PSYCHOLOGY CURRICULUM

PROPOSAL: It is proposed that the Board of Education adopt the Psychology Curriculum for students in the Owego Apalachin Central School District.

DISTRICT COMMITMENT: There are no additional monies required beyond those currently budgeted for in the 2008 - 2009 school year.

RECOMMENDATION: It is recommended that the Board of Education adopt the Psychology Curriculum for students in the Owego Apalachin Central School District.

PREPARED BY:
Karen Purtell, Owego Free Academy
Holly Greenman, Owego Free Academy
Garth Hill, Owego Free Academy (Consultant)

PROCESSED BY:
Bernard C. Dolan, Jr.
Associate Superintendent

RECOMMENDED BY:
Dr. William C. Russell
Superintendent of Schools
Subject: Social Studies

Course: Psychology

Grade Level(s): 11-12

Duration: ☐ full year course  x half year course  ☐ quarter  ☐ other __________________

Written by: Holly Greenman and Karen Purtell

Date:

Approval Date:
### Stage 1 – Desired Results

**Established Goals:**
- Students will understand what psychology is and how it influences their behavior.
- Students will understand contemporary perspectives used by psychologists to understand behavior and mental processes.
- Students will understand major subfields and career opportunities that comprise psychology.
- Students will understand research strategies used by psychologists to explore behavior and mental processes.
- Students will understand ethical issues in research with human and other animals that are important to psychologists.
- Students will understand the development of psychology as an empirical science.

**Understandings:**

*Students will understand that…*
- Psychology is a science that continually evolves.
- Psychological knowledge will allow students to understand their behavior.

**Essential Questions:**
- Why do you behave the way you do?
- What does it mean to be “normal?”
- Why is the study of psychology important?
- Which psychological approach is most accurate in explaining behaviors?
- Why do psychologists look for empirical evidence in their research?

**Students will know…**
- the difference between psychology and pseudo-psychology.
- the four goals of psychology
- the difference between a psychiatrist and psychologist.
- the difference between basic and applied research.
- what is involved in psychological research.
- the merits and limitations of the following non-experimental research techniques: naturalistic observation, survey, and case study.
- the ethical considerations for human research.
- the similarities and differences between the six major schools

**Students will be able to…**
- define psychology, and describe the difference between psychology and pseudo-psychology.
- list and describe the four goals of psychology.
- describe the difference between a psychiatrist and psychologist.
- explain the difference between basic and applied research.
- define experiment, independent and dependent variables, experimental and control groups, and extraneous variables.
- describe the following: experimenter bias, the double-blind study, placebo, ethnocentrism, and sample bias.
- discuss the merits and limitations of the following non-
of psychology.

experimental research techniques: naturalistic observation, survey, and case study.

• describe the ethical considerations for human research: informed consent, debriefing, deception, and participant confidentiality.

• discuss the issue of ethics in animal research.

• understand the similarities and differences between the six major schools of psychology: experimental, structuralism, functionalism, psychoanalytic, Gestalt, and behaviorism.

Stage 2 – Assessment Evidence

Performance Tasks:
- What Do You Know About Psychology? True/False Worksheet
- Four Goals of Psychology Identification and Application Worksheets
- Fields of Psychology Matching Worksheet
- Sports Psychology Video, Article, and Reaction
- Pseudo-psychology experiment
- Psychology as a Science Agree/Disagree
- Survey to Identify One’s Bias in Psychology
- Modern Psychology Perspectives Application
- Labeling Variables Application
- Naturalistic Observation

Other Evidence:
- Objective test

Stage 3 – Learning Plan

Learning Activities:
- What Do You Know About Psychology? True/False Worksheet
- What is Psychology? Notes
- Pseudo-psychology experiment
- Psychology as a Science Agree/Disagree
- Psychology’s Goals Notes
- Four Goals of Psychology Identification and Application Worksheets
- Applying Psychology to Work: Careers in the Field Notes
- Fields of Psychology Matching Worksheet
- Sports Psychology Video, Article, and Reaction
- Perspectives in Psychology Notes
- Survey to Identify One’s Bias in Psychology
• Modern Psychology Perspectives Application
• Doing Research in Psychology Notes
• Labeling Variables Application
• Naturalistic Observation
### Stage 1 – Desired Results

#### Established Goals:
- Students will understand what psychology is and how it influences their behavior.
- Students will understand organization of the nervous system.
- Students will understand hierarchical organization of the structure and function of the brain.
- Students will understand technologies and clinical methods for studying the brain.

