

BCCS
11TH and 12TH Grade PSYCHOLOGY I AND II Curriculum Map
 (Revised 4-05)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
September	Topic: Six approaches to psychology Scientific methods in psychology	Vocabulary: Psychology theory research psychology Eclecticism biopsychologica I approach Behavioral psychoanalysis Humanism Cognitive approach Sociocultural approach Placebo Variables exp/control groups Case study Cross-sectional Interview Naturalistic observation samples	<ul style="list-style-type: none"> • Explain the purpose of theory • Give an example of and describe six approaches of psychology to understanding human nature • Apply critical thinking skills to psychology • Explain the purpose of using scientific methods- • Identify the ind. And dep. Variables & control and experimental groups in an experiment 	<ul style="list-style-type: none"> • How does the use of theory help in the investigation of human behavior • How do the six approaches to psychology help to explain human nature- • How is the scientific method used in psychology • What are the roles of the independent and dependent variables as well as control and experimental groups in an experiment on human behavior 		Lecture Group Work Independent study and practice Hands on experiments	Internet Class text Psy. – videos Time/Newsweek	Testing Quiz Poster on 6 approaches Case study Experimental reports Daily work

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October	Topic: Social cultural influences and relationships Attitudes and Beliefs	Vocabulary: Excusory corrugations; Attribution Theory; Deindividuation, Risky Shift; Phenomenon; Immunization; Imitation; Learning; diffusion of Responsibility; Evaluation; Apprehension Cognitive; Dissonance.	<ul style="list-style-type: none"> • Explain how Attribution Theory works in applying our experiences to situations. • Apply critical thinking skills to violence and questions of nature vs. nurture. • Identify effects of the power of situation. • Explain what effects helping behavior. • Discuss the effects of groups on individual behavior. • Explain how persuasion can impact the individual and what can increase/decrease effectiveness. 	<ul style="list-style-type: none"> • How does Attribution Theory impact our opinions? • Does mass media contribute no violence? • Can a situation cause us to act different than normal? • When will we move to action to help others? 		Lecture Groupwork Independent study and practice Hands on experiments	Internet Class text Psychology video Library and research on violence	Testing Quiz Paper on violence Daily work Role play

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November	Topic: Brain Body and Behavior Sensation and perception	Vocabulary: Cerebral cortex; Fissure; Hemisphere; Corpus Callosum; Lobe; Lower Brain; Thalamus; Hypothalamus; Limbic system; Amayg Dala; RAS; central, peripheral, antonomic, sympathetic, and somatic nervous systems; Hormones; Endocrine system; glands; absolute threshold; adaptation; sensation; perception; iris, len, pupil, retina, blind spot, rod, cone, audition, pitch, timbre, decibels, eardrum, hair cells, olfactory bulb, auditory nerve; constancies.	<ul style="list-style-type: none"> • Name and Explain parts of cerebral cortex. • Describe how hemispheres of brain function. • Name and explain part of lower brain. Explain how neurons communicate. • Describe the neurons systems, their parts, and how they work. • Explain the process of color vision. • Explain the mechanics of touch, hearing, and olfaction. • Describe perception constancies. 	<ul style="list-style-type: none"> • What is our brain made up of? • How does our brain work? • What functions do our brains have? • How does our body send messages? • Why is the nervous system important what does it effect? • What is the difference between sensation and percept? • Why and how do we see color objects? • How do we feel what we touch? • How do we know our perceptions are correct? 		Lecture Class text –read, homework Internet Group work Hands-on labs Classwork	Video (Psychology) Sheep Brains (Gehring) Text Pencil-paper Internet Newsweek/Time	Hands-on Labs Group Activity Design Brain Activity Tests Quizzes Homework Discussion

