.12A	6. **Identifying the hypothesis, independent and dependent variables, control and experimental groups in a description of an experiment.**	***MASTERY***	**1. Notes: Experimental Method (Hypothesis, Independent/Dependent Variables, Random Sampling, Experimental/Control Groups, Theory** **2. Apply Experimental Method to Various Research Questions** **2. Notes: Problems and Solutions in Research (Self-fulfilling Prophecy, Single/Double Blind Studies, Placebo Effect - Milgram Study)**	**1. Discussion of Experimental Method** **2. Exam**
IA-3.1 8.1.12A	7. **.Differentiate between scientific and non-scientific approaches to study behavior.**	***MASTERY***	**1. Textbook Reading on Nonscientific Methods to explaining Behavior**	**1. Discussion of Nonscientific Methods.** **2. Exam**

COURSE TITLE: Psychology ***GRADE LEVE: 11th & 12th Grade***

UNIT : Principles of Learning ***ESTIMATED TIME 2 weeks***

PA STANDARDS & APA National Standards for High School Psychology Curricular	**Language Arts Standards** **1.1.11 (D,F,G)** **1.4.11 (B)** **1.6.11** **8.1.12 (A,B,C)**		**APA National Standards for High School Psychology Curricular** **IA** *Methods Domain* **IIA,B,C,D** *Biopsychological Domain* **IIIA, B** *Developmental Domain* **IVA,B,C,D,E** *Cognitive Domain* **VA** *Variations in Individual Behavior Domain*	
	PERFORMANCE OBJECTIVES **CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO)** **(Benchmarks)**	**LEVEL OF MASTERY**	**LEARNING EXPERIENCES** **ACTIVITIES, STRATEGIES, TECHNIQUES**	**ASSESSMENT STRATEGY**
IVA-1 1.1.11F	**1. Describe key elements of classical conditioning and role it plays in learning**	**Mastery**	**1. Notes: Pavlov and discovery of Classical Conditioning.** **2. Demonstration: Jaws** **3. Notes: UCS,UCR,NS,CS,CR** **4. Experiment: Lemon Crystal** **5. Experiment: Conditioning Pulse** **6. Notes: Practical Applications of Classical Conditioning** **7. Wkst: Applying Concepts to Situations involving Classical Conditioning**	**1. Discussion Questions of Notes, Demonstrations, Experiments** **2. Wksts: Classical Conditioning** **3. R.A Strategy – Survival Word Glossaries (Connect)** **4. Quizzes** **4. Exam**
IVA-2.1 1.1.11F	**2. Explain key concepts and applications associated with Classical Conditioning**	***Mastery***	**1. Notes: Terms related to Classical Conditioning (Generalization, Discrimination, Extinction, Reinforcement, Counter/Avoidance Conditioning, Spontaneous Recovery)** **2. Reading: Baby Albert Experiment**	**1. Discussion of Notes to real life examples.** **2. Wkst Questions to Reading** **3. Writing Assignment: Baby Albert** **4. Exam**

			3. **Persuasive Essay: Defend arguments about whether fear would extinguish naturally overtime and whether experiment was justified.**	
IVA-3.1 1.1.11F	**Describe how consequences influences behavior and application of Operant Conditioning**	***Mastery***	**1. Notes: Skinner, Operant Conditioning, Shaping.** 2. **Demonstration: Shaping** 3. **Demonstration: Names/Hobbies** 4. **Reading: Biography of Skinner** 5. **Wkst.: Operant Conditioning** 6. **Notes: Reinforcement (Pos/Neg), Punishment, Differences between Operant and Classical Conditioning** 7. **Graphic Organizer: Rewards & Punishment** 8. **Guest Speaker - K-9 Unit and Operant Conditioning**	1. **Discussion of Notes, Demonstrations.** 2. **R.A Strategy: Write Around – Skinner Quote** 3. **SSR: Skinner** 4. **Wkst: Operant Conditioning** 5. **Wkst: K9 Unit** **6. Exam**
IVA-3.1 1.1.11F	**Identify and explain the various schedules of reinforcement**		**1. Notes: Schedules of Reinforcement (Fixed/Variable Ratio, Fixed/Variable Interval)** 2. **Wkst: Schedules of Reinforcement** 3. **Wkst: Reinforcement of Behavior**	**1. Discussion of Notes** 2. **Wkst: Schedules of Reinforcement** **3. Exam**
IVA-4 1.1.11F	**Describe principles of Observational Learning**	***Mastery***	**1. Textbook Reading on Principles of Observational Learning** **2. Visual Representation: Observational Learning**	**1. Discussion of Observational Learning** 2. **Visual Representation** **Exam**

