

**PSYCHOLOGY**  
**PCTI Curriculum Unit Planner**

|   |   |                 |              |
|---|---|-----------------|--------------|
| <b>Content Area:</b>  | <b>Psychology</b>   | <b>Grade(s)</b> | <b>10-12</b> |
| <b>Unit 1 Title:</b>  | <b>Introduction to Psychological Perspective, Research, Method and Design</b> |                 |              |
| <b>Suggested Time Frame:</b>  | <b>10 Weeks</b>   |                 |              |
| <b>CCS Standard(s) Addressed</b>  |   |                 |              |
| <ul style="list-style-type: none"> <li>• SS 6.1.12.A.1; 6.2.12.D.2.d ; 9.1.12.F.6 ; 6.3.12.D.1; 2.1.12.A.2; 9.1.12.F.6;</li> <li>• ELA - RH 11-12.1,2,3,4,5,6,7,8,9,10; 11-12; ELA - WHST. 1,2,3,4,5,6,7,8,9,10;</li> <li>• ELA – SL 9-10.1-6; ELA – SL 11-12.1; 1A-D; 2-6</li> </ul>   |   |                 |              |
| <b>Essential Questions (3-5)</b>  |   |                 |              |
| <ul style="list-style-type: none"> <li>• What are the goals of psychology?</li> <li>• How did psychology develop as a unique form of study?</li> <li>• How do psychologists gather information?</li> <li>• How does psychology influence daily life?</li> <li>• What can influence the results of experiments?</li> <li>• How do psychologists safeguard ethical standards?</li> </ul>  |   |                 |              |
| <b>Anchor Text</b>  |   |                 |              |
| <ul style="list-style-type: none"> <li>• <b>Understanding Psychology, McGraw-Hill 2014</b></li> </ul>   |   |                 |              |
| <b>Informational Sources</b>  |   |                 |              |
| <ul style="list-style-type: none"> <li>• Publication Manual of the American Psychological Association, Sixth Edition by American Psychological Association</li> <li>• Diagnostic and Statistical Manual DSM American Psychiatric Association</li> <li>• Ethical Principles of Psychological and Code of Conduct – APA</li> <li>• Dale Carlson “The Teen Brain”</li> <li>• David Hothersall “The Wild Boy of Aveyron”</li> <li>• Jamie Hale “The Amazing Power of the Placebo Effect”</li> </ul> |   |                 |              |

- Divisions of the American Psychological Association Chart
- Professions in Psychology <http://psychology.about.com/od/branchesofpsycholog1/>
- Psychology Today <http://www.psychologytoday.com/>

### **Suggested Writing Assessments**

- Identify the four goals of psychology and apply each to a psychology research study.
- Application of the Scientific Method Activity
- Insight into Behavior Journal Writing
- Analyzing Ethical Issues
- Compare and Contrast Approaches to Psychology
- Research Method/Design/Reporting

### **Resources (websites, Blackboard, documents, etc.)**

- Annenberg Learner-History of Psychology <http://www.learner.org/series/discoveringpsychology/history/index.html>
- Discovery Education <http://app.discoveryeducation.com/search?Ntt=psychology>
- Inside Out: The Story of Psychology
- Psych Central- <http://psychcentral.com/>
- “ Inside Out” Psychology Program- United Streaming Discovery Education <http://www.discoveryeducation.com/>
- Ethical Principles of Psychological and Code of Conduct – APA <http://www.apa.org/ethics/code/index.aspx?item=4>
- McGraw Hill Network Resources Videos /Worksheets: a. What is Psychology? b. Professions in Psychology c. The Skinner Box
- Branches of Psychology <http://psychology.about.com/od/branchesofpsycholog1/>
- Famous Psychology Experiments that could never happen today. <http://mentalfloss.com/article/52787/10-famous-psychological>
- Analyzing Primary Sources: Freud’s Interpretation of Dreams <http://connected.mcgraw->
- Video and Presentation Sources: [connect.mcgraw-hill.com/](http://connect.mcgraw-hill.com/)
- Interactive Bell ringer | Complex Behaviors
- Interactive Graphic Organizer | Social Sciences
- Interactive Whiteboard Activity | The Scientific Method
- Interactive Chart | The Scientific Method
- Interactive Chart | Test Your Intuitions
- Interactive Bell ringer | Galton’s Theory of Inheritable Traits
- Interactive Graphic Organizer | Development of Psychology
- Interactive Whiteboard Activity | Contemporary Approaches to Psychology

