Course Title: Introduction to Psychology

Subject: Social Studies
Grade Level: 12
Duration: ½ year (1 Semester)
Prerequisite: None
Elective or Required: Elective

Department Mission Statement: The mission of Social Studies in the Glen Ridge schools is to ignite students' passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students' understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description: This semester course is an overview of the field of psychology and approaches the field from several different perspectives. We will examine human behavior, how psychology is relevant to our everyday lives, and how it functions as a scientific field. This class is designed as an introduction to the study of psychology and provides a foundation to (or is a prerequisite for) the AP psychology course.

Author: Stephanie Pollak

Date Submitted: Summer 2016
Introduction to Psychology

Unit 1: History and Perspectives in Psychology (Scientific Inquiry Domain)

Approximate # Of Weeks: 2

Essential Questions:
Upon completion of this unit students will be able to:
● define psychology and describe its scientific nature.
● trace the historical development of psychology, including contributions from researchers of diverse backgrounds.
● compare psychology in the nineteenth, twentieth, and twenty-first centuries.
● briefly describe the different perspectives from which psychologists examine behavior and mental processes, while understanding that each perspective provides a significant contribution to psychology.

Interdisciplinary Standards (njccs.org)
Standard Area: Perspectives in Psychological Science

Content Standard 1: Development of psychology as an empirical science
Students are able to (performance standards):
  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.
  1.4 Explain how psychology evolved as a scientific discipline.

Content Standard 2: Major subfields within psychology
Students are able to (performance standards):
  2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.
  2.2 Describe the major subfields of psychology.
  2.3 Identify the important role psychology plays in benefiting society and improving people’s lives.

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Activities – include 21st Century Technologies:
Critical Thinking Activity: Psychology as Science (PAS) Scale Concept: The Psychology as Science (PAS) Scale is designed to measure the degree to which respondents view the discipline of psychology as a science. Students will complete an activity in which they examine their own perceptions of psychology as a science, and receive a score based upon their responses.

Application Activity: A Beautiful Day Concept: Positive psychology seeks to understand the qualities of the good life, which encompasses positive subjective experiences and the qualities that define them. This activity will challenge students to explore their own definitions of the good life as they apply the concepts studied throughout the unit. Students will design a “beautiful day” (a 24-hour clock day) that is within the realm of possibility for them to live currently.

Enrichment Activities:
- View DVD: Freud: The Hidden Nature of Man to gain background on Freud’s life and contributions to the field of psychology
- View DVD: Being Abraham Maslow
- View DVD: B. F. Skinner: A Fresh Appraisal
- View DVD: B. F. Skinner and Behavior Change
- Listen to Scientific American Podcasts:
  - October 04, 2006: How Darwin Homed In On Evolution
  - October 4th marks the anniversary of Darwin's return to his family home in 1836 after five years at sea, and the beginning of his intellectual voyage to the theory of evolution.

  - August 8, 2007: Better Brains: The Revolution in Brain Science
  - In this episode Scientific American correspondent Christie Nicholson talks to journalist Sharon Begley about the changing landscape of brain science. Begley is the author of the book "Train Your Mind, Change Your Brain." Plus we'll test your knowledge of some recent science in the news.

Methods of Assessments/Evaluation:
- Chapter tests and quizzes
- Chapter reviews
- Completion of handouts, homework and analysis questions
- Participation in activities, simulations and discussions

Resources/Including Online Resources
  - http://bcs.worthpublishers.com/thinkingaboutpsychology3e/#t_798212

- Teacher Webpage

- Website: A Science Odyssey This website explores the astonishing scientific and technological developments of the past century. It includes a “Then + Now” feature comparing what we knew in 1900 to what we know today, a game show made especially for the website, comic-book style stories introducing scientists soon after they made their discoveries, a databank of biographies of scientists and descriptions of key events and discoveries, as well as interactive online activities. Visit
  - www.pbs.org/wgbh/aso

- DVD/Online: Discovering Psychology, Module 1: “Past, Present, and Promise” (Annenberg/CPB Project, 30 minutes) www.learner.org/resources/series138.html
Introduction to Psychology

Unit 2: Social Interactions (Sociocultural Context Domain)

Approximate # Of Weeks: 2

Essential Questions:
- How much do social, cultural and biological factors influence behavior and mental processes?
- What factors about the social situation and our own selves influence behavior and mental processes the most?
- How do social factors influence positive and negative behavior and mental processes?
- How do biological factors and environmental factors interact?

