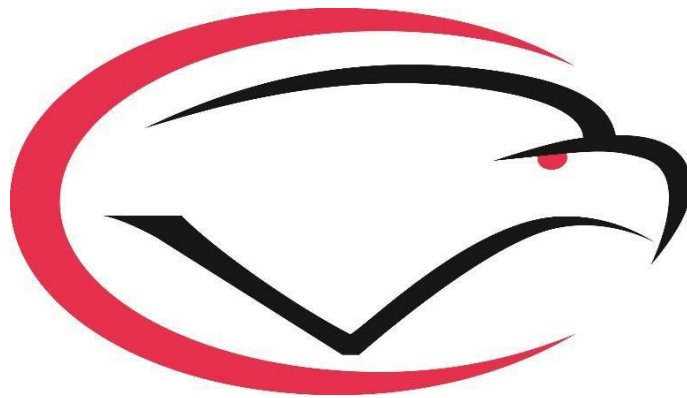


Secondary Curriculum Maps



Cumberland Valley School
District

Soaring to Greatness, Committed to
Excellence

Psychology

Grade: 11/12			SUBJECT
Unit	Timeline	Topics	Priority Standards
History & Research Methods	15 days	History of Psych	IA-2. Major subfields & career opportunities that comprise Psychology
		Subfields	IA-2. Major subfields & career opportunities that comprise Psychology
		Research Methods	IA-3. Research strategies used by Psychologists to explore behavior & mental processes
		Ethics	IA-3. Research strategies used by Psychologists to explore behavior & mental processes
Biology	13 days	Nervous System	IIA-3. Hierarchical organization of the structure and function of the brain
		Nature vs. Nurture	IIA-3. Hierarchical organization of the structure and function of the brain
		Genetics	IIA-3. Hierarchical organization of the structure and function of the brain
Sensation & Perception	9 days	Sensation	IIA-3. Hierarchical organization of the structure and function of the brain
		Perception	IIA-3. Hierarchical organization of the structure and function of the brain
Consciousness	17 days	Levels of Consciousness	IVD-1. Nature of Consciousness
		Altered States	IVD-1. Nature of Consciousness
Learning & Memory	19 days	Types of Learning	IVA-1. Characteristics of Learning
		3 Types of Memory	IVB-3. Retrieval, or getting information out of Memory
Thinking, Language & Intelligence	24 days	The Ways We Think	IVE-1. Concepts related to measurement of individual differences
		Language	IVE-1. Concepts related to measurement of individual differences
		Intelligence	IVE-1. Concepts related to measurement of individual differences
Motivation & Emotion	11 days	Theories of Motivation	IIC-7. Effects of Motivation & Emotion on Perception, Cognition & Behavior
		Emotion	IIC-7. Effects of Motivation & Emotion on Perception, Cognition & Behavior
Development	19 days	Prenatal	IIIA-1. Development is a lifelong process
		Infancy & Childhood	IIIA-1. Development is a lifelong process
		Adolescence	IIIA-1. Development is a lifelong process
		Adulthood	IIIA-1. Development is a lifelong process
Personality	11 days	Theories of Personality	IIIB-2. Personality Approaches & Theories
		Personality Assessment	IIIB-2. Personality Approaches & Theories
Stress	6 days	Sources of Stress	IID-4. Cognitive & Behavioral Strategies for dealing with Stress & Promoting Health
		Physical Effects	IID-4. Cognitive & Behavioral Strategies for dealing with Stress & Promoting Health
		Coping	IID-4. Cognitive & Behavioral Strategies for dealing with Stress & Promoting Health
Disorders	23 days	Defining Abnormality	VA-4. Impact of Mental Disorders
		Causes & Symptomology	VA-4. Impact of Mental Disorders
		Treatment	VA-4. Impact of Mental Disorders
Social	9 days	Social Thinking	VC-3. Social Influence & Relationships
		Social Influence	VC-3. Social Influence & Relationships
		Social Relations	VC-3. Social Influence & Relationships

Curriculum Map

APA Standard	
IA-2: Major Subfields and Career Opportunities that Comprise Psychology	
Taught in Unit(s)	
History and Research Methods	
Common Misconceptions	
A Psychology degree is not useful in the real world.	
Big Idea(s)	Essential Question(s)
<p>The field of Psychology is constantly changing through additional research.</p> <p>The field of Psychology offers a wide range of career opportunities.</p>	<p>Why do people study Psychology?</p> <p>How has the explanation of human behavior evolved over time?</p> <p>How can Psychology be used in the workforce?</p> <p>What are some possible career options in Psychology?</p>
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>The differences between applied psychology and basic research.</p> <p>Possible career options in Psychology.</p> <p>Why studying and understanding Psychology can be beneficial to all members of society.</p>	<p>Discuss the value of both basic and applied psychological research with humans and animals.</p> <p>Describe the major subfields of psychology.</p> <p>Identify the important role psychology plays in benefiting society and improving people's lives.</p>

