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 Course: Psychology
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[American Psychological Association: National Standards for High School Psychology Curricula](#)

[American Psychological Association: Resources for Teachers of Psychology in Secondary Schools](#)

See bottom of document for Power Standards taken from [ODE Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12](#): ongoing, via independent and/or daily class work

Suggested Pacing	Content Standards	Learning and Performance Expectations	Assessment of Learning Options	Resources Options	Connections to our 
1st Quarter					
Unit 1: Introduction to Psychology	APA Perspectives in Psychological Science 1. Development of psychology as an empirical science 2. Major subfields within psychology	1.1 Define psychology as a discipline and identify its goals as a science 1.2 Describe the emergence of psychology as a scientific discipline 1.3 Describe perspectives employed to understand behavior and mental processes 1.4 Explain how psychology evolved as a scientific discipline	Unit homework from textbook Objective questions on unit test Application questions on unit test Free response questions on unit test Case Analysis by Approach activity Controlled Experiment Worksheet activity	Textbook pages 2-62 On-line interactive unit review Articles drawn from news publications and journals Class notes Study guides posted on-line	Critical and Creative Thinking Global Awareness / Citizen Empathy

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		<p>2.1 Discuss the value of both basic and applied psychological research with human and non-human animals</p> <p>2.2 Describe the major subfields of psychology</p> <p>2.3 Identify the important role psychology plays in benefiting society and improving people’s lives</p>			
	<p>APA Research Methods, Measurement, and Statistics</p> <p>1. Research methods and measurements used to study behavior and mental processes</p> <p>2. Ethical issues in research with human and non-human animals</p>	<p>1.1 Describe the scientific method and its role in psychology</p> <p>1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods</p> <p>1.3 Define systematic procedures used to improve the validity of research findings, such as external validity</p> <p>1.4 Discuss how and why</p>			<p>Critical and Creative Thinking</p> <p>Communication</p> <p>Collaboration</p> <p>Growth Mindset</p> <p>Global Awareness / Citizen</p> <p>Empathy</p>

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		<p>psychologists use non-human animals in research</p> <p>2.1 Identify ethical standards psychologists must address regarding research with human participants</p>			
	<p>APA Psychological Disorders</p> <p>1. Perspectives on abnormal behavior</p>	<p>1.2 Describe historical and cross-cultural views of abnormality</p>			<p>Critical and Creative Thinking</p>
	<p>APA Vocational Applications</p> <p>1. Career Options</p>	<p>1.1 Identify careers in psychological science and practice</p> <p>1.2 Identify careers related to psychology</p>			<p>Global Awareness / Citizen</p> <p>Empathy</p>

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<p>Unit 2: Child and Adolescent Development</p>	<p>APA Lifespan Development 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</p>	<p>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 1.4 Describe the role of sensitive and critical periods in development 2.1 Discuss theories of cognitive development 2.2 Discuss theories of moral development 2.3 Discuss theories of social development 3.1 Describe physical development from conception through birth and identify influences on prenatal development 3.2 Describe newborns' reflexes, temperament, and abilities 4.1 Describe physical and</p>	<p>Unit homework from textbook Objective questions on unit test Application questions on unit test Free response questions on unit test <i>All About Twins</i> guided reading Song Lyrics and Stages of Development activity Guided viewing of Khan Academy Milgram experiment video Guided viewing of BBC Stanford Prison Experiment Video</p>	<p>Textbook pages 272-328 On-line interactive unit review Articles drawn from news publications and journals Class notes Study Guides posted online Khan Academy Milgram experiment video BBC Stanford Prison Experiment Video</p>	<p>Critical and Creative Thinking Critical and Creative Thinking Global Awareness / Citizen Growth Mindset Critical and Creative Thinking Global Awareness / Citizen</p>
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		<p>motor development</p> <p>4.2 Describe how infant perceptual abilities and intelligence develop</p> <p>4.3 Describe the development of attachment and the role of the caregiver</p> <p>5.1 Describe physical and motor development</p> <p>5.2 Describe how memory and thinking ability develops</p> <p>5.3 Describe social, cultural, and emotional development through childhood</p> <p>6.1 Identify major physical changes</p> <p>6.2 Describe the development of reasoning and morality</p> <p>6.4 Discuss the role of family and peers in adolescent development</p>			
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Unit 3: Motivation, Emotion, and Self- Esteem	APA Motivation 1. Perspectives on motivation 2. Domains of motivated behavior in humans and non-human animals	1.1 Explain biologically based theories of motivation 1.2 Explain cognitively based theories of motivation 1.3 Explain humanistic theories of motivation 2.3 Discuss achievement motivation 2.4 Discuss other ways in which humans and non-human animals are motivated	Unit homework from textbook Objective questions on unit test Application questions on unit test Free response questions on unit test Maslow review worksheet On-line self-actualization survey and reflection On-line emotional IQ Test and reflection On-line strengths survey and reflection Analysis of self-actualization and self-esteem in the characters of <i>Dead Poets Society</i>	Textbook pages 362-388 On-line interactive unit review Articles drawn from news publications and journals Class notes Study Guides posted on-line On-line self-actualization survey On-line Emotional IQ Test On-line strengths survey	Critical and Creative Thinking Growth Mindset
	APA Emotion 1. Perspectives on emotion	1.1 Explain the biological and cognitive components of emotion 1.2 Discuss psychological research on basic human emotions 1.3 Differentiate among			Film: <i>Dead Poets Society</i>