Upon completion of this unit students will be able to:
- Differentiate between dispositional attribution and situational attribution
- Discuss how attitudes can affect actions and how actions can affect attitudes
- Identify conditions under which people are more likely to conform and obey
- Analyze how group polarization and groupthink demonstrate the power of group influence
- Analyze how self-fulfilling prophecies and minority influence demonstrate the power of the individual

Interdisciplinary Standards (njccs.org)

Standard Area: Social Interactions

Content Standard 1: Social cognition
Students are able to (performance standards):
1.1 Describe attributional explanations of behavior.
1.2 Describe the relationship between attitudes (implicit and explicit) and behavior.
1.3 Identify persuasive methods used to change attitudes.

Content Standard 2: Social influence
Students are able to (performance standards):
2.1 Describe the power of the situation.
2.2 Describe effects of others’ presence on individuals’ behavior.
2.3 Describe how group dynamics influence behavior.
2.4 Discuss how an individual influences group behavior.

Content Standard 3: Social relations
Students are able to (performance standards):
3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.
3.2 Describe determinants of prosocial behavior.
3.3 Discuss influences upon aggression and conflict.
3.4 Discuss factors influencing attraction and relationships.

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CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Activities – include 21st Century Technologies:

- Students will complete an activity where they will consider how group influence is used to motivate participants on sports teams. They will read an article: http://sun.science.wayne.edu/~wpoff/cor/grp/tasks.html and then develop a motivational activity for an imaginary team. Alternatively, they will create an experiment or activity that examines these concepts, and record the results on video.

- Critical Thinking Activity: Fact or Falsehood? Concept: Students’ preconceptions about psychology can color their understanding of the material. This quick exercise can expose inaccurate preconceptions and reinforce preconceptions that are correct. Complete the reading, and then work on the handout that helps students see their own preconceptions and why they may be wrong.

- Critical Thinking Activity: The Fundamental Attribution Error Concept: The fundamental attribution error is the tendency of observers, when analyzing another’s behavior, to underestimate the impact of a situation and to overestimate the impact of personal disposition. You can introduce this error by replicating the findings of Richard Nisbett and his colleagues, who discovered that people often attribute other people’s behavior to their dispositions while giving environmental reasons for their own behavior.

- Critical Thinking Activity: Introducing Cognitive Dissonance Theory Concept: a classroom exercise in which students are asked to predict the outcomes of research on cognitive dissonance. In addition to introducing cognitive dissonance theory, the exercise provides an important reminder that psychology is not merely common sense. It is our vulnerability to the hindsight bias that makes research findings seem obvious—that is, they are obvious only after we learn the results.

- Demonstration Activity: Suggestibility

Enrichment Activities:

- Enrichment Lesson: Attribution and Models of Helping. In discussing the effects of attribution, the text suggests that finding dispositional versus situational causes for poverty and unemployment can have important consequences for our attitudes and actions. Discuss psychologist Philip Brickman’s models of helping and coping.

- View and discuss video showing how people react to a child based upon how she is dressed: http://www.huffingtonpost.com/entry/a-child-actress-dressed-as-a-poor-and-rich-girl-heres-how-strangers-reacted_us_57729bdee4b017b379f7673d


- View and discuss these Scientific American podcasts:
  - November 6, 2011: Brains Built To Cooperate: Research finds support for the theory that brains excel when we cooperate. At least in duet-singing wrens. Christie Nicholson reports
Methods of Assessments/Evaluation:
Chapter tests and quizzes
Chapter reviews
Completion of handouts, homework and analysis questions
Participation in activities, simulations and discussions

Resources/Including Online Resources
• Online Textbook Information: Thinking About Psychology, 3rd edition,
  http://bcs.worthpublishers.com/thinkingaboutpsychology3e/#t_798212____
• Teacher Webpage
• DVD/Online: Discovering Psychology: “The Power of the Situation”
• DVD/Online: Discovering Psychology: “Constructing Social Reality”
• Visit and view the following sites for demonstrations of these concepts:
  ❑ Social Psychological Principles in Humor
    http://www.units.muohio.edu/psybersite/Humor/index.shtml
    This site presents different concepts from social psychology by analyzing various cartoons.
  ❑ Attribution Theory http://www.as.wvu.edu/~sbb/comm221/chapters/attrib.htm
    This is an on-line textbook description of attribution theory.
  ❑ Stanford Prison Experiment http://www.prisonexp.org/
    Here is an excellent explanation of Zimbardo’s experiment.
  ❑ The Perils of Obedience http://www.paulgraham.com/perils.html
    This site includes an article on obedience by Stanley Milgram.
  ❑ Conformity Experiments: Solomon Asch
    http://www.age-of-the-sage.org/psychology/social/asch_conformity.html
    This is a basic description of Asch’s conformity study.

