

<b>Introduction and Research Methods</b>			
<b>Textbook Rating</b>	<b>Grade Level(s)</b>	<b>Teaching Time</b>	<b>Quarter</b>
1	12	6 days	1(3)
<p><b>National Standard</b>            The students will know and understand:</p> <ol style="list-style-type: none"> <li>Contemporary perspectives used by psychologist</li> <li>Major sub-fields and career opportunities that comprise psychology</li> <li>Research strategies used by psychologists to explain the mind and behavior</li> </ol>			
<p><b>District Objective(s)</b>            Students will:</p> <ol style="list-style-type: none"> <li>Explain important trends in the history of psychology.</li> <li>Identify the various contemporary approaches to psychology.</li> <li>Summarize the careers and specialized fields in psychology.</li> <li>Name the different types of psychological research.</li> </ol>			
<p><b>Concept(s): Psychology has the potential to enrich the lives of people. Psychology involves the theories and methods that have been passed on and changed from generation to generation.</b></p>			
<b>Topics</b>		<b>Textbook Correlation</b>	
<ol style="list-style-type: none"> <li>Historical approaches to psychology               <ol style="list-style-type: none"> <li>Philosophy</li> <li>Structuralism</li> <li>Functionalism</li> <li>Gestalt</li> </ol> </li> <li>Contemporary approaches               <ol style="list-style-type: none"> <li>Psychoanalytic</li> <li>Behavioral</li> <li>Humanistic</li> <li>Cognitive</li> <li>Biological</li> <li>Sociocultural</li> </ol> </li> <li>Work of psychologists and psychiatrists</li> <li>Specialized fields of psychology               <ol style="list-style-type: none"> <li>Developmental</li> <li>Educational</li> <li>Community</li> <li>Industria/organizational</li> <li>Experimental</li> </ol> </li> </ol>		Chapter 1	
		<b>Instructional Resources</b>	
		Daily Focus Transparencies: 1-1, 1-3, 2-1	

Instructional Resources	Suggested Strategies/Activities
<p>Virtual Lab: Personality quizzes on line  <a href="http://www.2h.com/personality-tests.html">www.2h.com/personality-tests.html</a>  <a href="http://www.queendom.com">www.queendom.com</a></p>	<p>Section quizzes</p> <p>Demonstration: Identify objects in trash bag by touch only.</p> <p>Small group activity: develop product to targeted audience and present to class</p>
<b>Assessments</b>	

<b>Lifespan Development</b>			
<b>Textbook Rating</b>	<b>Grade Level(s)</b>	<b>Teaching Time</b>	<b>Quarter</b>
1	12	6 days	1(3)
<p><b>National Standard</b>            The students will know and understand:</p> <ol style="list-style-type: none"> <li>1. Development as a lifelong process</li> <li>2. Stage theories of development</li> <li>3. Issues surrounding the development process (such as gender differences, nature/nuture, critical periods)</li> </ol>			
<p><b>District Objective(s)</b>            Students will:</p> <ol style="list-style-type: none"> <li>1. Describe the physical and perceptual development of newborns and children.</li> <li>2. Understand the development of language.</li> <li>3. Understand how children develop emotionally and socially.</li> <li>4. Understand the biological and emotional changes that adolescents experience.</li> <li>5. Understand the shifting priorities that occur from adolescence throughout the remainder of life.</li> </ol>			
<p><b>Concept(s): Human development is a process that begins at birth and continues until death.</b></p>			
<b>Topics</b>		<b>Textbook Correlation</b>	

<ol style="list-style-type: none"> <li>1. Physical development of newborns <ol style="list-style-type: none"> <li>A. Nature/nurture</li> <li>B. Capacities and maturation</li> </ol> </li> <li>2. Language acquisition of children</li> <li>3. Cognitive development of children</li> <li>4. Emotional development of children</li> <li>5. Puberty</li> <li>6. Personal identify of adolescents</li> <li>7. Physical changes during adulthood</li> <li>8. Social adjustment to old age</li> <li>9. Elizabeth Kubler-Ross and stages of dying</li> </ol>	<p>Chapters 3-5</p>
	<p><b>Instructional Resources</b></p>
	<p>Daily Focus Transparencies: 3-1, 3-2, 4-1, 4-4, 5-1, 5-3</p>
<p><b>Instructional Resources</b></p>	<p><b>Suggested Strategies/Activities</b></p>
<p>Video: Teens</p>	<p>Poster of Self</p> <p>Section Quizzes</p> <p>Demonstrations of conservation with water and play doh.</p>
<p><b>Assessments</b></p>	