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December	Topic: Motivation and Emotion Consciousness and Awareness	Vocabulary: Motivation Emotion Curiosity motive Manipulation motive Intrinsic Extrinsic motivation Hierarchy of Needs Belongingness Self-esteem Self-actualization Affiliation Approval Opponent-process theory Emotional intelligence Construct Consciousness Subconscious Unconscious Free-running cycle Circadian rhythm REM-sleep NREM Night Terror Insomnia Narcolepsy Age regression	<ul style="list-style-type: none"> • Describe consciousness and its levels. • Explain influence of circadian rhythm. • Explain the importance of REM. • Explain content and kinds of dreams. • Explain physical basis for hunger and thirst. • Explain problems with extrinsic motivation. • Explain Maslows hierarchy of needs. • Describe types of Psy. Motivation. 	<ul style="list-style-type: none"> • How do we know there is an unconscious? • Do you have a high point in your day? • Why do we need sleep? • Why do we dream? • Why do we get hungry? • Why can't we always force people to like something? • How can you become self-actualized? • What motivates us to act? 		Lecture Newspaper Text (Class) Video Hands-on Demonstration Class Work Internet Research	Video (Psych) Internet Dream Book (Analyze) Class Text Newsweek/Time	Dream Journals Group Activities Tests Quizzes Homework Discussion

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January	Topic: Gender Differences Human Development Infancy and Childhood Gender Hormones Androgen Estrogen Gender Role Behavior Identification Androgyny	Vocabulary: Heredity Environment Nature Nurture Genes Chromosome Dizygotic Monozygotic Twins Maturation Critical period Parenting styles Separation anxiety Cognitive development Sensory motor preoperational Reversibility Concrete operational Formal of Pre and Post Conventional	<ul style="list-style-type: none"> • List and describe the areas of mental ability in which males and females show differences. • Explain gender differences in communication. • Explain the process of identification. • Describe androgyny and the positive and negative aspects of pursuing it. • Describe the way maturational processes work. • Explain growth cycles and critical periods. • Explain Piaget's four stages of cognitive development. • List and explain Lawrence Kohlberg's stages of moral development. 	<ul style="list-style-type: none"> • Do males and females have different mental abilities? • How do males communicate compared to females? • What does it mean to identify? • What is androgyny? • Do we mature in a specific pattern? • How do critical periods effect the growth cycle? • Do children develop in stages of mental reasoning? • Do we always have the same moral reasoning or can it change? 		Hands-on activities and demonstrations Video Reading text Class Work Lecture Homework Role-playing	Internet Text Video-of student at elementary	Discussion Role Plays Video Students Develop of Testing Quizzes Tests Homework Group Activities

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February	Topic: Physical, Psychological, Social, Intellectual, and Moral changes of Adolescence. Adulthood and aging. Social and Psychological issues surrounding growth.	Vocabulary: Early and late maturer Rite of passage Crowds Clique Group identity vs. alienation identity Identity confusion Moratorium Foreclosure Diffusion Social Contracts Empty nest period Menopause Senile dementia Alzheimer's disease Thanatology	<ul style="list-style-type: none"> • Describe the physical changes of adolescence. • Describe the importance of conformity and groups. • Discuss Erikson's identity VS. identity confusion. • Explain Marcia's four states of identity. • Explain the connection between cognitive development and moral reasoning. • Explain what the midlife transition is. • Provide and overall view of mental ability and health of the typical older adult. 	<ul style="list-style-type: none"> • Have you changed since 7th grade? • In what ways do you conform? • What pressures are there to find a place to "fit in"? • Is everyone in the room at the same place of identity achievement? • As you gain more experience do your morals change? • Is there a time in a person's life when reflection is a big issue? • Do all older people become forgetful and get sick easily? 		Group Activities Projects Lecture Reading Internet research Video Homework/Class work Role-playing	Text Newsweek/Time Internet Sites Class Text Library Computer Lab	Paper on adolescence Quizzes Tests Discussion Role-play Daily Work

