

## Introduction to Psychology

Teacher: Kelly

August-October 2014

Content	Skills	Assessment	Activities/Resources	Essential Learnings	Standards
<b>History of Psychology, Research Methods</b>  <b>A. Important Psychologists</b> -Stanley Milgram -Ivan Pavlov -B.F. Skinner -Sigmund Freud -Phillip Zimbardo -John Watson  <b>B. Subfields of Psychology</b> -clinical -counseling -educational -school -sports -industrial -health -developmental  <b>C. Research Methods</b> -surveys -naturalistic observation -case study -longitudinal study	B1. Differentiate between the main subfields of psychology  B2. Describe job descriptions and typical training needed for each psychology specialty  C1. Summarize the advantages and disadvantages to various research methods  C2. Create an original experiment, incorporating knowledge of the following terms: hypothesis, independent variable, dependent variable, intervening variables, population, sample, operational definition	A1. Psychologists trading cards  A2. Class discussion  B1. Subfields worksheet  B2. Swat-it class competition  C1. Advantages, disadvantages table  C2. Creation of experiment  C3. Correlations worksheet and creation of correlational study  D1. Class discussion  Exam: A1-B1. 15 matching and multiple choice, C1, D2, and C3 short answer, C2 essay	A1. Trading cards assignment description, Introduction to Psychology book and internet resources  B1. Psychology book, subfields descriptors sheet  B1-B2. Worksheet testing subfield knowledge, fly swatters  C1. Research methods table, Psychology book  C2. Create an experiment  C3. Correlation sheet examples  D1-D2. Psychology book, ethics worksheet	<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>• What can influence the results of an experiment?</li> </ul>	Iowa Core <ul style="list-style-type: none"> <li>• 1a</li> <li>• 1b</li> <li>• 1d</li> <li>• 1e</li> <li>• 3a</li> <li>• 3b</li> <li>• 3c</li> <li>• 3d</li> </ul> RH 9-10.1 RH 9-10.2 RH 9-10.4 RH 9-10.5 RH 9-10.7 RH 9-10.8 RH 9-10.10 WHIST 9-10.1 WHIST 9-10.4 WHIST 9-10.6 WHIST 9-10.7 WHIST 9-10.8

Content	Skills	Assessment	Activities/Resources	Essential Learnings	Standards
-laboratory observation -experiment -correlations  <b>D. Ethics</b> -animal research -human research -counseling	C3. label correlations as positive, negative, weak, strong or zero  D1. Judge the ethics behind using animals in research  D2. Describe how Milgram's famous shock experiment shaped the American Psychological Association's rules regarding ethics  D3. recall the meaning of confidentiality, informed consent, deceit				

**October-November 2014**

Content	Skills	Assessment	Activities/Resources	Essential Learnings	Standards
<b>Biology and Behavior</b>  <b>A. Structures/Functions of the Brain</b> -4 lobes -cerebellum -corpus callosum -association areas	<b>A1. Explain the functions of the 4 lobes of the brain, along with specific association areas.</b>  <b>A2. Describe split-</b>	<b>A1. Brain hat, constructed and labeled</b>  <b>A2. Epilepsy</b>	<b>A1. Create brain hat from paper</b>  <b>A2. Matching activity, group note-taking</b>  <b>B1. Neural connections</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'</li> </ul>	Iowa Core <ul style="list-style-type: none"> <li>6b</li> <li>7a</li> <li>7e</li> </ul> RH 9-10.1 RH 9-10.2 RH 9-10.3 RH 9-10.4 RH 9-10.5 RH 9-10.6

