

**BLACK HORSE PIKE REGIONAL HIGH SCHOOL
HIGHLAND TIMBER CREEK TRITON
SOCIAL STUDIES DEPARTMENT**

SYLLABUS – PSYCHOLOGY 1

Course Overview

Psychology is the scientific study of behavior and mental processes. In a voyage through the inner workings of the human mind, students will formulate their own answers to age old questions we ask every day, especially thinking “why do people act, feel and think they way they do?’ The course emphasizes insights students will use every day based upon both up to date research and historical theory. Carefully chosen topics from the major schools of psychological thought will not only help students achieve a basic knowledge of psychology, but more importantly a better understanding of themselves.

Topics of interests include the on-going debate of the roles of heredity vs. the environment; development throughout the life span (stage theories, gender roles); sensation and perception, the brain and it’s altered states (sleep, dreams, and hypnosis).The class strives to meet the New Jersey Core Curriculum Content Standards’ mission of providing learners with the “knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.”

Course Content Outline and National Psychology Standards

First Marking Period

Unit #1: History of Psychology/ Research Methods
(**SCI.9-12.SI.1,SCI.9-12.SI.2**)

Unit #2: Biological Basis of Behavior - Body and Behavior and Sensation and Perception
(**SCI.9-12.B.1, SCI.9-12.B.2**)

Second Marking Period

Unit #2: Biological Basis of Behavior – Altered States of Consciousness
(**SCI.9-12.B.3**)

Unit #3: Development Psychology
(**SCI.9-12.DL.1**)

Course Expectations and Skills

- Develop scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology.
- Recognize the diversity of individuals who advance the field.
- Explore multicultural and global perspective that recognizes how diversity is important to understanding psychology.
- Develop an awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made.
- Acknowledge that psychology explores behavior and mental processes of both human and non-human animals.
- Value appreciation for ethical standards that regulate scientific research and professional practice.
- Explain the understanding that different content areas within psychological science are interconnected.
- Possess ability to relate psychological knowledge to everyday life.
- Prepare for the variety of careers available to those who study psychology.
- Show appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels.
- Conclude with the awareness of the importance of drawing evidence-based conclusions about psychological phenomena.

Course Materials

Kasschau, Richard. *Understanding Psychology*. New York, Glencoe McGraw-Hill 2008

1. **Notebook:** All students will be required to maintain a notebook.

Grading

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40% - Projects: 15%
- Minor Assessments: 25% - Homework/Classwork: 20%

Teacher information

TBA

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Psychology 1 UNIT 1: INTRODUCTION & METHODS</p>	<p>Unit Summary: This unit introduces psychology, identifies its most common research methods, and explains why it is useful to study psychology. It also explores the relatively brief history of psychology and previews the large number of professions available to those interested in psychology. This unit emphasizes the importance of scientific research to the field of psychology and introduces the basic techniques involved in conducting sound research. Common statistical techniques used to analyze research are also introduced.</p>
<p>Grade Level(s): 11/ 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Why study psychology? 2. How has the history of the study of psychology influenced the field today? 3. How can psychologists act as professionals? 4. What is psychological research? 5. What are the problems in psychological research, and what are some possible solutions to those problems? 6. How do psychologists use statistics to organize and apply their research? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Through the study of psychology, people can discover psychological principles that have the potential to enrich the lives of humans. 2. Psychology involves sets of questions, theories, methods, and possible answers that have been passed on, studied, and changed from generation to generation. 3. Psychologists are trained to observe, analyze, and evaluate behavior patterns, to develop theories of behavior, and to apply what they have learned to influence behavior. 4. Psychologists conduct their research in one of a variety of ways to test a hypothesis, solve a problem, or confirm previous findings. 5. Psychologists must recognize and resolve errors while conducting their research. 6. Psychologists must collect and evaluate evidence to test their hypotheses.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

