

Psychology Honors 2024

Unit 1: Biological Pillar

Stage 1: Desired Results

Standards & Indicators:

Biological Bases of Behavior

1. Structure and function of the nervous system and endocrine system in human and non-human animal
2. The interaction between biological factors and experiences

Sensation

1. The functions of sensory systems
2. The capabilities and limitations of sensory processes

Consciousness

1. The different states and levels of consciousness
2. Characteristics and functions of sleep and theories that explain why we sleep and dream
3. Categories of psychoactive drugs and their effects

Health

1. Stress and coping
2. Psychological science promotes mental and physical health and wellness

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.FP.4	Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.	
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	

Central Idea/Enduring Understanding:

- A. Psychological science relies on empirical evidence and adapts as new data develop.
- B. Psychology explains general principles that govern behavior while recognizing individual differences.
- C. Psychological, biological, social, and cultural factors influence behavior and mental processes.
- D. Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
- D. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.

Essential/Guiding Question:

How do biological systems, sensory experiences, and states of consciousness interact to influence behavior and contribute to our understanding of psychological disorders?

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<p>E. Applying psychological principles can change our lives, organizations, and communities in positive ways.</p> <p>F. Ethical principles guide psychology research and practice.</p>	
<p>Content:</p> <ol style="list-style-type: none"> 1. Neurons and Neurotransmitters: How the brain communicates with the body. 2. The Brain: Major parts of the brain and their functions (lobes, limbic system). 3. Endocrine System: Hormones and their psychological impact. 4. Genetics: Nature vs. nurture, twin studies. 5. The relationship between conscious and unconscious processes 6. Characteristics of sleep and theories that explain why we sleep and dream 7. Categories of psychoactive drugs and their effects 8. Other states of consciousness 9. Stress coping mechanism 10. The relationship between Stress and anxiety 	<p>Skills(Objectives):</p> <p>Biological Bases of Behavior CONTENT STANDARD 1 Structure and function of the nervous system and endocrine system in human and non-human animals Students are able to (learning targets):</p> <ul style="list-style-type: none"> • 1.1. Identify the major divisions and subdivisions of the human nervous system and their functions • 1.2. Identify the parts of the neuron and describe the basic process of neural transmission • 1.3. Describe the structures and functions of the various parts of the central nervous system • 1.4. Explain the importance of plasticity of the nervous system • 1.5. Describe the function of the endocrine glands and their interaction with the nervous system • 1.6. Identify methods and tools used to study the nervous system <p>CONTENT STANDARD 2 The interaction between biological factors and experiences Students are able to (learning targets):</p> <ul style="list-style-type: none"> • 2.1. Describe concepts in behavioral genetics and epigenetics • 2.2. Describe the interactive effects of heredity and environment • 2.3. Explain general principles of evolutionary psychology <p>Sensation</p> <ul style="list-style-type: none"> • 1.1. Explain the process of sensory transduction • 1.2. Explain the basic concepts of psychophysics such as threshold and adaptation • 2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities • 2.2. Describe the visual sensory system • 2.3. Describe the auditory sensory system • 2.4. Describe chemical and tactile sensory systems <p>Consciousness</p> <ul style="list-style-type: none"> • 1.1. Identify states of consciousness • 1.2. Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)

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	<ul style="list-style-type: none"> 1.3. Identify the effects of meditation, mindfulness, and relaxation 1.4. Describe characteristics of and current conceptions about hypnosis 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 and of dreaming 2.4. Describe types of sleep disorders 3.1. Characterize the major categories of psychoactive drugs and their effects 3.2. Describe how psychoactive drugs work in the brain 3.3. Describe the physiological and psychological effects of psychoactive drugs <p>Health</p> <p>CONTENT STANDARD 1 Stress and coping</p> <p>Students are able to (learning targets):</p> <ul style="list-style-type: none"> 1.1. Define stress as a psychophysiological response to the environment 1.2. Explain sources of stress across the life span 1.3. Explain physiological and psychological consequences of stress for health and wellness 1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress <p>CONTENT STANDARD 2 Psychological science promotes mental and physical health and wellness</p> <p>Students are able to (learning targets):</p> <ul style="list-style-type: none"> 2.1. Describe factors that promote resilience and flourishing 2.2. Identify evidence-based strategies that promote health and wellness
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Interdisciplinary Connections:

This unit on Biological Bases of Behavior, Sensation, and Consciousness connects deeply with several other disciplines. In biology, students will draw on their understanding of the nervous and endocrine systems to explore how these structures regulate behavior and mental processes. The study of chemistry contributes to the understanding of neurotransmitters, hormones, and the chemical interactions that influence mood, cognition, and behavior. Health science informs the examination of psychological disorders by providing insights into diagnostic practices, treatment, and the mind-body connection. Additionally, philosophy and sociology play roles in examining how consciousness and behavior are shaped not only by biological factors but also by societal norms, experiences, and individual perspectives on abnormal behavior. This interdisciplinary approach helps students develop a holistic understanding of psychology as both a biological and social science.