Introduction to Psychology

Unit 3: Consciousness (Biopsychology Domain)

Approximate # Of Weeks: 2

Essential Questions:
• In what way do the biological and psychological processes interact?
• How does what occurs- or does not occur - during sleep affect daily life?
How are other states of consciousness different from consciousness?

Upon completion of this unit students will be able to:

- define consciousness.
- identify the different rhythms of the body and how they differ from one another.
- understand why sleep is so important to daily life.
- identify the different stages of sleep, including REM and NREM sleep, and analyze their differences.
- describe the modern explanations for why we dream.
- identify the different types of sleep disorders and determine the causes and consequences of those disorders on people’s lives.

Interdisciplinary Standards (njcccs.org)

Standard Area: Consciousness

Content Standard 1: The relationship between conscious and unconscious processes
Students are able to (performance standards)
- 1.1 Identify states of consciousness.
- 1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).

Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream
Students are able to (performance standards)
- 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 disorders.
- 2.5 Compare theories about the functions of dreams.

Content Standard 3: Categories of psychoactive drugs and their effects
Students are able to (performance standards):
- 3.1 Characterize the major categories of psychoactive drugs and their effects.
- 3.2 Describe how psychoactive drugs act at the synaptic level.
- 3.3 Evaluate the biological and psychological effects of psychoactive drugs.
- 3.4 Explain how culture and expectations influence the use and experience of drugs.

Content Standard 4: Other states of consciousness
Students are able to (performance standards)
- 4.1 Describe meditation and relaxation and their effects.
- 4.2 Describe hypnosis and controversies surrounding its nature and use.
- 4.3 Describe flow states.

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CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Activities – include 21st Century Technologies:
- Critical Thinking Activity: The Sleep IQ Test Concept: Distribute Handout 8-1 to each student to fill out in class or as homework. Students may also gather at a computer lab to complete the survey online. The survey is short; so, students should be able to complete it easily at the beginning of a class period to allow for discussion afterward. Students will evaluate themselves in terms of their Sleep IQ and how they can improve.
- Application Activity: Larks or Owls? Students will complete an activity in which they examine their own patterns and determine if they are “morning” people or “evening” people, as well as how this can affect their productivity and lives.
- Application Activity: Keeping a Sleep Diary. Students will keep a sleep diary over the course of a week in order to assess their own sleep patterns and understand their dreams.
- Evaluation Activity: Sleep Deficit Scale Concept: This activity will help students assess their sleep debt and lead to a discussion of the reasons why students their age do not get enough sleep. Students will then discuss and debate school start times.

Enrichment Activities:
- View and discuss DVD: Sleep (Films for the Humanities and Sciences, 28 minutes) www.films.com.
- View and discuss Dreams and Lucid Dreams http://www.psywww.com/asc/ld.html

Methods of Assessments/Evaluation:
Chapter tests and quizzes
Chapter reviews
Completion of handouts, homework and analysis questions
Participation in activities, simulations and discussions

Resources/Including Online Resources
- Teacher Webpage
- National Sleep Foundation http://sleepfoundation.org
- Information on Teens and Sleep http://www.sleepfoundation.org/article/sleep-topics/teens-and-sleep
Introduction to Psychology

Unit 4: Sensation and Perception (Biopsychology Domain)

Approximate # Of Weeks: 3

Essential Questions:
In what ways are our sensory systems important to our behavior and mental processes?

Upon completion of this unit students will be able to:
- determine the significance of signal detection theory, sensory adaptation, and selective attention in modern psychology.
- define the nature of light.
- identify the major components of the visual system and the function of each.
- identify the two theories of color vision and understand why one is considered correct.
- define the nature of sound.
- identify the major components of the auditory system and the function of each.
- explain how taste, touch, and smell are processed.

