

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 11-12**

Course: Psychology

<p><i>Students will be able to :</i></p> <p>Apply both theoretical constructs and research methods to human behavior and mental processes.</p> <p>Demonstration an understanding of the principles associated with the bio-psychological, cognitive, developmental and sociocultural domains of psychology.</p> <p>Describe methods used by psychologists in their science and practice.</p> <p>Acquire, classify and organize information connected with human growth, development and behavior.</p> <p><i>Students will be able to :</i></p> <p>Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)</p> <p>Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)</p> <p>Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)</p> <p>Show connections, causal and otherwise, between particular events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)</p>	<p><i>A student will be able to:</i></p> <p>Methods 1.1 Describe and compare the biological, psychodynamic, cognitive, behavioral, humanistic and sociocultural perspectives.</p> <p>Methods 2.1 List and explain the major subfields of psychology.</p> <p>Methods 3.1 Describe the elements of an experiment.</p> <p>Methods 3.2 Explain the importance of sampling in psychological research.</p> <p>Methods 3.3 Compare and contrast different research strategies, i.e. survey, case study, naturalistic observation, longitudinal/cross-sectional studies and experiments.</p> <p>Methods 5.1 Identify ethical issues in psychological research.</p> <p>Methods 6.1 Describe psychology’s roots in philosophy and natural science.</p> <p>Methods 6.4 Describe psychology’s increasing inclusiveness of diverse interests and constituents.</p> <p>BIO 1.1 Identify the neuron as the basis for neural communication.</p> <p>BIO 1.3 Analyze how the process of neurotransmitters can be modified by heredity and environment.</p> <p>BIO 2.1 Classify the major divisions and subdivisions of the nervous system.</p> <p>BIO 3.1 Identify the structure and function of the major regions of the brain.</p> <p>BIO 4.1 Explain how research and technology have provided methods to analyze brain behavior and disease.</p> <p>BIO 5.1 Compare and contrast the influence on brain function between the right and left hemispheres.</p>	<p>ASSESSMENT STRATEGIES AND ACTIVITIES</p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>Notebook/journals</i></p> <p><i>Psychology News Journal</i></p> <p><i>Presentations and projects</i></p> <p><i>Tests, quizzes and exams</i></p> <p><i>Analytical essay</i></p> <p><i>Open ended questions & reflection</i></p> <p><i>Cross Generational activity</i></p> <p><i>Developmental Study</i></p> <p>SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES</p> <p>Discussion, presentations projects</p> <p>Demonstrations/Experiments</p> <p>Observational analysis</p> <p>Developing Timelines/analysis</p> <p>Lecture/note taking, study guides</p> <p>Diagrams/Graphic Organizers</p> <p>Field study</p> <p>Curriculum Produced Materials</p> <p>SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES</p> <p>TEXT</p> <p><i>Psychology</i> by David Meyer</p> <p><i>Psychology and You</i> by McMahon and Romano</p>
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Students will be able to demonstrate an understanding of the following terms:

Psychology theory Charles Darwin Wihelm Wundt
William James Neurobiological perspective
Behaviorial perspective Ivan Pavlov James Watson
B. F. Skinner psychoanalytic perspective
Sigmund Freud humanistic perspective
Carl Rogers cognitive perspective
Jean Piaget trait perspective Eclecticism
hypothesis Operational definition
Independent variable Dependent variable
Experimental group Control group
double-blind study Field experiment
statistical measures Research psychologists
applied psychologists Central nervous system
hemisphere Corpus callosum reflex
Neuron peripheral nervous system
Somatic nervous system dendrites axon synapse
autonomic nervous system acetylcholine
sympathetic nervous system neurotransmitters
dopamine endorphins frontal lobe parietal lobe
motor strip sensory strip occipital lobe thalamus
hypothalamus limbic system amygdale
hippocampus cerebellum endocrine system
reticular activating system(RAS) adrenaline
hormones glands pituitary gland adrenal glands
gonads androgen estrogen sensation
perception psychophysics
Absolute/difference thresholds
Sensory adaptation signal detection theory
Retina rods cones optic nerve
Chochlea cilia auditory nerve
Cutaneous receptors olfactory bulbs
Taste receptors olfactory nerve perceptual set
Constancy gestalt similarity proximity
Closure selective attention figure/ground
Retinal disparity illusions construct
Extrasensory perception conscious

A student will be able to:

BIO 6.1 Describe how the endocrine glands are linked to the nervous system.