Stage 2: Assessment Evidence

Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and

Other Evidence:

Reaction Paper Writing: analyzing articles reflecting content concepts

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<p>proficiency. The task will yield a tangible product and/ or performance that serves as evidence of learning.</p> <ul style="list-style-type: none"> History of psychology timeline Posters on research methods Debate on ethics of psychology Role-play activity on the process of neurotransmission Build a 3-D model of the brain Analyze a famous case study Simple experiment to show the scientific method 	<p>Extension Assignments: Using the library databases find and share additional evidence to a single concept contained in the unit</p> <p>Complete a DBQ using bell curves and scatter plots relating to college admittance</p> <p>Design, implement, and analyze a school-based survey</p> <p>Tests</p> <p>Quizzes</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Small and large group discussions Individual and group projects Debates Seminars Jigsaw Cooperative Learning Note taking from primary and secondary sources Create multimedia presentations Report writing View contemporary movies to analyze for validity and credibility according to the APA Code of Ethics Fishbowl discussions Exit slips Guest speakers working in various subfields of psychology Role plays Demonstrations/Experiments Tests and Quizzes Case Study analysis Interviews Use of graphic Organizers to illustrate concepts</p>	<p><u>Resources:</u></p> <p>Kasschau, R. A. (2014). Understanding Psychology. McGraw--Hill Education.</p> <p>APA.org</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>Learning for Justice</p> <p>Student selected articles from Pemberton High School library.</p> <p>Crashcourse video series.</p> <p>Kahoot vocabulary flashcards</p> <p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Best Psychology Blogs and Websites https://www.psypost.org/2016/09/top-best-psychology-websites-articles-information-44974 https://www.happierhuman.com/psychology-websites/</p>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Learning Contracts</p> <p>Alternative Assessments</p> <p>Anchor Activities</p>	<p>Audio Recordings</p> <p>Centers/Stations</p> <p>Curriculum</p>	<p>Audio Recordings</p> <p>Centers/Stations</p> <p>Curriculum Compacting</p>	<p>Any student requiring further accommodations and/or modifications will have them</p>

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Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 2: Cognition Pillar		
Stage 1: Desired Results		
Standards & Indicators: Cognition <ol style="list-style-type: none"> 1. Fundamental processes of thinking and problem-solving 2. Effective thinking processes Memory <ol style="list-style-type: none"> 1. Processes of memory 2. Factors influencing memory Perception <ol style="list-style-type: none"> 1. The process of perception 2. The interaction between the person and the environment in determining perception Intelligence <ol style="list-style-type: none"> 1. Perspectives on intelligence 2. Assessment of intelligence 3. Issues in intelligence 		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth	The ability to assess external information is a necessary skill to make informed decisions aligned to

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	over time.	one's goals.
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	
Central Idea / Enduring Understanding: <ol style="list-style-type: none"> Psychological science relies on empirical evidence and adapts as new data develop. Psychology explains general principles that govern behavior while recognizing individual differences. Psychological, biological, social, and cultural factors influence behavior and mental processes. Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society. Our perceptions and biases filter our experiences of the world through an imperfect personal lens. Applying psychological principles can change our lives, organizations, and communities in positive ways. Ethical principles guide psychology research and practice. 		Essential/Guiding Question: How do thinking, memory, perception, and intelligence shape our understanding of human cognition, and what factors influence the effectiveness of these processes in everyday life?
Content: <ol style="list-style-type: none"> Memory: Encoding, storage, and retrieval processes; types of memory (short-term, long-term, working). Thinking and Problem Solving: Algorithms, heuristics, decision-making. Language: Structure of language, theories of language development, linguistic determinism. 		Skills (Objectives): Cognition CONTENT STANDARD 1 Fundamental processes of thinking and problem solving Students are able to (learning targets): <ul style="list-style-type: none"> 1.1. Describe cognitive processes related to concept formation 1.2. Explain processes involved in problem solving and decision making CONTENT STANDARD 2 Effective thinking processes Students are able to (learning targets):

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- 2.1. Describe obstacles to effective information processing and decision making
- 2.2. Describe convergent and divergent thinking in problem solving and decision making

Memory

CONTENT STANDARD 1 Processes of memory

Students are able to (learning targets):

- 1.1. Explain the processes of encoding, storage, and retrieval
- 1.2. Describe systems of memory (i.e., sensory, working, and long-term memory)
- 1.3. Differentiate types of memory (i.e., implicit and explicit)

CONTENT STANDARD 2 Factors influencing memory

Students are able to (learning targets):

- 2.1. Explain strategies for improving the encoding, storage, and retrieval of memories
- 2.2. Describe memory as a reconstructive process
- 2.3. Explain kinds of forgetting or memory failures
- 2.4. Identify disorders that impact the function of memory

Perception

CONTENT STANDARD 1 The process of perception

Students are able to (learning targets):

- 1.1. Describe principles of perception
- 1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2 The interaction between the person and the environment in determining perception

Students are able to (learning targets):

- 2.1. Explain Gestalt principles of perception
- 2.2. Describe binocular and monocular depth cues
- 2.3. Describe perceptual constancies
- 2.4. Describe the nature of attention
- 2.5. Explain how diverse experiences and expectations influence perception

Intelligence

CONTENT STANDARD 1 Perspectives on intelligence

Students are able to (learning targets):

- 1.1. Explain intelligence as a construct
- 1.2. Describe various conceptualizations of intelligence
- 1.3. Describe the effects of differences in intelligence on everyday functioning

CONTENT STANDARD 2 Assessment of intelligence

Students are able to (learning targets):

- 2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness

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	<ul style="list-style-type: none"> • 2.2. Identify current methods of assessing human cognitive abilities • 2.3. Describe measures of and data on reliability and validity for intelligence test scores <p>CONTENT STANDARD 3 Issues in intelligence Students are able to (learning targets):</p> <ul style="list-style-type: none"> • 3.1. Explain the complexities of interpreting scores on intelligence tests • 3.2. Describe the influences of biological, cultural, and environmental factors on intelligence
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Interdisciplinary Connections:

This unit on Cognition, Memory, Perception, and Intelligence integrates concepts from multiple disciplines. In neuroscience, students examine the brain structures involved in thinking, problem-solving, and memory, gaining a biological perspective on cognition. Mathematics and statistics are essential for understanding intelligence assessments, the data behind IQ scores, and issues related to testing. Philosophy and ethics intersect when exploring questions about the nature of intelligence, fairness in assessment, and the biases that can arise in cognitive evaluations. In computer science, students can draw parallels between human cognition and artificial intelligence, exploring how machines mimic processes like perception and problem-solving. These interdisciplinary connections help students recognize how various fields contribute to the study of cognitive processes and intelligence, enhancing their understanding of human thought and behavior.