Interdisciplinary Standards (njcccs.org)
Standard Area: Sensation and Perception

Content Standard 1: The processes of sensation and perception
Students are able to (performance standards):
- 1.1 Discuss processes of sensation and perception and how they interact.
- 1.2 Explain the concepts of threshold and adaptation.

Content Standard 2: The capabilities and limitations of sensory processes
Students are able to (performance standards):
- 2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
- 2.2 Describe the visual sensory system.
- 2.3 Describe the auditory sensory system.
- 2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesis (e.g., skin senses, kinesthesis, and vestibular sense).

Content Standard 3: Interaction of the person and the environment in determining perception
Students are able to (performance standards):
- 3.1 Explain Gestalt principles of perception.
- 3.2 Describe binocular and monocular depth cues.
- 3.3 Describe the importance of perceptual constancies.
- 3.4 Describe perceptual illusions.
- 3.5 Describe the nature of attention.
- 3.6 Explain how experiences and expectations influence perception.
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CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Activities** – include 21st Century Technologies:

- **Technology Application Activity: The Stroop Effect Online Concept:** Have students log on to The PsychExperiments website at [http://www.psych.uni.edu/psychexps/](http://www.psych.uni.edu/psychexps/). Have them choose the Stroop Effect experiment and follow the directions. Discussion: The Stroop Effect is an easy and powerful demonstration of our lack of ability to attend to more than one type of stimulus at a time. Discuss their data and experiences when trying to attend to several simultaneous stimuli, and how this affects their concentration when studying or performing other activities.

- **Demonstration Activity: Backmasking: A Tape for the Classroom Concept:** Define “backmasking”—recording corruptive messages backward into rock music. John Vokey and Don Read’s research provides a fascinating look into whether listeners derive meaning from, or can be influenced by, backward messages. Listen to examples of this in popular music, and discuss the influence it may or may not have and how subliminal messages may influence their daily lives.

- **Demonstration Activity: Adaptation and the Taste of Water Concept:** Adaptation to the taste of one substance can affect the taste of another, either decreasing or increasing our sensitivity to it. Complete an activity in which students taste water with various flavors, and notice how the adaptation occurs when moving on to the next taste.

- **Analysis Activity: The Color Vision Screening Inventory and Color Blindness Concept:** The Color Vision Screening Inventory developed by Coren and Hokstian can be used as a preliminary test for color blindness. Students will complete the activity and take note of their different perceptions and why these happen.

**Enrichment Activities:**

View and discuss DVD: The Study of Attention (Films for the Humanities and Sciences, 42 minutes) www.films.com
DVD: Scientific American Frontiers, Second Edition, Segment 12: “Tasters and Supertasters” Discuss these perceptual differences and then test to see how students perceive taste.

Methods of Assessments/Evaluation:
Chapter tests and quizzes
Chapter reviews
Completion of handouts, homework and analysis questions
Participation in activities, simulations and discussions

Resources/Including Online Resources
Teacher Webpage
DVD/Online: Discovering Psychology, Module 7: “Sensation and Perception”

Introduction to Psychology
Unit 5: Learning (Development and Learning Domain)
Approximate # Of Weeks: 2

Essential Questions:
- How do developmental and learning processes work together to influence behavior and mental processes
- Is classical conditioning the most basic form of learning?
- How much of our behavior is just a response to reinforcement?
- How influential are role models?

Upon completion of this unit students will be able to:
- define classical conditioning.
- describe the main components of classical conditioning.
- describe the basic processes of classical conditioning.
- retell the story of how Ivan Pavlov discovered classical conditioning.
- define generalization and discrimination in relation to classical conditioning.
- describe how John Watson and Rosalie Rayner demonstrated that emotions can be classically conditioned.
- understand the importance of cognition and biological predisposition in learning.

Interdisciplinary Standards (njcccs.org)
Standard Area: Learning
Content Standard 1: Classical conditioning
Students are able to (performance standards):
   1.1 Describe the principles of classical conditioning.
   1.2 Describe clinical and experimental examples of classical conditioning.
   1.3 Apply classical conditioning to everyday life.

Content Standard 2: Operant conditioning
Students are able to (performance standards):
   2.1 Describe the Law of Effect.
   2.2 Describe the principles of operant conditioning.
   2.3 Describe clinical and experimental examples of operant conditioning.
   2.4 Apply operant conditioning to everyday life.