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March	Topic: Mental Disorders and Treatment and Therapy	Vocabulary: Autistic Echolalia Anxiety disorder Panic disorder Phobic Obsession Compulsion Somatoform Convention Hypochondriasis Dissociative Disorder Amnesia Fugue Mood disorder Dysthymic Major depression Mania Bipolar Learned helplessness Serotonin Thought disorder Delusion Schizophrenia Word Salad Dopamine Personality disorders Free association Transference Nondirective therapy Unconditional positive regard Systematic desensitization	<ul style="list-style-type: none"> • Describe abnormal behavior. • Explain major symptoms of each of the mental disorders. • Describe the origin and symptoms of schizophrenia. • Explain the four traits of psychotic behavior. • Compare and contrast behavioral, humanistic, and psychoanalytic therapies. • Describe biomedical therapy. 	<ul style="list-style-type: none"> • What is abnormal? • What makes disorders different from one another? • What is schizophrenia? • What is psychotic behavior? • What are different types of working with patients? • Would you have electro convulsive therapy? 		Group Activities Group Projects Lecture Reading Internet Video-Movie Mr. Jones Homework/Class work Rule-playing	Text Movie DMV IV Library Computer Lab Internet sites Newsweek/Time	Paper on bipolar and psychotic behavior Quizzes Tests Discussion Role-play Daily work

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April	Topic: Theories of personality Measuring personality and persona abilities Standardizati on projective tests Halo effect Reverse Halo Standovtishness	Vocabulary: Free association Repression Libido ID Super Ego Archetypes Persona Reinforcements Modeling Humanism Ideal self Self-actualized Cardinal traits Extraversion Trait theory Norms Validity Reliability	<ul style="list-style-type: none"> • Explain psychoanalytic theory and the unconscious. • Explain how social factors effected psychoanalytic theory. • Explain the role of heredity and environment in personality traits. • Explain the purpose of psychological tests. • Discuss the importance of reliability, validity, and norms. • Compare projective tests with personality inventories. 	<ul style="list-style-type: none"> • What would Freud say about personality? • Which is more of an effect nature or nurture on personality? • Why do we test people and what do we test? • How do we know when a test is a good one? • What is an ink blot test? 		Group Activities and Projects Lecture Reading Internet Video Homework/Class work	Text Video (Psychology) Library Internet Sites Newsweek/ Time	Writing a test that measures aptitude Tests Quizzes Discussion Hands-on projects of test taking Daily work

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May	Topic: Principles of Learning Intelligence and Creativity	Vocabulary: Classical Conditioning Stimulus Response Extinction Spontaneous recovery of Erant Conditioning Reinforcement	<ul style="list-style-type: none"> • Explain psychology's concept of breaking set. • Explain how environment and heredity help to determining intelligence. • Explain multiple intelligences. 	<ul style="list-style-type: none"> • What is creativity? • Are we born intelligent? • What can be learned? • Can a person be smart in more than one way? 		Hands-on activities & demonstrations. Group projects activities Lecture Reading Video (Psy.) Internet research	Internet Library Class text Newsweek/Time Video	Development of conditioning experiment to solve problems. Tests Quizzes Discussion Paper on experiment Daily work

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June	Topic:	Vocabulary: Punishment Discrimination Learning Shaping Chaining Social learning Cognitive map Intelligence Mental age Theory of multiple intelligences Savant syndrome Set Break Set Creativity	<ul style="list-style-type: none"> • Explain Binet's definition of intelligence. • Explain principles of classical and operant conditioning. • Explain/describe social learning and how it works. <p>What is the cognitive approach to learning, how is it different than other approaches.</p>	<ul style="list-style-type: none"> • What does IQ measure? • What did Pavlov's dog salivate to the bell? • What kind of learning do social theorists emphasize? • What kind of learning do cognitive theorist emphasize? 		Hands-on activities & demonstrations. Group projects activities Lecture Reading Video (Psy.) Internet research	Internet Library Class text Newsweek/Time Video	Tests Quizzes Discussion Hands-on projects of test taking Daily work