Learning Target	NJSLS or CCSS
1. Recognize the range of topics that are covered in an introductory psychology course.	SCI.9-12.SI.1.1 LA.11-12.RI.2 LA.11-12.RH.4 LA.11-12.RH.10
2. Describe the goals and scientific basis of psychology.	LA.11-12.R.CCR.5 LA.11-12.RST.2
3. Explain important trends in the history of psychology.	2. SCI.9-12.SI.1.1.1 SCI.9-12.SI.1.1.2 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.5 LA.11-12.R.CCR.10
4. Analyze various approaches to the study of psychology.	2. SCI.9-12.SI.1.1.3 SCI.9-12.SI.1.1.4 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10
5. Identify the work of a psychologist.	3. SCI.9-12.SI.1.2.1 SCI.9-12.SI.1.2.2 SCI.9-12.SI.1.2.3 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10
6. Compare and contrast the careers and specialized fields in psychology.	4. SCI.9-12.SI.1.2.1 SCI.9-12.SI.1.2.2 SCI.9-12.SI.1.2.3 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10
7. Reconstruct the process of psychological research and the scientific method.	5. SCI.9-12.SI.1.2.1 SCI.9-12.SI.1.2.2 SCI.9-12.SI.1.2.3 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10
8. Distinguish the different types of psychological research.	6. SCI.9-12.SI.1.2.1 SCI.9-12.SI.1.2.2 SCI.9-12.SI.1.2.3 LA.11-12.RH.10 LA.11-12.RI.1 LA.11-12.R.CCR.10
9. Critique the methodological hazards of doing research.	7. SCI.9-12.SI.2.1.1 LA.11-12.RH.10 LA.11-12.RST.2
10. Evaluate the experimental procedures psychologists use to avoid bias.	8. SCI.9-12.SI.2.1.2 SCI.9-12.SI.2.1.3 SCI.9-12.SI.2.1.4 LA.11-12.RH.10
11. Manipulate types of descriptive statistics and inferential statistics.	

	<p>LA.11-12.RST.4</p> <p>9. SCI.9-12.SI2.2.1 SCI.9-12.SI.2.2.1 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10</p> <p>10. SCI.9-12.SI2.2.1 SCI.9-12.SI.2.2.1 LA.11-12.RH.10 LA.11-12.RST.8</p> <p>11. SCI.9-12.SI2.3.1 SCI.9-12.SI2.3.2 SCI.9-12.SI2.3.3 SCI.9-12.SI2.3.4 SCI.9-12.SI2.3.5 SCI.9-12.SI2.3.6 LA.11-12.RH.10 5.1.12.A LA.11-12.R.CCR.10</p>

Inter-Disciplinary Connections:

Language Arts Literacy: Technical writing for experiments, writing biographical information, writing non-leading survey questions

Technology: Microsoft Word for typed documents; video clips; web navigation

Art: Pictures of different subfields of psychologist, skit on psychologists today, diagram of phrenology

Math: Mean, median, mode computations, collecting data using variables, analyze technology based on graphs

Science: Data collection on psychological subjects, cognitive v. physiological behaviors, scientific method (create own experiment)

Students will engage with the following text:

Understanding Psychology, Glencoe-McGraw Hill (2008)
Current Psychological Journal Articles: “Human Nature and Pop Culture”

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Cornell Notes – daily note taking
Original Experiment using the scientific method
Reaction response (exit slip) – Who is your favorite psychologist?
Survey on psychological concept
Skit on subfields of psychology

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Introduction to Psychology

Define all chapter vocabulary
Cornell Notes
Chapter Packet with open ended questions and definitions
Chapter Packet with design of sample research questions
Body Project
Psychology as a profession project
Test Your Intuitions Activity
HW: List physiological and cognitive behaviors (daily life)
Evolutionary psychology, Psychoanalysis/psychodynamic, Developmental psychology
Video Clip: Scientific Method
Goals of Psychology: Why do seniors get senioritis?
Graphic Organizer: Psychological approaches
Name that psychologist activity
Graphic Organizer: Key psychologists
Socratic Seminar: Ethics and psychology
Case Study: David Reimer (Ethics)
Map of phrenology
List personal characteristics according to map of phrenology
Jobs in psychology list
Biography of a famous psychologist
Who's Who based on key characteristics
Skits on what a psychologist does today

Compare and contrast differences between the subfields
Secondary Source Reading: "Psychology as a Soft Science"

Research Methods

Define all chapter vocabulary

Cornell Notes

Chapter Packet with open ended questions and definitions

Create your own experiment based on scientific method

Take a survey to examine pitfalls

Write survey to give to students

Collect data and analyze measure of central tendency: mean, median and mode calculations

Take a walk to collect naturalistic data

Operationally define different variables

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

HW activities: Finding Correlations, Cartoon Drawing, Cornell Notes, Data collection on heights of your family

In Class Discussion: Question and answer

Socratic Seminar: Ethics and psychology

Notebook: Cornell Notes daily summative

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Benchmark Test: Introduction to Psychology: Multiple Choice and open ended responses, Research Methods: Multiple Choice and open ended responses.

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that

require more detailed responses and deeper understanding of material.

