

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SOCIAL STUDIES DEPARTMENT

PRINCIPLES OF PSYCHOLOGY

Grade Level: 10-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 22, 2011

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

Board of Education

Mr. Heshy Moses, President
Mrs. Jennifer Sutera, Vice President

Mr. Carl Accettola
Mr. William Bruno
Mrs. Elizabeth Canario
Mrs. Kathie Lavin
Mr. Ronald G. Lawson
Mr. Michael Messinger
Ms. Maryanne Tomazic

Mr. Charles Sampson, Superintendent
Ms. Donna M. Evangelista, Assistant Superintendent for Curriculum
and Instruction

Curriculum Writing Committee

Ms. Sharon Caruso-Mills

Supervisors

Mr. Peter Kraus
Mr. David Bleakley
Ms. Judith Newins
Mr. Stanley Koba
Ms. Michelle Lilley
Ms. Shanna Howell

Principles of Psychology - Introduction

Introduction

Course Philosophy

The mission of the Freehold Regional High School District is to develop global lifelong learners through a comprehensive educational program of diverse and enriching opportunities within a supportive environment. The district's educational community fosters the development of character, initiative, creativity and excellence while maximizing the unique potential of each individual.

The Principles of Psychology course provides students with the opportunity to understand the major themes behind behavior. Students will develop the knowledge and skills to appreciate that behavior has multiple causes; is influenced by socio-historical events; is diverse in its theoretical orientation; considers the influences of nature and nurture; must respect multicultural influences; and considers the subjective aspect of perception. The goal is for students to become familiar with specialty areas within the field of psychology thereby affording them the opportunity to consider career development in a specific field. It is further believed that upon completion of the course, students will recognize that psychology involves life-learning and is present in every content area and realm of life.

Course Description

The Principles of Psychology course is designed to engage students in active learning; encouraging each individual to examine the relevancy of concepts and theories to past, present, and future personal experiences. The course will focus on the four behaviors (social, emotional, physical, and cognitive) while also considering the four goals (describe, understand, predict, and control) of psychology. Major areas of study will include the history of psychology, research and statistics, bio-psychology, cognition, memory and intelligence, personality and development, motivation and emotion, learning theories, abnormal psychology, treatment, and social psychology. Students will consider essential questions which explore standards prescribed by the New Jersey Core Curriculum Content Standards and those established by the American Psychological Association.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
<i>NJCCCS/APA Standards: 6.2D2d, 6.2C3d, 6.2C6d, IA-1, IA-2, IA-3, IA-4, IA-5, IA-6, 2.3B3,S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 5.1B1, 5.1B3, 9.1A1, 8.1F1</i>	Psychology has evolved from an art form to a science.	<p>How is a friend's understanding of your behavior different from that of a psychologist?</p> <p>What psychological words do you use on a weekly basis?</p> <p>Why is psychology not viewed as a pure science?</p>	<p>Pre-test</p> <p>Common sense quiz on psychology</p> <p>Use of current event titles, movie titles, books</p>	<p>Discussion</p> <p>Conceptual hierarchy</p>	<p>Quiz</p> <p>Test</p> <p>Conceptual hierarchy</p>
<i>NJCCCS/APA Standards: 6.2D2d, 6.2C3d, 6.2C6d, IA-1, IA-2, IA-3, IA-4, IA-5, IA-6, 2.3B,S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10 5.1B1, 5.1B3, 9.1A1, 8.1F1</i>	Psychology is thought by many to be common sense.	<p>How does psychology follow the scientific method?</p> <p>Outside of a formal classroom, where do people learn about psychology?</p>	<p>Review of scientific method</p> <p>Summary of research from the APA research website</p>	<p>List sources</p> <p>Evaluate research for type, ethical issues and usefulness</p>	<p>Application of experiments</p> <p>Design research</p>
<i>NJCCCS/APA Standards: 6.2D2d, 6.2C3d, 6.2C6d, IA-1, IA-2, IA-3, IA-4, IA-5, IA-6, 2.3B3,S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 5.1B1, 5.1B3, 9.1A1, 8.1F1</i>	Psychology is not limited to counseling.	<p>How can people benefit from learning about psychology?</p> <p>What are your career choices if you get a degree in psychology?</p>	<p>Pre-test, cooperative assessment</p>	<p>Discuss the four goals (describe, understand, predict, control)</p>	<p>Careers inventory</p> <p>Performance assessment</p>

<p><i>NJCCCS/APA Standards:6.2D4k,6.2C6d, 11A-1, 11A-2, 11A-3, 11A-4, 11A-5, 11A-6, 11A-7, 2.5B2, S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 9.1F6, 8.1F1</i></p>	<p>Psychology has a strong background in biology, yet accepts that people are a combination of genetics/biology and learning/environment.</p>	<p>What genetic traits, habits, talents, and skills do you share with your parents, siblings and extended family?</p> <p>What traits, habits, talents, and skills have you learned?</p> <p>Why does psychology study the brain?</p>	<p>Oral questions/discussion</p> <p>Build a brain/neuron</p>	<p>Application activities</p> <p>Present and explain models</p>	<p>Debate</p>
<p><i>NJCCCS/APA Standards:6.2D4k,6.2C6d, 11A-1, 11A-2, 11A-3, 11A-4, 11A-5, 11A-6, 11A-7, 2.5B2, S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 9.1F6, 8.1F1</i></p>	<p>Sensory-perceptual systems influence personality and behavior.</p>	<p>How do your senses contribute to your personality?</p> <p>If you had to lose one sense, which one would be the most devastating loss?</p>	<p>Anticipatory set questions</p> <p>Checklist of a healthy personality</p>	<p>Research & compare cultural expectations</p>	<p>Essay</p> <p>Discussion on cultural differences</p>
<p><i>NJCCCS/APA Standards:6.2D4k,6.2C6d, 11A-1, 11A-2, 11A-3, 11A-4, 11A-5, 11A-6, 11A-7, 2.5B2,S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 9.1F6, 8.1F1</i></p>	<p>Consciousness is not easy to define.</p>	<p>How does consciousness and altered states of consciousness differ?</p>	<p>Pre-test</p> <p>Consciousness collage</p>	<p>Worksheet</p>	<p>Quiz</p>
<p><i>NJCCCS/APA Standards:IVA-1, IVA-2, IVA-3, IVA-4, IVA-5, 2.3C2, S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 8.1F1</i></p>	<p>Learning is a product of exposure to the environment.</p>	<p>How do you know when learning has taken place?</p> <p>What stimulates/motivates you at home, school, work, or with peers to respond quickly?</p> <p>Why do people believe that all consequences are negative?</p>	<p>Discussion</p> <p>Examples of institutional techniques for encouraging learning</p>	<p>Application activities</p> <p>Literary analysis</p>	<p>Test</p>