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		theories of emotional experience			
	APA Health 2. Behaviors and attitudes that promote health	2.2 Describe the characteristics of and factors that promote resilience and optimism 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues			Critical and Creative Thinking Growth Mindset
	APA Personality 3. Issues in personality	3.4 Discuss self-concept			Critical and Creative Thinking Empathy Growth Mindset
Unit 4: Sensation and Perception	APA Sensation and Perception 1. The processes of sensation and perception 2. The capabilities and limitations of sensory processes 3. Interaction of the	1.1 Discuss processes of sensation and perception and how they interact 1.2 Explain the concepts of threshold and adaptation 2.1 List forms of physical energy for which humans and nonhuman	Unit homework from textbook Objective questions on unit test Application questions on unit test Free response questions on unit test Guided viewing of PBS	Textbook pages 94-124 On-line interactive unit review Articles drawn from news publications and journals	Critical and Creative Thinking

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	<p>person and the environment in determining perception</p>	<p>animals do and do not have sensory receptors 2.2 Describe the visual sensory system 2.3 Describe the auditory sensory system 2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense) 3.1 Explain Gestalt principles of perception 3.2 Describe binocular and monocular depth cues 3.3 Describe the importance of perceptual constancies 3.4 Describe perceptual illusions 3.5 Describe the nature of attention 3.6 Explain how experiences and expectations influence perception</p>	<p>“Discovering Psychology” video on Sensation and Perception Guided reading of <i>Scientific American</i> article, “The Quirks of Constancy” Guided reading of <i>The New York Times</i> article, “If Pain is an Opinion, There Are Ways of Changing Your Mind” Label the eye and ear activity The Shrunken Eye and Ear activity</p>	<p>Class notes Study guides posted online PBS “Discovering Psychology” video on Sensation and Perception <i>Scientific American</i> article, “The Quirks of Constancy” <i>The New York Times</i> article, “If Pain is an Opinion, There Are Ways of Changing Your Mind”</p>	
<p>Unit 5: Learning</p>	<p>APA Learning 1. Classical conditioning</p>	<p>1.1 Describe the principles of classical conditioning 1.2 Describe clinical and</p>	<p>Unit homework from textbook Objective questions on unit test</p>	<p>Textbook pages 156-184</p>	<p>Critical and Creative Thinking</p>