Content	Skills	Assessment	Activities/Resources	Essential Learnings	Standards
<p><b>B. Nervous System</b>                      -peripheral nervous system                      -central nervous system                      -neurons</p> <p><b>C. Studying the Brain</b>                      -Phineas Gage, accidents                      -PET                      -CT scans                      -EEG</p> <p><b>D. Endocrine System</b>                      -pituitary gland                      -thyroid gland                      -adrenal gland</p> <p><b>E. Nature vs. Nurture</b>                      -intelligence                      -personality                      -illnesses                      -influence of genetics, environment</p> <hr/> <hr/>	<p><b>brain research of Sperry.</b></p> <p><b>A3. Identify specific neurological disorders.</b></p> <p><b>B1. Compare and contrast the Central Nervous System and Peripheral Nervous System</b></p> <p><b>C1. Analyze the differences in the methods used to study the brain.</b></p> <p><b>D1. List the main glands and their primary functions.</b></p> <p><b>E1. Judge the nurture argument over the nature argument.</b></p>	<p><b>worksheet</b></p> <p><b>A3. Research report</b></p> <p><b>C1. Table WS</b></p> <p><b>E1. Class debate, discussion</b></p> <p><b>A1-3, B1, C1, D1, E1. Exam</b></p>	<p><b>and communication demonstration</b></p> <p><b>C1. PowerPoint notes</b></p> <p><b>C2. Computer Research on methods</b></p> <p><b>C3. The Mind, video series</b></p> <p><b>D1. PowerPoint notes</b></p> <p><b>D2. Textbook reading</b></p> <p><b>E1. Twin studies reading, Jim Twins</b></p> <p><b>E2. "Secrets of the Wild Child" Documentary</b></p>	<p>processes lead to changes in our behavior?</p> <ul style="list-style-type: none"> <li>• What impact does environment have on our psychological development?</li> </ul>	<p>RH 9-10.8                      RH 9-10.9                      RH 9-10.10                      WHIST 9-10.1                      WHIST 9-10.2                      WHIST 9-10.4                      WHIST 9-10.5                      WHIST 9-10.6                      WHIST 9-10.7                      WHIST 9-10.8                      WHIST 9-10.9                      WHIST 9-10.10</p>

Content	Skills	Assessment	Activities/Resources	Essential Learnings	Standards
<p><b>Learning</b></p> <p><b>A. Classical Conditioning</b>                      -John Watson                      -Ivan Pavlov                      -taste aversions                      -extinction                      -spontaneous recovery</p> <p><b>B. Operant Conditioning</b>                      -B.F. Skinner</p> <p><b>C. Observational Learning</b>                      -Albert Bandura                      -Learning Theory</p>	<p><b>A1. Identify real-life examples of classical conditioning.</b></p> <p><b>A2. Label the components of classical conditioning.</b></p> <p><b>A3, B1. Create experiments based on the principles of classical conditioning and operant conditioning.</b></p> <p><b>B2. Differentiate between the schedules of reinforcement.</b></p> <p><b>B3. Examine the differences between punishment and reinforcement.</b></p> <p><b>C1. Consider why people complain about the violence on television.</b></p>	<p><b>A1. Classical Conditioning Worksheet</b></p> <p><b>A2. Presentation of classical conditioning real-life application</b></p> <p><b>B1. Presentation of operant conditioning real-life application</b></p> <p><b>B2. Worksheet, reinforcement vs. punishment</b></p> <p><b>B3. Worksheet, schedules of reinforcement</b></p> <p><b>C1. Participation in media violence debate</b></p> <p><b>A1-3, B1-3, C1. Exam</b></p>	<p><b>A1. Video clips, Little Albert, "The Office"</b></p> <p><b>A2. Classical conditioning experiment, spray bottle and the word "can"</b></p> <p><b>A3. Classical conditioning experiment, lemonade and "Pavlov"</b></p> <p><b>A4. Classical conditioning experiment, pupils and lights</b></p> <p><b>A5. Comics</b></p> <p><b>B1. Activity, chips and schedules of reinforcement</b></p> <p><b>C1. Debate, influence of television violence</b></p> <p><b>C2. Textbook</b></p>	<ul style="list-style-type: none"> <li>How do our experiences change our behavior?</li> </ul>	<p>Iowa Core</p> <ul style="list-style-type: none"> <li>2e</li> <li>4e</li> <li>6b</li> <li>6c</li> <li>7e</li> </ul> <p>RH 9-10.1                      RH 9-10.2                      RH 9-10.4                      RH 9-10.5                      RH 9-10.7                      RH 9-10.8                      RH 9-10.10                      WHIST 9-10.1                      WHIST 9-10.4                      WHIST 9-10.6                      WHIST 9-10.7                      WHIST 9-10.8</p>

