

INTRODUCTION AND RESEARCH METHODS

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	4 to 5 days	

National Standard

Methods Domain - Introduction and Research Methods

1. Contemporary perspectives used by psychologists to understand behavior and mental process in context
2. Major sub-fields and career opportunities that comprise psychology
3. Research strategies used by psychologists to explore behavior and mental processes
4. Purpose and basic concepts of statistics
5. Ethical issues in research with human and other animals that are important to psychologists
6. Development of psychology as an empirical science

District Objective(s)

Concept(s): Introduction and research methods defines the science of psychology, describes its history, identified the methods for examining behavior and mental processes, and reviews scientific careers available in the discipline.

Topics	Topics
<p>4.2 Comparison of biological, behavior, cognitive, and sociocultural perspectives.</p> <p>5.1 Major sub-fields of psychology.</p> <p>5.2 The role of ethics in research and professional practice.</p> <p>6.1 The elements of an experiment.</p> <p>6.2 The importance of sampling in psychological research.</p> <p>3.3 Quantitative and qualitative research strategies.</p> <p>4.1 Descriptive statistics and how they are used by behavioral scientists.</p>	<p>4.2 Measures of central tendency.</p> <p>4.3 Correlation and how it is used in psychology.</p> <p>4.4 How inferential statistics are used in psychological research.</p> <p>5.3 Ethical issues in psychological research.</p> <p>6.1 Psychology's roots in psychology and natural science.</p> <p>6.2 The emergence of experimental psychology.</p> <p>6.3 The diversity of psychological theories in the 20th century.</p> <p>6.4 Psychology's increasing inclusiveness of diverse interests and constituents.</p>

Textbook Correlation	Suggested Strategies/Activities
Understanding Psychology, Page xiv - xvii	Understanding Psychology Glencoe Planning Guide
Instructional Resources	
Understanding Psychology www.psychology.glencoe.com	
Assessments	
Understanding Psychology Glencoe Resource Manager	

LEARNING			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	4 to 5 days	
National Standard Cognitive Domain - Learning <ol style="list-style-type: none"> 1. Characteristics of learning 2. Principles of classical conditioning 3. Principles of operant conditioning 4. Components of cognitive learning 5. Roles of biology and culture in determining learning 			
District Objective(s) Students will:			
Concept(s): Learning demonstrates how we make changes in our behavior through experience with the environment, usually focusing on classical conditioning, instrumental conditioning, and cognitive learning.			
Topics		Textbook Correlation	
1.1 Learning from a psychological viewpoint.		Understanding Psychology, Pages xiv - xvii Chapter 1, page 32 Chapter 3, page 34	
1.2 Learning as a vehicle to promote adaptation through experience.		Chapter 8, pages 226-7 Chapter 9, pages 240-71 Chapter 10, pages 284-5	
2.1 The classical conditioning paradigm.		Chapter 12, page 331 Chapter 14, pages 387-90, 396-7	
3.1 The operant conditioning paradigm.		Chapter 16, page 456 Chapter 20, page 579	
4.1 How observational learning works.			
4.2 Cognitive learning approaches.			
5.1 Biological contributions to learning.		Instructional Resources Understanding Psychology Glencoe Resource Guide	
5.2 The role of culture in determining what behaviors will be learned.			
5.3 How biological and cultural factors interact to impede or enhance learning.			
5.4 The collaborative nature of some forms of learning within Cultures.			

Instructional Resources	Suggested Strategies/Activities
<p>Understanding Psychology www.psychology.glencoe.com</p>	<p>Understanding Psychology Glencoe Planning Guide</p>
Assessments	
<p>Understanding Psychology Glencoe Resource Manager</p>	

MEMORY

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	4 to 5 days	

National Standard

Cognitive Domain - Memory

1. Encoding, or getting information into memory
2. Short-term and long-term memory systems
3. Retrieval, or getting information out of memory
4. Biological bases of memory
5. Methods for improving memory

District Objective(s)

Students will:

Concept(s): Memory addresses how we remember as well as how we can improve memory.

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1.1 The difference between surface and deep processing. 1.2 Other factors that influence encoding. 2.1 The operation of short-term memory. 2.2 The operation of long-term memory. 3.1 The importance of retrieval cues. 3.2 The role interference plays in retrieval. 3.3 Difficulties created by reconstructive memory processes. 4.1 Brain structures most important to memory. 5.1 Factors that interfere with memory. 5.2 Strategies for improving memory based on our understanding of memory. 	<p>Understanding Psychology, pages xiv - xvii</p> <p>Chapter 6, pages 180-1 Chapter 7, pages 198-9 Chapter 10, pages 272-293 Chapter 13, pages 348-357</p>
	Instructional Resources
	<p>Understanding Psychology Glencoe Resource Guide</p>

