

**Standards – Based Instructional Unit by Unit Curriculum Guide**

**Subject: Social Studies**

**COURSE: Psychology**

**GRADE/LEVEL: 11&12**

<p><b><i>Topic 1: Introduction to Psychology</i></b></p>	
<p><b><i>Graduation Expectation(s):</i></b></p> <p align="center"><b><i>1.1 Acquiring and applying knowledge within and across the curriculum.</i></b></p> <p align="center"><b><i>1.2 Analyzing and evaluating information</i></b></p> <p align="center"><b><i>1.3 Applying technology as a learning tool across all disciplines</i></b></p> <p align="center"><b><i>2.1 Working cooperatively and or independently.</i></b></p> <p align="center"><b><i>2.2 Applying problem solving strategies.</i></b></p> <p align="center"><b><i>2.3 Utilizing resources and time effectively</i></b></p> <p align="center"><b><i>4.1 Reasoning widely and critically</i></b></p> <p align="center"><b><i>4.2 Writing clearly, concisely, and persuasively</i></b></p> <p align="center"><b><i>4.3 Speaking, listening, and interpreting effectively</i></b></p> <p align="center"><b><i>4.4 Mastering technology as a means of communication</i></b></p>	
<p><b><i>National Standard for Psychology: Standard Area: Introduction and Research Methods</i></b></p> <p><b><i>1.0 Contemporary perspectives used by psychologists to understand behavior and mental processes in context</i></b></p> <p><b><i>2.0 Major subfields and career opportunities that comprise psychology.</i></b></p> <p><b><i>3.0 Research strategies used by psychologists to explore behavior and mental processes</i></b></p> <p><b><i>5.0 Ethical issues in research with human and other animals that are important to psychologists</i></b></p>	<p><b><i>Psychology Perspectives Benchmarks: Standard Area: Introduction and Research Methods</i></b></p> <p><b><i>1.1 Describe and compare the biological, behavioral, cognitive, and sociocultural perspective</i></b></p> <p><b><i>2.1 List and explain the major subfields of psychology</i></b></p> <p><b><i>2.2 Examine the role of ethics in research and professional practice</i></b></p> <p><b><i>3.1 Describe the elements of an experiment</i></b></p>

<p><b><i>National Standards in Historical Thinking:</i></b></p> <ul style="list-style-type: none"> <li>❖ Standard II: Historical Comprehension</li> <li>❖ Standard III: Historical Analysis and Interpretation</li> <li>❖ Standard IV: Historical Research Capabilities</li> <li>❖ Standard V: Historical Issues – Analysis and Decision Making</li> </ul>	<p><i>3.2 Explain the importance of sampling in psychological research</i></p> <p><i>3.3 Describe and compare quantitative and qualitative research strategies</i></p> <p><i>5.1 Identify ethical issues in psychological research</i></p> <p><b><i>National Standards in Historical Thinking Benchmarks:</i></b></p> <ul style="list-style-type: none"> <li>❖ Evidence historical perspectives</li> <li>❖ Draw upon data and historical maps.</li> <li>❖ Hypothesize the influence of the past.</li> <li>❖ Obtain historical data</li> </ul>
<p style="text-align: center;"><b><i>GSES:</i></b></p> <p style="text-align: center;">SS1: Comprehension  SS2: Analysis and Interpretation  SS3: Research  T1: Basic operations and concepts  T2: Social, ethical, and human issues  T3: Technology productivity tools  T4: Technology communications tools  T5: Technology research tools  T6: Technology problem-solving and decision-making tools</p>	
<p><b><i>Essential Question(s):</i></b></p> <ul style="list-style-type: none"> <li>◆ What is the definition of psychology?</li> <li>◆ What are the differences between the various branches in psychology?</li> </ul>	

- ◆ Who are the founders of each branch in psychology?
- ◆ What is the reasoning for an eclectic approach in psychology?

***Content Topics:***

- ◆ Why study Psychology?
- ◆ What is Psychology?
- ◆ Psychology's Roots: Wundt, Piaget, James, Watson, Bandura, Freud, Skinner
- ◆ Gestalt Psychology
- ◆ Perspectives of psychology: Biological, Psychoanalytical, Behavioral, Humanistic, Cognitive, Social-Cultural
- ◆ Phrenology

***Student-Centered Learning Tasks and Opportunities:***

- ◆ The students will be able to discuss the reasons why they are studying psychology
- ◆ The students will be able to define psychology and the four main components which comprise its definition: science, behavior, thinking, and organism
- ◆ The students will be able to identify the founding fathers of psychology
- ◆ The students will be able to list and describe the main branches of

psychology: Behaviorism,  
Structuralism, and Functionalism

- ◆ The students will observe and participate in a Peanut Butter and Jelly Experiment to affirm or deny Behaviorisms
- ◆ The students will participate in an experiment using “flip books” to demonstrate the validity of Gestalt Psychology
- ◆ The students will read an informational packet describing Phrenology, its history, theory, and destiny
- ◆ The students will use a phrenology head and participate in a group activity to prove or disprove Gall’s theory
- ◆ The students will view a film relating to parapsychology and participate in a Socratic Discussion
- ◆ Students will analyze the Psychological effects of the September 11<sup>th</sup> Attack.