Grade: Poster of self  
Section quizzes

Unit Test

### Biological Bases of Behavior

Textbook Rating	Grade Level(s)	Teaching Time	Quarter
1	12	8 days	1 (3)

#### National Standard

The student will know and understand:

1. Structure and function of the neuron
2. Organization of the nervous system
3. Organization of the structure and function of the brain
4. Methods involved in studying the brain
5. Functions of brain's hemispheres
6. Structure and function of the endocrine system

**District Objective(s)**

Students will:

1. Identify the parts of the nervous system.
2. Describe the functions of the nervous system.
3. Identify the structure and functions of the human brain.
4. Describe how scientists image the brain.
5. Describe the endocrine system.
6. Identify hormones and their function in the endocrine system.

**Concept(s): The brain has many parts that work together to coordinate movement, thinking and emotions that result in behavior.**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Central nervous system</li> <li>2. Peripheral nervous system</li> <li>3. Neurons</li> <li>4. Voluntary and involuntary activities               <ol style="list-style-type: none"> <li>A. Somatic nervous system</li> <li>B. Autonomic nervous system</li> </ol> </li> <li>5. Parts of the brain               <ol style="list-style-type: none"> <li>A. Hindbrain</li> <li>B. Midbrain</li> <li>C. Forebrain</li> </ol> </li> <li>6. Lobes of the brain               <ol style="list-style-type: none"> <li>A. Parietal</li> <li>B. Occipital</li> <li>C. Temporal</li> <li>D. Frontal</li> </ol> </li> <li>7. Functions of left and right hemispheres</li> <li>8. Imagine the brain</li> <li>9. Endocrine system</li> </ol>	Chapter 6
	<b>Instructional Resources</b>
	Daily Focus Transparencies: 6-1, 6-2, 6-3
<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>

<p>Video: The Two Brains</p> <p>Web sites:</p> <p><a href="http://www.jilhs.nhusd.k12.ca.us/classes/social-science/psychology/html">www.jilhs.nhusd.k12.ca.us/classes/social-science/psychology/html</a></p> <p>Video: Awakenings</p>	<p>Brain Lab</p> <p>Section Quizzes: 6-1, 6-2, 6-3</p>
<p><b>Assessments</b></p>	
<p>Grade: Brain Lab Section Quizzes</p> <p>Unit Test</p>	

<b>Sensation and Perception</b>			
<b>Textbook Rating</b>	<b>Grade Level(s)</b>	<b>Teaching Time</b>	<b>Quarter</b>
1	12	8 days	1(3)
<p><b>National Standard</b>            The student will know and understand:</p> <ol style="list-style-type: none"> <li>1. Basic concepts explaining the capabilities and limitations of sensory process</li> <li>2. Interaction of the environment and the person in determining perception</li> </ol>			
<p><b>District Objective(s)</b>            Students will:</p> <ol style="list-style-type: none"> <li>1. Define and discuss threshold, Weber’s law and signal detection.</li> <li>2. Describe the nature and functioning of the sense organs and the body senses.</li> <li>3. Outline the principles involved in perception.</li> <li>4. Describe how illusions are perceived.</li> </ol>			
<p><b>Concept(s): Sensations occur anytime a stimulus activates a receptor. The way people interpret sensations and organize them into meaningful experiences in perception.</b></p>			
<b>Topics</b>		<b>Textbook Correlation</b>	
<ol style="list-style-type: none"> <li>1. Thresholds               <ol style="list-style-type: none"> <li>A. Absolute</li> <li>B. Difference</li> <li>C. Weber’s Law</li> <li>D. Adaption</li> </ol> </li> <li>2. Signal detection theory</li> <li>3. Sense organs               <ol style="list-style-type: none"> <li>A. Vision</li> <li>B. Hearing</li> <li>C. Smell</li> <li>D. Taste</li> <li>E. Skin and body senses</li> </ol> </li> <li>4. Perceptual organization               <ol style="list-style-type: none"> <li>A. Gestalt principles</li> <li>B. Figure-ground perception</li> <li>C. Perceptual inference</li> </ol> </li> <li>5. Perceptual learning               <ol style="list-style-type: none"> <li>A. Depth perception</li> <li>B. Constancy</li> </ol> </li> <li>6. Illusions</li> </ol>		Chapter 8	
		<b>Instructional Resources</b>	
		Daily Focus Transparencies: 8-1, 8-2, 8-3  Enrichment Activity 8	

