

COURSE: Psychology	GRADE(S): 10-12
UNIT I: Introduction to Psychology, Psychological Methods & the Biology of Behavior	
TIMEFRAME: 2 Weeks (90 minute periods)	

<p>NATIONAL STANDARDS: (Content Standards) After concluding this unit, students understand:</p> <ul style="list-style-type: none"> • Contemporary perspectives used by psychologists to understand behavior and mental processes in context • Major subfields and career opportunities that comprise psychology • Research strategies used by psychologists to explore behavior and mental processes • Purpose and basic concepts of statistics • Ethical issues in research with human and other animals that are important to psychologists • Development of psychology as an empirical science • Structure and function of the neuron • Organization of the nervous system • Hierarchical organization of the structure and function of the brain • Technologies and clinical methods for studying the brain • Specialized functions of the brain's hemisphere • Structure and function of the endocrine system • How heredity interacts with the environment to influence behavior • How psychological mechanisms are influenced by evolution 	<p>UNIT OBJECTIVES: (Performance Standards) Students are able to:</p> <ul style="list-style-type: none"> • Identify the goals of psychology, and explain how psychology is a science. • Describe the work done by psychologists according to their areas of specialization. • Explain the historical background of the study of psychology. • Describe the seven main contemporary perspectives in psychology. • List and explain the steps scientists follow in conducting scientific research. • Explain the survey method and the importance of proper sampling techniques. • Compare and contrast various methods of observation, and discuss the use of correlation in analyzing results. • Describe the purpose and elements of an experiment. • Evaluate the ethical issues involved in psychological research. • Explain how messages are transmitted by neurons, and describe the functions of the nervous system. • Identify the major structures of the brain, and explain the functions of each structure. • Identify the hormones secreted by the major glands of the endocrine system and the role each one plays. • Explain the role of chromosomes and genes in heredity and evaluate the methods used by psychologists to study the role of heredity in determining traits.
<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and take notes on textbook content • Teacher directed differentiated instructional projects and activities are ongoing and based on student need • Current Events in psychology • "Brain Role Playing" of functions of various parts of the brain 	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> • Worksheets • Graphic Organizers • Quizzes • Tests • Essays • Summaries • Journals • Writing Activities • Video worksheets • Role-play activities • Debates • Diagrams • Individual Projects

<p>SUGGESTED ACTIVITIES CONTINUED:</p> <ul style="list-style-type: none"> • Work in pairs and prepare a flyer or brochure on an individual career or related occupations in the field of Psychology. Share information with others by displaying finished products on a poster • Prepare a visual aid tracing the historical development of Psychology • Conduct a ten minute "Natural Observation Study" of an individual. Record all behavioral observations. Present finding to the class • Read articles on ethical issues in psychological research • Participate in a debate on ethics in psychology <p>SUGGESTED RESOURCES:</p> <p>Psychology: Principles in Practice 2007 (Textbook) Chapters 1, 2, and 3</p>	<ul style="list-style-type: none"> • Group Projects • Research Papers • Current Events • Any content related assessments <p>SUGGESTED REMEDIATION:</p> <p>Differentiated Instruction Methods:</p> <ul style="list-style-type: none"> • Review with teacher assistance • Re-teach major concepts • Retest or alternative assessment • Use of graphic organizers • Technology integration • Use of tiered activities <p>SUGGESTED ENRICHMENT:</p> <ul style="list-style-type: none"> • Design a simple psychological study • Prepare a written research report on the role of the neurotransmitter acetylcholine in Alzheimer's disease. (Paraplegia or quadriplegia as alternative topics)
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COURSE: Psychology	GRADE(S): 10-12
UNIT II: Sensation, Perception and Learning	TIMEFRAME: 2 Weeks (90 minute periods)
<p>NATIONAL STANDARDS: (Content Standards) After concluding this unit, students understand:</p> <ul style="list-style-type: none"> • Basic concepts explaining the capabilities and limitations of sensory processes • Interaction of the person and the environment in determining perception • Characteristics of learning • Principles of classical conditioning • Principles of operant conditioning • Components of cognitive learning • Roles of biology and culture in determining learning • Nature of attention 	<p>UNIT OBJECTIVES: (Performance Standards) Students are able to:</p> <ul style="list-style-type: none"> • Distinguish between sensation and perception, and explain how they contribute to an understanding of our environment. • Explain how the eye works to enable vision. • Describe how the ear perceives sound. • Identify the chemical, skin, and body senses. • Summarize the laws of sensory perception. • Explain the principles of classical conditioning. • Explain the principles of operant conditioning and describe how they are applied. • Discuss the cognitive factors in learning. • Identify the steps of the PQ4R method of learning.
<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and take notes on textbook content • Teacher directed differentiated instructional projects and activities are ongoing and based on student need • Current Events in psychology • Participate in demonstrations that illustrate threshold, adaptation, and constancy and list real life examples of the three terms • Label a diagram of the parts of the eye and ear and explain the role of each part • Observe and participate in various demonstrations, experiments, and activities dealing with sensation and perception. Explain observations, experiences, and results on a Sensation and Perception Activity Sheet. • Create a Snell and Vision cart • Complete color blindness check • Diagram Pavlov's experiment • Complete a weekend "Taste and Smell" Log • Create various examples of the different reinforcement schedules 	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> • Worksheets • Graphic Organizers • Quizzes • Tests • Essays • Summaries • Journals • Writing Activities • Video worksheets • Role-play activities • Debates • Diagrams • Individual Projects • Group Projects • Research Papers • Current Events • Any content related assessments