***Instructional Resources and Equipment:***

- ◆ Student textbook
- ◆ Overhead transparencies
- ◆ Overhead projector
- ◆ Student Journals
- ◆ Television & Player
- ◆ Videos: Interview Videos, Sightings:  
Psy Phenomenon

- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers
- ◆ Psychology Monitor Article: How Accurate Are Our Memories of 9/11?

***Assessment Task(s):***

- ◆ Analysis of the presence of psychology and parapsychology in films.
- ◆ Formative and Summative Assessments
- ◆ Observable v. Unobservable Graphic Organizer
- ◆ Phrenology Head Partner Activity
- ◆ September 11<sup>th</sup> Response Paper
- ◆ Dinner Party with A Dead Psychologist Project
- ◆ The Outrageous Celebrity Branches of Psychology Project
- ◆ Psychological Theory Puzzles
- ◆ Portfolio Assessment Piece

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**GRADE/LEVEL: 11&12**

<p><i>Topic 2: Research Methods</i></p> <p><b>Graduation Expectation(s):</b></p> <p><i>1.1 Acquiring and applying knowledge within and across the curriculum.</i></p> <p><i>1.2 Analyzing and evaluating information</i></p> <p><i>1.3 Applying technology as a learning tool across all disciplines</i></p> <p><i>2.1 Working cooperatively and or independently.</i></p> <p><i>2.2 Applying problem solving strategies.</i></p> <p><i>2.3 Utilizing resources and time effectively</i></p> <p><i>4.1 Reasoning widely and critically</i></p> <p><i>4.2 Writing clearly, concisely, and persuasively</i></p> <p><i>4.3 Speaking, listening, and interpreting effectively</i></p>
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<p style="text-align: center;"><i>4.4 Mastering technology as a means of communication</i></p>	
<p><b><i>National Standard for Psychology: Standard Area: Introduction and Research Methods</i></b></p> <p><b><i>3.0 Research strategies used by psychologists to explore behavior and mental processes</i></b></p> <p><b><i>5.0 Ethical issues in research with human and other animals that are important to psychologists</i></b></p> <p><b><i>National Standards in Historical Thinking:</i></b></p> <ul style="list-style-type: none"> <li>❖ Standard II: Historical Comprehension</li> <li>❖ Standard III: Historical Analysis and Interpretation</li> <li>❖ Standard IV: Historical Research Capabilities</li> <li>❖ Standard V: Historical Issues – Analysis and Decision Making</li> </ul>	<p><b><i>Psychology Perspectives Benchmarks: Standard Area: Introduction and Research Methods</i></b></p> <p><i>2.2 Examine the role of ethics in research and professional practice</i></p> <p><i>3.1 Describe the elements of an experiment</i></p> <p><i>3.2 Explain the importance of sampling in psychological research</i></p> <p><i>3.3 Describe and compare quantitative and qualitative research strategies</i></p> <p><i>5.1 Identify ethical issues in psychological research</i></p> <p><b><i>National Standards in Historical Thinking Benchmarks:</i></b></p> <ul style="list-style-type: none"> <li>❖ Evidence historical perspectives</li> <li>❖ Draw upon data and historical maps.</li> <li>❖ Hypothesize the influence of the past.</li> <li>❖ Obtain historical data</li> </ul>

***GSES:***

SS1: Comprehension

SS2: Analysis and Interpretation

SS3: Research

T1: Basic operations and concepts

T2: Social, ethical, and human issues

T3: Technology productivity tools

T4: Technology communications tools

T5: Technology research tools

T6: Technology problem-solving and decision-making tools

***Essential Question(s):***

- ◆ What are the different types of research methods used to study various types of psychological phenomena.
- ◆ How does research design drive the reasonable conclusions drawn?
- ◆ What are the independent, dependent, confounding, and control variables in experimental design?
- ◆ How do you distinguish between random assignment and random selection in an experiment?
- ◆ How do you predict the validity of behavioral explanations based on the quality of research?
- ◆ How do ethical issues both inform and constrain research practices?