Instructional Resources	Suggested Strategies/Activities
<p><a href="http://www.vision3d.com">www.vision3d.com</a></p> <p><a href="http://www.exploratorium.edu/imagery/exhibits.html">www.exploratorium.edu/imagery/exhibits.html</a></p> <p><a href="http://www.hhmi.org/senses/">www.hhmi.org/senses/</a></p> <p><a href="http://kahuna.psych.uiuc.edu/ipl/splash.htm">http://kahuna.psych.uiuc.edu/ipl/splash.htm</a></p>	<p>Interactive computer lab: illusions</p> <p>Section Quizzes: 8-1, 8-2, 8-3</p>
Assessments	
<p>Grade: Lab Sheets Section Quizzes</p> <p>Unit Test</p>	

<b>Motivation and Emotion</b>			
<b>Textbook Rating</b>	<b>Grade Level(s)</b>	<b>Teaching Time</b>	<b>Quarter</b>
1	12	8 days	1(3)
<p><b>National Standard</b>  The student will know and understand:</p> <ol style="list-style-type: none"> <li>Motivational concepts</li> <li>Biological and environmental cues instigating drives or motives</li> <li>Major theories of motivation</li> <li>Physiological, affective, cognitive and behavioral aspects and the interactions among these aspects</li> </ol>			
<p><b>District Objective(s)</b>  Students will:</p> <ol style="list-style-type: none"> <li>Explain motivation and why people experience it in different ways.</li> <li>Understand the difference between physiological requirements and social needs.</li> <li>Describe the three parts of emotions.</li> </ol>			
<p><b>Concept(s): Motivation can be explained through instinct, drive-reduction, incentive and cognitive theories of emotions.</b></p>			
<b>Topics</b>		<b>Textbook Correlation</b>	
<ol style="list-style-type: none"> <li>Theories of motivation <ol style="list-style-type: none"> <li>Instinct</li> <li>Drive-reduction</li> <li>Incentive</li> <li>Cognitive</li> </ol> </li> <li>Biological and social needs <ol style="list-style-type: none"> <li>Hunger and obesity</li> <li>Achievement and failure</li> <li>Expectancy-value theory</li> <li>Maslow’s hierarchy</li> </ol> </li> <li>Emotion <ol style="list-style-type: none"> <li>Physiological theories</li> <li>Cognitive</li> </ol> </li> </ol>		Chapter 12	
		<b>Instructional Resources</b>	
		Daily Focus Transparencies: 12-1, 12-2, 12-3	

<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
<p>Video: Dying to be Thin</p>	<p>Students will figure their body-mass index</p> <p>Collage: Maslow's Hierarchy of Needs</p> <p>Section Quizzes: 12-1, 12-2, 12-3</p>
<b>Assessments</b>	
<p>Grade: Collage Section Quizzes</p> <p>Unit Test</p>	

<b>Stress, Coping, and Health</b>			
<b>Textbook Rating</b>	<b>Grade Level(s)</b>	<b>Teaching Time</b>	<b>Quarter</b>
1	12	5 days	1(3)
<p><b>National Standard</b>            The student will know and understand:</p> <ol style="list-style-type: none"> <li>Sources of stress</li> <li>Physiological reactions to stress</li> <li>Psychological reactions to stress</li> <li>Cognitive and behavioral strategies to deal with stress and promote health</li> </ol>			
<p><b>District Objective(s)</b>            Students will:</p> <ol style="list-style-type: none"> <li>Define stress.</li> <li>Identify sources of stress.</li> <li>Give examples of physiological and psychological reactions to stress.</li> <li>Identify stages of stress reaction.</li> <li>Describe active strategies of coping with stress.</li> </ol>			
<p><b>Concept(s): Stress results from our perceptions of demands placed upon us and our evaluation of situations we encounter. People deal with stress by using defensive and active coping strategies.</b></p>			
<b>Topics</b>		<b>Textbook Correlation</b>	
<ol style="list-style-type: none"> <li>Components of stress</li> <li>Conflict situations</li> <li>Environmental stressors</li> <li>Reactions to stress               <ol style="list-style-type: none"> <li>Physical responses</li> <li>Emotional and cognitive responses</li> <li>Behavioral</li> </ol> </li> <li>Active coping strategies</li> </ol>		Chapter 15	
		<b>Instructional Resources</b>	
		Daily Focus Transparencies: 15-1, 15-2, 15-3  Enrichment Activity 15	

<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
	<p>Stress Game</p> <p>Section Quizzes: 15-1, 15-2, 15-3</p>
<b>Assessments</b>	
<p>Grade: Section Quizzes</p> <p>Unit Test</p>	