COURSE TITLE: Psychology ***GRADE LEVEL: 11th & 12th***

UNIT : Memory ***ESTIMATED TIME 2 weeks***

PA STANDARDS & APA National Standards for High School Psychology Curricular	**Language Arts Standards** **1.1.11 (D,F,G)** **1.4.11 (B)** **1.6.11** **8.1.12 (A,B,C)**		**APA National Standards for High School Psychology Curricular** **IA** *Methods Domain* **IIA,B,C,D** *Biopsychological Domain* **IIIA, B** *Developmental Domain* **IVA,B,C,D,E** *Cognitive Domain* **VA** *Variations in Individual Behavior Domain*	
	PERFORMANCE OBJECTIVES **CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO)** **(Benchmarks)**	**LEVEL OF MASTERY**	**LEARNING EXPERIENCES** **ACTIVITIES, STRATEGIES, TECHNIQUES**	**ASSESSMENT STRATEGY**
IVB-1 1.4.11B	***1. Identify factors that influence encoding***	***Mastery***	**1. Notes: Transfer, Feedback, Meaningfulness, Elaborate Rehearsal, Mnemonic Devices** **2. Writing Assignment: Transfer (Pos/Neg)** **3.. Demonstration: Feedback**	**1. Discussion of Notes and Demonstration** **2. Writing Assignment: Transfer** **3. Quiz** **4. Exam**
IVB-2.1	***Describe the operation of sensory memory***	***Mastery***	1. Discuss role of iconic, echoic, gustic, olfactic, haptic memory through everyday examples 2. Describing Sperling's research on iconic memory 3. Notes: Encoding, Storage	**1. Quiz** **2. Exam**
IVB-2.2	***Describe the operation of short-term memory and working memory.***	***Mastery***	1. Notes: Duration and capacity of short-term memory; exaamples of use of chunking to increase capacity, Maintanence Rehearsal	**1. Discussion of Notes and Demonstrations** **2. Questions and Graphing of Memory Demonstrations** **3. Quiz**

			2. Demonstartion: Chunking 3. Demonstration: Short-term Memory 4. Demonstration: Primacy/Recency Effect	**4. Exam**
IVB-2.3	***Describe the operation of long-term memory.***	***Mastery***	1. Notes: Duration and Capacity of Long-term memory. 2. Notes: Examples of Different types of memory (Episodic, Semantic, implicit, explicit, procedural Memory	**1. Discussion of Notes and Examples** **2. Exam**
IVB-3.1	***Analyze the importance of retrieval cues in memory.***	***Mastery***	1. Notes: Retrieval	**1. Exam**
IVB-3.2	***Explain the role that interference plays in retrieval***	***Mastery***	1. Notes: 5 Theories of Forgetting (Decay, Inattention, Repression, Proactive/Retroactive Interference 2. Examples of Interference	**1. Exam**
IVB-3.3 8.1.12C	***Relate difficulties created by reconstructive memory processes.***	***Mastery***	1. Reading: Eyewitness Testimony (Loftus Study) 2. Notes: Reconstructive Processes	**1. Discussion of Notes** **2. SSR: Eyewitness Testimony** **3. Exam**