#### Understandings:

**Students will understand that…**
- Psychology is a science that continually evolves.
- Psychological knowledge will allow students to understand their behavior.

**Essential Questions:**
- Why do you behave the way you do?
- What does it mean to be “normal?”
- Why is the study of psychology important?

#### Students will know…
- the definition of neuroscience.
- the major divisions and subdivisions of the nervous system.
- the parts and functions of a neuron.
- the role of neurotransmitters in the body.
- the relationship between neurotransmitters and some diseases, poisons, and mind-altering drugs.
- the parts of the brain and their functions.
- the specialized and interdependent functions of the brain’s left and right hemispheres.
- the role of endorphins.

#### Students will be able to…
- define neuroscience.
- list and describe the major divisions and subdivisions of the nervous system.
- label a neuron and describe the function of each part.
- describe the involved in an action potential.
- define neurotransmitter, and explain how neurotransmitters act to excite or inhibit action potentials.
- describe the effects of the major neurotransmitters: serotonin, acetylcholine, dopamine, nor-epinephrine, epinephrine, and GABA.
- explain how some neurotransmitters are related to some diseases, poisons, and mind-altering drugs.
- identify the parts of the brain and explain each function.
- describe the specialized and interdependent functions of the
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- brain’s left and right hemispheres.
- describe the role of endorphins.
## Stage 1 – Desired Results

### Established Goals:
- Students will understand what psychology is and how it influences their behavior.
- Students will understand basic concepts explaining the capabilities and limitations of sensory processes.
- Students will understand the interaction of the person and the environment in determining perception.

### Understandings:

**Students will understand that…**
- Psychology is a science that continually evolves.
- Psychological knowledge will allow students to understand their behavior.

### Essential Questions:
- Why do you behave the way you do?
- How do we make patterns of sensory information?
- What influences your perception?
- How does an understanding of perception affect one’s ability to communicate?
- Why is the study of psychology important?
- How does culture affect perception?

### Students will know…
- the definitions of sensation and perception
- the difference between bottom-up and top-down processing.
- how transduction, sensory reduction, and coding play a part in sensory processing.
- what absolute and difference thresholds are and the importance of sensory adaptation.
- the differences between illusions, hallucinations, and delusions.
- the definitions of audition, gustation, and olfaction.
- the lock-and-key theory and the role of pheromones in animals and humans.
- the causes of “picky” eating.
- the skin senses.

### Students will be able to…
- define sensation and perception
- describe bottom-up and top-down processing.
- explain transduction, sensory reduction, and coding in sensory processing.
- describe absolute and difference thresholds and the importance of sensory adaptation.
- describe the differences between illusions, hallucinations, and delusions.
- describe audition, gustation, and olfaction.
- describe the lock-and-key theory and the role of pheromones in animals and humans.
- explain what causes of “picky” eating.
- describe the skin senses.
- how the vestibular and kinesthetic senses provide information about the body.
- the gate-control theory of pain perception.
- the role of selection in the process of perception.
- how the concept of perceptual constancy as it relates to size, shape, color, and brightness.
- how perceptual adaptation, perceptual set, individual motivation, and frame of reference influence perceptual interpretation.
- the role of subliminal perception.

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| Other Evidence:               |
| - Objective test              |
| - Self-Analysis Paper         |

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• How We Hear Notes
• Audition Experiment
• How We Smell Notes
• Olfaction Experiment
• Aromatherapy Article and Questions
• How We Taste Notes
• Gustation Experiment
• Our Other Body Senses Notes
• Mind-Body Connection Article and Questions
• Subliminal Perception and Extrasensory Perception Notes
• Subliminal Messages Experiment
**Stage 1 – Desired Results**

**Established Goals:**
- Students will understand what psychology is and how it influences their behavior.
- Students will understand the nature of consciousness.
- Students will understand the characteristics of sleep and theories that explain why we sleep.
- Students will understand the theories used to explain and interpret dreams.
- Students will understand the basic phenomena and uses of hypnosis.
- Students will understand the categories of psychoactive drugs and their effects.

**Understandings:**

*Students will understand that…*
- Psychology is a science that continually evolves.
- Psychological knowledge will allow students to understand their behavior.