Stage 2: Assessment Evidence

Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serves as evidence of learning.

- Diagram of neural communication
- Research and present a case study
- Experiment to see the effects of hormones on behavior
- Flowchart on sensory information interpreted by the brain
- Demonstrations on various illusions
- Research and present on altered states of consciousness

Other Evidence:

Journal Reflections: apply concepts and make personal connections to daily lessons.

Reaction Paper Writing: analyzing articles reflecting content concepts.

Extension Assignments: Using the library databases find and share additional evidence to a single concept contained in the unit.

Keep a dream log and identify concepts like habituation, lucid dreaming, and stages of sleep

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Debates
Seminars
Jigsaw Cooperative Learning
Note taking from primary and secondary sources
Create multimedia presentations
Report writing
View contemporary movies to analyze for validity and credibility according to the APA Code of Ethics
Fishbowl discussions
Exit slips

Resources:

[Kasschau, R. A. \(2014\). Understanding Psychology. McGraw--Hill Education.](#)

[APA.org](#)

[GLSEN Educator Resources](#)

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<p>Guest speakers working in various subfields of psychology</p> <p>Role plays</p> <p>Demonstrations/Experiments</p> <p>Tests and Quizzes</p> <p>Case Study analysis</p> <p>Interviews</p> <p>Use of graphic Organizers to illustrate concepts</p>	<p>Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>Learning for Justice</p> <p>Student selected articles from Pemberton High School library.</p> <p><i>Crashcourse</i> video series.</p> <p>Kahoot vocabulary flashcards</p> <p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Best Psychology Blogs and Websites https://www.psypost.org/2016/09/top-best-psychology-websites-articles-information-44974 https://www.happierhuman.com/psychology-websites/</p>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p><i>Learning Contracts</i></p> <p>Alternative Assessments</p> <p>Anchor Activities</p> <p>Audio Recordings</p> <p>Centers/Stations</p> <p>Curriculum Compacting</p> <p>Flexible Grouping</p> <p>Games</p> <p>Homework Options</p> <p>Instructional Ladders</p> <p>Menus/Agendas</p> <p>Multiple Intelligence</p> <p>Options</p> <p>Performance</p> <p>Assessments</p> <p>Question Choices</p> <p>Reading Buddies</p> <p>Scaffolding</p> <p>Simulations</p> <p>Tiered Activities</p> <p>Tiered Rubrics</p> <p>Varied Organizers</p> <p>Varied Pacing</p> <p>Varied Products</p> <p>Varied Questions</p> <p>Varied Texts</p> <p>Videos</p> <p>Webquests</p>	<p>Audio Recordings</p> <p>Centers/Stations</p> <p>Curriculum</p> <p>Compacting</p> <p>Flexible Grouping</p> <p>Games</p> <p>Homework Options</p> <p>Instructional Ladders</p> <p>Menus/Agendas</p> <p>Multiple Intelligence</p> <p>Options</p> <p>Performance</p> <p>Assessments</p> <p>Question Choices</p> <p>Scaffolding</p> <p>Simulations</p> <p>Tiered Activities</p> <p>Tiered Rubrics</p> <p>Varied Organizers</p> <p>Varied Pacing</p> <p>Varied Products</p> <p>Varied Questions</p> <p>Varied Texts</p> <p>Videos</p> <p>Webquests</p>	<p>Audio Recordings</p> <p>Centers/Stations</p> <p>Curriculum</p> <p>Compacting</p> <p>Flexible Grouping</p> <p>Games</p> <p>Homework Options</p> <p>Instructional Ladders</p> <p>Menus/Agendas</p> <p>Multiple Intelligence</p> <p>Options</p> <p>Performance</p> <p>Assessments</p> <p>Question Choices</p> <p>Reading Buddies</p> <p>Scaffolding</p> <p>Simulations</p> <p>Tiered Activities</p> <p>Tiered Rubrics</p> <p>Varied Organizers</p> <p>Varied Pacing</p> <p>Varied Products</p> <p>Varied Questions</p> <p>Varied Texts</p> <p>Videos</p> <p>Webquests</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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Unit 3: Development and Learning Pillar

Stage 1: Desired Results

Standards & Indicators:

LifeSpan Development

1. Methods and issues in lifespan development
2. Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)

Learning

1. Classical conditioning
2. Operant conditioning
3. Observational learning, social learning theory, and mental processes in learning

Language

1. Structural features and development of language
2. Language and the brain

Therapies

1. Types of treatment
2. Legal, ethical, and professional issues in the treatment of psychological disorders

Disorders

1. Perspectives of abnormal behavior
2. Categories of psychological disorders

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas	With a growth mindset, failure is an important part of success
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	