SENS 1.1 Explain the concepts of thresholds, adaptation and signal detection.

SENS 1.2 Describe the operation of sensory systems.

SENS 1.4 Relate sensory processes to applications in areas such as advertising, music, architecture, etc.

SENS 2.1 Explain Gestalt concepts and principles.

SENS 2.2 Describe binocular and monocular depth cues.

SENS 1.1 Describe the REM, NREM sleep cycle.

SENS 1.3 Classify and characterize sleep disorders.

SENS 2.1 Demonstrate an understanding of individual differences in dream content and recall.

SENS 3.1 Describe several types of hypnotic phenomena.

SENS 4.1 Characterize and evaluation the major categories of psychoactive and hallucinogenic drugs.

LNG 1.1 Describe learning from a psychological viewpoint.

LNG 2.1 Describe Pavlov’s classical conditioning paradigm.

LNG 3.1 Describe Skinner’s operant conditioning paradigm.

LNG 4.1 Explain the process of observational learning.

LNG 4.2 Describe cognitive learning approaches.

LNG 5.1 Identify the role biology and culture pay in determining which behaviors will be learned.

LNG 5.3 Analyze the ways in which biological and cultural factions may interact to impede or enhance learning.

SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES

ADDITIONAL RESOURCES

Sources: Notable Selections in Psychology
edited by Terry Pettijohn

Weapon Against Pain: Hypnosis is no Mirage by Ernest R. Hilgard

The Interpretation of Dreams by Sigmund Freud

Leading Questions and the Eyewitness Report by Elizabeth Loftus

Word: Who Does Not Like and Why by Edward Deci

Facial Expressions of Emotion: New Findings, New Questions by Paul Elkman

The Evolution of the Stress Concept By Hans Selye

ON Being Sane in Insane Places by D.L. Rosenhan

Cognitive Therapy and the Emotional Disorders by Aaron Beck

VCR/DVD Presentations:

Psychology Careers for the 21st Century

The Brain Series:

The Story of Phineas Gage
Language and Speech: Broca & Wernicke’s Areas
Multiple Personality, Schizophrenia

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Students will be able to demonstrate an understanding of the following terms:

Preconscious unconscious Circadian rhythms
REM sleep dreams Manifest content
latent content beta waves Alpha waves
delta waves NREM sleep Night terror insomnia
narcolepsy Sleep apnea hypnosis mediation
Psychoactive drugs depressants stimulants
Barbiturates opiates amphetamines LSD
Marijuana classical conditioning stimulus Response
unconditional stimulus Unconditioned response
neutral stimulus Conditioned stimulus
conditioned response Aversive stimuli
stimulus generalization Stimulus discrimination
extinction Operant conditioning reinforcement
Primary reinforcement secondary reinforcement
Positive reinforcement negative reinforcement
Punishment shaping chaining latent learning
Continuous reinforcement social learning
schedules of reinforcement modeling
fixed ratio schedule variable ratio schedule
fixed interval schedule variable interval schedule
cognitive approaches to learning latent learning
cognitive map memory attention
Positive transfer negative transfer
Information processing schema encoding
Semantic encoding acoustic encoding
Sensory storage iconic memory
Echoic memory short term storage
Implicit memory explicit memory
Serial position effect recognition
Recall forgetting amnesia repression
Proactive interference retroactive interference
Hippocampus reconstructive memory
Mood-dependent memory
State- dependent memory

A student will be able to:

- MEM 1.1** Compare and contrast surface and deep processing.
- MEM 1.2** Identify factors that influence encoding.
- MEM 5.2** Describe and apply strategies for improving memory.
- MEM 2.1** Describe the operation of short term memory.
- MEM 2.2** Describe the operation of long term memory
- MEM 3.1** Describe the operation of short term memory.
- MEM 3.2** Analyze the role of retrieval cues in memory.
- MEM 3.3** Explain the role that interference plays in memory.
- MEM 4.1** Relate the difficulties created by reconstructive memory processes to repression and eyewitness testimony.
- MEM 1.1** Identify the brain structures most important to memory.
- MEM 1.2** Define thinking as a mental process in the manipulation and understanding of information.
- MEM 2.1** Describe the process of concept formation.
- MEM 2.2** Explain the use of creative thinking in problem solving.
- MEM 2.3** Describe common obstacles to effective problem solving and decision making.
- MEM 3.1** Define language as symbols and sounds that convey meaning and facilitate communication.
- MEM 5.1** Analyze the influence of language on thought and behavior.
- MOT 2.1** Describe the interaction of internal cues and environmental cues as they impact motivation and/or basic drives.
- MOT 2.2** Describe the situational cues giving rise to anger and fear.
- MOT 2.3** Describe the situational cues resulting in curiosity and anxiety.

SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES

VCR/DVD Presentations:

The Mind Series:

- The Frontal Lobe and Cognitive Function*
- Phantom Limb Pain*
- Mood Disorders: Mania/Depression*
- Psychopath/Antisocial Personality*
- Electroconvulsive Therapy (ECT)*

Forty-Eight Minutes

Left Hemisphere Removal: A Case Study

Abnormal Psychology Series:

- Manic Depression*
- Psychoanalytic Therapy*

Discovering Psychology Series

- Sensation and Perception*
- The Developing Child*
- Language Development*
- The Power of the Situation*
- Life without Memory: the Case of Clive Wearing*

Eating Disorders: Teenages Speak Out

Merchants of Cool

Forty Eight Hours Series:

Fears and Phobias

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Students will be able to demonstrate an understanding of the following terms::

Déjà vu cognition concept algorithm
 Heuristic insight mental set Functional fixedness
 language Linguistic determinism motivation
 instinct Need/drive/goal drive-reduction theory
 Homeostasis hierarchy of needs glucose
 Set point anorexia nervosa bulimia nervosa
 Sexual response cycle curiosity motivation
 Intrinsic/extrinsic motivation Achievement motivation
 emotional intelligence James-Lang theory
 Cannon-Bard theory Schachter's cognitive theory
 frustration conflict Approach-approach conflict
 anxiety Approach-avoidance conflict stress
 Avoidance-avoidance conflict eustress Hans Selye
 Double approach –avoidance conflict distress
 Reactions to stress fight/flight reaction adrenal glands
 Autonomic nervous system
 general adaptation syndrome GAS Alarm reaction
 stage of resistance Exhaustion Type A personality
 Stress coping mechanism abnormal psychology
 DSM-IV anxiety disorders panic attacks
 Simple phobias agoraphobia mania psychosis
 Obsessive compulsive disorder bi-polar disease
 Schizophrenia disassociative identity disorder
 Fugue traveling amnesia sociopath
 Psychotherapy insight therapy transference
 Carl Rogers active listening behavioral therapy
 Systematic desensitization aversion therapy
 Albert Ellis rational emotive therapy (RET)
 Anti-anxiety drugs anti-depressant
 Irrational thinking psychoactive medication
 Anti-psychotic drugs

A student will be able to:

- MOT 2.4** Describe the situational cues giving rise to extrinsic and intrinsic motivation.
- MOT 3.1** Describe Maslow's hierarchy of needs theory.
- MOT 4.1** Explain how common motives develop.
- MOT 6.1** Describe the James-Lange, Cannon-Bard and cognitive theories of emotion.
- MOT 7.2** Explain how learning, memory, problem solving, and decision making are influenced by motivation and emotion.
- MOT 1.1** Identify and explain major sources of stress.
- MOT 2.1** Classify possible physiological reactions to stress.
- MOT 3.1** Classify possible psychological reactions to stress
- MOT 4.1** Identify and explain cognitive strategies to cope with stress.
- MOT 4.2** Identify and explain behavioral strategies to cope with stress.
- DEV 1.1** Describe physical, social and cognitive changes from the prenatal period throughout lifespan.
- DEV 1.4** Apply developmental milestones to personal experiences.
- DEV 3.1** Outline human development from infancy through late childhood.
- DEV 4.1** Describe the role of critical periods in development.

RELATED SOFTWARE AND WEBSITES

PsychSim5: Worth Publications
Psychology's Timeline
What's Wrong with this Study
Neural Messages
Hemisphere Specialization?
Visual Illusions
EEG and Sleep Stages
Monkey See, Monkey Do
Expressing Emotion
Catching Liars
Social Decision-Making
Everybody's Doing It!