COURSE TITLE: Psychology ***GRADE LEVE: 11th & 12th Grade***

UNIT : Sensation and Perception ***ESTIMATED TIME 1 week***

PA STANDARDS **&** **APA National Standards for High School Psychology Curricular**	**Language Arts Standards** **1.1.11 (D,F,G)** **1.4.11 (B)** **1.6.11** **8.1.12 (A,B,C)**		**APA National Standards for High School Psychology Curricular** **IA** *Methods Domain* **IIA,B,C,D** *Biopsychological Domain* **IIIA, B** *Developmental Domain* **IVA,B,C,D,E** *Cognitive Domain* **VA** *Variations in Individual Behavior Domain*	

	PERFORMANCE OBJECTIVES CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO) (Benchmarks)	LEVEL OF MASTERY	LEARNING EXPERIENCES ACTIVITIES, STRATEGIES, TECHNIQUES	ASSESSMENT STRATEGY
IIB.1.1	Explain how sensations occur anytime a stimulus activates a receptor and discuss how sensations allow humans to understand reality; Explain concept of Thresholds	Mastery	1. Notes: Stimulus, Sensation, Absolute Threshold, Perception. 2. Wkst: Let me outta here! 3. Video: Sensation and Perception	1. Discussion of Notes, Video 2. Quiz 3. Exam
IIB-3.1	Describe selective attention and identify varaibles that draw attention to a particular event.	Mastery	1. Anticipatory Set: Advertisement Slogans 2. Notes: Selective Attention, Factors Influencing Attention	1. Discussion of Notes 2. Quiz 3. Exam
IIB-1.4	Analyzing advertisements for their use of sensory information and finding examples of sensory principles in advertising.	Mastery	1. Examples of Television and Magazines Advertisements. 2. Advertisement Activity - Utilizes forms of Media to describe sensory principles in advertising. 3. Wkst: Market Slices 4. Reading: Multicultural Advertisements	1. Discussion of Media Advertisements 2. Advertisement Activity 3. R.A Strategy: Double Entry Journal – Subliminal Advertising 4. Wkst: Market Slices 5. SSR 6. Exam
IIB-2.2	Describe Binocular and monocular depth cues. Explain Constancy, Illusions, and Practical Uses of Optical Illusions.	Mastery	1. Read in textbook and take notes on Monocular & Binocular Depth Cues 2. Notes: Constancy, Illusions, Practical Uses of Optical Illusions. 3. Show: Pictures of Illusions 4. Video: Illusions	1. Discussion of Textbook and Notes 2. Exam
IIB-2.1	Explain Gestalt concepts and pinciples, such as figure ground, continuity, similarity, proximity, simplicity, and closure	Mastery	1. Notes: Figure Ground Perception, Gestalt Principles. 2. Demonstrations: Gestalt Principles	1. Discussion of Notes and Demonstrations. 2. Exam

COURSE TITLE: Psychology ***GRADE LEVE: 11th & 12th Grade***

UNIT : Developmental Psychology ***ESTIMATED TIME 2 weeks***

PA STANDARDS **&** **APA National Standards for High School Psychology Curricular**	**Language Arts Standards** **1.1.11 (D,F,G)** **1.4.11 (B)** **1.6.11** **8.1.12 (A,B,C)**		**APA National Standards for High School Psychology Curricular** **IA** *Methods Domain* **IIA,B,C,D** *Biopsychological Domain* **IIIA, B** *Developmental Domain*	