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9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	
Central Idea/Enduring Understanding: <ul style="list-style-type: none"> A. Psychological science relies on empirical evidence and adapts as new data develop. B. Psychology explains general principles that govern behavior while recognizing individual differences. C. Psychological, biological, social, and cultural factors influence behavior and mental processes. D. Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society. E. Our perceptions and biases filter our experiences of the world through an imperfect personal lens. F. Applying psychological principles can change our lives, organizations, and communities in positive ways. G. Ethical principles guide psychology research and practice. 		Essential/Guiding Question: How do biological, cognitive, social, and ethical factors shape human development, learning, language, and the treatment of psychological disorders throughout the lifespan?
Content: <ul style="list-style-type: none"> 1. Methods and issues in lifespan development 2. Theories of lifespan development 3. Prenatal development and the newborn 4. Infancy (i.e., the first two years of life) 5. Childhood 6. Adolescence 7. Adulthood and aging 8. Classical conditioning 9. Operant conditioning 10. Observational and cognitive learning 		Skills (Objectives): LifeSpan Development CONTENT STANDARD 1 Methods and issues in lifespan development Students are able to (learning targets): <ul style="list-style-type: none"> • 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 CONTENT STANDARD 2 Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) Students are able to (learning targets): <ul style="list-style-type: none"> • 2.1. Identify key features of physical development from prenatal through older adulthood • 2.2. Identify key features of cognitive development from prenatal through older adulthood

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	<ul style="list-style-type: none">• 2.3. Identify key features of social development from prenatal through older adulthood <p>Learning</p> <p>CONTENT STANDARD 1 Classical Conditioning</p> <p>Students are able to (learning targets):</p> <ul style="list-style-type: none">• 1.1. Describe the processes of classical conditioning• 1.2. Describe clinical and experimental examples of classical conditioning <p>CONTENT STANDARD 2 Operant Conditioning</p> <p>Students are able to (learning targets):</p> <ul style="list-style-type: none">• 2.1. Describe the processes of operant conditioning• 2.2. Describe clinical and experimental examples of operant conditioning <p>CONTENT STANDARD 3 Observational learning, social learning theory, and mental processes in learning</p> <p>Students are able to (learning targets):</p> <ul style="list-style-type: none">• 3.1. Describe observational learning and social learning theory• 3.2. Describe the role of mental processes in learning <p>Language</p> <p>CONTENT STANDARD 1 Structural features and development of language</p> <p>Students are able to (learning targets):</p> <ul style="list-style-type: none">• 1.1. Describe the structure of language from the level of speech sounds to communication of meaning• 1.2. Describe the relationship between language and cognition• 1.3. Explain the language acquisition process and theories <p>CONTENT STANDARD 2 Language and the brain</p> <p>Students are able to (learning targets):</p> <ul style="list-style-type: none">• 2.1. Identify the brain structures associated with language• 2.2. Explain how damage to the brain may affect language <p>Therapies</p> <p>CONTENT STANDARD 1 Types of treatment</p> <p>Students are able to (learning targets):</p> <ul style="list-style-type: none">• 1.1. Describe different types of biomedical and psychological treatments• 1.2. Explain why psychologists use a variety of psychological treatments• 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment <p>Disorders</p>
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	<p>CONTENT STANDARD 1 Perspectives of abnormal behavior Students are able to (learning targets):</p> <ul style="list-style-type: none"> • 1.1. Define abnormal behavior • 1.2. Describe cross-cultural views of abnormality • 1.3. Describe major medical and biopsychosocial models of abnormality • 1.4. Explain how stigma relates to abnormal behavior • 1.5. Explain the impact of psychological disorders on the individual, family, and society <p>CONTENT STANDARD 2 Categories of psychological disorders Students are able to (learning targets):</p> <ul style="list-style-type: none"> • 2.1. Describe the classification of psychological disorders • 2.2. Describe the challenges associated with diagnosing psychological disorders • 2.3. Describe symptoms of psychological disorders
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Interdisciplinary Connections:

This unit on Lifespan Development, Learning, Language, and Therapies integrates concepts from various disciplines. Biology and neuroscience play crucial roles in understanding physical, cognitive, and brain development, as well as the biological foundations of language and learning. Education intersects with the study of learning theories—such as classical and operant conditioning—highlighting strategies to promote effective learning in different age groups. Linguistics provides insights into the structure, acquisition, and development of language, while psychology examines how the brain processes language and learning.

In the area of therapies, students draw from law and ethics to explore legal and ethical considerations in the treatment of psychological disorders, while health sciences and medicine contribute knowledge of therapeutic approaches, ranging from medical treatments to counseling techniques. Sociology provides a broader cultural context, exploring how social environments influence language development, learning behaviors, and attitudes toward mental health treatment. This interdisciplinary approach fosters a comprehensive understanding of how biological, social, and ethical factors shape development, learning, and mental health interventions.

Stage 2: Learning Plan

Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serve as evidence of learning.

- Detailed timeline that reflects the stages of human development
- Observation study on a child/adolescent developmental milestones
- Interview and elderly person about their life experiences
- Experiment to demonstrate classical and operant conditioning
- Infographic that compares major learning theories
- Behavior Mod to change a behavior in you or someone else

Other Evidence:

Journal Reflections: apply concepts and make personal connections to daily lessons.

Reaction Paper Writing: analyzing articles reflecting content concepts

Extension Assignments: Using the library databases find and share additional evidence to a single concept contained in the unit.

Use conditioning concepts to train a pet or person in a small task. Chart the schedules of reinforcement used.

Debate the Code of Ethics as it relates to the Little Albert Experiments.

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- Analyze a case study of a adolescent with learning disabilities

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Journal Reflections: apply concepts and make personal connections to daily lessons.

Reaction Paper Writing: analyzing articles reflecting content concepts

Extension Assignments: Using the library databases find and share additional evidence to a single concept contained in the unit.

Role play an everyday task involving school and how different people display motivation to complete it.