<p><i>NJCCCS/APA Standards:IVA-1, IVA-2, IVA-3, IVA-4, IVA-5, 2.3C2,S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 8.</i></p>	<p>Behavior is a product of how a stimulus causes a result.</p>	<p>What would happen if a child's environment were controlled for the first ten years of their life?</p> <p>In what ways does your environment control your behavior?</p> <p>Why do you believe that some people do not acknowledge free-will?</p>	<p>Oral questions/ discussion</p>	<p>Article summaries Current events</p>	<p>Position paper</p>
<p><i>NJCCCS/APA Standards:6.2C6d, 2.2A2, 2.2B1, S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 9.1D3, 8.1F1</i></p>	<p>Cognition is any mental process.</p>	<p>What are the different mental processes that you use on a daily basis?</p> <p>How do you know you have remembered information?</p> <p>What are some strategies you use when having to make an important decision?</p> <p>How is creativity as important as intelligence?</p> <p>How can emotional intelligence be taught?</p>	<p>Survey of prior knowledge Examination of sample psychological tests</p>	<p>Definition of terms Discussion</p>	<p>Test Create a mental ability test and or a personality test</p>
<p><i>NJCCCS/APA Standards:6.1D3d, 6.1D14f, 6.2A5e, 111A-1, 111A-2, 111A-3, 111A-4, 2.1A1, 2.1B1, 2.1C1, 2.2C1, 2.4A1, 2.4A3, 2.3A4, 2.4B4, 2.4C1, 2.4C5, 2.5B3, S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 8.1F1</i></p>	<p>Personality development has many influences and explanations.</p>	<p>How would people describe who you as a person?</p> <p>In what ways are personality tests useful?</p> <p>When does development begin and end?</p> <p>How do the physical, social, emotional, and cognitive levels of an infant, child, teen, adult, elderly individual differ?</p>	<p>Personality profile</p>	<p>Create a developmental milestone scrapbook</p>	<p>Presentation</p>

<p><i>NJCCCS/APA Standards: 6.1D3d, 6.1D14f, 6.2A5e, 111A-1, 111A-2, 111A-3, 111A-4, 2.1A1, 2.1B1, 2.1C1, 2.2C1, 2.4A1, 2.4A3, 2.3A4, 2.4B4, 2.4C1, 2.4C5, 2.5B3, S-ID1 thru 9, S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 8.1F1</i></p>	<p>Motivation and emotional styles are set at an early age of personality development.</p>	<p>What motivates a person to work at their fullest potential?</p> <p>What are the rules for expressing your emotions with regard to culture, age, gender, and religious beliefs?</p>	<p>Intrinsic vs. Extrinsic Motivation pre-quiz</p>	<p>Motivational theories worksheet</p>	<p>Quiz</p>
<p><i>NJCCCS/APA Standards: 6.2D5c, 6.2C6d, VA-1, VA-2, VA-3, VA-4, 2.1A2, 2.1C3, 2.1C4, 2.1E1, 2.1E3, 2.1E4, 2.2E1, 2.2E2, 2.3A1, 2.3A2, 2.3A3, S-ID1 thru 9, S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 9.1F6, 8.1F1</i></p>	<p>Normal and abnormal behavior differ with regard to the frequency, intensity, and duration of a behavior.</p>	<p>How do you know when someone is mentally ill?</p> <p>Why does mental illness have a negative connotation?</p>	<p>"Who would you consider the healthiest person you know and why?"</p>	<p>Apply current events to models of mental illness</p>	<p>Discussion</p>
<p><i>NJCCCS/APA Standards: 6.2D5c, 6.2C6d, VA-1, VA-2, VA-3, VA-4, 2.1A2, 2.1C3, 2.1C4, 2.1E1, 2.1E3, 2.1E4, 2.2E1, 2.2E2, 2.3A1, 2.3A2, 2.3A3, S-ID1 thru 9, S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 9.1F6, 8.1F1</i></p>	<p>The classification system of mental illness reflects current trends in society.</p>	<p>What are the most common forms of mental illness?</p> <p>Discuss why many can empathize with a physical illness, yet are intimidated by psychological illness.</p> <p>Where do most people learn about mental illness?</p>	<p>Discussion</p>	<p>Investigate the DSM</p>	<p>Test</p>
<p><i>NJCCCS/APA Standards: 6.2D5c, 6.2C6d, VA-1, VA-2, VA-3, VA-4, 2.1A2, 2.1C3, 2.1C4, 2.1E1, 2.1E3, 2.1E4, 2.2E1, 2.2E2, 2.3A1, 2.3A2, 2.3A3, S-ID1 thru 9, S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 9.1F6, 8.1F1</i></p>	<p>Treatment is constantly evolving and changing as more is discovered about the causes of psychopathology.</p>	<p>What are some of the difficulties in treating mental illness?</p> <p>Why do most people delay psychological intervention?</p>	<p>List treatment options</p>	<p>Research treatments and Rosenhan's "Sane in Insane Places" Study</p>	<p>Compare/contrast insight therapy, behavioral therapy, and biomedical therapy</p>

<p>NJCCCS/APA Standards:6.1D14e, 6.2A4d, 2.4A2, S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 8.1F1</p>	<p>Social psychology considers how groups both help and hinder individual behavior.</p>	<p>What type of first impression do you make?</p> <p>When working in a group, what role do you feel most comfortable taking on?</p> <p>What is the difference between obedience and conformity?</p> <p>How does the size of a group influence decision-making and productivity?</p> <p>Why do people have different levels of affiliation needs?</p> <p>What are the different types of groups that exist in a school?</p>	<p>Oral Questions/discussion</p>	<p>Critique Studies (Milgram, Asch, Zimbardo)</p> <p>Define terms</p> <p>Application</p>	<p>Test</p>
--	---	--	----------------------------------	--	-------------

Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
<p>Unit 1: Growth and Development of Psychology (From Speculation to Research)</p>	<p>Understandings: Psychology has evolved from an art form to a science. Psychology is thought by many to be common sense. Psychology is not limited to counseling.</p> <p>Goals: Students will be able to describe psychology’s transition from being a philosophy to an empirical course of study. Students will be able to discuss the differences between an applied and a basic psychology.</p>	<p>5-6 Weeks</p>

<p>Unit 2: Mind, Body, Connection</p>	<p>Understandings: Psychology has a strong background in biology, yet accepts that people are a combination of genetics/biology and learning/environment. Sensory-perceptual systems influence personality and behavior. Consciousness is not easy to define.</p> <p>Goals: Students will be able to recognize the biological orientation to understanding the human psyche. Students will be able to understand the interaction between nature and nurture. Students will be able to understand varied perspectives in understanding the conscious mind.</p>	<p>5-6 Weeks</p>
<p>Unit 3: Learning & Behaviorism</p>	<p>Understandings: Learning is a product of exposure to the environment. Behavior is a product of how a stimulus causes a result.</p> <p>Goals: Students will be able to recognize learning as being and relatively permanent change in behavior. Students will be able to explain the three learning theories.</p>	<p>3-4 Weeks</p>
<p>Unit 4: Cognition</p>	<p>Understanding: Cognition is any mental process.</p> <p>Goals: Students will be able to discuss intelligence, memory, decision-making, and creativity with regard to being a cognitive process.</p>	<p>3-4 Weeks</p>
<p>Unit 5: Personality & Development</p>	<p>Understanding: Personality has many influences and explanations. Motivation and emotional styles are set at an early age of personality development.</p> <p>Goals: Students will be able to explore the continuity and transitional factors involved in personality and development. Students will be able to describe the biological and environmental influences on motivation and emotion.</p>	<p>4-5 Weeks</p>

<p>Unit 6: Abnormal Psychology & Intervention</p>	<p>Understandings: Normal and abnormal behavior differ with regard to the frequency, intensity, and duration of a behavior. The classification system of mental illness reflects current trends in society. Treatment is constantly evolving and changing as more is discovered about the causes of psychopathology.</p> <p>Goals: Students will be able to appreciate the difficulty in differentiating between normal and abnormal behavior in a climate of continuous change. Students will be able to describe past, present, and future development in the treatment/intervention of mental health care.</p>	<p>4-5 Weeks</p>
<p>Unit 7: Social Psychology</p>	<p>Understanding: Social psychology considers how groups both help and hinder individual behavior.</p> <p>Goals: Students will be able to understand how peer groups, cultural groups, social groups, and work groups influence the behavior of the individual.</p>	<p>3-4 Weeks</p>

Unit 01 - Principles of Psychology

Unit Plan

Enduring Understandings:

Psychology has evolved from an art form to a science.

Psychology is thought by many to be common sense.

Psychology is not limited to counseling.

Essential Questions:

How is a friend's understanding of your behavior different from that of a psychologist?

What psychological words do you use in a weekly basis?

Why is psychology not viewed as a pure science?

How does psychology follow the scientific method?

Outside of a formal classroom, where do people learn about psychology?

How can people benefit from learning about psychology?

What are your career choices if you get a degree in psychology?

Unit Goals:

Students will be able to describe psychology's transition from being a philosophy to an empirical course of study.

Students will be able to discuss the differences between an applied and a basic psychology.

Recommended Duration: 5/6 weeks

NJCCCS/APA Standards: 6.2D2d, 6.2C3d, 6.2C6d, IA-1, IA-2, IA-3, IA-4, IA-5, IA-6, 2.3B3, S-ID1 thru 9, S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 5.1B1, 5.1B3, 9.1A1, 8.1F1

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are trephination, exorcism, phrenology, and the four humors?	Analyze a psychological treatment timeline	Current textbooks and resource binders Internet resources Association for Psychological Science and streaming video Hand-outs	Traditional lecture Visual prompts and examples	Class discussion with regard to the barbaric and unscientific approach to dealing with the mind Lesson worksheet; may include picture prompts of early psychological practices
What role did philosophy and physiology play in the development of psychology?	Research early philosophers and their influence on the development of psychology (Aristotle, Plato, Socrates, Descartes, Locke) Examine influences made by Hippocrates and early spiritual beliefs with regard to stabilizing the body	Current textbooks and resource binders Internet resources Association for Psychological Science and streaming video	Group students according to philosophy or physiology Assign a specific key figure to each group Students will identify the major contributions made to the development of psychology	Group presentations may be organized according to philosopher (Aristotle, Plato, Socrates, Descartes, Locke) and physiological practitioner
Where is the birthplace of psychology?	Locate the first psychological laboratory and discuss the research which gave rise to psychology as an individual content area Compare/contrast structuralism to functionalism to include names, concepts, and examples	Current Textbooks and Resource Binders Internet resources Association for Psychological Science and streaming video Hand-outs World map	Locate Leipzig, Germany on a world map and discuss possible reasons as to why Germany became the center of psychological development	Geography/psychology quiz may include identify key areas of psychological growth on a map and a matching section of structuralism and functionalism Terminology and figures

	Identify the key figures and concepts that are related to structuralism and functionalism	Current Textbooks and Resource Binders Internet resources Association for Psychological Science and streaming video Hand-outs	Create a graphic organizer showing how the ideas of structuralism and functionalism are related	Discussion of graphic organizer may include the similarities and differences between structuralism and functionalism and the contributions made for future perspectives
How do psychoanalysis, humanism, and behaviorism compare/contrast?	Explain the similarities and differences in the theories proposed by Freud, Skinner, Pavlov, Watson, Bandura, Rogers, and Maslow	Current Textbooks and Resource Binders Internet resources Association for Psychological Science and streaming video Hand-outs Mobile labs	Assign a theorist to small groups and have the groups research the theorist's view on human nature using the mobile labs	Group work and internet research in which the focus is on the view of human nature, personality development, abnormal behavior and treatment
What is pseudo-psychology and pop psychology?	Define and provide examples of both pseudo-psychologies and pop psychology	Current Textbooks and Resource Binders Internet resources Association for Psychological Science, and streaming video Hand-outs Journal articles	Provide students with articles on Astrology, Graphology, Palmistry, and Phrenology and have them complete a chart on what the goal is for each and why many confuse this with the same goal of psychology	Article summary selected by students examining how pop and pseudo-psychology do not use the scientific method