- Video and Presentation Sources –continued- [connect.mcgraw-hill.com/](http://connect.mcgraw-hill.com/)
- Cartoon | Rat Researchers
- Quick Lab | Why Do You Do What You Do
- Interactive Bell ringer | Fields in Psychology
- Interactive Graphic Organizer | Specialty Fields of Psychology
- Interactive Whiteboard Activity | Subfields of Professional Psychology
- Graph | Where Psychologists Work

## PCTI Curriculum Unit Planner

|  |   |                 |              |
|--|---|-----------------|--------------|
| <b>Content Area:</b>   | <b>Psychology</b>                           | <b>Grade(s)</b> | <b>10-12</b> |
| <b>Unit 2 Title:</b>   | <b>Theories of Personality and Behavior</b> |                 |              |
| <b>Suggested Time Frame:</b>   | <b>10 Weeks</b>                             |                 |              |
| <b>CCS Standard(s) Addressed</b>   |   |                 |              |
| <ul style="list-style-type: none"> <li>• SS 2.3.12. B.1; 2.3.12.C.1; 5.1.12.A.1; 2.5.12. B.2, 2.5.12.B.2; 9.1.12.A.1, 5.1.12.A.1, 2.2.12.A.3;</li> <li>• ELA - RH 11-12.1,2,3,4,5,6,7,8,9,10; ELA - WHST. 1,2,3,4,5,6,7,8,9,10;</li> <li>• ELA – SL 9-10.1-6; ELA – SL 11-12.1; 1A-D; 2-6</li> </ul>   |   |                 |              |
| <b>Essential Questions (3-5)</b>   |   |                 |              |
| <ul style="list-style-type: none"> <li>• How do internal functions of the body affect behavior?</li> <li>• How do changes in our bodies’ processes lead to change in our behavior?</li> <li>• How does the brain solve problems?</li> <li>• How does the brain learn new skills?</li> <li>• What motivates behavior?</li> <li>• How is behavior influenced by environment?</li> <li>• How does experience influence personality?</li> <li>• How can groups shape the behavior of individuals?</li> <li>• How does culture influence behavior?</li> </ul> |   |                 |              |
| <b>Anchor Text</b>   |   |                 |              |
| <ul style="list-style-type: none"> <li>• <b>Understanding Psychology, McGraw-Hill 2014</b></li> </ul>  |   |                 |              |
| <b>Informational Sources</b>   |   |                 |              |
| <ul style="list-style-type: none"> <li>• C.G. Jung “The Archetypes and the Collective Unconscious”</li> <li>• Carl Rogers “On Becoming a Person: a Therapist’s View of Psychotherapy”</li> <li>• Abraham H. Maslow “Motivation and Personality”</li> </ul>   |   |                 |              |

- Publication Manual of the American Psychological Association, Sixth Edition by American Psychological Association
- Connecting Psychology to Geography | Global Nutrition and Brain Development
- Profiles in Psychology | Carl Rogers
- Gordon Allport “ Letters from Jenny”
- John Hopkins Medicine- Case Study- “Personality Disorder”
- Case Study: “ The Five-Factor Model of Personality and Career Success”

### **Suggested Writing Assessments**

- Journal reflections
- Lab reporting
- Analyzing Nature v Nurture Debate/ Application of Personality Theories
- Creating fictional narratives / Application of Personality Theories
- “Being Self-Actualized” Activity
- Perspectives and Interpretations on Behavior