			IVA,B,C,D,E *Cognitive Domain* **VA** *Variations in Individual Behavior Domain*	
	PERFORMANCE OBJECTIVES **CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO)** **(Benchmarks)**	**LEVEL OF MASTERY**	**LEARNING EXPERIENCES** **ACTIVITIES, STRATEGIES, TECHNIQUES**	**ASSESSMENT STRATEGY**
IIA-2.1 **IIIA-4.1**	**List the basic principles of development, evaluating significance of critical periods, distinguish between longitudinal and cross-sectional methods**	**MASTERY**	**1. Notes: Developmental Psychology, Principles of Development, Critical Periods, Longitudinal/Cross-Sectional Methods** 2. **Writing Assignment: 3 Paragraph Essay on Longitudinal and Cross-Sectional Methods** 3. **Reading: Do Parents Really Matter?**	**1. Discussion of Notes** 2. **Writing Assignment** 3. **SSR** 4. **Exam**
IIIA-1.1	**Describe physical changes from the prenatal period throughout the life span.**	**MASTERY**	**1. Notes: Physical Development** **2. Posters: My Physical Development**	**1. Discussion to Notes** 2. **Posters** 3. **Exam**
IIIA-1.1	**Describe motor development, rank/order physical accomplishments and identify average ages from specific physical tasks, and motor development throughout the life span.**	**MASTERY**	**1. Notes: Motor Development (Infancy to Old Age)** 2. **Video: Motor Development** 3. **Wkst: Motor Developmental Tasks**	**1. Discussion of Notes and Video** 2. **Wkst: Motor Developmental Tasks** 3. **Exam**
IVC-4	**Discuss the effects of development on language acquisition; Using case studies such as Genie or the Wild Boy of Aveyron to examine language development.**	**MASTERY**	**1. Notes: Stages of Language Acquisition** 2. **Demonstration: Verbal/Nonverbal Communication** 3. **Videostream: Language Development** 4. **Case Study: Genie & Wild Child** 5. **Video: Feral Children**	**1. Discussion of Notes, Demonstrations, and Video.** 2. **SSR: Genie** 3. **Exam**
IIIA-1.1	**Describe emotional changes from infancy throughout the life span.**	**MASTERY**	**1. Read in Textbook on Emotional Development across Lifespan.**	**1. Discussion of Textbook reading** 2. **Exam**

IIIA-1.1	**Describe social changes from prenatal period throughout the life span**	**MASTERY**	1. **Notes: Social Development throughout lifespan** 2. **Video: Raising Cain** 3. **Notes: Role of Family, Role of Peers, Difficulties with Adolescence** 4. **Debate Popularity** 5. **Notes: Parenting Styles** 6. **WKST: Parenting Styles** 7. **Role Play: Parenting Styles**	**1. Discussion of Notes and Videos** 2. **Discussion Question to Debate** 3. **Wkst: Parenting Styles** 4. **Discussion of Role Play** 5. **Quiz** 6. **Exam**
IIIA-1.1	**Describe stages of intellectual growth outlined by Piaget; Apply Piagetan Model to life experiences**	**MASTERY**	**1. Notes: Piaget and 4 Stages of Cognitive Development.** 2. **Wkst: Piagetan Tasks** 3. **Wkst: Piaget's Stages of Cognitive Development** 4. **WKst: Application of Stages of Cognitive Development**	**1. Discussion of Notes** 2. **Wksts: Piaget** 3. **Exam**
IIIA-3.1	**Explaining components of Kohlberg Model of Moral Development**	**MASTERY**	**1. Debate: Moral Dilemma** 2. **Notes: Stages of Moral Development (Kohlberg)** 3. **Experiment: Pinch Test** 4. **WKsts: Personal Dilemmas**	**1. Discussion of Notes and Experiments** 2. **Wkst: Personal Dilemmas** 3. **Exam**