<p>What are the scientific method/experimental designs?</p>	<p>Read a sample piece of research and identify how the steps of the scientific method were utilized</p>	<p>Current textbooks and resource binders</p> <p>Internet resources Association for Psychological Science and streaming video</p> <p>Hand-outs</p> <p>Articles</p>	<p>Read an article on the bystander effect and describe how the scientific method and the experimental design are used</p>	<p>Class discussion may begin with same groups brainstorming the parts of the scientific method</p> <p>Application of article to scientific method and experimental design</p>
<p>What are the various forms of research?</p>	<p>Discuss the pros/cons of both the experiment and descriptive correlational research methods</p>	<p>Current textbooks and resource binders</p> <p>Internet resources Association for Psychological Science, and streaming video</p> <p>Hand-outs</p> <p>Research method video clips</p>	<p>Complete text related worksheets</p> <p>Show video clips representing all types of research</p> <p>Have students identify which type of research is being presented</p>	<p>Identification of research method to video clip</p>
<p>Why is it important to consider ethical issues when conducting research?</p>	<p>Research the APA ethical guidelines for research and explain the reasons behind each requirement</p>	<p>Current textbooks and resource binders</p> <p>Internet resources Association for Psychological Science, and streaming video</p> <p>Hand-outs</p>	<p>Read about animal research in psychology, examining the ethical issues</p>	<p>Article summary/discussion may include how the ethical guidelines presented by the APA are/are not followed</p>

What are the applied fields of psychology, basic fields of psychology?	Differentiate between applied and basic psychology being certain to provide several examples for each	Current Textbooks and Resource Binders Internet resources Association for Psychological Science, and streaming video Hand-outs Career Chart	Teacher multi media presentations on the various career choices in psychology	Test may include a list of professions requiring students to examine how each is an applied field or a basic field
How has socio-historical events influenced the growth and development of psychology as a science and a career?	Select a decade in history, identify an important event and hypothesize its influence on the growth of psychology	Current textbooks and resource binders Internet resources Association for Psychological Science, and streaming video Hand-outs	Have students identify major world events that are decade specific and discuss how these events have influenced the growth of psychology	Response to discussion questions which may utilize current issues in the news - political, human interest, natural disasters, etc.

Differentiation

- Incorporate visual presentations with corresponding worksheets
- Reinforce auditory learning through question and answer sessions
- Manipulate ideas and concepts during hands-on activities to appeal to the diverse learning styles of the students
- Assign cooperative learning activities so that students of varied abilities may assist each other and work together on a task or project
- Provide one-to-one teacher support
- Provide study skills lessons prior to testing
- Clarify vocabulary terms prior to assignments

Technology

Students will be encouraged to utilize on-line websites

College and Workplace Readiness

Students may contact local colleges and universities and request course descriptions for: Comparative Psychology (How animals and humans are similar/different), Experimental Psychology, and Quantitative Methods in Psychology, Market Research and Product Development.

Students should be encouraged to contact local professionals and conduct a career interview; focusing on level of degree, work environment, position availability, salary guide, hazards of the work environment.

Teachers may plan a field trip to a local college/university, spending time touring the Experimental Psychology Department.

Unit 02 - Principles of Psychology

Unit Plan

Enduring Understandings:

Psychology has a strong background in biology, yet accepts that people are a combination of genetics/biology and learning/environment.

Sensory-perceptual systems influence personality and behavior.

Consciousness is not easy to define.

Essential Questions:

What genetic traits, habits, talents, and skills do you share with your parents, siblings, extended family?

What traits, habits, talents, and skills have you learned? Why does psychology study the brain?

How do your senses contribute to your personality?

If you had to lose one sense, which one would be the most devastating loss?

How does consciousness and altered states of consciousness differ?

Unit Goals:

Students will be able to recognize the biological orientation to understanding the human psyche.

Students will be able to understand the interaction between nature and nurture.

Students will be able to understand varied perspectives in understanding the conscious mind.

Recommended Duration: 5-6 weeks

NJCCCS/APA Standards: 6.2D4k, 6.2C6d, 11A-1, 11A-2, 11A-3, 11A-4, 11A-5, 11A-6, 11A-7, 2.5B2, S-ID1 thru 9, S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 9.1F6, 8.1F1

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are the parts of the nervous system?	Create a nervous system hierarchy	Current Textbook and Resource Binders Internet resources Association for Psychological Science	Create a central nervous system hierarchy table	Central nervous system hierarchy table
What are the two types of cells in the body?	Describe the two main cells: neuron and glia	Current textbook and resource binders Internet resources Association for Psychological Science	Diagram a neuron and explain the parts of a neuron	Neuron diagram and explanations
What are the functions of the three main regions of the brain, the four lobes, and the two hemispheres?	List and describe the forebrain, midbrain, and hindbrain; create a brain lobe poster illustrating the functions of the frontal lobe, occipital lobe, parietal lobe, and temporal lobe	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video Magazines Markers/crayons	Create a brain coloring/activity book; illustrating the functions of the regions of the brain, the lobes, and the hemispheres	Brain coloring/activity book
What is the difference between the right and left hemisphere?	Describe hemispheric lateralization	Current textbook and resource binders Internet resources Association for Psychological Science	Take a hemispheric lateralization online test and evaluate the accuracy of the results with regard to class notes	Online tests, hemispheric lateralization and discuss results of the online test
What is the difference between nature and nurture?	Explain the different perspectives behind nature, nurture, and twin studies	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video Video Clips: "Bruce, Brenda, David Case," and "Secrets of a Wild Child."	View a video on feral children and list evidence to support the view of nature and nurture	Video discussion may include evidence of the environmental and the biological influences of the subject's behavior Nature versus nurture essay