Performance Assessments:

Projects: Body project, Creating and giving a survey, Psychology as a Profession

Case Study: David Reimer (Ethics)

Skits: What a psychologist does today

Create: Own experiment based on scientific method

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, After-school support;

Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

Key to Standards

Scientific Inquiry

SCI.9-12.SI.1 - [*Standard Area*] - Perspectives in Psychological Science

SCI.9-12.SI.1.1 - [*Content Standard*] - Development of psychology as an empirical science

SCI.9-12.SI.1.1.1 - [*Performance Standard*] - Define psychology as a discipline and identify its goals as a science

SCI.9-12.SI.1.1.2 - [*Performance Standard*] - Describe the emergence of psychology as a scientific discipline

SCI.9-12.SI.1.1.3 - [*Performance Standard*] - Describe perspectives employed to understand behavior and mental processes

SCI.9-12.SI.1.1.4 - [*Performance Standard*] - Explain how psychology evolved as a scientific discipline

SCI.9-12.SI.1.2 - [*Content Standard*] - Major subfields within psychology

SCI.9-12.SI.1.2.1 - [*Performance Standard*] - Discuss the value of both basic and applied psychological research with human and non-human animals

SCI.9-12.SI.1.2.2 - [*Performance Standard*] - Describe the major subfields of psychology

SCI.9-12.SI.1.2.3 - [*Performance Standard*] - Identify the important role psychology plays in benefiting society and improving people's lives

Research Methods, Measurement, and Statistics

SCI.9-12.SI.2.1 - [*Content Standard*] - Research methods and measurements used to study behavior and mental processes

SCI.9-12.SI.2.1.1 - [*Performance Standard*] - Describe the scientific method and its role in psychology

SCI.9-12.SI.2.1.2 - [*Performance Standard*] - Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods

SCI.9-12.SI.2.1.3 - [*Performance Standard*] - Define systematic procedures used to improve the validity of research findings, such as external validity

SCI.9-12.SI.2.1.4 - [*Performance Standard*] - Discuss how and why psychologists use non-human animals in research

SCI.9-12.SI.2.2 - [Content Standard] - Ethical issues in research with human and non-human animals
SCI.9-12.SI.2.2.1 - [Performance Standard] - Identify ethical standards psychologists must address regarding research with human participants
SCI.9-12.SI.2.2.2 - [Performance Standard] - Identify ethical guidelines psychologists must address regarding research with non-human animals
SCI.9-12.SI.2.3 - [Content Standard] - Basic concepts of data analysis
SCI.9-12.SI.2.3.1 - [Performance Standard] - Define descriptive statistics and explain how they are used by psychological scientists
SCI.9-12.SI.2.3.2 - [Performance Standard] - Define forms of qualitative data and explain how they are used by psychological scientists
SCI.9-12.SI.2.3.3 - [Performance Standard] - Define correlation coefficients and explain their appropriate interpretation
SCI.9-12.SI.2.3.4 - [Performance Standard] - Interpret graphical representations of data as used in both quantitative and qualitative methods
SCI.9-12.SI.2.3.5 - [Performance Standard] - Explain other statistical concepts, such as statistical significance and effect size
SCI.9-12.SI.2.3.6 - [Performance Standard] - Explain how validity and reliability of observations and measurements relate to data analysis

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Psychology 1 UNIT 2: BIOLOGICAL BASIS OF BEHAVIOR</p> <p>Grade Level(s): 11/12</p>	<p>Unit Summary: This unit explores the ways in which the brain and the body work together. The functions of the nervous system, the endocrine system, and how the environment affects the brain are described. This unit will explore altered states of consciousness, and sleep and sleep disorders are introduced. Additionally, the processes of sensation and perception are examined. Sensory thresholds and the organization of perceptual information are explored.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the basic structure of the nervous system? 2. How do the many parts of the brain influence human behavior? 3. How does the endocrine system influence human behavior? 4. How do heredity and environment affect human behavior? 5. What is involved in the various stages of sleep? 6. How do altered states of consciousness influence people when they are awake? 7. How do drugs alter people's consciousness? 8. How do sensations influence people's understandings? 9. How do people's senses receive sensations? 10. How do people understand sensations? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Learning about the nervous system helps us know how messages that are sent to the brain cause behavior. 2. There are many parts in the human brain that work together to coordinate movement and stimulate thinking and emotions, resulting in behavior. 3. The endocrine system controls and excites growth and affects emotions and behavior in people. 4. Heredity is the transmission of characteristics from parents to children, while environment is the world around you; they both have a major effect on your body and behavior. 5. Sleep – an essential state of consciousness – involves stages and periods of dreaming. 6. Hypnosis, biofeedback, and meditation are altered states of consciousness that can occur when we are awake. 7. Psychoactive drugs interact with the central nervous system to alter consciousness. 8. Sensations occur anytime a stimulus activates a receptor, and they initiate humans' understanding of their reality. 9. The sense organs – the eyes, ears, tongue, nose, skin, and others – are the receptors of sensations. 10. The way we interpret sensations and organize them into meaningful experiences is called perception.