***Content Topics:***

- ◆ Five Guidelines when studying behavior



- ◆ Psychological Methods:  
Questionnaire, Interview, Observation:  
Natural and Directed, Case Study,  
Test, and Experimental
- ◆ APA Ethics Guidelines
- ◆ Research Techniques

***Student-Centered Learning Tasks and Opportunities:***

- ◆ The students will participate in the questionnaire process
- ◆ The students, in groups of two, will create a visually appealing 12-15 question survey
- ◆ The students will view two videos pertaining to the interview method.
- ◆ Students will dialogue the benefits of each using the five guidelines
- ◆ The students will participate in a brainstorming session by responding to a writing  
Prompt pertaining to the Interview Method
- ◆ The students will watch a documentary pertaining to Philip Zimbardo's Experiment and Case Study
- ◆ Students will write create a formal critique of the experiment. Students will place their findings in a 2-3 page MLA format paper.
- ◆ The students will participate in an experiment and record their findings

***Instructional Resources and Equipment:***

- ◆ Student textbook
- ◆ Overhead transparencies
- ◆ Overhead projector
- ◆ Student Journals
- ◆ Television & Player
- ◆ Videos: Zimbardo's Experiment
- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ Questionnaire/Survey rubric
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers

***Assessment Task(s):***

- ◆ Creation of a questionnaire
- ◆ Paper in reaction to the Zimbardo Experiment
- ◆ Formative and Summative Assessments
- ◆ Portfolio Assessment Piece

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***Topic 3: Development***

**GRADE/LEVEL: 11&12**

<p><b>Graduation Expectation(s):</b></p> <p><i>1.1 Acquiring and applying knowledge within and across the curriculum.</i></p> <p><i>1.2 Analyzing and evaluating information</i></p> <p><i>1.3 Applying technology as a learning tool across all disciplines</i></p> <p><i>2.1 Working cooperatively and or independently.</i></p> <p><i>2.2 Applying problem solving strategies.</i></p> <p><i>2.3 Utilizing resources and time effectively</i></p> <p><i>4.1 Reasoning widely and critically</i></p> <p><i>4.2 Writing clearly, concisely, and persuasively</i></p> <p><i>4.3 Speaking, listening, and interpreting effectively</i></p> <p><i>4.4 Mastering technology as a means of communication</i></p>	
<p><b>National Standards for Psychology: Standard Area: Life Span Development</b></p> <p>III A-1: Development as a lifelong process</p> <p>III A-3: Theories Of Development</p> <p>III A-4: Issues surrounding the development process (nature / nurture, continuity / discontinuity, stability / instability, critical periods)</p> <p><b>National Standards in Historical Thinking:</b></p> <ul style="list-style-type: none"> <li>❖ Standard II: Historical Comprehension</li> <li>❖ Standard III: Historical Analysis and Interpretation</li> </ul>	<p><b>Psychology Perspectives Benchmarks: Standard Area:</b></p> <p>III A-1.1 – Describe physical, social and cognitive changes from the prenatal period throughout the lifespan.</p> <p>III A-1.2: Examine the nature of change over the lifespan.</p> <p>III A -3.1: Explain various developmental models</p> <p>III A – 4.1: Describe the role of critical periods in development</p> <p><b>National Standards in Historical Thinking Benchmarks:</b></p> <ul style="list-style-type: none"> <li>❖ Evidence historical perspectives</li> <li>❖ Draw upon data and historical maps.</li> </ul>

<ul style="list-style-type: none"> <li>❖ Standard IV: Historical Research Capabilities</li> <li>❖ Standard V: Historical Issues – Analysis and Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>❖ Hypothesize the influence of the past.</li> <li>❖ Obtain historical data</li> </ul>
<p style="text-align: center;"><b><i>GSES:</i></b></p> <p style="text-align: center;">OC1: Interactive Listening  SS1: Comprehension  SS2: Analysis and Interpretation  SS3: Research  T1: Basic operations and concepts  T2: Social, ethical, and human issues  T3: Technology productivity tools  T4: Technology communications tools  T5: Technology research tools  T6: Technology problem-solving and decision-making tools</p>	
<p><b><i>Essential Question(s):</i></b></p> <ul style="list-style-type: none"> <li>◆ What are the patterns of development?</li> <li>◆ What happens during prenatal development?</li> <li>◆ What is the basis of the Roe v. Wade argument from a psychological stand point?</li> <li>◆ What are the eight types of development - prenatal, physical, motor, intellectual, moral, social, language, and emotional?</li> <li>◆ When does a fetus become a human – scientific argument? Religious argument? Biological argument?</li> <li>◆ What are the effects of drugs on the fetus?</li> </ul>	

- ◆ What has a greater impact on development, nature or nurture?
- ◆ Why is Genie the premier case of nature v. nurture for psychologists?
- ◆ What is the difference between heredity and environment?
- ◆ What effects do dominant and recessive genes have on individuals?
- ◆ What are the influences of the environment on a fetus and a child?
- ◆ What are Piaget's stages of Cognitive development?
- ◆ How are imaginary friends an adaptive mechanism?
- ◆ Which parenting styles are common in today's society? What are the effects of each style in the children?
- ◆ When do you learn emotions and morality?