### **Resources (websites, Blackboard, documents, etc.)**

- Graphic Organizer Theories of Personality
- Psychology Fair
- Graphic Organizer: Defense Mechanisms
- McGraw Hill Online Chapter 14 Psychology Virtual Lab- Testing Personality Lab 14
- The Cerebral Cortex Interactive- McGraw-Hill Interactive Chapter 6
- Ethical Principles of Psychological and Code of Conduct – APA <http://www.apa.org/ethics/code/index.aspx?item=4>
- Maslow’s Hierarchy of Needs Diagram – <http://psychology.about.com/>
- “ Inside Out” Psychology Program- United Streaming Discovery Education <http://www.discoveryeducation.com/>
- <http://connected.mcgraw-hill.com/connected/login.do> Video and Presentation Sources:
- Purposes of Personality Theories Video
- Interactive Graphic Organizer | Personality Theories
- Interactive Whiteboard Activity | Major Schools of Personality Theory
- Interactive Image | Personality Characteristics Cartoon
- Bell ringer | Analyzing Defense Mechanisms
- Interactive Graphic Organizer | Psychoanalysts: Jung, Adler, and Freud
- Interactive Whiteboard Activity | Identifying Defense Mechanisms

- Interactive Diagram | Freud's Model
- Interactive Image | Freudian Slips
- Image | Archetypal Hero
- Bell ringer | Contingencies of Reinforcement
- Stanford Prison Experiment - <http://www.prisonexp.org/>
- Interactive Graphic Organizer | Behaviorism and Social Cognition
- Interactive Whiteboard Activity | Behaviorism and Social Cognitive Theory
- Bell ringer | A Positive View of the Self
- Interactive Graphic Organizer | Fully Functioning Individual
- Interactive Whiteboard Activity | Theories of Self-Actualization
- Interactive Chart | Characteristics of Self-Actualized People chart
- Connecting Psychology to Geography | Culture and Personality
- Interactive Diagram | Functions of the Brain's Hemispheres Quick Lab |
- Interactive Diagram | Brain Activity on a PET Scan
- Sigmund Freud Documentary Part 1,2,3, [http://www.youtube.com/watch?v=3q9IRY\\_VXPs](http://www.youtube.com/watch?v=3q9IRY_VXPs)
- Documentary on Carl Jung 2 Parts <http://www.shamanswell.org/shaman/video-documentary-carl-jung-and-journey-self-discovery>
- B.F. Skinner's Shaping Experiment ("Skinner's Box") <http://www.youtube.com/watch?v=D-RS80DVvrg>
- B.F Skinner's Operant Conditioning Chamber <http://www.youtube.com/watch?v=SUwCgFSb6Nk>
- The difference between operant and classical conditioning <http://www.youtube.com/watch?v=H6LEcM0E0io> Discovery Education
- Inside Out: The Story of Psychology <http://app.discoveryeducation.com/search?Ntt=psychology>