PART II: INSTRUCTIONAL TRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Identify the parts of the nervous system.	1. SCI.9-12.B.1.1
2. Demonstrate the functions of the nervous system.	2. SCI.9-12.B.1.1.2 LA.11-12.RST.2
3. Describe the structure and functions of the human brain and ways psychologists study the brain.	3. SCI.9-12.B.1.1.3 SCI.9-12.B.1.1.4 SCI.9-12.B.1.1.5
4. Predict the functions of hormones in the endocrine system.	4. SCI.9-12.B.1.2
5. Categorize examples of the effects of heredity and environment on behavior.	5. SCI.9-12.B.1.3.1
6. Summarize research of the effects of heredity and environment on behavior.	SCI.9-12.B.1.3.2 SCI.9-12.B.1.3.3
7. Analyze the four stages of sleep and the period of dreaming.	LA.11-12.RST.8
8. Interpret how hypnosis, biofeedback, and meditation are altered states of consciousness that can occur while we are awake.	6. SCI.9-12.B.1.4.1 SCI.9-12.B.1.4.2 SCI.9-12.B.1.4.
9. Compare and contrast psychoactive drugs and demonstrate how they interact with the central nervous system to alter consciousness.	LA.11-12.RST.2
10. Critique how sensations occur anytime a stimulus activates a receptor and that perceptions allow humans to react to their environment.	7. SCI.9-12.B.3.2.1 SCI.9-12.B.3.2.2 SCI.9-12.B.3.2.3 SCI.9-12.B.3.2.4 SCI.9-12.B.3.2.5
11. Provide examples of the sense organs as the receptors of sensations.	LA.11-12.RST.4 LA.11-12.RST.2
12. Recognize perception as the way we interpret sensations and organize them into meaningful experiences.	8. SCI.9-12.B.3.4.1 SCI.9-12.B.3.4.2 SCI.9-12.B.3.4.3
	LA.11-12.RST.4
	9. SCI.9-12.B.3.3.1 SCI.9-12.B.3.3.2 SCI.9-12.B.3.3.3 SCI.9-12.B.3.3.4
	LA.11-12.RST.2
	10. SCI.9-12.B.2.1.1 SCI.9-12.B.2.1.2
	LA.11-12.RST.4

11. SCI.9-12.B.2.2.1
SCI.9-12.B.2.2.2
SCI.9-12.B.2.2.3
SCI.9-12.B.2.2.4
LA.11-12.RST.2

12. SCI.9-12.B.2.3.1
SCI.9-12.B.2.3.2
SCI.9-12.B.2.3.3
SCI.9-12.B.2.3.4
SCI.9-12.B.2.3.5
SCI.9-12.B.2.3.6
LA.11-12.RST.4

Inter-Disciplinary Connections:

Language Arts Literacy –Debate: nature v. nurture, Open ended response: writing a ghost story, circadian rhythms, and sleep and dreams journal

Technology – Microsoft word for typed documents, video clips, web navigation, applications for brain study

Art – Pipe cleaner neuron, Create a brain, color coding brain functions, analyze optical illusions, creating a persuasive advertisement, neuron dance, neural communication

Science – Discussion of the nervous system, diagram of nervous system, and sleep cycle, anatomy of the eye, ear and tongue, identification of right and left brain functions

Students will engage with the following text:

Understanding Psychology, Glencoe-McGraw Hill (2008)

Primary Source Reading: Stroop effect, Neurotransmitters and their Effect, Hypnosis and Athletics, How Much Sleep Do You Need?, Hypnosis and the Suppression of Pain

Secondary Source Reading: Phineas Gage

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; Give students annotated copies of readings; Provide students with summaries of primary/secondary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary reference sheet or bookmark to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Cornell notes – daily note taking
Writing Prompt: ghost story of nervous system
Writing Prompt: circadian rhythms
Journal Writing: Sleep & Dreams
Story of superhero with augmented brain structure
Outcome of split brain surgery
How an optical illusion works
How experience is needed for depth perception