Content	Skills	Assessment	Activities/Resources	Essential Learnings	Standards
<p><b>Intelligence</b></p> <p><b>A. Intelligence Quotient Tests</b></p> <ul style="list-style-type: none"> <li>-standardization</li> <li>-Stanford-Binet</li> <li>-Weschler Scales</li> <li>-cultural bias</li> </ul> <p><b>B. Levels of Intelligence</b></p> <ul style="list-style-type: none"> <li>-Mild</li> <li>-Moderate</li> <li>-Severe</li> <li>-Profound</li> </ul> <p><b>C. Theories of Intelligence</b></p> <ul style="list-style-type: none"> <li>-Multiple Intelligences</li> <li>-"G Factor"</li> <li>-Primary Mental Abilities</li> <li>-Emotional Intelligence</li> <li>-Triarchic Theory</li> </ul> <p><b>D. Social Promotion vs. Retention</b></p>	<p><b>A1. Describe the 4 components of good tests.</b></p> <p><b>A2. Contrast validity and reliability.</b></p> <p><b>A3. Identify arguments as to why the ACT is not valid or reliable.</b></p> <p><b>B1. Recognize the four levels of mental retardation.</b></p> <p><b>B2. Explain characteristics that categorize each of the four levels.</b></p> <p><b>C1. Consider the differences in each of the intelligence theories.</b></p> <p><b>D1. Identify the main arguments for and against social promotion.</b></p>	<p><b>A1. Pre-Test</b></p> <p><b>B1. Mental Retardation characteristics WS</b></p> <p><b>C1. Class Presentation on specific intelligence theory</b></p> <p><b>C2. Table, 5 intelligence theories Worksheet</b></p> <p><b>C3. Written explanation, which theory is most valid</b></p> <p><b>D1. Arguments during debate, promotion vs. retention</b></p> <p><b>D2. Reading responses, City of New York and retention</b></p> <p><b>A1-3, B1-2, C1, D1-2.</b></p>	<p><b>A1. PowerPoint notes</b></p> <p><b>B1. Lecture, person-first language</b></p> <p><b>C1. Textbook</b></p> <p><b>D1. Research, pros and cons of social promotion</b></p> <p><b>D2. New York Times article reading</b></p> <p><b>D3. Debate social promotion vs. retention</b></p>	<ul style="list-style-type: none"> <li>• What is "intelligence?"</li> <li>• How do psychologists measure "intelligence?"</li> </ul>	<p>Iowa Core</p> <ul style="list-style-type: none"> <li>• 2e</li> <li>• 3a</li> <li>• 3b</li> <li>• 3c</li> <li>• 4e</li> <li>• 6b</li> <li>• 6c</li> <li>• 7e</li> </ul> <p>RH 9-10.1</p> <p>RH 9-10.2</p> <p>RH 9-10.4</p> <p>RH 9-10.5</p> <p>RH 9-10.7</p> <p>RH 9-10.8</p> <p>RH 9-10.10</p> <p>WHIST 9-10.1</p> <p>WHIST 9-10.4</p> <p>WHIST 9-10.6</p> <p>WHIST 9-10.7</p> <p>WHIST 9-10.8</p>

Content	Skills	Assessment	Activities/Resources	Essential Learnings	Standards
	<p><b>D2. Define social promotion and retention.</b></p>	<p><b>Exam</b></p>			
<p><b>Psychological Tests</b></p> <p><b>A. Purpose of psychological tests</b></p> <p><b>B. Types of tests</b> -objective, projective</p> <p><b>C. Test-taking tips</b></p>	<p><b>A1. Explain the difference between achievement tests and aptitude tests.</b></p> <p><b>A2. Define norms, norm group, validity scales and describe why each is important.</b></p> <p><b>B1. Classify tests as either projective or objective.</b></p> <p><b>B2. Evaluate the importance of projective tests versus objective tests.</b></p> <p><b>C1. Explain the main ideas to remember when answering different types of</b></p>	<p><b>A1. Group quiz</b></p> <p><b>B1. Worksheet, Rorschach Inkblot and Thematic Apperception Test</b></p> <p><b>C1. Test-taking tips brochure</b></p> <p><b>A1-2, B1-2, C1-2. Exam</b></p>	<p><b>A1. Take Myers/Briggs Personality test</b></p> <p><b>A2. PowerPoint notes</b></p> <p><b>B1. Creation of brochure-test-taking</b></p> <p><b>C1-2. textbook, psychological tests section</b></p>	<ul style="list-style-type: none"> <li>• How do psychologists gather and assess psychological information?</li> </ul>	<p>Iowa Core</p> <ul style="list-style-type: none"> <li>• 2e</li> <li>• 3a</li> <li>• 3b</li> <li>• 3c</li> <li>• 4e</li> <li>• 6b</li> <li>• 6c</li> <li>• 7e</li> </ul> <p>RH 9-10.1 RH 9-10.2 RH 9-10.4 RH 9-10.5 RH 9-10.7 RH 9-10.8 RH 9-10.10 WHIST 9-10.1 WHIST 9-10.4 WHIST 9-10.6 WHIST 9-10.7 WHIST 9-10.8</p>