<p>How do sensation and perception interact for all the sense organs?</p>	<p>Explore how sensation is a physical experience and perception is a psychological one</p>	<p>Current textbook and resource binders</p> <p>Internet resources Association for Psychological Science and Streaming video</p>	<p>Create a sensation/perception table</p>	<p>Table to list the sense, the bodily organ and the major structures of each</p>
<p>How would you describe your current conscious state of mind?</p>	<p>Define consciousness and identify levels of consciousness</p>	<p>Current textbook and resource binders</p> <p>Internet resources Association for Psychological Science and streaming video</p>	<p>Teacher lecture</p> <p>Class discussion</p>	<p>Response to discussion questions on controlled, automatic and lowered levels of consciousness</p> <p>Quiz map: include examples of the types of consciousness</p>
<p>What can cause an altered state of consciousness?</p>	<p>Examine various forms of states of consciousness</p>	<p>Current textbook and resource binders</p> <p>Internet resources Association for Psychological Science and streaming video</p> <p>Hypnotic susceptibility article</p> <p>Hypnosis: Self relaxation exercises</p>	<p>Research hypnosis, meditation, dissociation, sleep, and substance abuse in assigned groups</p>	<p>Research paper on the following possible topics: hypnosis, meditation, dissociation, dreams, sleep, drug use</p>

Differentiation

- Incorporate visual presentations with corresponding worksheets
- Reinforce auditory learning through question and answer sessions
- Manipulate ideas and concepts during hands-on activities to appeal to the diverse learning styles of the students
- Assign cooperative learning activities so that students of varied abilities may assist each other and work together on a task or project
- Provide one-to-one teacher support
- Provide study skills lessons prior to testing
- Clarify vocabulary terms prior to assignments
- Using pre-assessment tools to evaluate prior knowledge and adjusting lesson activities to reflect results
- Use rubrics given to students in advance
- Create stations for inquiry-based, independent learning activities.

Technology

Students will be encouraged to utilize on-line websites.

College and Workplace Readiness

Students may contact local colleges and universities and request course descriptions for: Biopsychology, Neuropsychology, Psychiatry

Students should be encouraged to contact local professionals and conduct a career interview; focusing on level of degree, work environment, position availability, salary guide, hazards of the work environment.

Teachers may plan a field trip to a local hospital in order to learn about brain imaging technology/sleep studies.

Unit 03 - Principles of Psychology

Unit Plan

Enduring Understandings:

Learning is a product of exposure to the environment.
Behavior is a product of how a stimulus causes a result.

Essential Questions:

How do you know when learning has taken place?
What stimulates/motivates you at home, school, work, or with peers to respond quickly?
Why do people believe that all consequences are negative rather than focusing on the positive?
What would happen if a child's environment were controlled for the first ten years of their life?
In what ways does your environment control your behavior?
Why do you believe that some people do not acknowledge free-will?

Unit Goals:

Students will be able to recognize learning as being any relatively permanent change in behavior.
Students will be able to explain the three learning theories, while considering the role of positive psychology.

Recommended Duration: 3-4 Weeks

NJCCCS/APA Standards: IVA-1, IVA-2, IVA-3, IVA-4, IVA-5, 2.3C2, S-ID1 thru 9, S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 8.1F1

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is learning?	What is learning?	Current textbook and resource binders Internet resources Association for Psychological Science	Textbook problems Learning styles inventory	Completed text work placing emphasis on types of learning Quiz, comparing and contrasting classical, operant and observational learning theories

What concepts do classical, operant, and social learning theories share?	Describe Pavlov's, Skinner's, Bandura's and Seligman's research.	Current textbook and resource binders Internet resources Association for Psychological Science Worksheets Conditioning-Pavlov	Application activities	Students may choose to: 1. Outline the research conducted by the behavioral therapists 2. Provide personal examples of each type of learning 3. Create fictional examples of each learning theory
How does one develop phobias and bad habits?	Define the UCS, UCR, NS, CS, CR, GS, stimulus discrimination, extinction, and spontaneous recovery with regard to fears, superstitions, and bad habits	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video	Provide specific examples of phobias and bad habits and explain them from a classical theorist point of view	Classical conditioning Analysis of several phobias of which may be acrophobia, hemophobia, demophobia
What is the difference between a positive consequence and negative consequence?	Describe use of positive reinforcers (primary, secondary, social, token), negative reinforcers, and punishment	Current textbook and resource binders Internet resources Streaming video	Teacher lecture Class discussion	Evaluation of the reinforcers and punishments used by the school
How is social learning different from radical behaviorism?	Explain Bandura's Theory to include the following: attention, retention, motivation, reproduction, self-efficacy, cognition, reciprocal, determinism	Current textbook and resource binders Internet resources Association for Psychological Science Video of the Bobo doll experiment	Watch the Bobo Doll Experiment and apply the concepts to the video	Application of concepts to Bobo Doll Video.

How have you been conditioned by your environment?	Generate a list of examples of how you have been classically, operantly, and socially conditioned	Current textbook and resource Binders Internet resources Association for Psychological Science and streaming video Video of the Bobo doll experiment	Create examples from your personal life for all three categories	List of examples to include classical, operant and observation applications
How can learning theories be used to eliminate bad habits or learn a new skill?	List the parts of a behavior modification plan to include; baseline, target behavior, antecedent, consequence	Current textbook and resource binders Internet resources Association for Psychological Science Worksheets	Create a behavior modification plan.	Behavior modification plan to include baseline, sequencing, target behavior

Differentiation

- Assign cooperative learning activities so that students of varied abilities may assist each other and work together on a task or project
- Negotiated delay of due dates/times for tasks
- Bookmark websites
- Intersperse lectures with small group discussions
- Clarify vocabulary terms prior to assignments
- Use pre-assessment tools to evaluate prior knowledge and adjusting lesson activities to reflect results

Technology

Students will be encouraged to utilize on-line websites.

College and Workplace Readiness

Students may contact local colleges and universities and request course descriptions for: Behavioral Sciences, Obedience Training, Zoology, Animal Training, Rehabilitation and Substance Abuse Counseling.

Students should be encouraged to contact local professionals and conduct a career interview; focusing on level of degree, work environment, position availability, salary guide, hazards of the work environment.

Teachers may plan a field trip to a local developmental disability facility, animal training facility, and law enforcement department to address how behavioral techniques are implemented in order to enhance the functioning of their "clients."