Curriculum Map

APA Standard	
IA-3. Research strategies used by psychologists to explore behavior and mental processes	
Taught in Unit(s)	
History and Research Methods	
Common Misconceptions	
Psychology is not a science.	
Big Idea(s)	Essential Question(s)
Psychology can be explored through scientific inquiry.	<p>How is research used in Psychology?</p> <p>How are the different methods of observation used and analyzed?</p> <p>How does ethics play a role in research?</p>
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>The steps of the scientific method and how it's used in Psych research.</p> <p>The various research methods used in Psych research.</p> <p>The strengths and weaknesses of the various research methods.</p> <p>The ethical implications of conducting human and animal Psych research.</p>	<p>Describe the scientific method and its role in psychology.</p> <p>Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</p> <p>Define systematic procedures used to improve the validity of research findings, such as external validity.</p> <p>Discuss how and why psychologists use animals in research.</p>

Curriculum Map

APA Standard	
IIA-3. Hierarchical organization of the structure and function of the brain	
Taught in Unit(s)	
Biology Sensation & Perception	
Common Misconceptions	
We are a byproduct of nurture.	
Big Idea(s)	Essential Question(s)
Our biological makeup affects our behaviors and cognition.	How strongly does our biological makeup affect our behavior?
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>The parts and functions of the nervous system.</p> <p>The principles of Mendelian genetics.</p> <p>How the basics of human evolution are applied to human behaviors.</p>	<p>Explain how the parts of the nervous system are organized and how they contribute to human behavior.</p> <p>Describe concepts in genetic transmission.</p> <p>Describe the interactive effects of heredity and environment.</p> <p>Explain how evolved tendencies influence behavior.</p>

Curriculum Map

APA Standard	
IVD-1. Nature of consciousness	
Taught in Unit(s)	
Consciousness	
Common Misconceptions	
Hypnosis is fake. Meditation is a new age fad.	
Big Idea(s)	Essential Question(s)
The construct of consciousness is complicated and irregular.	How is consciousness defined?
	How can you alter your state of consciousness?
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
The different levels and states of consciousness	Identify states of consciousness.
The difference between explicit and implicit processing	Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).

Curriculum Map

APA Standard	
IVA-1. Characteristics of learning	
Taught in Unit(s)	
Learning & Memory	
Common Misconceptions	
N/A	
Big Idea(s)	Essential Question(s)
We learn about the world in a variety of ways.	How does reinforcement help us learn?
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Basic principles of operant conditioning.</p> <p>The different outcomes and consequences between reinforcement and punishment.</p> <p>How to use the principles of operant conditioning to change individual behavior.</p>	<p>Describe the Law of Effect.</p> <p>Describe the principles of operant conditioning.</p> <p>Describe clinical and experimental examples of operant conditioning.</p> <p>Apply operant conditioning to everyday life.</p>

Curriculum Map

APA Standard	
IVB-3. Retrieval, or getting information out of memory	
Taught in Unit(s)	
Learning & Memory	
Common Misconceptions	
Memory is a reliable source for what is real.	
Big Idea(s)	Essential Question(s)
Memory is changeable; it can be improved and distorted.	<p>How is information put into your memory?</p> <p>Why do we forget?</p> <p>How can memory be distorted?</p> <p>How can we improve our memory?</p>
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>The three processes of memory</p> <p>The multi-store model of memory</p> <p>The processes and obstacles of retrieval</p> <p>The memory retrieval improvement strategies</p>	<p>Analyze the importance of retrieval cues in memory.</p> <p>Explain the role that interference plays in retrieval.</p> <p>Discuss the factors influencing how memories are retrieved.</p> <p>Explain how memories can be malleable.</p> <p>Discuss strategies for improving the retrieval of memories.</p>

Curriculum Map

APA Standard	
IVE-1. Concepts related to measurement of individual differences	
Taught in Unit(s)	
Thinking, Language & Intelligence	
Common Misconceptions	
There is more to intelligence than being book smart.	
Big Idea(s)	Essential Question(s)
There are many different ways to display intelligence.	How do we explain the difference between intelligence and achievement?
	How can we measure intelligence?
	Why are there problems with intelligence testing?
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
The different kinds of intelligence. The different ways intelligence is measured. The biological and environmental effectors on intelligence.	Discuss issues related to the consequences of intelligence testing.
	Discuss the influences of biological, cultural, and environmental factors on intelligence.