<p>SUGGESTED RESOURCES:</p> <ul style="list-style-type: none">• Psychology: Principles in Practice 2007 (Textbook) Chapters 4 and 6• <i>Rain Man</i> (Movie)	<p>SUGGESTED REMEDIATION:</p> <p>Differentiated Instruction Methods:</p> <ul style="list-style-type: none">• Review with teacher assistance• Re-teach major concepts• Retest or alternative assessment• Use of graphic organizers• Technology integration• Use of tiered activities <p>SUGGESTED ENRICHMENT:</p> <ul style="list-style-type: none">• Prepare a research paper based on the vision of animals.• Use what they learned about classical conditioning to propose a solution to a problem facing your class or school.
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COURSE: Psychology	GRADE(S): 10-12
UNIT III: Memory, Thinking, and Language Acquisition	
TIMEFRAME: 3 Weeks (90 minute periods)	

<p>NATIONAL STANDARDS: (Content Standards) After concluding this unit, students understand:</p> <ul style="list-style-type: none"> • Encoding, or getting information into memory • Short-term and long-term memory systems • Retrieval, or getting information out of memory • Biological bases of memory • Methods for improving memory • Basic elements comprising thought • Strategies and obstacles involved in problem solving and decision making • Structural features of language • Theories and developmental stages of language acquisition • Links between thinking and language 	<p>UNIT OBJECTIVES: (Performance Standards) Students are able to:</p> <ul style="list-style-type: none"> • Compare and contrast the three kinds of memory, and give an example of each kind. • Explain the three processes of memory. • Identify the three stages of memory and explain how they are related to each other. • Describe the ways memory can be improved. • Explain the role that symbols, concepts, and prototypes play as units of thought. • Describe several methods people use to solve problems and identify obstacles to problem solving. • Differentiate between deductive reasoning and inductive reasoning. • Analyze the strategies used in decision making. • Identify the basic elements of language and summarize the stages of language development
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<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and take notes on textbook content • Teacher directed differentiated instructional projects and activities are ongoing and based on student need • Current Events in psychology • Do a series of experiments and/or activities to test your short-term memory • Create a diagram of the Memory System • Generate a list of practical techniques to improve long-term memory • Create a visual aid to show the three stages of memory • Write an essay on a time when you remembered something incorrectly. Analyze why this happens as a class • Draw your individual prototype for the provided list of things (ex. Shoe, House, Flower) • Do a series of problem solving activities/problems to show your problem solving abilities and methods 	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> • Worksheets • Graphic Organizers • Quizzes • Tests • Essays • Summaries • Journals • Writing Activities • Video worksheets • Role-play activities • Debates • Diagrams • Individual Projects • Group Projects • Research Papers • Current Events • Any content related assessments
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<p>SUGGESTED RESOURCES:</p> <ul style="list-style-type: none"> • Psychology: Principles in Practice 2007 (Textbook) • Chapters 7 and 8 • Films: • <i>Regarding Henry</i> • <i>Nell</i> 	<p>SUGGESTED REMEDIATION:</p> <p>Differentiated Instruction Methods:</p> <ul style="list-style-type: none"> • Review with teacher assistance • Re-teach major concepts • Retest or alternative assessment • Use of graphic organizers • Technology integration • Use of tiered activities <p>SUGGESTED ENRICHMENT:</p> <ul style="list-style-type: none"> • Write a short personal narrative about revisiting a person, place, or experience. Be sure to describe context and memories triggered. • Research some causes of memory loss such as drugs, disease, aging or injury. • Identify or explain real-life problems in your school or community. Work to proceed through ABCDEs of problem solving in search of solutions. Present your work in the form of a letter to a local official.
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COURSE: Psychology	GRADE(S): 10-12
UNIT IV: Altered States of Consciousness	TIMEFRAME: 1 Week (90 minute periods)