***Content Topics:***

- ◆ General principles of development
- ◆ Prenatal Development
- ◆ Physical Development
- ◆ Perceptual Development
- ◆ Language Development
- ◆ Cognitive Development
- ◆ Rice Sack Baby – “mock parenting”

- ◆ Parenting Styles
- ◆ Learning to act and live in society:  
Socialization

***Student-Centered Learning Tasks and Opportunities:***

- ◆ The students will be able to the predictable patterns/trends in development
- ◆ The students will be able to decipher a difference between time periods during which individuals can learn behaviors
- ◆ The students will view two films pertaining to the developmental process
- ◆ The students will participate in a week long development process, whereby they demonstrate responsibility and maturity.
- ◆ The students will create a graphic organizer detailing the prenatal process
- ◆ The students will research the story of Genie and other cases of feral children
- ◆ The students will participate in a Socratic Discussion pertaining to development
- ◆ The students will dialogue and complete graphic organizers pertaining to all eight types of development

- ◆ The students will discern an affect on physical development on personality
- ◆ The students will participate in experiments to demonstrate conservation
- ◆ The students will analyze each of the 6 stages of moral development using a writing prompt
- ◆ Students will discuss the results of animal experiments: selective breeding
- ◆ Students will complete gene pairing assignments to predict the outcome of a fetus
- ◆ The students will reflect in their journals.
- ◆ The students will search for psychological relevance in major motion pictures. And complete a formal critique comparing and contrasting their films

***Instructional Resources and Equipment:***

- ◆ Student textbook
- ◆ Various primary and secondary articles
- ◆ Overhead transparencies
- ◆ Overhead projector
- ◆ Student Journals
- ◆ Television & Player
- ◆ Videos: *Nine Months, Parenthood,*  
*Excerpts from both Crash and*

*Nell, Selections from Prime Time  
and Date Line*

- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers
- ◆ Rice Sack Project materials – rice sack,  
clothing, various other materials to  
construct face

***Assessment Task(s):***

- ◆ Rice Sack Baby Project
- ◆ *Private Practice* Response journal
- ◆ *Parenthood* Parenting Styles Analysis  
Paper
- ◆ Gene Pairing Quiz
- ◆ Journal Entries
- ◆ Formative and Summative  
Assessments
- ◆ Portfolio Assessment Piece



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**Subject: Social Studies**

**COURSE: Psychology**

**GRADE/LEVEL: 11&12**

<p><i>Topic 4: Personality</i></p> <p><b>Graduation Expectation(s):</b></p> <p><i>1.1 Acquiring and applying knowledge within and across the curriculum.</i></p> <p><i>1.2 Analyzing and evaluating information</i></p> <p><i>1.3 Applying technology as a learning tool across all disciplines</i></p> <p><i>2.1 Working cooperatively and or independently.</i></p> <p><i>2.2 Applying problem solving strategies.</i></p> <p><i>2.3 Utilizing resources and time effectively</i></p> <p><i>4.1 Reasoning widely and critically</i></p> <p><i>4.2 Writing clearly, concisely, and persuasively</i></p> <p><i>4.3 Speaking, listening, and interpreting effectively</i></p> <p><i>4.4 Mastering technology as a means of communication</i></p>
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<p><b><i>National Standards for Psychology: Standard Area: Personality and Assessment:</i></b></p> <p><b><i>1.0 What is meant by personality and personality.</i></b></p> <p><b><i>2.0 Personality approaches and theories</i></b></p> <p><b><i>3.0 Assessment tools used in personality</i></b></p>	<p><b><i>Psychology Perspectives Benchmarks: Standard Area: Personality and Assessment</i></b></p> <p><b><i>1.1 Define personality as the individual's unique way of thinking, feeling, and acting</i></b></p> <p><b><i>1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena</i></b></p> <p><b><i>2.1 Explain the characteristics of the psychoanalytic, cognitive, humanistic, and trait approaches</i></b></p> <p><b><i>2.2 Identify important contributions to the understanding of personality</i></b></p> <p><b><i>3.1 Distinguish between objective and projective techniques of personality assessment</i></b></p> <p><b><i>3.1 Describe tests used in personality assessment</i></b></p>
<p><b><i>National Standards in Historical Thinking:</i></b></p> <ul style="list-style-type: none"> <li>❖ Standard II: Historical Comprehension</li> <li>❖ Standard III: Historical Analysis and Interpretation</li> <li>❖ Standard IV: Historical Research Capabilities</li> </ul>	<p><b><i>National Standards in Historical Thinking Benchmarks:</i></b></p> <ul style="list-style-type: none"> <li>❖ Evidence historical perspectives</li> <li>❖ Draw upon data and historical maps.</li> <li>❖ Hypothesize the influence of the past.</li> <li>❖ Obtain historical data</li> </ul>