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Biological Bases of Behavior

Define all chapter vocabulary
Diagram and build a neuron
Diagram the Central Nervous System
Neuron dance
Write a ghost story about the nervous system
Kinesthetic neural communication
Video: neurotransmitters
Building brain models
Brain teaser puzzles
Video clip: Shallow Hal (hypnosis)
Video: left and right brain
Superpowers activity
Intrinsic v. extrinsic activity
Habit bound activity
Mind reading activity
Primary Source Reading: Neurotransmitter and their Effects
Activity: identify left right brain functions
Computer Lab: IQ Test
Virtual Game: Mr. Split Brainy

Video: twins and nature v. nurture
Hormones v Neurotransmitter Venn diagram
MRI, EEG, PET and CAT scan pictures
Case Study: split brain
Debate: nature and nurture
Color code diagram of human brain

Sensation and Perception

Define all chapter vocabulary
Absolute threshold & difference threshold experiments
Sensory adaptation activity
Optical illusions
Class discussion: ESP??
Video Clip: Subliminal messages (Disney movies and advertisement)
Stroop effect demonstration
Blind spot demonstration
Taste test experiment
Create an advertisement using gestalt principles
Cocktail party demonstration
Dual listening demonstration
Weber's Law demonstration
Video: selective attention – gorilla
Video: subconscious attention – memory
Video: change blindness
Difference threshold demonstration
Zimbardo prison experiment
Diagram an eye
Color blindness demonstration
Video: laser eye surgery
Sound demonstration (Beep test)
Diagram an ear
Taste test experiment
Analyze illusions for monocular and binocular cues
Video Clips: optical illusions

States of Consciousness

Diagram the sleep cycle
Chart on # of hours of sleep/age group
Write a story about circadian rhythm
Keep a journal of sleep and dreams
Top (10) nightmares list
Altered v. Normal activities list
Analyze dreams based on many different theories

Compare the effects of sleep loss of those of alcohol

Rate sleep disorders

Video Clips: sleep disorders

Movie: Rat Race (narcolepsy)

Experiment of power of suggestion

List of hypnotic states

Demonstration: hypnosis suggestibility

Primary Source Reading: Hypnosis and Athletics

Primary Source Reading: How Much Sleep Do You Need?

Primary Source Reading: Hypnosis and the Suppression of Pain

Meditative breathing

Yoga/Tai Chi

Diagram drugs and effects on consciousness

Mouse Party

Suggested Accommodations/Modifications for Assignments and Instruction:

Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

HW/CW activities: make a model of a brain, computer demonstrations, IQ test, diagrams of neuron, brain, eye, ear, and endocrine system, ghost story and circadian rhythm story, packet of questions

In Class Discussion: Question and answer, nature v. nurture debate

Notebook: Cornell Notes daily summative

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Benchmark Test: Brain/Neuron Quiz, Biological Bases of Behavior Multiple Choice & Open Ended Response Questions, Sensation and Perception: Multiple Choice, Open Ended Response Questions, Sleep and Consciousness Multiple Choice & Open Ended Response Questions

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Projects: Kinesthetic brains, neuron dance, neuron model, nature/nurture debate, diagram endocrine system, matching scans, dream log , create an optical illusion

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, After-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

Key to Standards

Biological Bases of Behavior

SCI.9-12.B.1.1 - [Content Standard] - Structure and function of the nervous system in human and non-human animals

SCI.9-12.B.1.1.1 - [Performance Standard] - Identify the major divisions and subdivisions of the human nervous system

SCI.9-12.B.1.1.2 - [Performance Standard] - Identify the parts of the neuron and describe the basic process of neural transmission

SCI.9-12.B.1.1.3 - [Performance Standard] - Differentiate between the structures and functions of the various parts of the central nervous system

SCI.9-12.B.1.1.4 - [Performance Standard] - Describe lateralization of brain functions

SCI.9-12.B.1.1.5 - [*Performance Standard*] - Discuss the mechanisms and the importance of plasticity of the nervous system

- [*Content Standard*] - Structure and function of the endocrine system

SCI.9-12.B.1.2.1 - [*Performance Standard*] - Describe how the endocrine glands are linked to the nervous system

SCI.9-12.B.1.2.2 - [*Performance Standard*] - Describe the effects of hormones on behavior and mental processes

SCI.9-12.B.1.2.3 - [*Performance Standard*] - Describe hormone effects on the immune system

SCI.9-12.B.1.3 - [*Content Standard*] - The interaction between biological factors and experience