Content Standard 3: Observational and cognitive learning
Students are able to (performance standards):
   3.1 Describe the principles of observational and cognitive learning.
   3.2 Apply observational and cognitive learning to everyday life.

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inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the
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CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development;
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visually and quantitatively, as well as in words.

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audience.

CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express
information and enhance understanding of presentations.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas,
concepts, and information clearly and accurately through the effective selection, organization, and analysis of
content.
CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Activities – include 21st Century Technologies:

- View clip from The Office and consider how Jim conditions Dwight to show operant conditioning https://vimeo.com/35754924
- Critical Thinking Activity: Defining Learning Concept: Distribute a copy of Handout 14–1 to each student. Have the class decide which events are examples of learning and which are not. Ask students to defend their position by proposing their own definition of learning. Finally, present the textbook definition of learning. Discussion.
- Application Activity: Classical Conditioning with Lemonade Powder. Materials: A can of sweetened lemonade powder and enough small cups. Give each student a cup of powder, and then choose some neutral stimulus to serve as a conditioned stimulus. Instruct your students to moisten the tip of their index finger and to watch for your signal to dip their finger into the powder and then put it into their mouth. After each test trial, ask for a show of hands of those who salivated. Extinction should be completed during the same class period. Fun, right?
- Critical Thinking Activity: Human Taste Aversions Concept: This activity demonstrates taste aversions and secondary disgust without having to experience upsetting food choices directly.
- Concept Web: Classical Conditioning Directions: The terms in this module are related to each other in several different ways. Insert the term and/or its definition in the area where that word best fits in relation to the other terms in the module.

Enrichment Activities:

- Complete exercise: Conditioning the Eye Blink Response
- Critical Thinking Activity: Classical Conditioning: Preparing for an Important Event Concept: demonstration that shows how classical conditioning helps prepare an organism for an important upcoming event and thus helps it to better be able to cope. Balloon activity, and notice how students begin to flinch before the balloon pops, which demonstrates classical conditioning.
- Application Activity: Conditioning and Racism. This demonstration shows students that the same principles apply to human learning and demonstrate the power of conditioning on an important concept students are familiar with: racism. Complete activity and then discuss in the context of whether conditioning can help make racism extinct.

Methods of Assessments/Evaluation:
Chapter tests and quizzes
Chapter reviews
Completion of handouts, homework and analysis questions
Participation in activities, simulations and discussions
Introduction to Psychology

Unit 6: Life Span Development (Development and Learning Domain)

Approximate # Of Weeks: 2

Essential Questions:
- How do developmental and learning processes work together to influence behavior and mental processes?
- How does prenatal, infant, and child development have a lasting influence on behavior and mental processes?
- How do the physical and social experiences of adolescence define who we are?
- What are the benefits and drawbacks of being an adult?

Upon completion of this unit students will be able to:
- discuss how genetic and environmental influences affect infant and child development.
- identify Jean Piaget, his theory of childhood cognitive development, and recent research that has changed our understanding of cognitive development.
- determine how attachment develops and then explore the effects of attachment between infant and parent.
- discuss three major developmental issues in infancy and childhood.
- define adolescence and evaluate how adolescence has changed over the last century.
- summarize the physical changes that occur during adolescence.
- analyze the differences in reasoning ability between adolescents and younger children.
- identify evidence of Erik Erikson’s idea of identity-seeking behaviors in adolescence.
- evaluate how adolescence relates to developmental psychology’s three major issues.
- describe the social clock and discuss factors that affect how it is set.
- describe the effects of physical changes in middle and late adulthood.
- analyze the effect of aging on memory and intelligence.
- identify the factors that affect social well-being as adults age.

Interdisciplinary Standards (njccs.org)

Standard Area: Life Span Development

Content Standard 1: Methods and issues in life span development
Students are able to (performance standards):
1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
1.2 Explain issues of continuity/discontinuity and stability/change.
1.3 Distinguish methods used to study development.
1.4 Describe the role of sensitive and critical periods in development.
1.5 Discuss issues related to the end of life.

Content Standard 2: Theories of life span development
Students are able to (performance standards):

Resources/Including Online Resources
- Teacher Webpage
2.1 Discuss theories of cognitive development.
2.2 Discuss theories of moral development.
2.3 Discuss theories of social development.