<p>❖ Standard V: Historical Issues – Analysis and Decision Making</p>	
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<p style="text-align: center;"><b><i>GSES:</i></b></p> <p style="text-align: center;">OC1: Interactive Listening  OC2: Make Oral Presentations  SS1: Comprehension  SS2: Analysis and Interpretation  SS3: Research  T1: Basic operations and concepts  T2: Social, ethical, and human issues  T3: Technology productivity tools  T4: Technology communications tools  T5: Technology research tools  T6: Technology problem-solving and decision-making tools</p>	
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<p><b><i>Essential Question(s):</i></b></p> <ul style="list-style-type: none"> <li>◆ What are the trait theories of personality?</li> <li>◆ Who are the influential psychologists that pioneered trait theory?</li> <li>◆ What does Sigmund Freud say drives our personality?</li> <li>◆ According to Freud, what are the eight defense mechanisms?</li> <li>◆ What is Freud’s structural model of personality?</li> <li>◆ What are personality disorders?</li> </ul>	
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- ◆ Who are other psychoanalytic psychologists and what are their theories of personality?
- ◆ What are Erikson's 8 stages of development?
- ◆ What is Maslow's Hierarchy of Needs?
- ◆ What are Jung's Personality types?
- ◆ Does birth order impact your personality?

***Content Topics:***

- ◆ Trait Theorists: Hippocrates, Allport, Cattell, Eysenck, and the Big 5 Theory
- ◆ Psychoanalytic Approach: Freud, Jung, Adler, Horney, and Erikson
- ◆ Defense Mechanisms
- ◆ Id, ego, and superego
- ◆ Sibling rivalry
- ◆ Personal and Collective Unconscious
- ◆ Archetypes
- ◆ Erikson's 8 Stages of Development
- ◆ Humanistic Approach: Maslow and Rogers
- ◆ Self Actualization

***Student-Centered Learning Tasks and Opportunities:***

- ◆ The students will be complete and score the Myers Briggs Personality Inventory

- ◆ The students will complete a variety of graphic organizers
- ◆ The students will be able to identify the eight defense mechanisms
- ◆ The students will discuss which defense mechanism(s) they use most often
- ◆ The students will listen to music of their classmates and identify the defense mechanisms present within the song
- ◆ The students will use fairy tales to demonstrate archetypes
- ◆ The students will reflect in their journals.
- ◆ The students will view *The Cat in the Hat* and decide which part of the psychological self the character's actions are depicting

***Instructional Resources and Equipment:***

- ◆ Student textbook
- ◆ Various primary and secondary articles
- ◆ Overhead transparencies
- ◆ Overhead projector
- ◆ Computers equipped with Internet access
- ◆ Listing of Internet websites
- ◆ Student Journals
- ◆ *The Cat in the Hat* book
- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ Student selected music

- ◆ Radio and/or iPod Portable Speakers
- ◆ Graphic Organizers

*Assessment Task(s):*

- ◆ Myers Briggs Personality Prototype
- ◆ Defense Mechanisms in Music Project
- ◆ Journal Entries
- ◆ Formative and Summative Assessments
- ◆ Portfolio Assessment Piece

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**COURSE: Psychology**

**GRADE/LEVEL: 11&12**

*Topic 5: The Brain*

<p><b>Graduation Expectation(s):</b></p> <p><i>1.1 Acquiring and applying knowledge within and across the curriculum.</i></p> <p><i>1.2 Analyzing and evaluating information</i></p> <p><i>1.3 Applying technology as a learning tool across all disciplines</i></p> <p><i>2.1 Working cooperatively and or independently.</i></p> <p><i>2.2 Applying problem solving strategies.</i></p> <p><i>2.3 Utilizing resources and time effectively</i></p> <p><i>4.1 Reasoning widely and critically</i></p> <p><i>4.2 Writing clearly, concisely, and persuasively</i></p> <p><i>4.3 Speaking, listening, and interpreting effectively</i></p> <p><i>4.4 Mastering technology as a means of communication</i></p>	
<p><b>National Standards for Psychology: Standard Area: The Nervous System</b></p> <p><b>1.0 Structure and function of the Neuron</b></p> <p><b>2.0 Organization of the nervous system</b></p> <p><b>3.0 Hierarchical organization of the structure and function of the brain</b></p> <p><b>4.0 Technologies and clinical methods for studying the brain</b></p> <p><b>5.0 Specialized functions of the brain's hemisphere</b></p> <p><b>6.0 Structure and function of the endocrine system</b></p>	<p><b>Psychology Perspectives Benchmarks: Standard Area: The Nervous System</b></p> <p><i>1.1 Identify the neuron as the basis for neural communication</i></p> <p><i>1.2 Describe how information is transmitted and integrated in the nervous system</i></p> <p><i>1.3 Analyze how the process of neurotransmission can be modified by heredity and environment</i></p> <p><i>2.1 Classify the major divisions and subdivisions of the nervous system</i></p> <p><i>2.2 Differentiate the functions of the various subdivisions of the nervous system</i></p> <p><i>3.1 Identify the structure and function of the major regions of the brain</i></p> <p><i>3.2 Recognize that specific functions are</i></p>