SCI.9-12.B.1.3.1 - [*Performance Standard*] - Describe concepts in genetic transmission

SCI.9-12.B.1.3.2 - [*Performance Standard*] - Describe the interactive effects of heredity and environment

SCI.9-12.B.1.3.3 - [*Performance Standard*] - Explain how evolved tendencies influence behavior

SCI.9-12.B.1.4 - [*Content Standard*] - Methods and issues related to biological advances

SCI.9-12.B.1.4.1 - [*Performance Standard*] - Identify tools used to study the nervous system

SCI.9-12.B.1.4.2 - [*Performance Standard*] - Describe advances made in neuroscience

SCI.9-12.B.1.4.3 - [*Performance Standard*] - Discuss issues related to scientific advances in neuroscience and genetics

Sensation and Perception

SCI.9-12.B.2.1 - [*Content Standard*] - The processes of sensation and perception

SCI.9-12.B.2.1.1 - [*Performance Standard*] - Discuss processes of sensation and perception and how they interact

SCI.9-12.B.2.1.2 - [*Performance Standard*] - Explain the concepts of threshold and adaptation

SCI.9-12.B.2.2 - [*Content Standard*] - The capabilities and limitations of sensory processes

SCI.9-12.B.2.2.1 - [*Performance Standard*] - List forms of physical energy for which humans and non-human animals do and do not have sensory receptors

SCI.9-12.B.2.2.2 - [*Performance Standard*] - Describe the visual sensory system

SCI.9-12.B.2.2.3 - [*Performance Standard*] - Describe the auditory sensory system

SCI.9-12.B.2.2.4 - [*Performance Standard*] - Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense)

SCI.9-12.B.2.3 - [*Content Standard*] - Interaction of the person and the environment in determining perception

SCI.9-12.B.2.3.1 - [*Performance Standard*] - Explain Gestalt principles of perception

SCI.9-12.B.2.3.2 - [*Performance Standard*] - Describe binocular and monocular depth cues

SCI.9-12.B.2.3.3 - [*Performance Standard*] - Describe the importance of perceptual constancies

SCI.9-12.B.2.3.4 - [*Performance Standard*] - Describe perceptual illusions

SCI.9-12.B.2.3.5 - [*Performance Standard*] - Describe the nature of attention

SCI.9-12.B.2.3.6 - [*Performance Standard*] - Explain how experiences and expectations influence perception

Consciousness

SCI.9-12.B.3.1 - [*Content Standard*] - The relationship between conscious and unconscious processes

SCI.9-12.B.3.1.1 - [*Performance Standard*] - Identify states of consciousness

SCI.9-12.B.3.1.2 - [*Performance Standard*] - Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)

SCI.9-12.B.3.2 - [*Content Standard*] - Characteristics of sleep and theories that explain why we sleep and dream

SCI.9-12.B.3.2.1 - [*Performance Standard*] - Describe the circadian rhythm and its relation to sleep

SCI.9-12.B.3.2.2 - [*Performance Standard*] - Describe the sleep cycle

SCI.9-12.B.3.2.3 - [*Performance Standard*] - Compare theories about the functions of sleep

SCI.9-12.B.3.2.4 - [*Performance Standard*] - Describe types of sleep disorders

SCI.9-12.B.3.2.5 - [*Performance Standard*] - Compare theories about the functions of dreams

SCI.9-12.B.3.3 - [*Content Standard*] - Categories of psychoactive drugs and their effects

SCI.9-12.B.3.3.1 - [*Performance Standard*] - Characterize the major categories of psychoactive drugs and their effects

SCI.9-12.B.3.3.2 - [*Performance Standard*] - Describe how psychoactive drugs act at the synaptic level

SCI.9-12.B.3.3.3 - [*Performance Standard*] - Evaluate the biological and psychological effects of psychoactive drugs

SCI.9-12.B.3.3.4 - [*Performance Standard*] - Explain how culture and expectations influence the use and experience of drugs

SCI.9-12.B.3.4 - [*Content Standard*] - Other states of consciousness

SCI.9-12.B.3.4.1 - [*Performance Standard*] - Describe meditation and relaxation and their effects

SCI.9-12.B.3.4.2 - [*Performance Standard*] - Describe hypnosis and controversies surrounding its nature and use