Resources:

[Kasschau, R. A. \(2014\). Understanding Psychology. McGraw--Hill Education.](#)

[APA.org](#)

[GLSEN Educator Resources](#)

[Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Learning for Justice](#)

Student selected articles from Pemberton High School library.

Crashcourse video series.

Kahoot vocabulary flashcards

Forty Studies that Changed Psychology: Explorations into the History of Psychological Research, 4th edition, Prentice Hall, 2002

Best Psychology Blogs and Websites

<https://www.psypost.org/2016/09/top-best-psychology-websites-articles-information-44974>

<https://www.happierhuman.com/psychology-websites/>

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<i>Learning Contracts</i> Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options	Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments	Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:

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Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Question Choices Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 4: Social and Personality Pillar		
Stage 1: Desired Results		
Standards & Indicators: Social <ol style="list-style-type: none"> Social cognition Social influence Personality <ol style="list-style-type: none"> Empirical approaches to studying and understanding personality Assessment of personality Multiculturalism and Gender <ol style="list-style-type: none"> Psychological constructs of culture Psychological constructs of gender and sexual orientation Motivation and Emotion <ol style="list-style-type: none"> Influences of motivation Domains of motivated behavior in humans Perspectives on emotion Emotional interpretation and expression (interpersonal and intrapersonal) Domains of emotional behavior 		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	

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9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
<u>Central Idea/Enduring Understanding:</u> A. Psychological science relies on empirical evidence and adapts as new data develop. B. Psychology explains general principles that govern behavior while recognizing individual differences. C. Psychological, biological, social, and cultural factors influence behavior and mental processes. D. Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society. E. Our perceptions and biases filter our experiences of the world through an imperfect personal lens. F. Applying psychological principles can change our lives, organizations, and communities in positive ways. G. Ethical principles guide psychology research and practice.		<u>Essential/Guiding Question:</u> How do social, cultural, biological, and psychological factors influence personality, motivation, emotion, and the way individuals navigate gender, culture, and social relationships?
<u>Content:</u> 1. Social cognition and interaction 2. Social and cultural diversity 3. Role of gender and other social factors in behavior 4. Theories of personality 5. Assessing personality 6. Defining and understanding psychological disorders 7. Treatment of psychological disorders 8. Issues related to treatment and prevention		<u>Skills(Objectives):</u> Social CONTENT STANDARD 1 Social cognition Students are able to (learning targets): <ul style="list-style-type: none"> 1.1. Describe attributional explanations of behavior 1.2. Explain how experiences shape attitudes and beliefs 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others CONTENT STANDARD 2 Social influence Students are able to (learning targets): <ul style="list-style-type: none"> 2.1. Explain how the presence of other people can affect behavior 2.2. Describe how intergroup dynamics influence behavior

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- 2.3. Explain how persuasive methods affect behavior and beliefs
- 2.4. Identify factors influencing attraction and relationships
- 2.5. Identify factors influencing aggression and conflict
- 2.6. Identify factors influencing altruism and helping behaviors

Personality

CONTENT STANDARD 1 Empirical approaches to studying and understanding personality

Students are able to (learning targets):

- 1.1. Explain how biological and environmental factors interact to influence personality
- 1.2. Explain social-cognitive approaches to understanding personality
- 1.3. Explain trait-based approaches to understanding personality
- 1.4. Describe methods used to study personality scientifically
- 1.5. Define self-concept

CONTENT STANDARD 2 Assessment of personality

Students are able to (learning targets):

- 2.1. Differentiate personality assessment techniques
- 2.2. Describe the reliability and validity of personality assessment techniques
- 2.3. Analyze how personality researchers address issues of stability and change

Multiculturalism and Gender

CONTENT STANDARD 1 Psychological constructs of culture

Students are able to (learning targets):

- 1.1. Define culture and describe its role in individual and group characteristics
- 1.2. Describe the relationship between culture and conceptions of self and identity development
- 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination
- 1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity

CONTENT STANDARD 2 Psychological constructs of gender and sexual orientation

Students can (learning targets):

- 2.1. Compare and contrast sex, gender identity, and sexual orientation
- 2.2. Describe diversity of gender identity and sexual orientation
- 2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation

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	<p>Motivation and Emotion</p> <p>CONTENT STANDARD 1 Influences of motivation Students are able to (learning targets):</p> <ul style="list-style-type: none">• 1.1. Explain biological, cognitive, and social factors that influence motivation• 1.2. Explain the role of culture in human motivation <p>CONTENT STANDARD 2 Domains of motivated behavior in humans Students are able to (learning targets):</p> <ul style="list-style-type: none">• 2.1. Identify factors in motivation that influence eating and sexual behaviors• 2.2. Identify motivational factors that influence achievement and affiliation <p>CONTENT STANDARD 3 Perspectives on emotion Students are able to (learning targets):</p> <ul style="list-style-type: none">• 3.1. Explain the biological and cognitive components of emotion• 3.2. Describe the psychological research on basic human emotions• 3.3. Differentiate among theories of emotion <p>CONTENT STANDARD 4 Emotional interpretation and expression (interpersonal and intrapersonal) Students are able to (learning targets):</p> <ul style="list-style-type: none">• 4.1. Explain how biological factors influence emotional interpretation and expression• 4.2. Explain how culture and gender influence emotional interpretation and expression• 4.3. Explain how other environmental factors influence emotional interpretation and expression <p>CONTENT STANDARD 5 Domains of emotional behavior Students are able to (learning targets):</p> <ul style="list-style-type: none">• 5.1. Identify biological and environmental influences on the expression and experience of negative emotions• 5.2. Identify biological and environmental influences on the expression and experience of positive emotions
<p><u>Interdisciplinary Connections:</u></p> <p>This unit on Social Behavior, Personality, Multiculturalism and Gender, Motivation, and Emotion draws on diverse academic fields. Sociology plays a central role in understanding social cognition, social influence, and the impact of cultural and gender constructs on behavior, while anthropology offers insights into the development of cultural norms and values across societies. Biology and neuroscience are essential for exploring the physiological underpinnings of personality, motivation, and emotion, including how brain structures and hormones influence emotional expression and interpersonal behavior.</p> <p>Philosophy and ethics intersect with discussions on gender, sexual orientation, and cultural identity, encouraging students to critically reflect on these constructs and their societal implications. Political science and history contribute to the study of social influence and multiculturalism, offering perspectives on power dynamics, societal change, and how historical context shapes psychological understanding of diverse populations. Economics also plays a role in examining motivation, particularly in relation to human behavior in areas like productivity, goal-setting, and</p>	