Curriculum Map

APA Standard	
IIC-7. Effects of motivation and emotion on perception, cognition, and behavior	
Taught in Unit(s)	
Motivation & Emotion	
Common Misconceptions	
There are multiple causes of eating disorders, some biological, some social/cultural, some psychological.	
Big Idea(s)	Essential Question(s)
Human behaviors are affected by needs and emotions.	<p>In what ways can you be motivated?</p> <p>How are experienced and expressed emotion different?</p>
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>The different theories of motivation</p> <p>The biological and environmental factors of motivation</p> <p>The Premack principle (one motivator does not fit all. There are individual preferences and differences)</p> <p>The different theories regarding emotion</p>	<p>Discuss eating behavior.</p> <p>Discuss sexual behavior and orientation.</p> <p>Discuss achievement motivation.</p> <p>Discuss other ways in which humans and non-human animals are motivated.</p> <p>Compare and contrast the various theories of emotion</p>

Curriculum Map

APA Standard	
IIIA-1. Development as a lifelong process	
Taught in Unit(s)	
Development	
Common Misconceptions	
N/A	
Big Idea(s)	Essential Question(s)
Development is a lifelong process.	How does an individual develop cognitively? How does an individual develop physically? How does an individual develop socially?
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
The difference between stage and continuous development theories. The factors contributing to prenatal, childhood, adolescent, and adult development.	Discuss theories of cognitive development. Discuss theories of moral development. Discuss theories of social development.

Curriculum Map

APA Standard	
IIIB-2. Personality approaches and theories	
Taught in Unit(s)	
Personality	
Common Misconceptions	
N/A	
Big Idea(s)	Essential Question(s)
Your personality is a unique, consistent combination of both nature and nurture.	How do the various approaches to explaining personality differ?
	How can you assess personality?
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>The different contributing factors to each of the four major theories.</p> <p>How can each theory be applied to the student's own individual personality profile.</p>	Evaluate psychodynamic theories.
	Evaluate trait theories.
	Evaluate humanistic theories.
	Evaluate social-cognitive theories.

Curriculum Map

APA Standard	
IID-4. Cognitive and behavioral strategies for dealing with stress and promoting health	
Taught in Unit(s)	
Stress	
Common Misconceptions	
Stress is bad for you physically, emotionally, and psychologically. Some people can't manage stress.	
Big Idea(s)	Essential Question(s)
Stress is a "killer", but you can make it your friend.	How does stress affect you physically and mentally?
	In what ways can you effectively manage stress?
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
How stress affects you physically. The sources of stress. Useful coping strategies.	Define stress as a psychophysiological reaction.
	Identify and explain potential sources of stress.
	Explain physiological and psychological consequences for health.
	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.

Curriculum Map

APA Standard	
VA-4. Impact of mental disorders	
Taught in Unit(s)	
Disorders	
Common Misconceptions	
Psychological disorders are incurable and untreatable. People with disorders are different and violent. Therapy is just either talking or taking meds.	
Big Idea(s)	Essential Question(s)
Mental health is equally as important as physical health.	How is abnormal behavior defined? How can disorders be identified and controlled or cured? How can we combat the social stigma associated with psychological disorders?
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
How to identify deviant, distressful, and dysfunctional behaviors The various contributing factors that influence our definitions of these behaviors The current categories of psychological disorders, as defined by the DSM-V The different types of therapies available	Define psychologically abnormal behavior. Describe historical and cross-cultural views of abnormality. Describe major models of abnormality. Discuss how stigma relates to abnormal behavior. Discuss the impact of psychological disorders on the individual, family, and society.

Curriculum Map

APA Standard	
VC-3. Social influence and relationships	
Taught in Unit(s)	
Social	
Common Misconceptions	
Sexual orientation is purely a choice. Gender identity is binary and gender roles are predetermined. The underestimation of the power of the social situation.	
Big Idea(s)	Essential Question(s)
Groups significantly influence our behavior, and vice versa.	How do social situations influence our behavior? How do individuals affect social dynamics?
Assessments	
Unit Test FRQ	
Concepts (what students need to know)	Skills (what students must be able to do)
The contributing factors to gender roles, identity and orientation. How stereotypes are formed and perpetuated. The basic components of social thinking, influence and relations.	Discuss psychological research examining gender identity. Discuss psychological research examining diversity in sexual orientation. Compare and contrast gender identity and sexual orientation. Discuss psychological research examining gender similarities and differences and the impact of gender discrimination. Discuss the psychological research on gender and how the roles of women and men in societies are perceived. Examine how perspectives affect stereotypes and treatment of minority and majority groups in society. Discuss psychological research examining differences in individual cognitive and physical abilities.