<p>NATIONAL STANDARDS: (Content Standards) After concluding this unit, students understand:</p> <ul style="list-style-type: none"> • Characteristics of sleep and theories that explain why we sleep • Theories used to explain and interpret dreams • Basic phenomena and uses of hypnosis • Categories of psychoactive drugs and their effects 	<p>UNIT OBJECTIVES: (Performance Standards) Students are able to:</p> <ul style="list-style-type: none"> • Analyze the nature of consciousness. • Describe the stages of sleep and list several sleep problems. • Explain meditation, biofeedback, and hypnosis. • Describe the ways various kinds of drugs affect consciousness.
<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and take notes on textbook content • Teacher directed differentiated instructional projects and activities are ongoing and based on student need • Current Events in psychology • Create a nightly "Dream Log" • Create a stages (cycles) of sleep diagram • Complete a sample session of hypnosis role playing • Create an informative brochure on an assigned drug. Include symptoms and treatment options • Class discussion on drug misconceptions "Myth vs. Reality" <p>SUGGESTED RESOURCES:</p> <ul style="list-style-type: none"> • Psychology: Principles in Practice 2007 (Textbook) Chapter 5 • Movies: • <i>Rush</i> • <i>Awakenings</i> 	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> • Worksheets • Graphic Organizers • Quizzes • Tests • Essays • Summaries • Journals • Writing Activities • Video worksheets • Role-play activities • Debates • Diagrams • Individual Projects • Group Projects • Research Papers • Current Events • Any content related assessments <p>SUGGESTED REMEDIATION:</p> <p>Differentiated Instruction Methods:</p> <ul style="list-style-type: none"> • Review with teacher assistance • Re-teach major concepts • Retest or alternative assessment • Use of graphic organizers • Technology integration • Use of tiered activities <p>SUGGESTED ENRICHMENT:</p> <ul style="list-style-type: none"> • Complete a presentation based on the practical uses of hypnosis.

COURSE: Psychology	GRADE(S): 10-12
UNIT V: Patterns of Development	TIMEFRAME: 3 Weeks (90 minute periods)
<p>NATIONAL STANDARDS: (Content Standards) After concluding this unit, students understand:</p> <ul style="list-style-type: none"> • Development as a lifelong process • Research techniques used to gather data on the developmental process • Stage theories of development • Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods) • Impact of technology on aspects of the lifespan 	<p>UNIT OBJECTIVES: (Performance Standards) Students are able to:</p> <ul style="list-style-type: none"> • Explain the major theories of development. • Describe the physical development that occurs during infancy. • Describe the social development of infants and children. • Identify the stages in Piaget's theory of cognitive development and in Kohlberg's theory of moral development. • Identify the physical changes that occur in males and females during adolescence, and examine the psychological effects of these changes. • Describe the role that parents and peers play in the lives of adolescents. • Define identity formation, and describe the four categories of adolescent identity status. • Describe some of the important challenges that adolescents face in today's society. • List the characteristics and issues of young adulthood. • Describe the changes that occur and issues that are faced in middle adulthood. • Explain how people's lives change in late adulthood. • Explain the attitudes and issues related to death and dying.
<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and take notes on textbook content • Teacher directed differentiated instructional projects and activities are ongoing and based on student need • Current Events in psychology • Discuss and analyze parenting and discipline styles and the application of these styles to various issues, concerns, and/or situations in the raising of children from infancy through adolescence • Apply developmental theories to life situations through role playing situations • Create posters showing both Piaget's Theory of Cognitive Development and Kohlberg's Theory of Moral Development • Create a Venn Diagram comparing and contrasting Piaget's Theory of Cognitive Development and Kohlberg's Theory of Moral Development 	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> • Worksheets • Graphic Organizers • Quizzes • Tests • Essays • Summaries • Journals • Writing Activities • Video worksheets • Role-play activities • Debates • Diagrams • Individual Projects • Group Projects • Research Papers • Current Events • Any content related assessments