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decision-making. The unit's interdisciplinary approach provides a comprehensive view of how individual differences and social forces interact to shape personality, motivation, and emotional life.

Stage 2: Assessment Evidence

Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serves as evidence of learning.

- Workshop on memory improvement techniques
- Analyze case studies on memory disorders
- Experiment to demonstrate Ebbinghaus forgetting curve
- Analyze Reliability of eyewitness testimony of principles of memory
- Infographic on memory strategies and their effectiveness
- Presentation on neurobiology of memory
- Research the effect of aging on memory

Other Evidence:

Journal Reflections: apply concepts and make personal connections to daily lessons.

Reaction Paper Writing: analyzing articles reflecting content concepts

Extension Assignments: Using the library databases find and share additional evidence to a single concept contained in the unit.

Create your own study plan using specific memory strategies to study for the MEMORY test.

Creatively problem-solve an invention or program to pitch to an assisted living facility specializing in those with memory disorders.

Research and report on various memory disorders.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Small and large group discussions
Individual and group projects
Debates
Seminars
Jigsaw Cooperative Learning
Note taking from primary and secondary sources
Create multimedia presentations
Report writing
View contemporary movies to analyze for validity and credibility according to the APA Code of Ethics
Fishbowl discussions
Exit slips
Guest speakers working in various subfields of psychology
Role plays
Demonstrations/Experiments
Tests and Quizzes
Case Study analysis
Interviews
Use of graphic Organizers to illustrate concepts

Resources:

[Kasschau, R. A. \(2014\). Understanding Psychology. McGraw--Hill Education.](#)

[APA.org](#)

[GLSEN Educator Resources](#)

[Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Learning for Justice](#)

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Kahoot vocabulary flashcards

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[Best Psychology Blogs and Websites](#)

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		https://www.psypost.org/2016/09/top-best-psychology-websites-articles-information-44974 https://www.happierhuman.com/psychology-websites/	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<i>Learning Contracts</i> Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Pacing Guide

Content	Resources	Standards
UNIT 1: Biological Pillar (27 days)		
Routines and procedures (2 days) Neurons and Neurotransmitters: How the brain communicates with the body (2 days) The Brain: Major parts of	Kasschau, R. A. (2014). Understanding Psychology. McGraw--Hill Education. APA.org GLSEN Educator Resources Supporting LGBTQIA Youth Resource List	Biological Bases of Behavior CONTENT STANDARD 1 Structure and function of the nervous system and endocrine system in human and non-human animals <ul style="list-style-type: none"> 1.1. Identify the major divisions and subdivisions of the human nervous system and their functions 1.2. Identify the parts of the neuron and describe the basic process of neural transmission