COURSE TITLE: Psychology ***GRADE LEVE: 11th & 12th Grade***

UNIT : Biological Bases of Behavior ***ESTIMATED TIME : 2 weeks***

PA STANDARDS & APA National Standards for High School Psychology Curricular	**Language Arts Standards** **1.1.11 (D,F,G)** **1.4.11 (B)** **1.6.11** **8.1.12 (A,B,C)**		**APA National Standards for High School Psychology Curricular** **IA** *Methods Domain* **IIA,B,C,D** *Biopsychological Domain* **IIIA, B** *Developmental Domain* **IVA,B,C,D,E** *Cognitive Domain* **VA** *Variations in Individual Behavior Domain*	
	PERFORMANCE OBJECTIVES **CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO)** **(Benchmarks)**	**LEVEL OF MASTERY**	**LEARNING EXPERIENCES** **ACTIVITIES, STRATEGIES, TECHNIQUES**	**ASSESSMENT STRATEGY**
IIA-2.1	Classify the major divisions and subdivisions of the nervous system; Identifying the central nervous system and its components; Identifying the peripheral nervous system and its subdivisions.	**Mastery**	**1. Outline Notes: Central Nervous System; Peripheral Nervous System.**	**1. Discussion of Notes** 2. **Quiz** **3. Exam**
IIA-1.1	Identify the basic structure and function of different parts of a neuron; Discuss how internal & external stimuli initiate the communication process in the neuron; Describe the electrochemical process that propagates the neural impulse.	**Mastery**	**1. Outline Notes: Parts of Neuron (Dendrites, Soma, Axon, Myelin Sheeth, Axon Terminals, Neurotransmitters); Types of Neurons (Afferent.Efferent, Interneuron).** 2. **Draw Picture of Neuron and Label Parts.** 3. **Videostream: In Control: Our Brain and Nervous System**	**1. Discussion of Notes.** 2. **Quiz** **3. Exam**
IIA-2.2	Compare the functions of somatic and autonomic nervous systems; Explain functions of sympathetic and the parasympathetic nervous systems on heart rate or other physiological responses in an emotional situation.	**Mastery**	**1. Notes: Somatic & Autonomic Nervous System.** **2. Videostream: In Control: Our Brain and Nervous System**	**1. Discussion of Notes** **2. Exam**
1.6.11E		**Mastery**		**1. Oral Presentations**

1.6.11F	Describe various neurological disorders, diseases, and injuries.		**1. Research / Oral Presentations: Various Neurological Disorders, Diseases, & Injuries.**	
IIA-3.1	Identify the structure and function of the major regions of the brain.	**Mastery**	**1. Notes: Location/Function of Major Parts of Brain (Hindbrain, Midbrain, Forebrain).** 2. **Video: Brain: Everything you need to know.** 3. **Locate: Major Parts of Brain**	**1. Discussion of Notes & Video** 2. **Quiz** **3. Exam**
IIA-3.2	Recognize the specific functions in specific lobes of the cerebral cortex (frontal, parietal, occipital, temporal lobes)	**Mastery**	**1. Notes: Functions of Lobes of Brain** 2. **Video: Brain: Everything you need to know.** **3. Locate: Major Lobes of Brain**	**1. Discussion of Notes & Video** 2. **Quiz** **3. Exam**
IIA-3.3	Describe the lateralization of brain functions	**Mastery**	**1. Notes: Lateralization of brain functions** 2. **Demonstrations: Brain Lateralization** **3. Reading: Split Brain Operations**	**1. Discussion of Notes & Demonstrations** 2. **Reading: Split Brain Operations** 3. **Quiz** 4. **Exam**
IIA-4.1	Explain how lesions and electrical stimulation in animal research provide information about brain functions; Discuss how the use of CT scan, PET scan, MRI, fMRI, and EEG provides information about the brain.	**Mastery**	**1. Notes: Recording, Stimulation, Lesions, Imaging** 2. **Video: Inside the Teenage Brain** **3. Reading: Inside the Teenage Brain**	**1. Discussion of Notes** 2. **Discussion Questions to Video** 3. **SSR: Inside the Teenage Brain** 4. **Quiz** **5. Exam**
IIA-5.1	Describe how the endocrine glands are linked to the nervous system	**Mastery**	**1. Notes: Endocrine System (Pituitary, Thyroid, Adrenal, Sex Glands)**	**1. Discussion of NOtes** **2. Exam**
IIA-6.1	Assess the effects of heredity and environment on behavior; Use twin studies to assess influence of heredity and environment on behavior.	**Mastery**	**1. Notes: Heredity & Environment; Genes and Behavior; Twin Studies.**	**1. Discussion of Notes** **2. Exam**
IVD-1.2	Describe the levels of consciousness	**Mastery**	**1. Notes: States of Consciousness**	**1. Discussion of Notes** **2. Exam**

