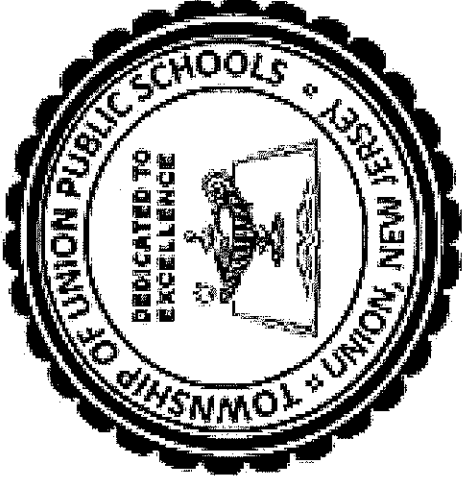


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Psychology  
August 2018**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

## **Course Description**

Psychology has been designed to provide students with an introductory overview of the field of psychology. The course is designed to introduce students to the scientific study of human and animal behavior with an emphasis on empirical data. The curriculum covers the major fields and subfields of psychology in a manner that is consistent with an introductory college course. The curriculum is designed to match the National Standards for The Teaching of Psychology published by the College Board. Students are expected to complete all assignments on time and to present only the finest examples of their work.

## **Recommended Resources**

**Kasschua, Richard. Understanding Psychology, Glencoe.**

### **Major Youtube Channels Used in This Course:**

**AsapSCIENCE**

**Big Think**

**SciShow**

**Rededication**

**Andrew Scott**

**Michael Britt**

**TEDtalks**

## Curriculum Units

Unit 1: History and research methods

Unit 2: Biopsychology

Unit 3: Sensation and Perception

Unit 4: Learning

Unit 5: Cognition

Unit 6: Motivation and emotion

Unit 7: Personality theory

Unit 8: Development

Unit 9: Abnormal Psychology

Unit 10: Social Psychology

## **Pacing Guide**

Unit 1: September/October

Unit 2: October/November

Unit 3: November/December

Unit 4: December/January

Unit 5: January/February

Unit 6: February

Unit 7: March

Unit 8: April

Unit 9: May

Unit 10: June



## Unit 1:

### History and research methods

Essential Questions	Student Learning Objectives	Activities	Assessments
What is psychology? What are psychology's goals? How did psychology emerge as a science? What are the major trends and specialties in psychology?	Students will be able to: Define psychology Explain psychology's scientific basis. Differentiate psychology's goals. Analyze the major perspectives. Synthesize the major	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions.	Outlines Quizzes Tests Free response

<p>What is critical thinking?</p> <p>How does psychology differ from false explanations of behavior?</p>	<p>research methods.</p> <p>Evaluate and engage in the principles of critical thinking.</p>		
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**Key Vocabulary Terms**

**Unit 1:**

Psychology, overt behaviors, empirical evidence, research method, personality theorist, cognitive psychologist, description, prediction, control, psychometrics, introspection, structuralism, functionalism, natural selection, behaviorism, Gestalt psychology

## Unit 2: Biopsychology

Essential Questions	Student Learning Objectives	Activities	Assessments
<p>How do nerve cells operate and communicate?</p> <p>How do we know how the brain works?</p> <p>How is the brain organized and what do the higher structures do?</p> <p>Why are the brain's association areas important and what happens if they are injured?</p>	<p>Students will be able to:</p> <p>Analyze how the nervous system works.</p> <p>Synthesize how brain areas relate to behavior.</p> <p>Diagnose behavioral problem caused by affected brain areas.</p> <p>Create a 3 dimensional model of the brain.</p> <p>Analyze the case study of Phineas Gage.</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions.</p>	<p>Outlines</p> <p>Quizzes</p> <p>Tests</p> <p>Free response</p>

What kinds of behaviors are controlled by the subcortex?			
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**Key Vocabulary Terms**

**Unit 2: Biopsychology**

Neuron, dendrites, axon, soma, action potential, absolute threshold, synapse, neurotransmitter, nerve, myelin, somatic system, motor neuron, mirror neuron, ablation, electrode, MRI, EEG, CT scan, Cerebrum, cerebellum, split-brain, occipital lobe, lobe

### Unit 3:

## Sensation and perception

Essential Questions	Student Learning Objectives	Activities	Assessments
<p>How do sensory systems function?</p> <p>What are the limits of our senses?</p> <p>How is vision accomplished?</p> <p>How do we see colors?</p> <p>What are the mechanisms of hearing?</p> <p>How do the chemical senses operate?</p>	<p>Students will be able to:</p> <p>Analyze how sensations take place in the body.</p> <p>Analyze how humans perceive the world.</p> <p>Synthesize how vision works.</p> <p>Synthesize how hearing works.</p> <p>Evaluate how hypnosis is done.</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	<p>Outlines</p> <p>Quizzes</p> <p>Tests</p> <p>Free response</p>