*Essential Questions:*
- Why is sleep important?
- What are your sleep needs?
- What do your dreams mean?
- Why do sleep needs vary from individual to individual?
- How do people alter their consciousness?
- Why is the study of psychology important?

**Students will know…**
- the definitions of consciousness and alternate states of consciousness.
- the various levels of awareness.
- common myths about sleep.
- the definition of circadian rhythms.
- the effects of disruptions in circadian rhythms.
- problems associated with sleep deprivation.
- the various physical changes associated with each stage of sleep including the REM stage and the non-REM Stages 1, 2, 3, and 4.
- possible biological causes of sleep.

**Students will be able to…**
- define consciousness and alternate states of consciousness.
- describe the various levels of awareness.
- identify common myths about sleep.
- define circadian rhythms.
- discuss the effects of disruptions in circadian rhythms.
- describe problems associated with sleep deprivation.
- describe the various physical changes associated with each stage of sleep including the REM stage and the non-REM Stages 1, 2, 3, and 4.
- discuss possible biological causes of sleep.
- how the repair/restoration theory of sleep differs from the evolutionary/circadian theory.
- the differences between psychoanalytic, biological, and cognitive views of dreaming.
- the five major sleep disorders: insomnia, sleep apnea, narcolepsy, nightmares, and night terrors.
- the definitions of psychoactive drugs, drug abuse, addiction, psychological and physical dependence, and tolerance.
- the definition of depressants.
- the effects of alcohol on behavior and the nervous system.
- why alcohol is a growing social concern.
- the definition of stimulants and the effects of nicotine and cocaine.
- the definition of opiates and their effects on the nervous system and behavior.
- the definition of hallucinogens and the effects of LSD and marijuana on the nervous system and on behavior.
- the dangers associated with “club drugs,” such as Rohypnol.
- the major reasons people use and abuse drugs.
- the purpose of daydreams.
- the definition of hypnosis and the myths and controversies regarding its use.
- the definition meditation and its potential benefits.

- describe how the repair/restoration theory of sleep differs from the evolutionary/circadian theory.
- differentiate between the psychoanalytic, biological, and cognitive views of dreaming.
- describe the five major sleep disorders: insomnia, sleep apnea, narcolepsy, nightmares, and night terrors.
- define psychoactive drugs, drug abuse, addiction, psychological and physical dependence, and tolerance.
- define depressants.
- Describe the effects of alcohol on behavior and the nervous system, and discuss why alcohol is a growing social concern.
- define stimulants, and describe the effects of nicotine and cocaine.
- define opiates, and describe their effects on the nervous system and behavior.
- define hallucinogens, and describe the effects of LSD and marijuana on the nervous system and on behavior.
- describe the dangers associated with “club drugs,” such as Rohypnol.
- explain the major reasons people use and abuse drugs.
- describe the purpose of daydreams.
- define hypnosis, and discuss the myths and controversies regarding its use.
- Define meditation and discuss its potential benefits.

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<td>• Understanding Consciousness Notes</td>
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<td>• Additional Alternative States Notes</td>
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**Stage 1 – Desired Results**

**Established Goals:**
- Students will understand what psychology is and how it influences their behavior.
- Students will understand characteristics of learning.
- Students will understand the principles of classical conditioning and operant conditioning.
- Students will understand the components of cognitive learning.
- Students will understand the roles of biology and culture in determining learning.
- Students will understand encoding, or getting information into memory.
- Students will understand sensory, working or short-term, and long-term memory systems.
- Students will understand retrieval, or getting information out of memory.
- Students will understand biological bases of memory.
- Students will understand methods for improving memory.
- Students will understand memory constructions.
- Students will understand basic elements comprising thought.
- Students will understand strategies and obstacles involved in problem solving and decision-making.
- Students will understand structural features of language.
- Students will understand theories and developmental stages of language acquisition.
- Students will understand links between thinking and language.

**Understandings:**
*Students will understand that…*
- Psychology is a science that continually evolves.
- Psychological knowledge will allow students to understand their behavior.