SCI.9-12.B.3.4.3 - [*Performance Standard*] - Describe flow states

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Psychology 1 UNIT 3: DEVELOPMENT	Unit Summary: This unit explores human development from birth through old age. The physical, cognitive, social, emotional development of infants and children are described. The physical, personal, social, and sexual developments that occur during adolescence are explained. This unit examines the psychological issues that arise in adulthood.
Grade Level(s): 11/12	
Essential Question(s): <ol style="list-style-type: none"> How do infants develop? How does development continue throughout childhood? What types of developmental processes occur throughout adolescence? How do gender roles and differences influence people's behavior? How does development continue throughout life? 	Enduring Understanding(s): <ol style="list-style-type: none"> Infants are born equipped to experience the world – as they grow physically; they also develop perceptions and language. As the thought processes of children develop, they begin to think, communicate and relate with others, solve problems, and face various social decisions. All adolescents experience dramatic development physically, sexually, personally, and socially; all of which have major influences on their own identity and behavior. Females and males have physical and psychological gender differences, and their beliefs about what they think it means to be male or female influence their behavior. As people age, their priorities and expectations change to match realities, and they experience losses as well as gains.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

Learning Target	NJSLS or CCSS
1. Recognize that as infants grow physically, they also develop cognitive skills, perceptions, and language.	1. SCI.9-12.DL.1.1.1 SCI.9-12.DL.1.1.4 SCI.9-12.DL.1.2.1 SCI.9-12.DL.1.3.1 SCI.9-12.DL.1.3.2 SCI.9-12.DL.1.4.1 SCI.9-12.DL.1.4.2 SCI.9-12.DL.1.4.3 SCI.9-12.DL.1.4.4 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10
2. Interpret how as the thought processes of children develop, they begin to think, communicate, and relate with others, and solve problems.	
3. Critique the social decisions children face as they grow and progress through the stages of life.	
4. Distinguish the physical development and biological changes that all adolescents	

experience.

5. Categorize the changes in patterns of reasoning, moral thinking and the development of one's identity and personality during the transition from childhood to adulthood.

6. Summarize the changes that adolescents undergo in their social relationships.

7. Compare and contrast the physical and psychological differences of males and females.

8. Critique how beliefs about male/female differences influence behavior.

9. Illustrate the shifting priorities and outlooks on life that occur from adolescence throughout the remainder of life.

10. Relate how we depend on others to survive and the factors that influence our attraction to others.

11. Summarize the three components of Freud's psychoanalytic theory: the id, ego and superego.

2. SCI.9-12.DL.1.1.3
SCI.9-12.DL.1.2.1
SCI.9-12.DL.1.5.1
LA.11-12.RH.10
LA.11-12.RST.2

3. SCI.9-12.DL.1.1.2
SCI.9-12.DL.1.5.2
SCI.9-12.DL.1.5.3
LA.11-12.RH.2
LA.11-12.RH.7
LA.11-12.RH.10

4. SCI.9-12.DL.1.1.1
SCI.9-12.DL.1.6.1
LA.11-12.RH.10
LA.11-12.RST.2
LA.11-12.R.CCR.10

5. SCI.9-12.DL.1.2.2
SCI.9-12.DL.1.6.2
SCI.9-12.DL.1.7.1
LA.11-12.RH.10
HE.9-12.2.1.12.B
LA.11-12.WHST.4

6. SCI.9-12.DL.1.2.3
LA.11-12.RH.10
LA.11-12.WHST.4
LA.11-12.RST.2

7. SCI.9-12.DL.1.6.3
LA.11-12.RH.10
LA.11-12.RST.2

8. SCI.9-12.DL.1.6.4
SCI.9-12.DL.1.7.2
LA.11-12.RH.10
LA.11-12.RST.2

9. SCI.9-12.DL.1.1.5
SCI.9-12.DL.1.7.3
LA.11-12.RH.10
HE.9-12.2.1.12.B
LA.11-12.RST.2

10. SCI.9-12.SC.1.1.1
LA.11-12.RH.10
LA.11-12.RH.7

11. SCI.9-12.DL.1.6.3
LA.11-12.RH.10
LA.9-12.RST.1



Inter-Disciplinary Connections:

Language Arts Literacy: Write a baby book narrative, read sections of As Nature Made Him, future writing, written reaction to Harlow, expository writing on what has shaped personality, read and analyze sections of A Child Called It

Technology: Microsoft Word for typed documents, video clips, web navigation

Art: Design a baby book, creating of child abuse pamphlet, skit on Erikson conflicts

Math: Chronological order of development skills

Science: Developmental timeline , teenage mind reading

Students will engage with the following text:

Understanding Psychology, Glencoe-McGraw Hill (2008)

As Nature Made Him

A Child Called it

Kohlberg's moral dilemmas

Secondary source reading: "What's Wrong With the Teenage Mind?"