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|  |   |                 |       |
|--|---|-----------------|-------|
| <b>Content Area:</b>   | Psychology                                  | <b>Grade(s)</b> | 10-12 |
| <b>Unit 3 Title:</b>   | Psychological Breakdown of Mental Processes |                 |       |
| <b>Suggested Time Frame:</b>   | 10 Weeks                                    |                 |       |
| <b>CCS Standard(s) Addressed</b>   |   |                 |       |
| <ul style="list-style-type: none"> <li>• SS 2.1.12.E.1; 2.1.12.E.2; 2.1.12.E.3; 2.1.12.E.4; 9.2.12.C.1; 6.3.12.D.1; 2.1.12.C.3;</li> <li>• ELA - RH 11-12.1,2,3,4,5,6,7,8,9,10; WHST. 1,2,3,4,5,6,7,8,9,10.</li> <li>• ELA – SL 9-10.1-6; ELA – SL 11-12.1; 1A-D; 2-6</li> </ul>   |   |                 |       |
| <b>Essential Questions (3-5)</b>   |   |                 |       |
| <ul style="list-style-type: none"> <li>• What happens when psychological processes break down?</li> <li>• How does stress influence behavior?</li> <li>• How can therapists modify behavior?</li> <li>• How do changes in the body change the mind?</li> </ul>   |   |                 |       |
| <b>Anchor Text</b>   |   |                 |       |
| <ul style="list-style-type: none"> <li>• <b>Understanding Psychology, McGraw-Hill 2014</b></li> </ul>  |   |                 |       |
| <b>Informational Sources</b>   |   |                 |       |
| <ul style="list-style-type: none"> <li>• Deepak Chopra “ Creating Health “ How to Wake Up the Body’s Intelligence</li> <li>• Profiles in Psychology Deepak Chopra</li> <li>• Sharon Jayson- “Stress Divides the Genders”</li> <li>• Case Study “The Illusion of Stress”</li> <li>• Wray Herbert “ Embattled Childhood: The Real Trauma in PTSD”</li> <li>• Case Study “Munchausen’s Syndrome”</li> <li>• Case Study “Secrets of a Wild Child”</li> <li>• Dr. Berney Goodman “ When the Body Speaks Its Mind “</li> </ul> |   |                 |       |

### **Suggested Writing Assessments**

- Psychology Lab Report
- Journal Writing
- Developing a Fact Sheet
- Reflection paragraph
- Reaction paragraph
- Psychological Disorder Perspective Writing

### **Resources (websites, Blackboard, documents, etc.)**



- Psychology Virtual Lab: Addicted to Social Media
- Discovery Education <http://app.discoveryeducation.com/search?Ntt=psychology> Inside Out: The Story of Psychology
- FILM “A Beautiful Mind “(2001)135 min - Biography Drama - 4 January 2002(USA) DVD
- FILM “ Three Faces of Eve” 1957 DVD also full movie viewed on <http://www.youtube.com/watch?v=SOxxf8zJt9M>
- National Institute of Mental Health- <http://www.nimh.nih.gov/index.shtml>
- Psych Central <http://psychcentral.com/disorders/schizophrenia/>
- Bipolar Disorder” Video Program <http://connected.mcgraw-hill.com/connected/login.do/>
- Graphic Organizer Activity | Psychological Disorders
- Interactive Bell ringer | Normal vs. Abnormal Behavior
- Interactive Graphic Organizer | Abnormal Behavior
- Interactive Whiteboard Activity | Introduction to Psychological Disorders
- More About | Hysteria
- More About | The Insanity Defense
- Interactive Chart | Psychological Disorders of Axis 1
- Image | Normal Human Brain
- Image | Behavior in Cultural Context
- Profiles in Psychology | Abraham Maslow
- Secrets of a Wild Child- Nova Film Documentary
- Interactive Bell ringer | Anxiety Disorders
- Interactive Graphic Organizer | Symptoms of Anxiety Disorders
- Interactive Whiteboard Activity | Symptoms of Anxiety Disorders
- Chart | Phobias
- Quick Lab | What Fears Are Most Common Among Teenagers?
- Interactive Bell ringer | Hypochondriasis
- Interactive Graphic Organizer | Dissociative Disorders
- Interactive Whiteboard Activity | Dissociative Disorders