SUGGESTED ACTIVITIES CONTINUED:

- Debate the roles and influences of parents versus peers on adolescents' behavior
- Discuss peer influences and romantic relationships and their affect on teenagers
- Write an essay on what you think is the biggest challenge faced in adolescence
- Create a list and rank of the qualities you would look for in a spouse. Compare your list to the rest of the class and the text
- Each group (of 5 groups) must create a visual representation of their stage of dying

SUGGESTED RESOURCES:

- Psychology: Principles in Practice 2007 (Textbook) Chapters 10, 11, and 12
- Movies:
- *Skulls*
- *Can't Buy Me Love*

SUGGESTED REMEDIATION:

Differentiated Instruction Methods:

- Review with teacher assistance
- Re-teach major concepts
- Retest or alternative assessment
- Use of graphic organizers
- Technology integration
- Use of tiered activities

SUGGESTED ENRICHMENT:

- Research and share findings regarding: Methods recommended by psychologists for forming attachments between parents and newly adopted children who are past infancy. How are these methods related to the ways in which attachment is formed between biological parents and their infants?
- Interview both young children and teenagers about what they describe as a good friend. Then present to the class your findings in regards to how this differs with age.
- Great a line graph titled "Life Expectancy of the US Men and Women 1900-2000." Be sure it contains two lines – one for men and one for women. It should be shown in 20 year intervals. Then write a paragraph comparing the life expectancies of men and women and offer explanations for the differences.

COURSE: Psychology	GRADE(S): 10-12
UNIT VI: Motivation and Emotion	TIMEFRAME: 1 Week (90 minute periods)
<p>NATIONAL STANDARDS: (Content Standards) After concluding this unit, students understand:</p> <ul style="list-style-type: none"> • Motivational concepts • Biological and environmental cues instigating basic drives or motives • Major theories of motivation • Interaction of biological and cultural factors in the development of motives • Role of values and expectancies in determining choice and strength of motivation • Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects • Effects of motivation and emotion on perception, cognition, and behavior 	<p>UNIT OBJECTIVES: (Performance Standards) Students are able to:</p> <ul style="list-style-type: none"> • List and explain four theories of motivation. • Describe the hunger drive, and analyze the causes of obesity. • Explain stimulus motives, the balance theory, and achievement motivation. • Explain how psychologists describe emotion.
<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and take notes on textbook content • Teacher directed differentiated instructional projects and activities are ongoing and based on student need • Current Events in psychology • Create a diagram representing Maslow's Hierarchy of Needs • Research and write an essay on the rising obesity levels of teenagers in America. Provide specific examples of how this directly affects you as a student. • Create an "Emotion Log" recording all of the emotions you experience over a week. Discuss as a class. • Create a Venn Diagram showing the similarities and differences of the Three Major Theories of Emotion <p>SUGGESTED RESOURCES:</p> <ul style="list-style-type: none"> • Psychology: Principles in Practice 2007 (Textbook) Chapter 13 • Movies: • <i>Antwon Fisher</i> 	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> • Worksheets • Graphic Organizers • Quizzes • Tests • Essays • Summaries • Journals • Writing Activities • Video worksheets • Role-play activities • Debates • Diagrams • Individual Projects • Group Projects • Research Papers • Current Events • Any content related assessments <p>SUGGESTED REMEDIATION:</p> <p>Differentiated Instruction Methods:</p> <ul style="list-style-type: none"> • Review with teacher assistance • Re-teach major concepts • Retest or alternative assessment • Use of graphic organizers • Technology integration • Use of tiered activities