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; Give students annotated copies of readings; Provide students with summaries of primary/secondary source documents; Pre-teach necessary vocabulary and skills; Provide students with a vocabulary reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Cornell Notes – daily note taking

Timeline of developmental skills

Child abuse pamphlet

Letters to grandchild

Lesson plans based on Piaget

Expository writing: What has shaped my personality?

Reaction to As Nature Made Him

A child's book based on Freud

Kohlberg Dilemma

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Development

Define all chapter vocabulary

Timeline of physical and gross motor skills

Baby book

Child abuse pamphlet

Video: sensorimotor skills

Video: conservation and egocentrism

Focus Writing: Pamphlet on child abuse

Case Study: As Nature Made Him

Compare types of parenting

Create a skit on Erikson conflicts

Write a letter to your grandchild

Analyze moral dilemma examples via Kohlberg

Secondary Source Reading: "What's Wrong With the Teenage Mind?"

Suggested Accommodations/Modifications for Assignments and Instruction:

Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

HW activities: Child abuse pamphlet, writing a letter to future generations, Kohlberg dilemma analysis, developmental skills timeline, reading on teenage mind

Notebook: Cornell Notes daily summative

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Benchmark Test: Development: Multiple Choice and Open Ended Response Questions

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Projects: Skits on Erikson's stages, stereotyping game to combat and show prejudices, written reflection on attractiveness, essay on personality development

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete and visual examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

KEY TO STANDARDS

Development

SCI.9-12.DL.1.1.1 - [Performance Standard] - Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development

SCI.9-12.DL.1.1.2 - [Performance Standard] - Explain issues of continuity/discontinuity and stability/ change

SCI.9-12.DL.1.1.3 - [Performance Standard] - Distinguish methods used to study development

SCI.9-12.DL.1.1.4 - [Performance Standard] - Describe the role of sensitive and critical periods in development

SCI.9-12.DL.1.1.5 - [Performance Standard] - Discuss issues related to the end of life

SCI.9-12.DL.1.2 - [Content Standard] - Theories of life span development

SCI.9-12.DL.1.2.1 - [Performance Standard] - Discuss theories of cognitive development

SCI.9-12.DL.1.2.2 - [Performance Standard] - Discuss theories of moral development

SCI.9-12.DL.1.2.3 - [Performance Standard] - Discuss theories of social development

SCI.9-12.DL.1.3 - [Content Standard] - Prenatal development and the newborn

SCI.9-12.DL.1.3.1 - [Performance Standard] - Describe physical development from conception through birth and identify influences on prenatal development

SCI.9-12.DL.1.3.2 - [Performance Standard] - Describe newborns' reflexes, temperament, and abilities

SCI.9-12.DL.1.4 - [Content Standard] - Infancy (i.e., the first two years of life)

SCI.9-12.DL.1.4.1 - [Performance Standard] - Describe physical and motor development

SCI.9-12.DL.1.4.2 - [Performance Standard] - Describe how infant perceptual abilities and intelligence develop

SCI.9-12.DL.1.4.3 - [Performance Standard] - Describe the development of attachment and the role of the caregiver

SCI.9-12.DL.1.4.4 - [Performance Standard] - Describe the development of communication and language

SCI.9-12.DL.1.5 - [Content Standard] - Childhood

SCI.9-12.DL.1.5.1 - [Performance Standard] - Describe physical and motor development

SCI.9-12.DL.1.5.2 - [Performance Standard] - Describe how memory and thinking ability develops

SCI.9-12.DL.1.5.3 - [Performance Standard] - Describe social, cultural, and emotional development through childhood

SCI.9-12.DL.1.6 - [Content Standard] - Adolescence

SCI.9-12.DL.1.6.1 - [Performance Standard] - Identify major physical changes

SCI.9-12.DL.1.6.2 - [Performance Standard] - Describe the development of reasoning and morality

SCI.9-12.DL.1.6.3 - [Performance Standard] - Describe identity formation

SCI.9-12.DL.1.6.4 - [Performance Standard] - Discuss the role of family and peers in adolescent development

SCI.9-12.DL.1.7 - [Content Standard] - Adulthood and aging

SCI.9-12.DL.1.7.1 - [Performance Standard] - Identify major physical changes associated with adulthood and aging

SCI.9-12.DL.1.7.2 - [Performance Standard] - Describe cognitive changes in adulthood and aging

SCI.9-12.DL.1.7.3 - [Performance Standard] - Discuss social, cultural, and emotional issues in aging