Content	Skills	Assessment	Activities/Resources	Essential Learnings	Standards
	questions.  <b>C2. Recall steps to reduce test anxiety.</b>				

**December 2014**

Content	Skills	Assessment	Activities/Resources	Essential Learnings	Standards
<b>Social Cognition</b>  <b>A. Attitudes and Behaviors</b> -Cognitive Dissonance -Cognitive Consistency  <b>B. Persuasion</b> -methods of persuasion -central route and peripheral route -two-sided arguments -emotional appeals  <b>C. Prejudice</b> -stereotypes -discrimination -causes of prejudice (scapegoating) -Contact Theory for Reducing Prejudice  <b>D. Social Perception</b> -primacy and recency effect -attribution theory -fundamental attribution error -self-serving bias	<b>A1. Explain the difference between cognitive dissonance and cognitive consistency and how these ideas shape individuals' behavior and actions.</b>  <b>A2. Describe in writing Leon Festinger's cognitive dissonance experiment.</b>  <b>B1. Identify in print and television media various types of persuasion.</b>  <b>C1. Create examples as to the causes of prejudice.</b>  <b>C2. Contrast how</b>	A1. Class discussion  A2. Exit Card--written explanation of experiment.  B1. WS viewing and answering questions  C1. Pair-share work, write scenarios  C3. 15 point essay on exam, incorporate components as well as examples  D2. Attribution theory worksheet  D3. Class discussion  E1. Dear Abby writing response	<ul style="list-style-type: none"> <li>• Oral responses / discussion</li> <li>• Advertisement Analysis (Persuasion)</li> <li>• Question sheets</li> <li>• Worksheets / handouts</li> <li>• White board work</li> <li>• Video analysis</li> <li>• Small-group work</li> <li>• Section quizzes</li> <li>• Chapter test</li> </ul>	<ul style="list-style-type: none"> <li>• What motivates behavior?</li> <li>• How does the mind react to changes?</li> </ul>	Iowa Core <ul style="list-style-type: none"> <li>• 2a</li> <li>• 2e</li> <li>• 4e</li> <li>• 5b</li> <li>• 5c</li> <li>• 5d</li> <li>• 5e</li> <li>• 6a</li> <li>• 6b</li> <li>• 6c</li> <li>• 6e</li> <li>• 6d</li> </ul> RH 9-10.1 RH 9-10.2 RH 9-10.4 RH 9-10.5 RH 9-10.7 RH 9-10.8 RH 9-10.10 WHIST 9-10.1 WHIST 9-10.4 WHIST 9-10.6 WHIST 9-10.7

Content	Skills	Assessment	Activities/Resources	Essential Learnings	Standards
<p><b>E. Attraction</b></p> <ul style="list-style-type: none"> <li>-physical appearance</li> <li>-reciprocal liking</li> <li>-matching hypothesis</li> <li>-triangular model of love</li> </ul>	<p><b>discrimination and prejudice affect a person's behavior.</b></p> <p><b>C3. Analyze how a part of "Remember the Titans" supports the Contact Theory.</b></p> <p><b>D1. Explain the difference in primacy and recency effect.</b></p> <p><b>D2. Label different parts of attribution theory.</b></p> <p><b>D3. Identify examples from their own life of the fundamental attribution error and self-serving bias.</b></p> <p><b>E1. Summarizes the basic components of attraction.</b></p>	<p>A-E. exam</p>			<p>WHIST 9-10.8</p>