Unit 04 - Principles of Psychology

Unit Plan

Enduring Understanding:

Cognition is any mental process.

Essential Questions:

What are the different mental processes that you use on a daily basis?

How do you know you have remembered information?

What are some strategies you use when having to make an important decision?

How is creativity as important as intelligence?

How can emotional intelligence be taught?

What factors indicate that language milestones are universal?

Unit Goal:

Students will be able to discuss intelligence, memory, decision-making, and creativity with regard to being a cognitive process.

Recommended Duration: 3-4 weeks

NJCCCS/APA Standards: 6.2C6d, 2.2A2, 2.2B1, S-ID1 thru 9,S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 9.1D3, 8.1F1

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is cognition?	Define and provide examples of cognition	Current textbook and resource binders Internet resources Association for Psychological Science	Traditional lecture	Examples of cognition from the perspective of a child, adolescent, young/middle/elderly adult Free response to a prompt such as "Cognition is/is Not Easy to Define Because:"

What are the different memory stores?	Explain Atkinson and Shiffrin's theory on memory systems	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video Internet - memory activities	Students will use their textbook to complete a chart identifying capacity and duration	Memory chart with key terms and concepts
What is encoding?	Provide examples of structural, phonemic, and semantic encoding	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video	Have students draw a map of the school; list daily announcements, and discuss the top 5 school rules Discuss the Different Types of Encoding Used for Each Activity	Memory activities: identifying which type of encoding was used for each activity
How can the capacity of short-term memory be expanded?	Describe how Miller's 7 plus or minus two can be chunked so that memory units can be expanded	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video	Play different memory games such as: "I'm Going on a Picnic" or Matching	Memory games to represent rehearsal and chunking Participation
How is information stored in long-term memory?	Describe examples of clustering, conceptual hierarchies, semantic networking, scripts and schemas, flashbulb memories, and the misinformation effect	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video	Teacher lecture Demonstration of different memory organizational techniques	Quiz or test assessing the different manners in how LTM can be stored and the types of LTM

What are the different types of long-term memory?	Provide examples of declarative and non-declarative long-term memory	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video	Group discussion/class summary. students will create examples of declarative/non-declarative memory Teacher lecture	Class discussion generating possible different categories of LTM Student examples
What can be used to improve memory/ prevent forgetting?	Examine the pros and cons of mnemonic devices, mass versus distributed practice, and recognition versus recall	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video	Student research Create a poster consisting of various mnemonic devices	Research samples of mnemonic devices Poster
What is the difference between a compensatory and a non-compensatory model of decision making?	Select several important decisions that you have had to make this year and apply both a compensatory model and non-compensatory model where most appropriate	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video	Decision- making model based on personal decisions	Decision-making model for selecting a college, a home, a car, etc. Class discussion
What language skills should appear during the first 6 years of life?	Create a language milestones developmental chart	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video Mobile labs	Internet research on language milestones	Evaluate a child with language delay problems using the chart as a diagnostic tool

Why is intelligence so difficult to define?	Select a theory on intelligence and support or criticize the theory using specific examples	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video Mobile labs	Internet research and application to theory	Research a specific theory on intelligence and present information Class discussion
How is creativity just as important as intelligence?	Discuss why creative ideas must also be useful ideas.	Current textbook and resource binders Internet resources Association for Psychological Science and steaming video	Have students bring in random materials and in groups tell them they need to make something creative and useful out of the item	Group work in "Inventing" a new and useful product Final product Presentation of product
What situations require high emotional intelligence?	Examine how various social structures teach and prepare individuals to have high emotional intelligence?	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video	Students will discuss and evaluate hypothetical situations	Answers/explanation to hypothetical situations in which emotional intelligence must be used

Differentiation

- Clarify vocabulary terms prior to assignments
- Support background text
- Use pre-assessment tools to evaluate prior knowledge and adjusting lesson activities to reflect results
- Break assignments into smaller, more manageable parts
- Make assessment an ongoing, interactive process

Technology

Students will be encouraged to utilize on-line websites.

College and Workplace Readiness

Students may contact local colleges and universities and request course descriptions for: The Psychology of Exceptional Children, Developmental Disabilities, Hypnotherapy and Stress Management and Psychometrics.

Students should be encouraged to contact local professionals and conduct a career interview; focusing on level of degree, work environment, position availability, salary guide, hazards of the work environment.

Teachers may plan a field trip to a local hospital (Stress Management), Yoga Ashram (meditation), Testing Facility to discuss practical applications of the services offered and career opportunities.

Unit 05 - Principles of Psychology

Unit Plan

Enduring Understandings:

Personality has many influences and explanations.

Motivation and emotional styles are set at an early age of personality development.

Essential Questions:

How would people describe who you as a person?

In what ways are personality tests useful?

When does development begin and end?

How do the physical, social, emotional, and cognitive levels of an infant, child, teen, adult, elderly individual differ?

What motivates a person to work at their fullest potential?

What are the rules for expressing your emotions with regard to culture, age, gender, and religious beliefs?

Unit Goals:

Students will be able to explore the continuity and transitional factors involved in personality and development.

Students will be able to describe the biological and environmental influences on motivation and emotion.

Recommended Duration: 4-5 weeks

NJCCCS/APA Standards: 6.1D3d, 6.1D14f, 6.2A5e, 111A-1, 111A-2, 111A-3, 111A-4, 2.1A1, 2.1B1, 2.1C1, 2.2C1, 2.4A1, 2.4A3, 2.3A4, 2.4B4, 2.4C1, 2.4C5, 2.5B3, *S-ID1 thru 9, S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 8.1F1*

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is personality?	Define a healthy personality	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video Hand-out	Interview someone you view as being psychologically healthy	Recorded interview session Class discussion
What is a trait theory?	Research theories presented by Allport, Cattell, Costa/McCrae	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video Big 5 Personality Test	Describe different personality traits according to the various theories Personality trait test (Big Five, 16PF).	Discussion of test
What are the two main types of personality tests?	Provide examples of objective and projective tests; include the strengths and weaknesses of both types	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video Objective personality tests Projective personality tests	Lecture/application to personality tests Student created personality tests (group work)	Application of the TAT Type or Inkblot Test Quiz Evaluating the Different Types of Tests