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<p>the brain and their functions (lobes, limbic system) (5 days)</p> <p>Endocrine System: Hormones and their psychological impact (4 days)</p> <p>Genetics: Nature vs. nurture, twin studies (4 days)</p> <p>The relationship between conscious and unconscious processes (3 days)</p> <p>Characteristics of sleep and theories that explain why we sleep and dream (3 days)</p> <p>Categories of psychoactive drugs and their effects (2 days)</p> <p>Other states of consciousness (2 days)</p>	<p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>Learning for Justice</p> <p>Student selected articles from Pemberton High School library.</p> <p>Kahoot vocabulary flashcards</p> <p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Best Psychology Blogs and Websites https://www.psypost.org/2016/09/top-best-psychology-websites-article-s-information-44974 https://www.happierhuman.com/psychology-websites/</p> <p>Crashcourse video series. Video: 1, 2</p>	<ul style="list-style-type: none"> 1.3. Describe the structures and functions of the various parts of the central nervous system 1.4. Explain the importance of plasticity of the nervous system 1.5. Describe the function of the endocrine glands and their interaction with the nervous system 1.6. Identify methods and tools used to study the nervous system <p>CONTENT STANDARD 2 The interaction between biological factors and experiences</p> <ul style="list-style-type: none"> 2.1. Describe concepts in behavioral genetics and epigenetics 2.2. Describe the interactive effects of heredity and environment 2.3. Explain general principles of evolutionary psychology <p>Sensation</p> <ul style="list-style-type: none"> 1.1. Explain the process of sensory transduction 1.2. Explain the basic concepts of psychophysics such as threshold and adaptation 2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities 2.2. Describe the visual sensory system 2.3. Describe the auditory sensory system 2.4. Describe chemical and tactile sensory systems <p>Consciousness</p> <ul style="list-style-type: none"> 1.1. Identify states of consciousness 1.2. Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit) 1.3. Identify the effects of meditation, mindfulness, and relaxation 1.4. Describe characteristics of and current conceptions about hypnosis 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 and of dreaming 2.4. Describe types of sleep disorders 3.1. Characterize the major categories of psychoactive drugs and their effects
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		<ul style="list-style-type: none"> 3.2. Describe how psychoactive drugs work in the brain 3.3. Describe the physiological and psychological effects of psychoactive drugs <p>Health</p> <p>CONTENT STANDARD 1 Stress and coping</p> <ul style="list-style-type: none"> 1.1. Define stress as a psychophysiological response to the environment 1.2. Explain sources of stress across the life span 1.3. Explain physiological and psychological consequences of stress for health and wellness 1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress <p>CONTENT STANDARD 2 Psychological science promotes mental and physical health and wellness</p> <ul style="list-style-type: none"> 2.1. Describe factors that promote resilience and flourishing 2.2. Identify evidence-based strategies that promote health and wellness
UNIT 2: Cognition Pillar (18 days)		
<p>Memory: Encoding, storage, and retrieval processes; types of memory (short-term, long-term, working) (6 days)</p> <p>Thinking and Problem Solving: Algorithms, heuristics, decision-making (6 days)</p> <p>Language: Structure of language, theories of language development, linguistic determinism (6 days)</p>	<p>Kasschau, R. A. (2014). Understanding Psychology. McGraw--Hill Education.</p> <p>APA.org</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas. Advancing Opportunities</p> <p>Learning for Justice</p> <p>Student selected articles from Pemberton High School library.</p> <p>Kahoot vocabulary flashcards</p> <p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Best Psychology Blogs and Websites</p>	<p>Cognition</p> <p>CONTENT STANDARD 1 Fundamental processes of thinking and problem solving</p> <ul style="list-style-type: none"> 1.1. Describe cognitive processes related to concept formation 1.2. Explain processes involved in problem solving and decision making <p>CONTENT STANDARD 2 Effective thinking processes</p> <ul style="list-style-type: none"> 2.1. Describe obstacles to effective information processing and decision making 2.2. Describe convergent and divergent thinking in problem solving and decision making <p>Memory</p> <p>CONTENT STANDARD 1 Processes of memory</p> <ul style="list-style-type: none"> 1.1. Describe principles of perception 1.2. Explain the concepts of bottom-up and top-down processing <p>CONTENT STANDARD 2 The interaction between the person and the environment in determining perception</p> <ul style="list-style-type: none"> 2.1. Explain Gestalt principles of perception 2.2. Describe binocular and monocular depth cues 2.3. Describe perceptual constancies 2.4. Describe the nature of attention 2.5. Explain how diverse experiences and expectations influence perception

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	https://www.psypost.org/2016/09/top-best-psychology-websites-articles-information-44974 https://www.happierhuman.com/psychology-websites/ Crashcourse video series. Video: 3,4,5,6,7,8,9,10	Intelligence CONTENT STANDARD 1 Perspectives on intelligence <ul style="list-style-type: none"> 1.1. Explain intelligence as a construct 1.2. Describe various conceptualizations of intelligence 1.3. Describe the effects of differences in intelligence on everyday functioning CONTENT STANDARD 2 Assessment of intelligence <ul style="list-style-type: none"> 2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness 2.2. Identify current methods of assessing human cognitive abilities 2.3. Describe measures of and data on reliability and validity for intelligence test scores CONTENT STANDARD 3 Issues in intelligence <ul style="list-style-type: none"> 3.1. Explain the complexities of interpreting scores on intelligence tests 3.2. Describe the influences of biological, cultural, and environmental factors on intelligence
UNIT 3: Development and Learning Pillar (23 days)		
Methods and issues in lifespan development (3 days) Theories of lifespan development (3 days) Prenatal development and the newborn (3 days) Infancy/Childhood (i.e., the first two years of life) (3 days) Adolescence (3 days) Adulthood and aging (3 days) Classical/Operant conditioning	Kasschau, R. A. (2014). Understanding Psychology. McGraw-Hill Education. APA.org GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice Student selected articles from Pemberton High School library. Kahoot vocabulary flashcards <i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i> , 4th edition, Prentice Hall, 2002	LifeSpan Development CONTENT STANDARD 1 Methods and issues in lifespan development <ul style="list-style-type: none"> 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 CONTENT STANDARD 2 Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) <ul style="list-style-type: none"> 2.1. Identify key features of physical development from prenatal through older adulthood 2.2. Identify key features of cognitive development from prenatal through older adulthood 2.3. Identify key features of social development from prenatal through older adulthood