	<p>SUGGESTED ENRICHMENT:</p> <ul style="list-style-type: none">• Find and cut out (from newspaper or magazine) a variety of advertisements. Analyze the ads in terms of the needs they satisfy. How do they motivate? Persuade? Are they successful? Present your findings
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COURSE: Psychology	GRADE(S): 10-12
UNIT VII: Theories on Personality	TIMEFRAME: 2 Weeks (90 minute periods)
<p>NATIONAL STANDARDS: (Content Standards) After concluding this unit, students understand:</p> <ul style="list-style-type: none"> • What is meant by personality and personality constructs • Personality approaches and theories • Assessment tools used in personality 	<p>UNIT OBJECTIVES: (Performance Standards) Students are able to:</p> <ul style="list-style-type: none"> • Explain the main features and limitations of the trait theory of personality. • Describe the impact of the psychoanalytic theory of personality and how the theory has been modified since Sigmund Freud. • Describe what learning theorists believe are the influences and motivations for behavior. • Explain how the humanistic approach views the role of self and free choice in shaping behavior. • Discuss how the sociocultural approach views the importance of ethnicity, gender, culture, and socioeconomic status in the development of personality.
<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and take notes on textbook content • Teacher directed differentiated instructional projects and activities are ongoing and based on student need • Current Events in psychology • Write an essay describing how personality can explain individual differences and individual consistencies. • Create a poster showing the Five-Factor Model • Create a skit showing the id, ego, and superego. Perform your skit to the class • Write a research paper on one of the following: Sigmund Freud, Carl Jung, Alfred Adler, Karen Horney, Abram Maslow, or Erik Erikson • Create a diagram representing each of Erikson's Stages of Psychosocial Development • Create a two-column chart titled "Humanistic Approach". Label one column Strengths and the other Weaknesses. Fill in the chart then write a paragraph assessing the ability of the Humanistic Approach to explain personality <p>SUGGESTED RESOURCES:</p>	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> • Worksheets • Graphic Organizers • Quizzes • Tests • Essays • Summaries • Journals • Writing Activities • Video worksheets • Role-play activities • Debates • Diagrams • Individual Projects • Group Projects • Research Papers • Current Events • Any content related assessments <p>SUGGESTED REMEDIATION:</p> <p>Differentiated Instruction Methods:</p> <ul style="list-style-type: none"> • Review with teacher assistance • Re-teach major concepts • Retest or alternative assessment • Use of graphic organizers • Technology integration • Use of tiered activities <p>SUGGESTED ENRICHMENT:</p>

- Psychology: Principles in Practice 2007 (Textbook) Chapter 14
- Movies:
- *Sybill*

- Assume the role of one of the fictional people developed in the Guided Practice Activity. Then write two letters to a friend or relative. One describes a recent experience consistent with the person's self-concept. The other describes a recent experience inconsistent with the person's self-concept. Both should describe how the experiences made the person feel.

COURSE: Psychology	GRADE(S): 10 – 12
UNIT VIII: Abnormal Psychology and Methods of Therapy	
TIMEFRAME: 3 Weeks (90 minute periods)	

<p>NATIONAL STANDARDS: (Content Standards) After concluding this unit, students understand:</p> <ul style="list-style-type: none"> • Characteristics and origins of abnormal behavior • Methods used in exploring abnormal behavior • Major categories of abnormal behavior • Impact of mental disorders • Prominent methods used to treat people with disorders • Types of practitioners who implement treatment • Legal and ethical challenges involved in delivery of treatment 	<p>UNIT OBJECTIVES: (Performance Standards) Students are able to:</p> <ul style="list-style-type: none"> • Describe the basis for classifying psychological disorders. • Describe the anxiety disorders. • Describe the four dissociative disorders. • Explain how the two somatoform disorders differ. • Describe how psychologists attempt to explain mood disorders. • Describe the subtypes of schizophrenia. • Distinguish personality disorders from other psychological disorders. • Define psychotherapy, and list the advantages of each method to psychotherapy. • Describe the major techniques of psychoanalysis. • Identify the primary goals and methods of humanistic therapy. • Describe how cognitive and behavior therapists try to help people. • Describe the three major biological treatments for psychological disorders.
<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and take notes on textbook content • Teacher directed differentiated instructional projects and activities are ongoing and based on student need • Current Events in psychology • List the criteria that distinguish normal from abnormal behavior • Prepare group presentations on categories of abnormal behaviors, identifying symptoms in such disorders as anxiety disorders, mood disorders, somatoform disorders, etc. • Prepare a chart identifying various approaches to explaining sources of mental disorders. Ex. Biological Approaches, Psychological Approaches, Sociocultural Approaches, etc. • Research how psychological disorders are classified. Discuss as a class • Discuss stereotypes people have about those who are mentally ill • Create a diagram representing the Multifactorial Model of Schizophrenia 	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> • Worksheets • Graphic Organizers • Quizzes • Tests • Essays • Summaries • Journals • Writing Activities • Video worksheets • Role-play activities • Debates • Diagrams • Individual Projects • Group Projects • Research Papers • Current Events • Any content related assessments