<p>What are the somesthetic senses and how do they operate?</p> <p>Why are we more aware of some sensations than others?</p> <p>What happens while we sleep?</p> <p>What is ESP?</p>	<p>Evaluate why we sleep and dream.</p>		
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## Key Vocabulary Terms

### Unit 3: Sensation and perception

Transducer, perceptual set, sensation, absolute threshold, difference threshold, just noticeable differences, subliminal perception, rods, cones, saturation, pupil, lens, retina, cornea, accommodation, myopia, pinna, eardrum, ossicles, cochlea, oval window, vestibular sense

### Unit 4 Learning

Essential Questions	Student Learning Objectives	Activities	Assessments
What is learning? How does classical conditioning occur? Does conditioning affect emotions?	Students will be able to: Evaluate how learning happens. Synthesize the procedural process of	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook	Outlines Quizzes Tests Free response

<p>How does operant conditioning occur?</p> <p>Are there types of reinforcement?</p> <p>How are we influenced by patterns of reward?</p> <p>What does punishment do to behavior? Does learning occur by imitation?</p> <p>How does biology influence learning?</p>	<p>learning. Differentiate classical and operant conditioning.</p> <p>Evaluate the schedules of reinforcement.</p> <p>Evaluate how superstitions are formed.</p> <p>Evaluate the connection between the mean world syndrome and desensitization.</p>	<p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	
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## Key Vocabulary Terms

### Unit 4: Learning

Learning, reinforcement, response, consequences, reflex, classical conditioning, operant conditioning, conditioned stimulus, unconditioned response, expectancy, extinction, spontaneous recovery, desensitization, vicarious conditioning, law of effect, shaping, superstition

### Unit 5:

### Cognition

Essential Questions	Student Learning Objectives	Activities	Assessments
Is there more than one type of memory?	Students will be able to:	Students will define the	Outlines

<p>What types of memory are there?</p> <p>How do long term and short term memory work?</p> <p>How is memory measured?</p> <p>What causes forgetting?</p> <p>What is nature of thought?</p> <p>How do we think?</p> <p>How are concepts learned?</p> <p>What is the role of language in thinking?</p> <p>How does animal</p>	<p>Evaluate how memory works.</p> <p>Synthesize the process of memory transfer.</p> <p>Evaluate the relationship between short and long term memory.</p> <p>Evaluate how cognition happens.</p> <p>Compare and contrast human and animal problem solving.</p> <p>Evaluate how metacognition takes place.</p> <p>Evaluate the relationship between IQ testing and cultural bias.</p>	<p>vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	<p>Quizzes</p> <p>Tests</p> <p>Free response</p>
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<p>thinking differ from humans?</p>			
<p>How do humans solve problems?</p>			
<p>What is known about metacognition?</p>			

**Key Vocabulary Terms**

**Unit 5:  
Cognition**

Memory, encoding, storage, retrieval, selective attention, short term memory, working memory, long term memory, chunking, rehearsal, false memory, schema, cognition, intelligence, IQ test, cultural bias, ethnocentrism, synesthesia, concept, concept formation, assimilation, phoneme, morpheme, language acquisition device, all or nothing thinking

## Unit 6:

### Motivation and emotion

<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Activities</b>	<b>Assessments</b>
<p>What is motivation?</p> <p>Are there different types of motives?</p> <p>What causes hunger, eating, and eating disorders?</p> <p>Is there more than one type of thirst?</p> <p>In what ways is the sex drive unusual?</p> <p>What are social motives?</p>	<p>Students will be able to:</p> <p>Evaluate the drives for motivation.</p> <p>Synthesize how hunger, thirst, and sex drive are initiated.</p> <p>Describe satiation and the biological causes.</p> <p>Evaluate the major theories of emotion?</p> <p>Define and explore the concept of love.</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	<p>Outlines</p> <p>Quizzes</p> <p>Tests</p> <p>Free response</p>

<p>What is the hierarchy of needs?</p> <p>What are the primary emotions?</p> <p>What is love?</p>	<p>Evaluate the hierarchy of needs and concept of self-actualization.</p>		
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**Unit 6:**

**Motivation and emotion**

**Key Vocabulary Terms**

Motivation, emotion, love, anger, joy, need, drive, response, homeostasis, hypothalamus, neuropeptide Y, leptin, set point, diet, metabolism, thirst, testosterone, estrogen, arousal, Yerkes-Dodson law, circadian rhythm, melatonin, self-actualization, hierarchy of human needs