<p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> <li>❖ Standard II: Historical Comprehension</li> <li>❖ Standard III: Historical Analysis and Interpretation</li> <li>❖ Standard IV: Historical Research Capabilities</li> <li>❖ Standard V: Historical Issues – Analysis and Decision Making</li> </ul>	<p><i>centered in specific lobes of the cerebral cortex</i></p> <p><i>4.1 Explain how research and technology have provided methods to analyze brain behavior and disease</i></p> <p><i>5.1 Compare and contrast the influences on brain function between left and right hemispheres</i></p> <p><i>6.1 Describe how the endocrine glands are linked to the nervous system</i></p> <p><b><i>National Standards in Historical Thinking Benchmarks:</i></b></p> <ul style="list-style-type: none"> <li>❖ Evidence historical perspectives</li> <li>❖ Draw upon data and historical maps.</li> <li>❖ Hypothesize the influence of the past.</li> <li>❖ Obtain historical data</li> </ul>
<p style="text-align: center;"><b><i>GSES:</i></b></p> <p style="text-align: center;">OC1: Interactive Listening  OC2: Make Oral Presentations  SS1: Comprehension  SS2: Analysis and Interpretation  SS3: Research  T1: Basic operations and concepts  T2: Social, ethical, and human issues  T3: Technology productivity tools  T4: Technology communications tools  T5: Technology research tools  T6: Technology problem-solving and decision-making tools</p>	
<p><b><i>Essential Question(s):</i></b></p>	

- ◆ What are the parts and functions of the brain?
- ◆ What is a neuron?
- ◆ What are the major parts of the neuron?
- ◆ What is the difference between a right brain and a left brain thinker?
- ◆ What are the 4 lobes of the brain and what are their primary functions?
- ◆ What impact do brain injuries and trauma have on thinking and cognition?

***Content Topics:***

- ◆ The Nervous System: The Basic Structure
- ◆ The Major Regions of the Brain
- ◆ Left / Right Hemisphere
- ◆ Functions of the brain
- ◆ Memory

***Student-Centered Learning Tasks and Opportunities:***

- ◆ The students will be able to complete diagrams of a brain
- ◆ The students will demonstrate a familiarity with the neurons
- ◆ The students will be able to identify the major parts of the sensory and motor neurons
- ◆ The students will participate in a left / right brain quiz and analysis.

- ◆ The students will participate in interact memory games / demonstrations.
- ◆ The students will reflect in their journals.
- ◆ The students will search for psychological relevance in a brain video

***Instructional Resources and Equipment:***

- ◆ Student textbook
- ◆ Various primary and secondary articles
- ◆ Overhead transparencies
- ◆ Overhead projector
- ◆ Student Journals
- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers

***Assessment Task(s):***

- ◆ Right and Left Brain Quiz
- ◆ Right Brain / Left Brain Analysis  
Response Paper
- ◆ Graphic Organizers : The Neuron,  
Functions of the Brain
- ◆ Inside Your Child's Mind: A Visual  
Guide
- ◆ Memory Quiz
- ◆ Journal Entries
- ◆ Portfolio Assessment Piece