**Essential Questions:**
- Why do you behave the way you do?
- What does it mean to be “normal?”
- Why is the study of psychology important?
- How does one’s environment and hereditary interact to create learning experiences?
- How has the study of learning processes helped shape culture?
- How could the study of memory develop one’s understanding of
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<th>Students will be able to…</th>
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<td>• the definitions of learning and conditioning.</td>
<td>• define learning and conditioning.</td>
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<td>• the process of classical conditioning while describing the differences between an unconditioned, neutral, and conditioned stimulus, an unconditioned and conditioned response, and a conditioned emotional response.</td>
<td>• explain the process of classical conditioning while describing the differences between an unconditioned, neutral, and conditioned stimulus, an unconditioned and conditioned response, and a conditioned emotional response.</td>
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<td>• for classical conditioning, stimulus generalization, stimulus discrimination, extinction, spontaneous recovery, and higher-order conditioning.</td>
<td>• for classical conditioning, describe stimulus generalization, stimulus discrimination, extinction, spontaneous recovery, and higher-order conditioning.</td>
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<td>• how classical conditioning is related to prejudice, phobias, medical treatment, and advertising.</td>
<td>• describe how classical conditioning is related to prejudice, phobias, medical treatment, and advertising.</td>
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<td>• the definition of operant conditioning, and how it is different from classical conditioning.</td>
<td>• define operant conditioning, and differentiate it from classical conditioning.</td>
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<td>• the definitions of reinforcement and punishment, and what causes a response to be strengthened.</td>
<td>• define reinforcement and punishment, and describe how a response is strengthened.</td>
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<td>• the contributions of Thorndike and Skinner to operant conditioning.</td>
<td>• describe the contributions of Thorndike and Skinner to operant conditioning.</td>
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<td>• the differences between positive reinforcement, negative reinforcement, and punishment.</td>
<td>• distinguish between positive reinforcement, negative reinforcement, and punishment.</td>
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<td>• the different schedules of reinforcement, and the effect each schedule will have on response rate and extinction.</td>
<td>• describe the different schedules of reinforcement, and state the effect each schedule will have on response rate and extinction.</td>
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<td>• how behaviors are shaped and how they can be weakened.</td>
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<td>• the negative consequences of punishment.</td>
<td>• describe the negative consequences of punishment.</td>
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and superstitious behavior.
• the definition of cognitive-social theory.
• how cognitive-social learning is related to prejudice, and
describe the influence of various media.
• the purpose, duration, and capacity of sensory memory, short-
term memory, and long-term memory.
• the effects of chunking and maintenance rehearsal at this
stage.
• the role of organization, rehearsal, hierarchical systems,
retrieval cues, recognition, and recall in the memory process.
• the definition of forgetting, and how each of the following
factors affects remembering: serial position and distributed
versus massed practice.
• the following theories of forgetting: interference, decay,
retrieval failure, and motivated forgetting.
• the difference between proactive and retroactive interference.
• the definition of amnesia, and the difference between
retrograde and anterograde amnesia.
• the definition of Alzheimer’s disease.
• how memory can be constructed and distorted.
• the inaccuracy of eyewitness testimony and the problem of
repressed memories.
• specific methods for improving your memory, and provide
examples of the various mnemonic devices.
• the definitions of cognition and thinking, and the use of mental
imaging in cognition.
• the stages of problem solving.
• the major barriers to problem solving.
• the definition of creativity, and how convergent thinking,
divergent thinking, and the investment theory of creativity are
related to the creative process.
• the definitions and examples of the following building blocks of
language: phonemes, morphemes, grammar, syntax, and
semantics.
• the interaction between language and thought.
• the many ways in which children communicate, and describe
the development of language from crying to talking.
• describe how operant conditioning is related to prejudice,
biofeedback, and superstitious behavior.
• define cognitive-social theory, and describe insight learning
and latent learning.
• describe how cognitive-social learning is related to prejudice,
and describe the influence of various media.
• describe the purpose, duration, and capacity of sensory
memory.
• describe the purpose, duration, and capacity of short-term
memory.
• discuss the effects of chunking and maintenance rehearsal at
this stage.
• describe the purpose, duration, and capacity of long-term
memory.
• explain the role of organization, rehearsal, hierarchical
systems, retrieval cues, recognition, and recall in the memory
process.
• discuss forgetting, and describe how each of the following
factors affects remembering: serial position and distributed
versus massed practice.
• describe the following theories of forgetting: interference,
decay, retrieval failure, and motivated forgetting.
• differentiate between proactive and retroactive interference.
• define amnesia, and differentiate between retrograde and
anterograde amnesia.
• define Alzheimer’s disease.
• describe how memory can be constructed and distorted.
• discuss the inaccuracy of eyewitness testimony and the
problem of repressed memories.
• describe specific methods for improving your memory, and
provide examples of the various mnemonic devices.
• define cognition and thinking, and describe the use of mental
imaging in cognition.
• list and describe the stages of problem solving.
• list and describe the major barriers to problem solving.
• define creativity, and discuss how convergent thinking,
divergent thinking, and the investment theory of creativity are
• the nature-versus-nurture controversy as it applies to language development.
• why intelligence is difficult to define, and state the text’s definition of intelligence.
• the difference between Cattell’s fluid and crystallized intelligence.
• Gardner’s theory of multiple intelligences and Sternberg’s triarchic theory of successful intelligence.
• the definitions of standardization, reliability, and validity, and explain why each is important for intelligence testing.
• how an intelligence quotient (IQ) is determined.
• the extremes of mental retardation and mental giftedness.