<p>How would a psychoanalyst, behaviorist, and humanist explain personality development?</p>	<p>Describe how a psychoanalyst, behaviorist, and humanist would describe personality development</p>	<p>Current textbook and resource binders</p> <p>Internet resources Association for Psychological Science and streaming video</p>	<p>Create a Freudian Psychosexual Developmental Chart</p> <p>Identify Your Use of Defense Mechanisms</p> <p>Research a Neo-Freudian, Explaining the Similarities and Differences to Freud's View on Personality Development</p> <p>Select a Literary Work and Explain How Behaviorism is Influential in the Development of the Main Characters' Personalities</p> <p>Create a Hierarchy of Needs and Discuss Your Position in the Hierarchy</p>	<p>Organizational Chart on the Three Current Schools of Psychology</p> <p>Examples of Defense Mechanisms</p> <p>Research</p> <p>Venn Diagram</p> <p>Persuasive Essay Evaluating the Most and Least Scientific Theory</p> <p>Hierarchy</p>
<p>What are the important stages of pre-natal development?</p>	<p>Define terms that are related to pre-natal development</p>	<p>Current textbook and resource binders</p> <p>Internet resources Association for Psychological Science</p>	<p>Create a Developmental Chart</p>	<p>Chart on Prenatal Development</p>
<p>How are moral and intellectual development correlated?</p>	<p>Discuss how Piaget's Cognitive Theory and Kohlberg's Moral Theory influence each other</p>	<p>Current textbook and resource binders</p> <p>Internet resources Association for Psychological Science</p>	<p>Discuss Hypothetical Moral Dilemmas</p>	<p>Class discussion of the Heinz Dilemma</p>

What are the major social transitions from childhood to death?	Research Erik Erikson's psychosocial stages of development	Current textbook and resource binders Internet resources Association for Psychological Science Movie, "Parenthood"	Have Students View "Parenthood" and Identify Which Stage of Development Each Character is in	Application of Psychosocial Stages of Development to Movie
What are factors that motivate humans?	Explain the difference between a want and a need	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video Personal stories of students	Students Will Create a Want Versus Needs Chart	Want versus Need Chart
What is the difference between a social motive and a biological motive?	List the universal biological motives and cultural social motives	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video	Teacher Lecture	Quiz/Test Addressing How Biological Motives are Universal and Social Motives are Based in Upbringing Class discussion
What are basic emotions?	Describe Ekman's basic emotions	Current textbook and resource binders Internet resources Association for Psychological Science and streaming video Picture prompts of basic emotions	Picture Prompt	Class discussion on Assessing Picture Prompts of the Basic Emotions Quiz on Theories of Basic Emotions

Differentiation

Use pre-assigned groups so students know by cue where to move in the room and who to sit with

- Routinely meet with students in small groups
- Use multiple modes of teacher presentation
- Assign homework targeted to student needs at key points
- Shift activities within a class period

Technology

Students will be encouraged to utilize on-line websites

College and Workplace Readiness

Students may contact local colleges and universities, local agencies requesting course descriptions, information for: Early Child Development, Pre-school Education, Adolescent and Teen Counseling, Mentoring Programs, Peer Mentoring, Volunteer opportunities in day-care centers, camp programs, Senior Centers and Senior Communities.

Students should be encouraged to contact local professionals and conduct a career interview; focusing on level of degree, work environment, position availability, salary guide, hazards of the work environment.

Teachers may plan a field trip to a child care facility, senior center or nursing home facility.

Unit 06 - Principles of Psychology

Unit Plan

Enduring Understandings:

Normal and abnormal behavior differ with regard to the frequency, intensity, and duration of a behavior.
The classification system of mental illness reflects current trends in society.
Treatment is constantly evolving and changing as more is discovered about the causes of psychopathology.

Essential Questions:

How do you know when someone is mentally ill?
Why does mental illness have a negative connotation?
What are the most common forms of mental illness?
Discuss why many can empathize with a physical illness, yet are intimidated by psychological illness.
Where do most people learn about mental illness?
What are some of the difficulties in treating mental illness?
Why do most people delay psychological intervention?

Unit Goals:

Students will be able to appreciate the difficulty in differentiating between normal and abnormal behavior in a climate of continuous change.
Students will be able to describe past, present, and future development in the treatment/intervention of mental healthcare.

Recommended Duration: 4 - 5 weeks

NJCCCS/APA Standards: 6.2D5c, 6.2C6d, VA-1, VA-2, VA-3, VA-4, 2.1A2, 2.1C3, 2.1C4, 2.1E1, 2.1E3, 2.1E4, 2.2E1, 2.2E2, 2.3A1, 2.3A2, 2.3A3, 3.1A1, S-ID1 thru 9, S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 9.1F6, 8.1F1

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is the difference between normal and abnormal behavior?	Provide examples of how a single behavior can be perceived as both normal and abnormal when differentiating its frequency, intensity, and duration	Current textbook and resource Binders Internet resources Association for Psychological Science and streaming videos	When is it normal to talk to yourself and when is it abnormal?	Class discussion on shades of abnormality
What are the social, emotional, cognitive, and physical causes of mental illness?	Identify the models used to diagnose psychopathology and provide a current event to represent each one	Current textbook and resource Binders Internet resources Association for Psychological Science and YouTube	Lecture/ current events application	Lecture/ current events application such as the Jaycee Dugard case
What is considered normal today that was not acceptable behavior 30 years ago?	Examine the classification systems used in the diagnostic statistical manual	Current textbook and resource Binders Internet resources Association for Psychological Science and streaming videos Mobile labs	Internet research	Research the changes in the DSM Worksheet on the DSM
What are the two most common disorders seen in institutions and therapy?	List the major categories of mental illness and include 5-10 symptoms for each diagnosis	Current textbook and resource Binders Internet resources Association for Psychological Science and streaming videos	Group project: Multimedia presentations	Multimedia presentation of a specific Mental illness