**Unit 7:**  
**Personality**

<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Activities</b>	<b>Assessments</b>
<p>How do psychologists use the term personality?</p> <p>What core concepts make up personality?</p> <p>Are some personality traits more basic or important than others?</p> <p>How do different theorists explain personality?</p> <p>How do psychologists measure personality?</p>	<p>Students will be able to:</p> <p>Evaluate the concept of personality.</p> <p>Compare and contrast their self-evaluation of their personality to the responses of others.</p> <p>Evaluate psychosexual theory.</p> <p>Evaluate psychosocial theory.</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	<p>Outlines</p> <p>Quizzes</p> <p>Tests</p> <p>Free response</p>

<p>What is the difference between psychosexual theory and psychosocial theory?</p>	<p>Synthesize how personality testing is conducted.</p>		
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**Unit 7:  
Personality**

**Key Vocabulary Terms**

Personality, character, temperament, personality trait, introvert, extrovert, self-concept, self-esteem, common traits, central traits, surface traits, psychosexual theory, psychosocial theory, id, ego, super ego, persona, collective unconscious, archetypes, shadow

## Unit 8:

### Development

<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Activities</b>	<b>Assessments</b>
How do nature and nurture affect development? What can newborn babies do? What is the significance of a child's bond with parents? How important are parenting styles? What are the effects of a poor environment? What makes for	Students will be able to: Evaluate the contributions of nature and nurture. Synthesize how genetics influence traits. Evaluate how development is sequential. Analyze how attachment theory explains development. Evaluate parenting styles and their effectiveness.	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions	Outlines Quizzes Tests Free response



<p>effective punishment?</p> <p>What knowledge do we have about genetics and environment?</p>			
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**Unit 8:**  
**Development**

**Key Vocabulary Terms**

Developmental psychology, heredity, DNA, genes, chromosomes, dominant, recessive, temperament, easy child, difficult child, slow to warm up child, congenital problem, teratogen, neonate, fetus, rooting reflex, sucking reflex, maturation, imprinting, secure attachment

## Unit 9:

### Abnormal Psychology

Essential Questions	Student Learning Objectives	Activities	Assessments
How is normality defined? What are the major psychological disorders? What is a personality disorder? How can sexual behavior become disordered? What are mood and anxiety disorders? What are the warning signs of suicide?	Evaluate what normal is. Evaluate how deviance is defined. Evaluate the symptoms, causes, and treatments of schizophrenia. Analyze the relationship between depression and suicide. Analyze how sexual behavior can be symptomatic of disorder. Evaluate how serial killers emerge and what their motivations are.	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions	Outlines Quizzes Tests Free response

<p>What are the symptoms of psychosis?</p> <p>What are the symptoms and treatments of schizophrenia?</p> <p>How is psychoanalysis used?</p> <p>What are the major types of therapy?</p> <p>Why do serial killers kill?</p>	<p>Evaluate how therapeutic techniques treat various psychological illnesses.</p>
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**Unit 9:**  
**Abnormal psychology**

**Key Vocabulary Terms**

Psychopathology, abnormality, mental disorder, psychotic disorder, mood disorder, depression, anxiety disorder, post-traumatic stress disorder, obsessive compulsive disorder, dissociative identity disorder, paraphilia, pedophilia, sado-masochism, fetish, gender dysphoria, sociopath, psychopath, serial killer

**Unit 10:**

**Social Psychology**

<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Activities</b>	<b>Assessments</b>
How does group membership affect individual behavior?	Students will be able to: Evaluate how social roles impact behavior.	Students will define the vocabulary terms from the unit.	Outlines Quizzes

<p>What unspoken rules govern the use of personal space?</p> <p>How do we explain the causes of others and our own behavior?</p> <p>Why do people affiliate?</p> <p>What factors influence attraction?</p> <p>What factors determine friendship?</p> <p>How do cults emerge?</p> <p>How do situational demands alter behavior?</p> <p>What are some examples of teen and adult conformity?</p>	<p>Evaluate how social norms vary between regions and cultures.</p> <p>Analyze how we attribute behavior to situational factors.</p> <p>Evaluate what drives people into relationships.</p> <p>Analyze how cults emerge.</p> <p>Explore the drawbacks of groupthink.</p>	<p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	<p>Tests</p> <p>Free response</p>
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**Unit 10:  
Social psychology**

**Key Vocabulary Terms**

**Social psychology, culture, social role, social norm, group polarization, groupthink, personal space, fundamental attribution error, conflict scenarios, multiple approach avoidance conflict, cognitive dissonance, observer bias, conformity, social comparison, social exchange theory**

## Resource Links

College Board

[www.collegeboard.org](http://www.collegeboard.org)

Youtube

[www.youtube.com](http://www.youtube.com)

Google classroom

[www.classroom.google](http://www.classroom.google)

. Kahoot

. [www.kahoot.com](http://www.kahoot.com)