**Standards – Based Instructional Unit by Unit Curriculum Guide**

**Subject: Social Studies**

**COURSE: Psychology**

**GRADE/LEVEL: 11&12**

<p><b>Topic 6: Altered States of Consciousness</b></p>	
<p><b>Graduation Expectation(s):</b></p> <p><i>1.1 Acquiring and applying knowledge within and across the curriculum.</i></p> <p><i>1.2 Analyzing and evaluating information</i></p> <p><i>1.3 Applying technology as a learning tool across all disciplines</i></p> <p><i>2.1 Working cooperatively and or independently.</i></p> <p><i>2.2 Applying problem solving strategies.</i></p> <p><i>2.3 Utilizing resources and time effectively</i></p> <p><i>4.1 Reasoning widely and critically</i></p> <p><i>4.2 Writing clearly, concisely, and persuasively</i></p> <p><i>4.3 Speaking, listening, and interpreting effectively</i></p> <p><i>4.4 Mastering technology as a means of communication</i></p>	
<p><b>National Standards for Psychology: Standard Area:</b></p> <p>IVD-1: Nature of Consciousness</p> <p>IVD-2: Characteristics of Sleep and Theories that explain why we sleep</p> <p>IVD-3: Theories used to explain and interpret dreams</p> <p>IVD-4: Basic phenomena and uses of hypnosis</p> <p>IVD-5: Categories of Psychoactive drugs and their effects</p> <p><b>National Standards in Historical Thinking:</b></p> <p>❖ Standard II: Historical Comprehension</p>	<p><b>Psychology Perspectives Benchmarks: Standard Area:</b></p> <p>IVD-1.1: Define States Of consciousness</p> <p>IVD-1.2: Describe levels of consciousness</p> <p>IVD-2.1: Describe the sleep cycle</p> <p>IVD-2.2: Compare theories that explain why we sleep</p> <p>IVD-2.3: Assess types of sleep disorders</p> <p>IVD-3.1: Demonstrate an understanding of individual differences in dream content and recall</p> <p>IVD-3.2: Compare different theories about the use and meaning of dreams</p> <p>IVD-4.1: Describe several hypnotic phenomena</p>

<ul style="list-style-type: none"> <li>❖ Standard III: Historical Analysis and Interpretation</li> <li>❖ Standard IV: Historical Research Capabilities</li> <li>❖ Standard V: Historical Issues – Analysis and Decision Making</li> </ul>	<p>IVD-4.2: Explain possible uses of hypnosis in psychology</p> <p>IVD-5.1: Characterize The major categories of psychoactive drugs and their effects</p> <p>IVD-5.2: Evaluate the effects of narcotic, depressant, stimulant and hallucinogenic drugs.</p> <p><b><i>National Standards in Historical Thinking Benchmarks:</i></b></p> <ul style="list-style-type: none"> <li>❖ Evidence historical perspectives</li> <li>❖ Draw upon data and historical maps.</li> <li>❖ Hypothesize the influence of the past.</li> <li>❖ Obtain historical data</li> </ul>
<p><b><i>GSES:</i></b></p> <p>OC1: Interactive Listening  OC2: Make Oral Presentations  SS1: Comprehension  SS2: Analysis and Interpretation  SS3: Research  T1: Basic operations and concepts  T2: Social, ethical, and human issues  T3: Technology productivity tools  T4: Technology communications tools  T5: Technology research tools  T6: Technology problem-solving and decision-making tools</p>	
<p><b><i>Essential Question(s):</i></b></p> <ul style="list-style-type: none"> <li>◆ What is consciousness?</li> <li>◆ What are altered states of consciousness?</li> <li>◆ Why do we sleep?</li> <li>◆ Why do we dream?</li> <li>◆ What are the stages of sleep?</li> </ul>	

- ◆ What are the common types of sleep disorders and what are their symptoms?
- ◆ How does lack of sleep impact teenagers?
- ◆ How can analyzing your own sleep and dream patterns lead to more restful / healthy sleep?
- ◆ What is hypnosis?
- ◆ What is meditation?
- ◆ What is biofeedback?
- ◆ What are the different type of psychoactive drugs and their effects?

***Content Topics:***

- ◆ Consciousness
- ◆ Stages of Sleep
- ◆ Dreaming
- ◆ Hypnosis
- ◆ Biofeedback
- ◆ Meditation
- ◆ Psychoactive Drug Use

***Student-Centered Learning Tasks and Opportunities:***

- ◆ Students will be able to define the sleep process and debate why and how we sleep and dream.
- ◆ Students will examine different psychological theories as to why we dream.

- ◆ Students will record and analyze their sleep and dream data for a two week period.
- ◆ Students will practice guided meditation and analyze the benefits.
- ◆ Students will chart the various types of psychoactive drugs and their effects on the body and behavior.

***Instructional Resources and Equipment:***

- ◆ Overhead projector
- ◆ Guided notes
- ◆ Articles
- ◆ Video on Discovery Health Drug Use
- ◆ Sleep / Dream Video

***Assessment Task(s):***

- ◆ Sleep and dream log and diary
- ◆ Hypnosis article analysis
- ◆ Meditation reflection

**Standards – Based Instructional Unit by Unit Curriculum Guide**

**Subject: Social Studies**

**COURSE: Psychology**

**GRADE/LEVEL: 11&12**

***Topic 7: Psychological Disorders***

***Graduation Expectation(s):***

*1.1 Acquiring  
and applying knowledge within and across the  
curriculum.*

*1.2 Analyzing and  
evaluating information*



*1.3 Applying technology as a learning tool across all disciplines*

*2.1 Working cooperatively and or independently.*

*2.2 Applying problem solving strategies.*

*2.3 Utilizing resources and time effectively*

*4.1 Reasoning widely and critically*

*4.2 Writing clearly, concisely, and persuasively*

*4.3 Speaking, listening, and interpreting effectively*

*4.4 Mastering technology as a means of communication*

***National Standard for Psychology:  
Standard Are: Psychological Disorders and Their Treatments***

***1.0 Characteristics and origins of abnormal behavior.***  
The student will distinguish the common characteristics of abnormal behavior as well as cite examples of abnormal behavior.