IVD-2.1	Describe the sleep cycle	**Mastery**	**1. Notes: Sleep Cycles** 2. **Analyzing graph that shows sleep cycle throughout the night.** 3. **Charting differences between REM and NREM sleep** 4. **SSR:Sleep and Dreaming**	**1. Discussion of Notes, Graphs, Charts** 2. **SSR** **3. Exam**
IVD-2.3	Assess types of sleep disorders	**Mastery**	**1. Notes: Sleep Disorders**	**1. Discussion of Notes** 2. **Exam**
IVD-4.2	Explain the possible uses of hypnosis in psychology	**Mastery**	**1. Reading in Text on Hypnosis** **2. Guest Speaker: Hypnosis**	**1. Discussion of Reading and Guest Speaker.**

COURSE TITLE: Psychology ***GRADE LEVE: 11th & 12th Grade***

UNIT : Understanding Personality ***ESTIMATED TIME : 1.5 weeks***

PA STANDARDS & APA National Standards for High School Psychology Curricular	**Language Arts Standards** **1.1.11 (D,F,G)** **1.4.11 (B)** **1.6.11** **8.1.12 (A,B,C)**		**APA National Standards for High School Psychology Curricular** **IA** *Methods Domain* **IIA,B,C,D** *Biopsychological Domain* **IIIA, B** *Developmental Domain* **IVA,B,C,D,E** *Cognitive Domain* **VA** *Variations in Individual Behavior Domain*	
	PERFORMANCE OBJECTIVES **CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO)** **(Benchmarks)**	**LEVEL OF MASTERY**	**LEARNING EXPERIENCES** **ACTIVITIES, STRATEGIES, TECHNIQUES**	**ASSESSMENT STRATEGY**
IIIB-1.1	Define personality as the individual's unique way of thinking, feeling, and acting; Describe the goals of Personality theory	**MASTERY**	**1. Notes: Personality , Purposes of Theories**	**1. Discussion of Notes** 2. **Quiz** 3. **Exam**
IIIB-2.1	Explain the characteristics of the psychodynamic approaches to explaining personality	**MASTERY**	**1. Notes: Freud, Unconscious, ID , EGO, SUPEREGO** 2. **Role Play: ID, EGO, SUPEREGO** 3. **Video: Sigmund Freud** 4. **Notes: Defense Mechanisms, Contributions of Freud** 5. **Reading: Ego - The Great Balancer of Personality** 6. **Visual Representation : Defense Mechanisms**	**1. Discussion of Notes, Video, Role Play** 2. **Quiz** 3. **Reading** 4. **Visual Representation** 5. **R.A Reading Strategy: Vocabulary Cartoons** 6. **Exam**
1.6.11F	Research various personality theorist and explain personal life and theory	**MASTERY**	**1. Baseball Card Activity**	**1. Baseball Card**

IIIB-2.1	Explain the cognitive-behavioral theories of personality	**MASTERY**	**1. Notes: Skinner, Bandura**	**1. Discussion of Notes** 2. **Quiz** 3. **Exam**
IIIB-2.1	Explain the humanistic theories of personality	**MASTERY**	**1. Notes: Maslow, Rogers** **2. Reading: Application of Humanistic Theory**	**1. Discussion of Notes & Reading** 2. **Quiz** 3. **Exam**
IIIB-2.1	Explain trait theory approaches to personality	**MASTERY**	**1. Read in text on Trait Theories**	**1. Discussion of Reading** 4. **Quiz** 5. **Exam**

COURSE TITLE: Psychology ***GRADE LEVEL: 11th & 12th Grade***

UNIT : Psychological Disorders ***ESTIMATED TIME : 2 weeks***

PA STANDARDS &	Language Arts Standards		APA National Standards for High School Psychology Curricular	

