

Psychology
Curriculum Mapping
2019-2020
Wade Gall

Unit: What is Psychology?		Time: August 2019
Standards Taught		
<ul style="list-style-type: none"> • Psychological Science: • 1.1- Define Psychology as a discipline and identify its goals as a science • 1.2- Describe the emergence of psychology as a scientific discipline • 1.3- Describe perspectives employed to understand behavior and mental processes • 2.2- Describe the major subfields of Psychology 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • Bell Ringer Exercises • Lecture/Notes over Chapter 1 • Assignments which corresponded with the lesson. • Assessments
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the chapter and sections would be about or would cover</i>	<i>Psychology, Behavior; Cognitive Activity; Theory; Basic Research; Introspection; Structuralism; Functionalism; Behaviorism; Gestalt psychology; psychoanalysis; biological, cognitive, humanistic, psychoanalytic, & learning perspectives, social learning theory, sociocultural perspective</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>
Reflection: <i>Overall, this unit was effective. Students were very interested and inquisitive about what psychology really</i>	Essential Questions: <ul style="list-style-type: none"> • What are the goals of Psychology? • How is psychology as science? 	

<p><i>examines and the many different jobs that use psychology.</i></p>	<ul style="list-style-type: none"> • <i>What kind of work is done by psychologists according to their areas of specialization?</i> • <i>What is the historical background of the study of psychology?</i> • <i>What are the six main contemporary perspectives of psychology?</i>
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<p>Unit: Biology & Behavior, Consciousness</p>	<p>Time: September 2019</p>
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Standards Taught

- **Biological Behavior:** 1.1- Identify the major divisions and subdivisions of the human nervous system; 1.2- Identify the parts of the neuron and describe the basic process of neural transmission; 1.3 Differentiate between the structures & functions of the various parts of the central nervous system; 1.4- Describe lateralization of brain functions; 1.5- Discuss the mechanisms and the importance of plasticity in the nervous system; 2.1- Describe how the endocrine glands are linked to the nervous system; 2.2- Describe the effects of hormones on behavior and mental processes; 2.3- Describe hormone effects on the immune system; 3.1- Describe concepts in genetic transmission; 3.2- Describe the interactive effects of heredity and environment; 3.3- Explain how evolved tendencies influence behavior; **Consciousness:** 1.1- Identify states of Consciousness, Distinguish between processing that is Conscious and other processing that happens without conscious awareness; 2.1- Describe the circadian rhythm and its relation to sleep; 2.2- Describe the sleep cycle; 2.3- Compare theories about the functions of sleep; 2.4- Describe types of sleep; 2.5- Compare theories about the functions of dreams; 4.1- Describe meditation and relaxation and their effects; 4.2- Describe hypnosis and controversies surrounding its nature and use

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
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<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 3 & 5</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
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Prior Knowledge Needed	Vocabulary	Assessments
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<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the chapter and sections would be about or would cover</i></p>	<p><i>Central Nervous System, Peripheral Nervous System, Neuron, Cell Body, Dendrite, Axon, Axon Terminal, Synapse, Neurotransmitter, Somatic & Autonomic Nervous Systems, Medulla, Pons, Cerebellum,</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p>
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	<p><i>thalamus, hypothalamus, limbic system, cerebrum, cerebral cortex, association area, endocrine system, hormone heredity, gene, chromosome, Consciousness, unconscious, circadian rhythm, rapid eye movement sleep; insomnia; night terror; sleep apnea, narcolepsy, meditation, biofeedback, hypnosis, addiction, depressant, intoxication, narcotic, stimulant, amphetamine, delusion, hallucinogen, detoxification</i></p>	<p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>Overall, the students liked the content of these two chapters. Students were very interested and inquisitive about how the body, all together, relays messages back and forth. They were also quite interested and what parts of the brain controlled what & what occurs if certain parts of the brain are damages. In chapter 5 the students really latched on to the effects of various drugs on the body and just what the body goes through when trying to detox from those drugs. The discussion on dreams and various sleeping problems was also a section that had a lot of questions from the students.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How are messages transmitted by neurons?</i> • <i>What are the functions of the spinal cord and the peripheral nervous system?</i> • <i>What are the major structures of the brain?</i> • <i>What are the functions of the major structures of the brain?</i> • <i>What are the hormones secreted by the endocrine system & what role do they play?</i> • <i>What is the role of chromosomes and genes in heredity?</i> • <i>What is the nature of Consciousness?</i> • <i>What are the Stages of Sleep?</i> • <i>How does meditation, biofeedback, and hypnosis relate to consciousness?</i> • <i>Describe the various kinds of drugs and their effects on consciousness</i> 	

Unit: Intelligence, Psychological Tests	Time: October 2019	
Standards Taught		
<ul style="list-style-type: none"> • Intelligence: 1.1 Discuss Intelligence as a general matter; 1.2- Discuss alternative conceptualizations of intelligence; 1.3- Describe the extremes of Intelligence; 2.1- Discuss the history of intelligence testing, including historical use and misuse in the context of fairness; 2.2-Identify current methods of assessing human abilities; 2.3- Identify current methods of assessing human abilities; 2.3- Identify measures of and data on reliability and validity for intelligence test scores; 3.1- Discuss issues relate to the consequences of intelligence testing; 3.2- Discuss the influences of biological, cultural, and environmental factors of Intelligence; 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?