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|  |                       |                 |       |
|--|-----------------------|-----------------|-------|
| <b>Content Area:</b>   | Psychology            | <b>Grade(s)</b> | 10-12 |
| <b>Unit 4 Title:</b>   | Life Span Development |                 |       |
| <b>Suggested Time Frame:</b>   | 10 Weeks              |                 |       |
| <b>CCS Standard(s) Addressed</b>   |                       |                 |       |
| <ul style="list-style-type: none"> <li>• SS 6.2.1.12.C.1; 6.2.12.D.2; 2.1.12.D.1; 2.1.12.C.1; 6.2.12.D.2.d ;</li> <li>• ELA - RH 11-12.1,2,3,4,5,6,7,8,9,10; WHST. 1,2,3,4,5,6,7,8,9,10;</li> <li>• ELA – SL 9-10.1-6; SL 11-12.1; 1.A-D; 2-6</li> </ul>   |                       |                 |       |
| <b>Essential Questions (3-5)</b>   |                       |                 |       |
| <ul style="list-style-type: none"> <li>• How do our abilities change from birth to childhood?</li> <li>• What impact do parents have on the development of their children?</li> <li>• How do physical changes impact emotional development?</li> <li>• How does culture influence behavior?</li> <li>• How do cognitive abilities progress with age?</li> <li>• How do people manage life changes?</li> <li>• How do our experiences change our behavior?</li> </ul> |                       |                 |       |
| <b>Anchor Text</b>   |                       |                 |       |
| <ul style="list-style-type: none"> <li>• <b>Understanding Psychology, McGraw-Hill 2014</b></li> </ul>  |                       |                 |       |
| <b>Informational Sources</b>   |                       |                 |       |
| <ul style="list-style-type: none"> <li>• Jean Piaget “ The Child’s Conception of the World</li> <li>• Profiles in Psychology   Jean Piaget</li> <li>• Connecting Psychology   Public Service and Developmental Health</li> <li>• Diversity in Psychology   Body Image and Eating Disorders</li> <li>• Development Profiles in Psychology   Erik Erikson</li> <li>• Case Study- Too Late for Words: The Case of Genie</li> </ul>                                      |                       |                 |       |

- Case Study- Early Maturation
- John Hopkins University “ Babies Remember Even When They Seem to Forget”
- Lauren Gravitz “ Making Smarter Computers by Making Them Think Like Children”
- Marya Hornbacher “ Wasted”
- Adam Daly “ What’s Behind the Phenomenon of Aging and Happiness”
- An APA press release “ Childhood Music Lessons”
- Case Study “Psychologically Able to Decide”

### **Suggested Writing Assessments**

- Journal Reflection
- Psychology Lab Reports
- Analyzing, Contrasting, Speculating Primary Sources
- Identifying Perspectives
- Informative/Explanatory writing
- “ This is My Life” Life Span Application Activity
- “Childhood Keepsake” Childhood Development Application Activity

### **Resources (websites, Blackboard, documents, etc.)**

- Interactive Bell ringer | Maturation from Birth to Childhood
- Interactive Graphic Organizer | Physical, Perceptual, and Language Development
- Interactive Whiteboard Activity | Communication and Language Development
- Interactive Diagram | Physical and Motor Development
- Image | The Visual Cliff
- Interactive Graph | Visual Preference of Infants
- Interactive Chart | Flowering of Language
- Interactive Bell ringer | Assimilation and Accommodation
- Interactive Graphic Organizer | Cognitive and Emotional Development
- Interactive Whiteboard Activity | Studying Childhood Development
- Table | Types of Conservation
- Interactive Table | Piaget’s Stages of Cognitive Development
- Interactive Image | Types of Attachment
- Quick Lab | How Do Children Exhibit Attachment?