Instructional Resources	Suggested Strategies/Activities
<p>Understanding Psychology www.psychology.glencoe.com</p>	<p>Understanding Psychology Glencoe Planning Guide</p>
Assessments	
<p>Understanding Psychology Glencoe Resource Manager</p>	

THINKING AND LANGUAGE			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	4 to 5 days	
<p>National Standard Cognitive Domain - thinking and Language</p> <ol style="list-style-type: none"> 1. Basic elements comprising thought. 2. Strategies and obstacles involved in problem solving and decision making. 3. Structural features of language. 4. Theories and developmental stages of language acquisition 5. Links between thinking and language 			
<p>District Objective(s) Students will:</p>			
<p>Concept(s): Thinking and language examines the role of language, problem-solving skills, creativity multilingualism, and intelligence testing as a primary interests of researchers in this area.</p>			
Topics		Textbook Correlation	
1.1 Thinking as a mental process involved in the manipulation and understanding of information. 1.2 Information is classified into categories containing similar properties known as concepts. 2.1 Problem solving as a directed and productive example of thinking. 2.2 Creative thinking in problem solving. 2.3 Obstacles that inhibit problem solving and decision making.		Understanding Psychology, pages xiv - xvii Chapter 3, pages 66-9 Chapter 6, page 163 Chapter 7, page 190 Chapter 8, page 207 Chapter 9, page 270-1 Chapter 11, pages 294-311 Chapter 13, pages 350-1 Chapter 14, pages 396-7 Chapter 15, pages 432-3 Chapter 16, pages 465-6 Chapter 18, pages 530-2	
		Instructional Resources	
3.1 Language as symbols and sounds that convey meaning and facilitate communication. 3.2 Language is organized in a hierarchical structure. 4.1 Effects of development on language acquisition. 4.2 Theories of language acquisition. 4.3 Acquisition and language use in animals.		Understanding Psychology Glencoe Resource Guide	

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<p>Understanding Psychology www.psychology.glencoe.com</p>	<p>Understanding Psychology Glencoe Planning Guide</p>
Assessments	
<p>Understanding Psychology Glencoe Resource Manager</p>	

STATES OF CONSCIOUSNESS			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	4 to 5 days	
<p>National Standard Cognitive domain - States of Consciousness</p> <ol style="list-style-type: none"> 1. Characteristics of sleep and theories that explain why we sleep. 2. Theories used to explain and interpret dreams. 3. Basic phenomena and uses of hypnosis. 4. Categories of psychoactive drugs and their effects. 			
<p>District Objective(s) Students will:</p>			
<p>Concept(s): States of consciousness explores varying stages of awareness, including sleep, reactions to drugs, daydreaming, and controlled conscious processes.</p>			
Topics		Textbook Correlation	
1.1 The NREM-REM sleep cycle. 1.2 Theories that explain why we sleep. 1.3 Types of sleep disorders. 2.1 Understanding individual differences in dream content and recall. 2.2 Different theories about the use and meaning of dreams.		Understanding Psychology, pages xiv - xvii Chapter 1, pages 17-9 Chapter 7, pages 182-205 Chapter 17, pages 493-5	
3.1 Hypnotic phenomena. 3.2 Possible uses of hypnosis in psychology.		Instructional Resources	
4.1 Categories/effects of psycho active drugs. 4.2 The effects of narcotic, depressant, stimulant, and hallucinogenic drugs.		Understanding Psychology Glencoe Resource Guide	

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<p>Understanding Psychology www.psychology.glencoe.com</p>	<p>Understanding Psychology Glencoe Planning Guide</p>
Assessments	
<p>Understanding Psychology Glencoe Resource Manager</p>	

INDIVIDUAL DIFFERENCES			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	4 to 5 days	
<p>National Standard Sociocultural Domain - Individual Differences</p> <ol style="list-style-type: none"> 1. Concepts related to measurement of individual differences. 2. Influence and interaction of heredity and environment on individual differences 3. Nature of intelligence. 4. Nature of intelligence testing. 			
<p>District Objective(s) Students will:</p>			
<p>Concept(s): Individual differences focuses on how psychologists measure and compare individuals abilities and characteristics. This unit emphasizes test construction, text selection appropriate to the context, and objective and fair-minded interpretation.</p>			
Topics		Textbook Correlation	
1.1 The nature of test constructs, such as intelligence, creativity, and personality. 1.2 Basic statistical concept sin testing. 2.1 How personality and intelligence may be influenced by heredity and environment.		Understanding Psychology, pages xiv-xvii	
		Instructional Resources	
3.1 Intelligence and the use of cognitive skills and strategies. 3.2 How intelligence changes over time. 3.3 Theories of intelligence. 4.1 How intelligence tests reflect differences among people. 4.2 Why intelligence tests predict achievement. 4.2 Limitations of using conventional intelligence tests.		Understanding Psychology Glencoe Resource Guide	