Content Standard 6: Adolescence

Students are able to (performance standards):

6.1 Identify major physical changes.
6.2 Describe the development of reasoning and morality.
6.3 Describe identity formation.
6.4 Discuss the role of family and peers in adolescent development.

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CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

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CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Activities – include 21st Century Technologies:
- Critical Thinking Activity: Conservation and Jelly Beans Concept: students gain an appreciation for these characteristics of preoperational thought. Students will view two jars with the same number of jelly beans and ask students to make predictions that help them understand how young children would view this task.
- Critical Thinking Activity: The Water-Level Task Concept: Distribute Handout 11–5 to the class, having students draw a line across the jug to indicate the water level of the tilted jug as compared to the erect jug. Discuss the aspects of cognitive development that this task illustrates.
- Critical Thinking Activity: Introducing Adolescent Development Concept: have students complete and return Handout 12–3 to you. Students will “analyze” the data and draw inferences about the types of events considered to be “highs” and “lows” in adolescence. They should look for age and gender differences of the highs and lows.
- Critical Thinking Activity: Explaining Morality Using Kohlberg. Students will work in groups to read moral dilemmas and solve them, using Kohlberg’s stages of moral development. Share solutions and analysis with the class.
- Analysis Activity: The Objective Measure of Ego Identity Status (OM-EIS) Concept: Erik Erikson argued that the adolescent’s task is to form an identity. Layne Bennion and Gerald Adams’s Objective Measure of Ego Identity Status is a good measure of where your students are in forming their identities. Have students complete the questionnaire and then evaluate their scores according to Erikson’s scales and what they mean.
- Cooperative Learning Activity: Your Lot in Life Concept: Assign students to small groups to research a particular lot in life and then prepare either an oral or a written report. Write specific lots in life on slips of paper, place them in a hat, and have students randomly pick one out. If students complain that they did not get a good lot, remind them that we often do not receive what we hope for in life, but we must face the lot we have been given. Discuss how one’s perception of his or her lot in life influences his or her worldview.
- Application Activity: The Bucket List Concept: Have students create a bucket list of activities they would like to accomplish in their lives. Then have them ask their parents or grandparents what activities they would like to experience. Students can then compare their lists to their parents/ grandparents. Have them list the items that are similar and different.

Enrichment Activities:
- Technology Application Activity: Temperament on the Web Concept: Students will visit the website: www.preventiveoz.org to answer a series of questions and understand how temperament may be related to a variety of developmental problems, including temper tantrums, sleep irregularities, and distractibility. They will also consider the effect of birth order and gender on one’s temperament.
- Application Activity: Lollipops and Gloquex Concept: to understand some basic Piagetian terms and relate better to the developmental tasks faced by infants and children. In “lollipops and gloquex” (pronounced
glocks), students are invited to rediscover a sensorimotor schema—sucking—and to relive the exciting prospect of learning about (trying to make sense of, or equilibrating) a novel object.

- Application Activity: Growing Old Concept: Students can gain insight into the daily life of the elderly with this simple activity. Have students wear earplugs to reduce hearing, wrap their joints (fingers and knees) with elastic bandages to create stiffness, and either use someone else’s glasses or discard their own to impair eyesight. They should then attempt to perform several tasks with these impairments in order to understand some of the challenges of aging.
- View and discuss: DVD: Living Fully Until Death
- Why are high school memories burned into our brains? Read article and discuss: https://www.theguardian.com/commentisfree/2016/jun/02/high-school-memories-teenagers

Methods of Assessments/Evaluation:
- Chapter tests and quizzes
- Chapter reviews
- Completion of handouts, homework and analysis questions
- Participation in activities, simulations and discussions

Resources/Including Online Resources
- Teacher Webpage
- DVD/Online: Discovering Psychology: Module 5: “The Developing Child”
- Video on the teenage brain: https://www.youtube.com/watch?v=hiduiTq1ei8

Introduction to Psychology

Unit 7: Personality (Individual Variations Domain)

Approximate # Of Weeks: 2

Essential Questions:
- How do people’s behavior and mental processes vary from those of other individuals?
- How much is personality influenced by our past experiences?
- How much is personality influenced by our innate cognitive lives?