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	<p>2. Operant conditioning 3. Observational and cognitive learning</p>	<p>experimental examples of classical conditioning 1.3 Apply classical conditioning to everyday life 2.2 Describe the principles of operant conditioning 2.3 Describe clinical and experimental examples of operant conditioning 2.4 Apply operant conditioning to everyday life 3.1 Describe the principles of observational and cognitive learning 3.2 Apply observational and cognitive learning to everyday life</p>	<p>Application questions on unit test Free response questions on unit test Classical Conditioning Examples activity Classical vs. Operant Conditioning activity Operant Conditioning Examples activity Guided viewing of PBS “Discovering Psychology” video on Learning</p>	<p>On-line interactive unit review Articles drawn from news publications and journals Class notes Study guides posted online PBS “Discovering Psychology” video on Learning</p>	
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2nd Quarter					
Unit 6: The Brain and Neurotransmission	<p>APA Biological Bases of Behavior</p> <p>1. Structure and function of the nervous system in human and non-human animals</p> <p>2. Structure and function of the endocrine system</p> <p>4. Methods and issues related to biological advances</p>	<p>1.1 Identify the major divisions and subdivisions of the human nervous system</p> <p>1.2 Identify the parts of the neuron and describe the basic process of neural transmission</p> <p>1.3 Differentiate between the structures and functions of the various parts of the central nervous system</p> <p>1.4 Describe lateralization of brain functions</p> <p>2.1 Describe how the endocrine glands are linked to the nervous system</p> <p>2.2 Describe the effects of hormones on behavior and mental processes</p> <p>2.3 Describe hormone effects on the immune system</p> <p>4.1 Identify tools used to study the nervous system</p> <p>4.2 Describe advances made in neuroscience</p>	<p>Unit homework from textbook</p> <p>Objective questions on unit test</p> <p>Application questions on unit test</p> <p>Free response questions on unit test</p> <p>Neurotransmission review worksheet</p> <p>Guided viewing of PBS “Discovering Psychology” video on The Behaving Brain</p> <p>Label the brain activity</p>	<p>Textbook pages 64-84</p> <p>On-line interactive unit review</p> <p>Articles drawn from news publications and journals</p> <p>Class notes</p> <p>Study guides posted online</p> <p>PBS “Discovering Psychology” video on The Behaving Brain</p>	<p>Critical and Creative Thinking</p>

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	<p>APA Consciousness</p> <p>1. The relationship between conscious and unconscious processes</p>	<p>1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)</p>			<p>Critical and Creative Thinking</p>
<p>Unit 7: Memory and Intelligence</p>	<p>APA Memory</p> <p>1. Encoding of memory</p> <p>2. Storage of memory</p> <p>3. Retrieval of memory</p>	<p>1.1 Identify factors that influence encoding</p> <p>1.3 Discuss strategies for improving the encoding of memory</p> <p>2.1 Describe the differences between working memory and long-term memory</p> <p>2.2 Identify and explain biological processes related to how memory is stored</p> <p>2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias)</p> <p>2.4 Discuss strategies for improving the storage of memories</p> <p>3.1 Analyze the importance of retrieval cues in memory</p> <p>3.2 Explain the role that interference plays in retrieval</p>	<p>Unit homework from textbook</p> <p>Objective questions on unit test</p> <p>Application questions on unit test</p> <p>Free response questions on unit test</p> <p>Memory Quick Check formative assessment</p> <p>Intelligence Quick Check formative assessment</p> <p>On-line Multiple Intelligence test and reflection</p> <p>On-line Intelligence (IQ) Test and reflection</p> <p>Guided viewing of PBS “Discovering Psychology” video on The Remembering Brain</p>	<p>Textbook pages 186-210; 246-268</p> <p>On-line interactive unit review</p> <p>Articles drawn from news publications and journals</p> <p>Class notes</p> <p>Study guides posted online</p> <p>On-line Multiple Intelligence test</p> <p>On-line Intelligence (IQ) Test</p> <p>PBS “Discovering Psychology” video on The Remembering</p>	<p>Critical and Creative Thinking</p> <p>Growth Mindset</p>

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		<p>3.3 Discuss the factors influencing how memories are retrieved</p> <p>3.4 Explain how memories can be malleable</p> <p>3.5 Discuss strategies for improving the retrieval of memories</p>		Brain	
	<p>APA Intelligence</p> <p>1. Perspectives on intelligence</p> <p>2. Assessment of intelligence</p>	<p>1.1 Discuss intelligence as a general factor</p> <p>1.2 Discuss alternative conceptualizations of intelligence</p> <p>1.3 Describe the extremes of intelligence</p> <p>2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness</p> <p>2.2 Identify current methods of assessing human abilities</p> <p>2.3 Identify measures of and data on reliability and validity for intelligence test scores</p>			<p>Critical and Creative Thinking</p> <p>Global Awareness/ Citizen</p> <p>Empathy</p>