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Understanding Psychology www.psychology.glencoe.com	Understanding Psychology Glencoe Planning Guide
Assessments	
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PERSONALITY AND ASSESSMENT			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	4 to 5 days	
<p>National Standard Sociocultural Domain - Personality and Assessment</p> <ol style="list-style-type: none"> The meaning of personality and personality constructs. Personality approaches and theories. Assessment tools used in personality. 			
<p>District Objective(s) Students will:</p>			
<p>Concept(s): Personality and assessment demonstrates scientific explanations of personality development along with the methods psychologists use to measure personality concepts.</p>			
Topics		Textbook Correlation	
1.1 Personality as the individual's unique way of thinking, feeling, and acting. 1.2 The role of personality constructs as a framework of organizing behavioral phenomena.		Understanding Psychology, pages xiv-xvii	
2.1 The characteristics of the psychoanalytic, cognitive-behavioral, humanistic, and trait approaches. 2.2 Important contributions to the understanding of personality.		Instructional Resources	
3.1 Objective and projective techniques of personality assessment. 3.2 Tests used in personality assessment.		Understanding Psychology Glencoe Resource Guide	

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Assessments	
<p>Understanding Psychology Glencoe Resource Manager</p>	

PSYCHOLOGICAL DISORDERS			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	4 to 5 days	
<p>National Standard Sociocultural Domain - Psychological Disorders</p> <ol style="list-style-type: none"> 1. Characteristics and origins of abnormal behavior. 2. Methods used in exploring abnormal behavior 3. Major categories of abnormal behavior 4. Impact of mental disorders 			
<p>District Objective(s) Students will:</p>			
<p>Concept(s): Psychological disorders investigates patterns of behaviors that are considered deviant or distressful in our culture and includes how psychologists diagnose these patterns.</p>			
Topics		Textbook Correlation	
1.1 The common characteristics of abnormal behavior. 1.2 Examples of abnormal behavior. 1.3 Judgements of abnormality and contexts in which those judgements occur.		Understanding Psychology, pages xiv-xvii	
1.4 Major explanations for the origins of abnormality. 2.1 The purpose of different research methods. 2.2 The advantages and limitations of different research methods for studying abnormal behavior. 3.1 Major categories of abnormal behavior. 3.2 The challenges associated with accurate diagnosis. 4.1 Factors that influence vulnerability to abnormal behavior. 4.2 The stigma associated with abnormal behavior. 4.3 Promoting greater understanding of abnormal behavior.		<p style="text-align: center;">Instructional Resources</p> Understanding Psychology Glencoe Resource Guide	

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Understanding Psychology Glencoe Resource Manager	

TREATMENT OF PSYCHOLOGICAL DISORDERS			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	4 or 5 days	
National Standard Sociocultural Domain - Treatment of Psychological Disorders <ol style="list-style-type: none"> Prominent methods used to treat people with disorders. Types of practioners who implement treatment. Legal and ethical challenges involved in delivery of treatment. 			
District Objective(s) Students will:			
Concept(s): Treatment of psychological disorders discusses the various intervention methods, including psychotherapy and medical interventions, that mental health practioners use in treating abnormal conditions.			
Topics		Textbook Correlation	
1.1 The availability and appropriateness of various modes of treatment for people with psychological disorders. 1.2 Characteristics of effective treatment and prevention.		Understanding Psychology, pages xiv - xvii	
2.1 Therapists according to training. 2.2 Strategies for locating appropriate therapists.		Instructional Resources	
3.1 The intersection between mental health and law. 3.2 The influence of law on the practice of psychotherapy.		Understanding Psychology Glencoe Resource Guide	

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SOCIAL & CULTURAL DIMENSIONS OF BEHAVIOR			
Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	4 or 5 days	
National Standard Sociocultural Domain - Social and Cultural Dimensions of Behavior 1. Social judgement and attitudes. 2. Social and cultural categories. 3. Group processes. 4. Social influence.			
District Objective(s) Students will:			
Concept(s): Social and cultural dimensions of behavior explores how we perceive the social world and how we behave in relation to other people. This unit also explores how social and cultural contexts influence behavior.			
Topics		Textbook Correlation	
1.1 Understanding person perception. 1.2 How attributions affect our explanations of behavior. 1.3 Sources of attitude formation. 1.4 Methods used to change attitudes. 2.1 Basic social and cultural categories. 2.2 How social and cultural categories affect behavior. 3.1 Effects of the presence of others on individual behavior. 3.2 How social structure can affect intergroup relations. 3.3 The nature of bias and discrimination. 4.1 Circumstances under which conformity and obedience are likely to occur. 4.2 The nature of altruism in society. 4.3 The significance of aggression.		Understanding Psychology, pages xiv - xvii	
		Instructional Resources	
		Understanding Psychology Glencoe Resource Guide	

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