Upon completion of this unit students will be able to:
- explain the psychodynamic perspective’s view of psychology.
- determine how psychodynamic psychologists attempt to assess personality.
- delineate some major goals of the humanistic perspective, with regard to personality development.
- determine how humanistic psychologists attempt to assess personality
- analyze how the study of traits helps us understand personality.
- describe how psychologists assess a person’s enduring personality traits and evaluate whether those assessment techniques are reliable and valid.
- identify the criteria psychologists use to diagnose psychological disorders.

Interdisciplinary Standards (njcccs.org)
Standard Area: Personality

Content Standard 1: Perspectives on personality
Students are able to (performance standards):
- 1.1 Evaluate psychodynamic theories.
- 1.2 Evaluate trait theories.
1.3 Evaluate humanistic theories.
1.4 Evaluate social-cognitive theories.

Content Standard 2: Assessment of personality
Students are able to (performance standards):
2.1 Differentiate personality assessment techniques.
2.2 Discuss the reliability and validity of personality assessment techniques.

Content Standard 3: Issues in personality
Students are able to (performance standards):
3.1 Discuss biological and situational influences.
3.2 Discuss stability and change.
3.3 Discuss connections to health and work.
3.4 Discuss self-concept.
3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.

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CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Activities – include 21st Century Technologies:

- Cooperative Learning Activity: Introducing Personality Concept: Have students describe their own personality by simply answering the question “Who am I?” on a piece of paper. Complete questions that describe themselves, and then identify themselves to other members of the group. This will lead to a discussion of what makes a personality and will serve as an introduction to this unit.

- Analysis Activity: Your Theory of Personality Concept: Students will complete a brief questionnaire that enables them to explore their own personality theory. It serves as a good introduction to Modules 17 and 18, demonstrating that we all have a personal theory of human behavior. They will complete the handout relating to the various theories of personality discussed in this chapter.

- Critical Thinking Activity: Fifteen Freudian Principle Statements Concept: Distribute the handout to students, and allow them to complete it in class. Students indicate their degree of agreement or disagreement with fifteen statements designed to represent the breadth of Freudian concepts. Discuss why students believe as they do. How did they come to accept or reject these statements? Finally, can students identify the Freudian concepts and reasoning behind the statements?

- Group Application Activity: Defense Mechanisms Concept: Distribute the handout to students, and allow them to complete it in class. Students indicate their degree of agreement or disagreement with fifteen statements designed to represent the breadth of Freudian concepts. Discuss why students believe as they do. How did they come to accept or reject these statements? Finally, can students identify the Freudian concepts and reasoning behind the statements?

- Analysis Activity: Rosenberg Self-Esteem Scale Concept: Distribute the handout to students, and allow them to complete it in class or as a homework assignment. The SES is designed to assess the degree to which people are generally satisfied with their lives and consider themselves worthy people.

Enrichment Activities:

- Cooperative Learning Activity: Defense Mechanism Miniskits Concept: Prepare copies of the dialogues on the handouts and solicit pairs of volunteers to enact the skits for the rest of the class. Give the actors a minute or two to review the scenarios before presenting (reading) them to their classmates. After each dialogue, ask your students what defense mechanism was illustrated.

- Demonstration Activity: Three Quick Examinations of Biased Self-Ratings Concept: On nearly any dimension that is both subjective and socially desirable, most people see themselves as better than average. Students will complete an activity that allows them to see their own biases.

- Critical Thinking Activity: Shyness Concept: Distribute the handout to students, allowing them to complete it in class or as a homework assignment. Discussion: What is shyness? Shy people typically feel more responsible for failure than for success, they remember mostly negative information about themselves, and they have a low expectancy for social success. Jules Asher’s review examines the interaction of biology and environment in shyness.
Listen to NPR piece and discuss idea that Personality can change over the lifetime:
http://www.npr.org/sections/health-shots/2016/06/30/484053435/personality-can-change-over-a-lifetime-and-usually-for-the-better

Methods of Assessments/Evaluation:
Chapter tests and quizzes
Chapter reviews
Completion of handouts, homework and analysis questions
Participation in activities, simulations and discussions

Resources/Including Online Resources
- Teacher Webpage
- DVD/Online: Discovering Psychology: Module 14: “The Mind Hidden and Divided”
- DVD: Freud: The Hidden Nature of Man
- DVD/Online: Discovering Psychology: Module 15: “The Self”

Introduction to Psychology

Unit 8: Psychological Disorders (Individual Variations Domain)

Approximate # Of Weeks: 3

Essential Questions:
- What does it mean to exhibit abnormal behavior or mental processes?
- How do we know when our anxieties and moods become disordered?
- What does it mean to disconnect from reality?