<p>What were some of the earliest methods used to “cure” mental illness?</p>	<p>List early forms of treatment</p>	<p>Current textbook and resource Binders</p> <p>Internet resources Association for Psychological Science and streaming videos</p>	<p>Review earlier lessons on historical forms of treatment</p>	<p>Create a chart organizing those early methods which influenced modern Psychology and those that have Disappeared</p> <p>Quiz on the history of therapy</p>
<p>What are the current trends in mental healthcare today?</p>	<p>Describe insight therapy, behavioral therapy, biomedical treatment, and manage healthcare</p>	<p>Current textbook and resource Binders</p> <p>Internet resources Association for Psychological Science and streaming videos</p> <p>Journal Articles</p>	<p>Read Journal Articles</p> <p>Create a Treatment Plan Using One of the Types of Therapy</p>	<p>Article Summaries Being Certain the Identify and Access the Use of Varied Healthcare Options</p> <p>Treatment Plan</p>
<p>How does voluntary and involuntary commitment differ?</p>	<p>List the conditions of voluntary and involuntary types of commitment</p>	<p>Current Textbook and Resource Binders</p> <p>Internet resources Association for Psychological Science and streaming videos</p> <p>Current Events Article</p>	<p>Select an Article That Deals With the Insanity Pleas and Identify the Conditions Which Prove That the Individual is Eligible for This Definition of Mental Illness</p>	<p>Current Events Article Summary and Analysis</p>

Differentiation

- Create a template for treatment plans
- Make connections with key ideas/skills and students' interests
- Offer flexible opportunities for demonstrating skill
- Offer adjustable levels of challenge

Technology

Students will be encouraged to utilize on-line websites.

College and Workplace Readiness

Students may contact local colleges/universities and local organizations requesting course descriptions/program policies for: Community Care Behavioral Health Care, Health Insurance, Behavioral Therapy, Insight Therapy, Biomedical Treatment, Psychology, Psychiatry, Groups Therapy, AA, NA, Support Groups, Mental Health Hotlines.

Students should be encouraged to contact local professionals and conduct a career interview; focusing on level of degree, work environment, position availability, salary guide, hazards of the work environment.

Teachers may plan a field trip to a local mental health care facility.

Unit 07 - Principles of Psychology

Unit Plan

Enduring Understanding:

Social psychology considers how groups both help and hinder individual behavior.

Essential Questions:

What type of first impression do you make?

When working in a group, what role do you feel most comfortable taking on?

What is the difference between obedience and conformity?

How does the size of a group influence decision-making and productivity?

Why do people have different levels of affiliation needs?

What are the different types of groups that exist in a school?

Unit Goal: Students will be able to understand how peer groups, cultural groups, social groups, and work groups influence the behavior of the individual.

Recommended Duration: 3-4 Weeks

NJCCCS/APA Standards: 6.1D14e, 6.2A4d, 2.4A2, *S-ID1 thru 9*, S-IC1 thru 6, RH11-12.1 thru RH11-12.10, 9.1A1, 8.1F1

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Why are first impressions so important?	Examine how character analysis influenced by attractiveness, weight, gender, age, and baby faced features	Current textbook and resource Binders Internet resources Association for Psychological Science, and streaming videos Picture Prompts	Picture prompt analysis	Class discussion: How to make a positive first impression Short answers to picture prompts Are weight, gender, age, facial features correlated to success, happiness, opportunity
How do we know the expectations of specific social events?	List annual social events and create cognitive schemas for each one	Current textbook and resource binders Internet resources Association for Psychological Science, and streaming videos Picture prompts	Group work and teacher facilitation	Group work and presentations of cognitive schemas
How are stereotypes formed?	Discuss the pros/cons of stereotypes	Current textbook and resource Binders Internet resources Association for Psychological Science and streaming videos - Index Cards	Stereotyping/labeling activity	Participation in labeling activity Worksheet - whose label was the worst, easiest to have, most complimentary, etc.?

<p>What are key factors to attraction?</p>	<p>Discuss gender and cultural influences to attraction</p>	<p>Current textbook and resource</p> <p>Binders</p> <p>Internet resources Association for Psychological Science and streaming videos</p> <p>Articles</p> <p>Worksheet</p>	<p>Research and explain the Matching hypothesis and the reciprocity effects</p> <p>Read articles and discuss</p>	<p>Research on attraction laws</p> <p>Articles/worksheet</p> <p>Class discussion</p>
<p>What is the difference between conformity and obedience?</p>	<p>Examine historical influences of conformity and obedience</p>	<p>Current textbook and resource</p> <p>Binders</p> <p>Internet resources Association for Psychological Science and streaming videos</p>	<p>Research the Asche study, Zimbardo study, Milgram study, Darly and Latane study and identify If the study focuses on conformity or obedience</p>	<p>Research of various studies (Zimbard, Milgram, Asche)</p>
<p>How do social psychologists explain the connection between group attitudes/behavior and prejudice, discrimination, and hate.</p>	<p>Research historical examples of group attitude, prejudice, discrimination and hate being certain to explain why this happens from the perspective of a social psychologist</p>	<p>Current textbook and resource</p> <p>Binders</p> <p>Internet resources Association for Psychological Science</p> <p>Discovering Psychology - Social Psychology Video</p>	<p>Internet research</p> <p>View video</p> <p>Discussion</p>	<p>Presentations</p> <p>Essays</p>

What makes a good group?	Examine factors that contribute to the success and failure of a group	Current textbook and resource Binders Internet resources Association for Psychological Science and streaming videos	Define group cohesion and identify a group that you have participated in that meets the criteria of your definition	Class discussion - What makes a productive group and why?
What ingredients hinder the effectiveness of a group?	Define social loafing, group polarization, and groupthink	Current textbook and resource Binders Internet resources Association for Psychological Science and streaming videos Mobile labs Articles	Research a business that has failed and apply concepts to their failure	Oral report on social dynamics Presentation Class discussion

Differentiation

- Assign cooperative learning activities so that students of varied abilities may assist each other and work together on a task or project
- Provide one-to-one teacher support
- Provide multiple media and formats
- Provide multiple examples
- Offer choices in learning contexts
- Plan for like and unlike readiness, interest, and learning profile groups

Technology

Students will be encouraged to utilize on-line websites.

College and Workplace Readiness

Students may contact local colleges/universities and local organizations requesting course descriptions and program policies for: Industrial/Organizational Psychology, Human Factors Engineering, Human Relations, Sociology, Community Centers.

Students should be encouraged to contact local professionals and conduct a career interview; focusing on level of degree, work environment, position availability, salary guide, hazards of the work environment.