- Interactive Bell ringer | Parenting Styles
- Interactive Graphic Organizer | Parenting Styles
- Interactive Whiteboard Activity | Development of Moral Reasoning
- Video | Truth About Violence/ Video Worksheet
- Interactive Diagram | Freud’s Theory of Psychosexual Development
- Interactive Chart | Erikson’s Theory of Psychosocial Development
- Interactive Cartoon | Role-Taking
- Interactive Table | Kohlberg’s Stages of Moral Development
- Interactive Bell ringer | Adolescence: A Time of Change
- Interactive Graphic Organizer | Adolescents and Maturation
- Interactive Whiteboard Activity | Brain Changes During Adolescence
- Interactive Graph | Average Annual Gains in Height Interactive Cartoon | Changing Norms Cartoon
- Interactive Image | Glands That Release Hormones
- Interactive Bell ringer | Adolescent Problems according to Elkind
- Interactive Graphic Organizer | Marcia’s Identity Theory
- Interactive Whiteboard Activity | Bandura’s Social Learning Theory of Development
- Quick Lab | How Does the Media Portray Adolescents?
- Interactive Chart | Kohlberg’s Model of Moral
- Development Profiles in Psychology | Erik Erikson
- Interactive Chart | Identity Categories
- Interactive Image | Margaret Mead and Samoa
- Interactive Bell ringer | Cliques and Conformity—The Pluses and Minuses
- Interactive Graphic Organizer | Adolescent Difficulties
- Interactive Whiteboard Activity | Influence of Family and Peers on Adolescents
- Interactive Chart | Juvenile Arrests in the United States
- Diversity in Psychology | Body Image and Eating Disorders
- Interactive Bell ringer | How Children Learn Gender Roles
- Interactive Graphic Organizer | The Origin of Gender Differences
- Interactive Whiteboard Activity | Understanding Gender and Sex
- Interactive Cartoon | Gender Roles
- Video | Gender Differences
- Interactive Bell ringer | Decisions and Challenges: College and Work

- Interactive Graphic Organizer | Sources of Change
- Interactive Whiteboard Activity | Five Major Sources of Job Satisfaction
- Interactive Graph | Employment and Median Earnings of Women By Industry
- Interactive Graphic Organizer | Adulthood
- Interactive Whiteboard Activity | Physical and Cognitive Changes in Adulthood
- Interactive Diagram | How Our Bodies Age
- Interactive Diagram | Levinson's Theory of Male Development
- Quick Lab | Do Men and Women Go Through the Same Stages of Development?
- Interactive Bell ringer | Changes in Mental Functioning Interactive Graphic Organizer
- Old Age Interactive Cartoon | Views of Growing Older
- Interactive Whiteboard Activity | Making Assumptions
- Interactive Graph | Percentage of Older Population
- Interactive Bell ringer | Approaching Death
- Interactive Graphic Organizer | Dying and Death
- Interactive Whiteboard Activity | Stages of Grief and Death
- Image | Hospice Care
- Discovery Education <http://app.discoveryeducation.com/search?Ntt=psychology> Inside Out: The Story of Psychology
- The Five Stages of Grief <http://psychcentral.com/lib/the-5-stages-of-loss-and-grief/000617>

## Psychology Student Proficiencies

### I. Course Overview

Psychology is a one year elective course offered to students in grade 10, 11 and 12. It is an introductory course that explores major psychological concepts and theories of Human Behavior. Units of study include: Approaches to Psychology, Research, Methods, Life Span Development, Working of the Body and Mind, Learning and Cognitive Processes, Personality, Psychological Disorders/Therapy and Social Psychology. The course is designed to incorporate a personal adjustment as well as a discipline oriented approach. Psychological concepts will be examined as well as their application to everyday life. Students will experience the fundamentals of group dynamics through a hands on approach. Self-awareness, team building and group dynamics activities will be the core to the learning process. Emphasis on communication, listening, decision-making and conflict resolution skills will also be incorporated. These skills are aimed at enhancing leadership qualities and character development. It is anticipated that through this course of study and experience, students will gain a greater awareness of self and insight into the dynamics of interpersonal and group relationships. This knowledge and application can assist students in developing vital life skills.

### II. Proficiencies

Upon successful completion of the course requirements, the student will be able to:

1. Define psychology as the scientific study of behavior and mental processes.
2. Analyze the history of psychology and development of major behavioral theories.
3. Compare and contrast major human behavior theories.
4. Identify major fields of psychology.
5. Describe cognitive, social, biological and emotional patterns of human development throughout the life span.
6. Demonstrate an understanding of learning theories and its application in daily life.
7. Describe and analyze major classifications of psychological disorders and therapeutic approaches.
8. Develop an understanding on how individual behavior, group dynamics, cultural differences and biological factors interact and the impact it has on society.
9. Develop effective communication, problem solving, decision making and conflict resolution skills.
10. To develop respect for the mentally ill through knowledge and understanding of mental illness.