Stage 2 – Assessment Evidence

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<td>• Multiple Intelligence Inventory</td>
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### Stage 1 – Desired Results

**Established Goals:**
- Students will understand what psychology is and how it influences their behavior.
- Students will understand motivational concepts.
- Students will understand the role of biology and learning in motivation and emotion.
- Students will understand major theories of motivation.
- Students will understand interaction of biological and cultural factors in emotions and motivations.
- Students will understand role of values and expectancies in determining choice and strength of motivation.
- Students will understand physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects.
- Students will understand effects of motivation and emotion on perception, cognition, and behavior.

**Understandings:**
*Students will understand that…*
- Psychology is a science that continually evolves.
- Psychological knowledge will allow students to understand their behavior.

**Essential Questions:**
- Why do you behave the way you do?
- What does it mean to be “normal?”
- Why is the study of psychology important?
- What cultural factors play a role in developing our motivations?
- What motivates you?
- What cultural factors shape our formation and expression of emotions?
- How do nature and nurture interact to shape our emotions?

**Students will know…**
- the definitions of motivation and emotion, and how they overlap.
- how internal and external factors trigger hunger and eating.
- the definitions of anorexia nervosa and bulimia nervosa, and the causes and risk factors for the development of these eating disorders.

**Students will be able to…**
- define motivation and emotion, and discuss how they overlap.
- describe how internal and external factors trigger hunger and eating.
- define anorexia nervosa and bulimia nervosa, and state the causes and risk factors for the development of these eating disorders.
• the definitions of the arousal motive, the effects of under- or over-arousal, and the factors that characterize sensation seeking.
• how to describe the achievement motive, possible causal factors, and the traits that characterize people with a high need for achievement.
• the definitions of intrinsic and extrinsic motivation, and their relationship to achievement.
• the biological theories of motivation: instinct and drive-reduction
• the psychosocial theories of motivation: the incentive, cognitive, and Maslow’s hierarchy of needs.
• the cognitive, physiological, and behavioral components of emotion.
• how emotional intelligence combines the cognitive, physiological, and behavioral components of emotion.
• the James-Lange, Cannon-Bard, facial-feedback, and two-factor theories of emotion.

Stage 2 – Assessment Evidence

Performance Tasks:
• Intrinsic or Extrinsic Motivation? Identification
• Motivation Application: “Mean Girls” Video
• “Ending Procrastination” Article and Questions
• Your Need For Achievement Inventory
• Emotion Application: “Primetime: Basic Instincts”
• Sensation Seeking Inventory
• “Why Students Struggle when the Pressure is On” Article and Questions

Other Evidence:
• Objective test
• Self-Analysis Paper

Stage 3 – Learning Plan

Learning Activities:
• Understanding Motivation Notes
• Intrinsic or Extrinsic Motivation? Identification
• General Theories of Motivation Notes
• Motivation Application: “Mean Girls” Video
• “Ending Procrastination” Article and Questions
- “Why Students Struggle when the Pressure is On” Article and Questions
- Your Need For Achievement Inventory
- Understanding Emotion Notes
- General Theories of Emotion Notes
- BBC: Facial Feedback Experiment
- Emotion Application: “Primetime: Basic Instincts”
- Sensation Seeking Inventory
### Stage 1 – Desired Results

#### Established Goals:
- Students will understand what psychology is and how it influences their behavior.
- Students will understand the differences between personality and personality constructs.
- Students will understand personality approaches and theories.