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<p>(3 days)</p> <p>Observational and cognitive learning (2 days)</p>	<p><u>Best Psychology Blogs and Websites</u> https://www.psypost.org/2016/09/top-best-psychology-websites-article-s-information-44974 https://www.happierhuman.com/psychology-websites/</p> <p>Crashcourse video series. Video: 10,11</p>	<p>Learning CONTENT STANDARD 1 Classical Conditioning</p> <ul style="list-style-type: none"> 1.1. Describe the processes of classical conditioning 1.2. Describe clinical and experimental examples of classical conditioning <p>CONTENT STANDARD 2 Operant Conditioning</p> <ul style="list-style-type: none"> 2.1. Describe the processes of operant conditioning 2.2. Describe clinical and experimental examples of operant conditioning <p>CONTENT STANDARD 3 Observational learning, social learning theory, and mental processes in learning</p> <ul style="list-style-type: none"> 3.1. Describe observational learning and social learning theory 3.2. Describe the role of mental processes in learning <p>Language CONTENT STANDARD 1 Structural features and development of language</p> <ul style="list-style-type: none"> 1.1. Describe the structure of language from the level of speech sounds to communication of meaning 1.2. Describe the relationship between language and cognition 1.3. Explain the language acquisition process and theories <p>CONTENT STANDARD 2 Language and the brain</p> <ul style="list-style-type: none"> 2.1. Identify the brain structures associated with language 2.2. Explain how damage to the brain may affect language <p>Therapies CONTENT STANDARD 1 Types of treatment</p> <ul style="list-style-type: none"> 1.1. Describe different types of biomedical and psychological treatments 1.2. Explain why psychologists use a variety of psychological treatments 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment <p>Disorders CONTENT STANDARD 1 Perspectives of abnormal behavior</p> <ul style="list-style-type: none"> 1.1. Define abnormal behavior 1.2. Describe cross-cultural views of abnormality
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		<ul style="list-style-type: none"> 1.3. Describe major medical and biopsychosocial models of abnormality 1.4. Explain how stigma relates to abnormal behavior 1.5. Explain the impact of psychological disorders on the individual, family, and society <p>CONTENT STANDARD 2 Categories of psychological disorders</p> <ul style="list-style-type: none"> 2.1. Describe the classification of psychological disorders 2.2. Describe the challenges associated with diagnosing psychological disorders 2.3. Describe symptoms of psychological disorders
UNIT 4: Social and Personality Pillar (22 days)		
Social cognition and interaction (2 days)	Kasschau, R. A. (2014). Understanding Psychology. McGraw--Hill Education.	<p>Social</p> <p>CONTENT STANDARD 1 Social cognition</p> <ul style="list-style-type: none"> 1.1. Describe attributional explanations of behavior 1.2. Explain how experiences shape attitudes and beliefs 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others <p>CONTENT STANDARD 2 Social influence</p> <ul style="list-style-type: none"> 2.1. Explain how the presence of other people can affect behavior 2.2. Describe how intergroup dynamics influence behavior 2.3. Explain how persuasive methods affect behavior and beliefs 2.4. Identify factors influencing attraction and relationships 2.5. Identify factors influencing aggression and conflict 2.6. Identify factors influencing altruism and helping behaviors <p>Personality</p> <p>CONTENT STANDARD 1 Empirical approaches to studying and understanding personality</p> <ul style="list-style-type: none"> 1.1. Explain how biological and environmental factors interact to influence personality 1.2. Explain social-cognitive approaches to understanding personality 1.3. Explain trait-based approaches to understanding personality 1.4. Describe methods used to study personality scientifically 1.5. Define self-concept
Social and cultural diversity (3 days)	APA.org GLSEN Educator Resources	
Role of gender and other social factors in behavior (3 days)	Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas. Advancing Opportunities	
Theories of personality/Assessing personality (2 days)	Learning for Justice	
Defining and understanding (3 days)	Student selected articles from Pemberton High School library. Kahoot vocabulary flashcards <i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i> , 4th edition, Prentice Hall, 2002	
Psychological disorders (3 days)		
Treatment of psychological disorders (3 days)	Best Psychology Blogs and Websites https://www.psypost.org/2016/09/top-best-psychology-websites-article-s-information-44974 https://www.happierhuman.com/psychology-websites/	
Issues related to treatment and prevention (3 days)	Crashcourse video series.	

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	<p>Video: 13,14</p>	<p>CONTENT STANDARD 2 Assessment of personality</p> <ul style="list-style-type: none"> • 2.1. Differentiate personality assessment techniques • 2.2. Describe the reliability and validity of personality assessment techniques • 2.3. Analyze how personality researchers address issues of stability and change <p>Multiculturalism and Gender</p> <p>CONTENT STANDARD 1 Psychological constructs of culture</p> <ul style="list-style-type: none"> • 1.1. Define culture and describe its role in individual and group characteristics • 1.2. Describe the relationship between culture and conceptions of self and identity development • 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination • 1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity <p>CONTENT STANDARD 2 Psychological constructs of gender and sexual orientation</p> <ul style="list-style-type: none"> • 2.1. Compare and contrast sex, gender identity, and sexual orientation • 2.2. Describe diversity of gender identity and sexual orientation • 2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation <p>Motivation and Emotion</p> <p>CONTENT STANDARD 1 Influences of motivation</p> <ul style="list-style-type: none"> • 1.1. Explain biological, cognitive, and social factors that influence motivation • 1.2. Explain the role of culture in human motivation <p>CONTENT STANDARD 2 Domains of motivated behavior in humans</p> <ul style="list-style-type: none"> • 2.1. Identify factors in motivation that influence eating and sexual behaviors • 2.2. Identify motivational factors that influence achievement and affiliation <p>CONTENT STANDARD 3 Perspectives on emotion :</p> <ul style="list-style-type: none"> • 3.1. Explain the biological and cognitive components of emotion • 3.2. Describe the psychological research on basic human emotions • 3.3. Differentiate among theories of emotion
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Psychology Honors 2024

		<p>CONTENT STANDARD 4 Emotional interpretation and expression (interpersonal and intrapersonal)</p> <ul style="list-style-type: none">• 4.1. Explain how biological factors influence emotional interpretation and expression• 4.2. Explain how culture and gender influence emotional interpretation and expression• 4.3. Explain how other environmental factors influence emotional interpretation and expression <p>CONTENT STANDARD 5 Domains of emotional behavior</p> <ul style="list-style-type: none">• 5.1. Identify biological and environmental influences on the expression and experience of negative emotions• 5.2. Identify biological and environmental influences on the expression and experience of positive emotions
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