***3.0 Major categories of abnormal behavior.***  
The student will discuss the major categories of abnormal behavior.

***National Standards in Historical Thinking:***

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities

***Psychology Perspectives Benchmarks:***

1.1 Students may indicate this by listing criteria that distinguish normal from disordered behavior. Students will identify patterns of behavior that constitute abnormality.

1.2 Students may indicate this by describing observable symptoms of abnormal behavior. Students will distinguish disorders on the basis of severity of interference with functioning.

3.1 Students may indicate this by explaining selected categories of abnormal behavior, such as anxiety disorders, mood disorders, and schizophrenia.

***National Standards in Historical Thinking Benchmarks:***

- ❖ Evidence historical perspectives
- ❖ Draw upon data and historical maps.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data

<p>❖ Standard V: Historical Issues – Analysis and Decision Making</p>	
<p style="text-align: center;"><b><i>GSES:</i></b></p> <p style="text-align: center;">OC1: Interactive Listening  OC2: Make Oral Presentations  SS1: Comprehension  SS2: Analysis and Interpretation  SS3: Research  T1: Basic operations and concepts  T2: Social, ethical, and human issues  T3: Technology productivity tools  T4: Technology communications tools  T5: Technology research tools  T6: Technology problem-solving and decision-making tools</p>	
<p><b><i>Essential Question(s):</i></b></p> <ul style="list-style-type: none"> <li>◆ What is the definition of a psychological disorder?</li> <li>◆ What are the differences between the concepts of normality and abnormality?</li> <li>◆ What are the causes/symptoms used to diagnose psychological disorders?</li> <li>◆ What are the behavioral patterns used to identify psychological disorders?</li> <li>◆ According to the DSM-5, what are the diagnostic criteria for each disorder?</li> </ul>	
<p><b><i>Content Topics:</i></b></p> <ul style="list-style-type: none"> <li>◆ Identifying Psychological Disorders</li> <li>◆ Symptoms of Psychological Disorders</li> <li>◆ Classifying Psychological Disorders</li> </ul>	

- ◆ Anxiety Disorders (Phobic, Panic, GAD, OCD, PTSD, ACSD)
- ◆ Dissociative Disorders (DID)
- ◆ Somatoform Disorders (Conversion and Hypochondria)
- ◆ Mood Disorders (Depression and Bipolar)
- ◆ Schizophrenia
- ◆ Treatment of Disorders

***Student-Centered Learning Tasks and Opportunities:***

- ◆ The students will be able to list criteria that distinguish normal from disordered behavior.
- ◆ The students will demonstrate a familiarity with the DSM 5
- ◆ The students will be able to identify patterns of behavior that constitute abnormality.
- ◆ The students will research a disorder of their choice.
- ◆ The students will create a visually appealing six-fold pamphlet discussing the criterion for diagnosis, symptoms, treatment, typicality and statistics.
- ◆ The students will present their findings to the class in a five-minute oral presentation utilizing at least one visual.

- ◆ The students will participate in a brainstorming session by responding to a writing prompt.
- ◆ The students will self reflect on what they liked and disliked about their pamphlet.
- ◆ The students will reflect in their journals.
- ◆ The students will search for psychological relevance in major motion pictures. And complete a formal critique of their film.
- ◆ The students will view A Beautiful Mind and reflect on the accuracy / inaccuracy of Schizophrenia.

***Instructional Resources and Equipment:***

- ◆ Student textbook
- ◆ Overhead transparencies
- ◆ Overhead projector
- ◆ Computers equipped with Internet access
- ◆ Listing of Internet websites
- ◆ Student Journals
- ◆ Television & Player
- ◆ DSM 5
- ◆ Videos: *Shattered Mind, Beautiful Mind, As Good as it Gets, Prime Time Live Video*

*Munchausen's Syndrome,  
Clips from Copycat, 13, Girl Interrupted,  
Three Faces*

*of Eve, Dying to be Thin*

- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ Pamphlet rubric
- ◆ Oral Presentation Rubric
- ◆ Films in Psychology Rubric
- ◆ Graphic Organizers

***Assessment Task(s):***

- ◆ Creation of a psychological disorder pamphlet
- ◆ Three to five minute oral presentation pertaining to the self selected psychological disorder utilizing at least one visual
- ◆ Analysis of the presence of psychology in films.
- ◆ Presentation of film findings
- ◆ Paper in reaction to the film *A Beautiful Mind*
- ◆ Journal Entries
- ◆ Formative and Summative Assessment
- ◆ Portfolio Assessment Piece