#### Understandings: *Students will understand that…*
- Psychology is a science that continually evolves.
- Psychological knowledge will allow students to understand their behavior.

#### Essential Questions:
- Why do you behave the way you do?
- What does it mean to be “normal?”
- Why is the study of psychology important?
- Which theory of personality is best at explaining human behavior?
- What is the best way to research personality?

#### Students will know…
- the definition of personality, and how interviews and observations are used to assess personality.
- the characteristics of the Rorschach inkblot test and the Thematic Apperception Test.
- the five-factor model.
- Freud’s three levels of consciousness.
- Freud’s concept of the id, ego, and superego.
- the role of the defense mechanisms employed by the ego.
- the approaches of the Neo-Freudians: Adler, Jung, and Horney.
- the humanistic theories of personality: Rogers and Maslow.
- the social-cognitive theories of personality: Bandura and Rotter.
- how cultural variations in the concept of self affect the study of

#### Students will be able to…
- define personality, and describe how interviews and observations are used to assess personality.
- describe the characteristics of the Rorschach inkblot test and the Thematic Apperception Test.
- describe the five-factor model.
- differentiate among Freud’s three levels of consciousness.
- define and discuss Freud’s concept of the id, ego, and superego.
- define and explain the role of the defense mechanisms employed by the ego.
- compare Freud’s original theories to the approaches of the Neo-Freudians: Adler, Jung, and Horney.
- discuss humanistic theories of personality comparing the approaches of Rogers and Maslow.
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<td>• OCEAN Inventory</td>
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<td>• OCEAN Application: “The Office: Christmas Party”</td>
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<td>• Personality Types Inventory</td>
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<td>• Defense Mechanisms Identification</td>
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<td>• Defense Mechanisms Application: “Frasier: Frasier’s Edge”</td>
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<td>• Self-Actualization Application</td>
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<td>• Personality Theory Application: “The Grinch who Stole Christmas”</td>
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Stage 3 – Learning Plan

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<td>• Personality Types Inventory</td>
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<td>• Humanistic Theories Notes</td>
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## Stage 1 – Desired Results

### Established Goals:
- Students will understand what psychology is and how it influences their behavior.
- Students will understand development as a lifelong process.
- Students will understand theories of development.
- Students will understand issues surrounding the developmental process.

### Understandings:
**Students will understand that…**
- Psychology is a science that continually evolves.
- Psychological knowledge will allow students to understand their behavior.

### Essential Questions:
- Why do you behave the way you do?
- What does it mean to be “normal?”
- Why is the study of psychology important?
- What aspects of development demonstrate that heredity and environment interact jointly to influence behavior?
- How stable is one’s personality over a lifetime?

### Students will know…
- the definition of developmental psychology, and the ongoing debates in this field regarding nature versus nurture, continuity versus stages, and stability versus change.
- the difference between cross-sectional and longitudinal research, and the major advantages and disadvantages of each method of research.
- the physical changes associated with the three stages of prenatal development.
- paternal contributions to fetal well-being and the effects of maternal nutrition and exposure to teratogens on prenatal development.
- the major changes in brain, motor, and sensory/perceptual development during the early childhood years.
- the definitions of puberty and adolescence, and the physical

### Students will be able to…
- define developmental psychology, and discuss the ongoing debates in this field regarding nature versus nurture, continuity versus stages, and stability versus change.
- differentiate between cross-sectional and longitudinal research, and describe the major advantages and disadvantages of each method of research.
- list and describe the physical changes associated with the three stages of prenatal development.
- discuss paternal contributions to fetal well-being and the effects of maternal nutrition and exposure to teratogens on prenatal development.
- describe the major changes in brain, motor, and sensory/perceptual development during the early childhood years.
- changes associated with puberty, middle age, and later adulthood.
- the difference between primary and secondary aging.
- the levels of moral development.
- the relationship between moral reasoning and moral behavior.
- the three myths of development: adolescent storm and stress, mid-life crisis, and empty nest syndrome.
- the causes of and treatment for family violence, the consequences of and future prevention of teen pregnancy, and the impact of divorce on social and emotional development.
- the research regarding factors that can increase resilience in children who are developing in “high-risk” environments.
- how occupational choices affect development, and discuss the activity and disengagement theories of aging.
- the definition of grief, and the four stages of grieving.