Upon completion of this unit students will be able to:
- identify the criteria that psychologists use to diagnose psychological disorders.
- discuss the different perspectives psychologists take to understand psychological disorders and analyze why some object to the medical model.
- understand anxiety and mood disorders.
- discuss the causes of anxiety disorders.
- discuss the causes of mood disorders.
- discuss the stigma associated with anxiety and mood disorders and how it affects individuals with these disorders.
- discuss the causes and characteristics of dissociative, schizophrenic, and personality disorders.
- discuss the stigma associated with dissociative, schizophrenic, and personality disorders and how it affects individuals with these disorders.

Interdisciplinary Standards (njcccs.org)
Standards Area: Psychological Disorders
Content Standard 1: Perspectives on abnormal behavior
Students are able to (performance standards):
1. Define psychologically abnormal behavior.
2. Describe historical and cross-cultural views of abnormality.
3. Describe major models of abnormality.
4. Discuss how stigma relates to abnormal behavior.
1.5 Discuss the impact of psychological disorders on the individual, family, and society.

Content Standard 2: Categories of psychological disorders
Students are able to (performance standards):
2.1 Describe the classification of psychological disorders.
2.2 Discuss the challenges associated with diagnosis.
2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
2.4 Evaluate how different factors influence an individual’s experience of psychological disorders.

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CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Activities** – include 21st Century Technologies:

- **Critical Thinking Activity: Utilizing Contradictions in Students’ Implicit Definitions of “Mental Disorder”**
  Distribute the handout to students. Each student should read through the case studies and decide for each one whether the person described has a “mental disorder.” Students should then be divided into small groups of 4-5 students per group. They should pretend they are a subcommittee that is advising the American Psychiatric Association on the next edition of the DSM. Each group is to decide whether each case represents the kind of issue that should be included as a mental disorder in the DSM. This exercise forces students to confront these contradictions, while it demonstrates political, cultural, and social issues concerning the definition of mental disorder.

- **Analysis Activity: The Effects of Labeling Concept**
  To show how readily we can explain people’s personalities in terms of an earlier sketch of their motives and behavior, present the top half of Handout 30–6 to some small groups of students and the bottom half to the remaining groups of students in your class. Ask each group to read aloud its answers to the questions. Regardless of the outcome they have been given, the groups will have no difficulty identifying psychological indicators that pointed to Tom’s present status. Then discuss how labels color our views of the individuals and may cause us to attribute qualities that do not otherwise exist.

- **Application Activity: Fear Survey Concept**
  Distribute the handout to students and allow them to complete it in class or as a homework assignment. Students will compare their fears with those of their classmates, and report the overall results back to the class. Discuss common fears and how their fears fit in with typical views of fear.

- **Analysis Activity: Social Phobias Concept**
  Distribute the handout to students and allow them to complete it as a homework assignment. Students will evaluate their own score in terms of social anxiety, and compare it with information discussed in class notes.

**Enrichment Activities**:

- **Demonstration Activity: Diathesis-Stress Model and Peanut Butter Sandwiches Concept**
  To help students see that context can influence mental illness expression, students are to make peanut butter sandwiches to demonstrate the effects of genetic predisposition and stress on performance.

- **Enrichment Lesson: Concentration Camp Survival Examining the coping skills American Jews who survived the Holocaust used in the concentration camps provides an intriguing case study that reinforces much of the literature of this module. Researchers have identified seven major strategies that seem to have contributed to their survival. Share and discuss how these strategies can be helpful in other situations.

- **Critical Thinking Activity: Depression and Memory Concept**
  Students will complete an activity that relates their experiences and memories to their particular feelings when the experience occurred. Have students reflect on their level of depression that day and how it may have affected the degree to which they generated pleasant or unpleasant memories.

**Methods of Assessments/Evaluation**:

Chapter tests and quizzes
Chapter reviews
Completion of handouts, homework and analysis questions
Participation in activities, simulations and discussions

Resources/Including Online Resources

- Teacher Webpage
- DVD/Online: Discovering Psychology: Module 21: “Psychopathology”