<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 9 & 15</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
<p>Prior Knowledge Needed</p>	<p>Vocabulary</p>	<p>Assessments</p>
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the chapter and sections would be about or would cover</i></p>	<p><i>Achievement, Intelligence, Mental Age, Reliability, validity, mental retardation, gifted, heritability, behavior rating scale, standardized test, validity scale, norm, norm groups, achievement tests, aptitude tests, forced choice formats, objective & projective tests, open-ended formats</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: Overall these chapters were effective in educating the students how to prepare better for various types of tests and also knowing the difference in different types of mental retardation and the difference between a savant and a prodigy. Also the difference between achievement, psychological, and personality tests.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is intelligence and what are the various theories of Intelligences?</i> • <i>What are the various types of Intelligence test and what are their various uses?</i> • <i>What are the characteristics of mental retardation and giftedness?</i> • <i>What is the relationship between giftedness and creativity?</i> • <i>How do heredity and environment influence intelligence?</i> • <i>What are the purpose & characteristics of psychological tests?</i> • <i>How are achievement, aptitude, & interest inventories used?</i> • <i>What are the two kinds of personality test and how are they used?</i> • <i>What are the strategies of taking tests and what are the ways to avoid test anxiety?</i> 	

Unit: Stress & Health; Psychological Disorders		Time: November 2019
Standards Taught		
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Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 17 & 18</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the chapter and sections would be about or would cover</i>	<i>Stress, Eustress, Distress, Stressor, Approach-Approach Conflict, Avoidance-Avoidance Conflict, Approach-Avoidance Conflict; Multiple Approach Avoidance Conflict; General Adaptation Syndrome; Defensive Coping; Active Coping; Psychological disorder; anxiety; phobia; simple phobia; agoraphobia; obsession; compulsion; PTSD; Dissociation; depersonalization; somatization; depression; bipolar disorder; mania; schizophrenia; catatonic stupor</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>
Reflection: The students were very interested in the material overall. The information about stress and what causes it as well as the different types of psychological disorders of anxiety and schizophrenia began a wide variety of question and answer sessions.	Essential Questions: <ul style="list-style-type: none"> • <i>What is stress and explain some of its main causes.</i> • <i>What are the factors that determine one's responses to stress?</i> • <i>What are the effects to the Immune System?</i> • <i>What psychological factors contribute to headaches, heart disease, & cancer?</i> • <i>How do people cope with stress?</i> • <i>What is the basis for classifying psychological disorders?</i> • <i>What are the types of anxiety disorders & what are the theories that explain them?</i> • <i>What is Somatization and what are the symptoms of the two somatoform disorders?</i> 	

	<ul style="list-style-type: none"> • What are the theories that attempt to explain mood disorders? • What are the subtypes and causes of schizophrenia?
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Unit: Methods of Therapy, Social Cognition	Time: December 2019
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Standards Taught		
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Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • Bell Ringer Exercises • Lecture/Notes over Chapters 19 & 20 • Assignments which corresponded with the lesson. • Assessments

Prior Knowledge Needed	Vocabulary	Assessments
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<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the chapter and sections would be about or would cover</i>	<i>Psychotherapy; Self-Help groups; Encounter Groups; Free Association; Dream Analysis; manifest content; latent content; transference; humanistic, person-centered, nondirective, rational-emotive, therapies; active listening; antianxiety drug; antidepressant drug; lithium; antipsychotic drug; electroconvulsive therapy; psychosurgery; prefrontal lobe lobotomy; cognitive evaluation; cognitive anchor; persuasion; two-sided argument; sales resistance; prejudice; discrimination; scapegoat; social perception; primacy & resistance effect; self-serving bias; attraction; matching hypothesis reciprocity;</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>
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	<i>triangular model of love; intimacy; passion; commitment</i>	
<p>Reflection: Overall the students had many questions over the material and were very interested on most, if not all of the topics that were discussed in the chapter that led to some very interesting discussions.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is psychotherapy & what are the advantages of each if its methods?</i> • <i>What are the aims and major techniques of psychoanalysis?</i> • <i>What are the primary goals and methods of humanistic therapy?</i> • <i>What are the goals of Cognitive & behavioral therapy?</i> • <i>What are the three major biological treatments for psychological disorders and some possible side effects?</i> • <i>What are attitudes and how are they related to behavior?</i> • <i>What is the influence of persuasion affect people's attitudes/behavior?</i> • <i>What are the causes of prejudice & how can it be overcome?</i> • <i>What is the role of attraction in friendships and love relationships?</i> 	