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<td>Autism Article and Questions</td>
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<td>Adolescent Egoencentrism Application</td>
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<td>Baumrind’s Parenting Styles Application: “Father Knows Best: Father of the Year”</td>
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<td>Piaget Developmental Stages Application</td>
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<td>Development I Application: “Bambi”</td>
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<th>Other Evidence:</th>
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<td>Objective test</td>
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- define puberty and adolescence, and describe physical changes associated with puberty, middle age, and later adulthood.
- differentiate between primary and secondary aging.
- describe the theories of Bowlby, Harlow, and Ainsworth regarding attachment.
- summarize Baumrind’s parenting styles.
- discuss Piaget’s approach to cognitive development.
- describe Kohlberg’s levels of moral development.
- describe the relationship between moral reasoning and moral behavior.
- describe Thomas and Chess’s temperament theory of personality development.
- describe Erikson’s eight stages of psychosocial development.
- discuss the three myths of development: adolescent storm and stress, mid-life crisis, and empty nest syndrome.
- discuss the causes of and treatment for family violence, the consequences of and future prevention of teen pregnancy, and the impact of divorce on social and emotional development.
- discuss research regarding factors that can increase resilience in children who are developing in “high-risk” environments.
- describe how occupational choices affect development, and discuss the activity and disengagement theories of aging.
- define grief, and describe the four stages of grieving.
- describe Kubler-Ross’s five-stage theory of death and dying.
### Stage 3 – Learning Plan

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<td>• Social-Emotional Development Notes</td>
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<td>• Grief and Death Notes</td>
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<td>• Development II Application: “Bambi”</td>
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Stage 1 – Desired Results

Established Goals:
- Students will understand what psychology is and how it influences their behavior.
- Students will understand characteristics and origins of abnormal behavior.
- Students will understand methods used in exploring abnormal behavior.
- Students will understand major categories of abnormal behavior.
- Students will understand methods used to treat individuals with disorders.

Understandings:

*Students will understand that…*
- Psychology is a science that continually evolves.
- Psychological knowledge will allow students to understand their behavior.

Essential Questions:
- Why do you behave the way you do?
- What does it mean to be “normal?”
- Why is the study of psychology important?
- What causes psychological disorders?
- How has the study of psychological disorders been impacted by current scientific advancements?
- What problems exist when diagnosing someone with a psychological disorder?
- What therapies are best for various disorders?

*Students will know…*
- the definition of abnormal behavior.
- the difference between neurosis, psychosis, and insanity.
- the major anxiety disorders, major mood disorders, and schizophrenia
- the five characteristic areas of schizophrenia
- the definitions of biomedical therapy and psychotherapy.
- the difference between the five types of therapists: psychologists, psychiatrists, psychoanalysts, social workers, and counselors.

*Students will be able to…*
- define abnormal behavior.
- differentiate between neurosis, psychosis, and insanity.
- describe the major anxiety disorders, major mood disorders, and schizophrenia
- describe the five characteristic areas of schizophrenia
- define biomedical therapy and psychotherapy.
- differentiate between the five types of therapists: psychologists, psychiatrists, psychoanalysts, social workers, and counselors.
- describe the advantages and limitations of drug therapy,
- the advantages and limitations of drug therapy, electroconvulsive therapy, and psychosurgery.
- the definition of psychoanalysis, and its major goals and methods of practice.
- the definitions of cognitive therapy, humanistic therapy, and behavior therapy.
- advantages of group therapy, and describe self-help groups and family therapy.

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<th>Electroconvulsive therapy, and psychosurgery.</th>
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**Stage 2 – Assessment Evidence**

**Performance Tasks:**
- Psychological Disorders Identification
- Video and Guide: “A Beautiful Mind
- Psychological Disorders and Therapy Application: Creation of a Fairy Tale

**Other Evidence:**

**Stage 3 – Learning Plan**

**Learning Activities:**
- Identifying Abnormal Behavior Notes
- Anxiety Disorders, Mood Disorders, Schizophrenia, Dissociative Disorders, and Personality Disorders Notes
- Psychological Disorders Identification
- Therapy Notes
- Video and Guide: “A Beautiful Mind
- Psychological Disorders and Therapy Application: Creation of a Fairy Tale