APA National Standards for High School Psychology Curricular	**1.1.11 (D,F,G)** **1.4.11 (B)** **1.6.11** **8.1.12 (A,B,C)**		**IA** *Methods Domain* **IIA,B,C,D** *Biopsychological Domain* **IIIA, B** *Developmental Domain* **IVA,B,C,D,E** *Cognitive Domain* **VA** *Variations in Individual Behavior Domain*	
	PERFORMANCE OBJECTIVES **CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO)** **(Benchmarks)**	**LEVEL OF MASTERY**	**LEARNING EXPERIENCES** **ACTIVITIES, STRATEGIES, TECHNIQUES**	**ASSESSMENT STRATEGY**
VA-1.1	Distinguish the common characteristics of abnormal behavior. Describe how widespread psychological disturbances are in society.	**MASTERY**	**1. Notes: Intro to Psychological Disorders.** **2. Video: Understanding Disorders Part I** **3. Video-stream: Psychopathology**	**1. Discussion of Notes and Video** **2. Video Discussion Wkst.** **3. Quiz** **4. Exam**
VA-3.1	**Describe the Diagnostic labels of the Diagnostic and Statistical Manual of Mental Disorders and effects of labeling.**	**MASTERY**	**1. Notes: Classifying Mental Disorders.** **2. Discussion of Positive and Negative effects of labeling psychological disorders.**	**1. Discussion of Notes** **2. Quiz** **3. Exam**
VA-3.1	**Explain Somatoform Disorders**	**MASTERY**	**1. Notes: Somatoform Disorders (Conversion Disorder, Hypochondriasis.** **2. Case Studies: Somatoform Disorders**	**1. Discussion of Notes and Case Studies** **2. Quiz** **3. Case Study Assignment** **4. Exam**
VA-3.1	**Explain Dissociative Disorders**	**MASTERY**	**1. Powerpoint Notes: Dissociative Disorders (Amnesia, Fugue, Identity Disorder)** **2. Handout: Dissociative Disorders.** **3. Videostream: Multiple Personality Disorder** **4. SSR: Case Study - Sybil Dorsett** **5. Video: Multiple Personality Disorder**	**1. Diiscussion of Notes and Handouts** **2. SSR** **3. Quiz** **4. Case Study Assignment** **5. Exam**
VA-3.1	**Describe Anxiety Disorders**	**MASTERY**	**1. Notes: Anxiety Disorders (GAD, Panic, Phobic, OCD, PTSD)** **2. Video: In A Panic** **3. Reading: Panic Disorder** **4. Video: Extreme Conditions of OCD**	**1. Discussion of Notes and Videos** **2. Readings** **3. Case Study Assignment** **4. Quiz** **5. Exam**

			5. **Reading: Case of A.H** 6. **Video-stream: PTSD**	
VA-3.1	**Describe Affective Disorders**	**MASTERY**	**1. Notes: Affective Disorders (Depression and Bipolar Disorder)** 2. **Video: Bipolar Disorder** 3. **SSR: Young and Bipolar**	**1. Discussion of Notes and Video** 2. **SSR** 3. **Quiz** 4. **Case Study Assignment** 5. **Exam**
VA-3.1	**Describe Schizophrenic Disorders**	**MASTERY**	**1. Intro: Myths of Schizophrenia** 2. **Notes: Schizophrenia** 3. **Video: Abnormal World of Psychology (Schizophrenia)** 4. **Video: A Beautiful Mind**	**1. Discussion of Notes** 2. **Video WKST: Schizophrenia** 3. **Case Study Assignment** 4. **Exam**
VA-3.1	**Describe Personality Disorders**	**MASTERY**	**1. Notes: Personality Disorders (Anti-Social)** 2. **Handout: Personality Disorders** 3. **WKST: Personality Party**	**1. Discussion of Notes and Handout** 2. **WKST: Personality Party** 3. **Case Study Assignment** 4. **Exam**