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<p>Unit 8: Consciousness</p>	<p>APA Consciousness 1. The relationship between conscious and unconscious processes 2. Characteristics of sleep and theories that explain why we sleep and dream 3. Categories of psychoactive drugs and their effects 4. Other states of consciousness</p>	<p>1.1 Identify states of consciousness 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 2.4 Describe types of sleep disorders 2.5 Compare theories about the functions of dreams 3.1 Characterize the major categories of psychoactive drugs and their effects 3.2 Describe how psychoactive drugs act at the synaptic level 3.3 Evaluate the biological and psychological effects of psychoactive drugs 4.1 Describe meditation and relaxation and their effects 4.2 Describe hypnosis and controversies surrounding its nature and use</p>	<p>Unit homework from textbook Objective questions on unit test Application questions on unit test Free response questions on unit test Guided use of “How Opiates Hijack the Brain” interactive site from nytimes.com Guided reading of <i>US News and World Report</i> article, “Your Brain on Alcohol”</p>	<p>Textbook pages 126-152 On-line interactive unit review Articles drawn from news publications and journals Class notes Study guides posted online “How Opiates Hijack the Brain” interactive site from nytimes.com <i>US News and World Report</i> article, “Your Brain on Alcohol”</p>	<p>Critical and Creative Thinking</p>
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<p>Unit 9: Personality</p>	<p>APA Personality 1. Perspectives on personality 2. Assessment of personality</p>	<p>1.1 Evaluate psychodynamic theories 1.2 Evaluate trait theories 1.3 Evaluate humanistic theories 1.4 Evaluate social–cognitive theories 2.1 Differentiate personality assessment techniques 2.2 Discuss the reliability and validity of personality assessment techniques</p>	<p>Unit homework from textbook Objective questions on unit test Application questions on unit test Free response questions on unit test Mock Projective Test activity and reflection Applying Defense Mechanisms formative assessment Behaviorism vs. Humanism survey and reflection Behaviorism v.s Humanism formative assessment Psychoanalytic Approaches formative assessment</p>	<p>Textbook pages 390-418; 431-436 On-line interactive unit review Articles drawn from news publications and journals Class notes Study guides posted online</p>	<p>Critical and Creative Thinking Global Awareness/Citizen Empathy</p>
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<p>Unit 10: Abnormal Psychology</p>	<p>APA Treatment of Psychological Disorders 1. Perspectives on treatment 2. Categories of treatment and types of treatment providers 3. Legal, ethical, and professional issues in the treatment of psychological disorders</p>	<p>1.1 Explain how psychological treatments have changed over time and among cultures 1.2 Match methods of treatment to psychological perspectives 1.3 Explain why psychologists use a variety of treatment options 2.1 Identify biomedical treatments 2.2 Identify psychological treatments 3.1 Identify ethical challenges involved in delivery of treatment</p>	<p>Unit homework from textbook Objective questions on unit test Application questions on unit test Free response questions on unit test Types of Therapy formative assessment Guided reading of <i>Newsweek</i> article, "Teen Depression" Guided reading of <i>Newsweek</i> article, "Our Bodies, Our Fears" Guided viewing of PBS "Discovering Psychology" video on Psychopathology</p>	<p>Textbook pages 496-553 On-line interactive unit review Articles drawn from news publications and journals Class notes Study guides posted online <i>Newsweek</i> article, "Teen Depression" <i>Newsweek</i> article, "Our Bodies, Our Fears"</p>	<p>Critical and Creative Thinking Global Awareness/Citizen Empathy</p>
	<p>APA Psychological Disorders 1. Perspectives on abnormal behavior 2. Categories of psychological disorders</p>	<p>1.1 Define psychologically abnormal behavior 1.3 Describe major models of abnormality 1.4 Discuss how stigma relates to abnormal behavior 2.1 Describe the classification of psychological disorders 2.2 Discuss the challenges</p>	<p>Guided viewing of PBS "Discovering Psychology" video on Psychotherapy</p>	<p>PBS "Discovering Psychology" video on Psychopathology PBS "Discovering Psychology" video on Psychotherapy</p>	<p>Critical and Creative Thinking Global Awareness/Citizen Empathy</p>

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		<p>associated with diagnosis</p> <p>2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)</p> <p>2.4 Evaluate how different factors influence an individual's experience of psychological disorders</p>			
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Power Standards taken from ODE Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12: ongoing, via independent and/or daily class work

RH.11-12.2 Analyze content-area-specific text development.

- a. Determine the central ideas or information of a primary or secondary source.
- b. Provide an accurate and objective summary that makes clear the relationships among the key details and ideas.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RST.11-12.2 Analyze content-area-specific text development.

- a. Determine the central ideas or conclusions of a text.
- b. Provide an objective summary of the central ideas of a text, paraphrasing complex concepts, processes, or information by presenting them in simpler but still accurate terms.

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RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

WHST.11-12.1 Write arguments focused on discipline-specific content.

- a. Establish a clear and thorough thesis to present a complex argument.
- b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from or supports the argument presented.

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WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Establish a clear and thorough thesis to present and explain information.
- b. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.