<p>SUGGESTED ACTIVITIES CONTINUED:</p> <ul style="list-style-type: none"> • Write an essay on which method of psychotherapy you think would work best <p>SUGGESTED RESOURCES:</p> <ul style="list-style-type: none"> • Psychology: Principles in Practice 2007 (Textbook) Chapters 18 and 19 • DSM IV • <i>One Flew Over the Cuckoo's Nest</i> (Novel) • Movies: • <i>Sybill</i> • <i>As Good as it Gets</i> • <i>Beautiful Mind</i> • <i>One Flew Over the Cuckoo's Nest</i> • <i>Awakenings</i> 	<p>SUGGESTED REMEDIATION:</p> <p>Differentiated Instruction Methods:</p> <ul style="list-style-type: none"> • Review with teacher assistance • Re-teach major concepts • Retest or alternative assessment • Use of graphic organizers • Technology integration • Use of tiered activities <p>SUGGESTED ENRICHMENT:</p> <ul style="list-style-type: none"> • Research one of the disorders list on Figure 18.6 and NOT discussed in the text. Prepare a written description of the disorder to share with the class. Explain why it's categorized as a personality disorder. • Research and create a timeline of the history of psychotherapy. Be sure to summarize the information on the timeline.
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COURSE: Psychology	GRADE(S): 10-12
UNIT IX: Intelligence and Methods of Testing	TIMEFRAME: 1 Week (90 minute periods)
<p>NATIONAL STANDARDS: (Content Standards) After concluding this unit, students understand:</p> <ul style="list-style-type: none"> • Concepts related to measurement of individual differences • Influence and interaction of heredity and environment on individual differences • Nature of intelligence • Nature of intelligence testing 	<p>UNIT OBJECTIVES: (Performance Standards) Students are able to:</p> <ul style="list-style-type: none"> • Define intelligence and explain the various theories of intelligence. • Describe how the various types of intelligence tests differ. • Identify the characteristics of mental retardation and of giftedness, and explain the relationship between giftedness and creativity. • Explain how heredity and the environment influence intelligence. • List the purposes and characteristics of psychological tests. • Explain how achievement tests, aptitude tests, and interest inventories are used. • Identify the two kinds of personality tests and discuss their uses. • Identify strategies for taking tests and ways to avoid test anxiety.
<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and take notes on textbook content • Teacher directed differentiated instructional projects and activities are ongoing and based on student need • Current Events in psychology • Discuss the importance (and difference) of reliability and validity • Analyze your responses to a Rorschach Inkblot Test • Create a poster representing test taking tips based on test research • Write an essay on your most memorable experience of test anxiety <p>SUGGESTED RESOURCES:</p> <ul style="list-style-type: none"> • Psychology: Principles in Practice 2007 (Textbook) Chapter 9 and 15 • Movies: • <i>I Am Sam</i> • <i>Good Will Hunting</i> 	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> • Worksheets • Graphic Organizers • Quizzes • Tests • Essays • Summaries • Journals • Writing Activities • Video worksheets • Role-play activities • Debates • Diagrams • Individual Projects • Group Projects • Research Papers • Current Events • Any content related assessments <p>SUGGESTED REMEDIATION:</p> <p>Differentiated Instruction Methods:</p> <ul style="list-style-type: none"> • Review with teacher assistance • Re-teach major concepts • Retest or alternative assessment • Use of graphic organizers • Technology integration • Use of tiered activities

	<p>SUGGESTED ENRICHMENT:</p> <ul style="list-style-type: none">• Write a letter of support to the psychologist whose theory they believe best explains intelligence. Include why this theory makes a convincing case, support this with examples.• Create a presentation in which you would apply the tips you learned throughout the chapter to help students prepare for the SATs.
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COURSE: Psychology	GRADE(S): 10-12
UNIT X: Stress and Health	TIMEFRAME: 1 Week (90 minute periods)
<p>NATIONAL STANDARDS: (Content Standards) After concluding this unit, students understand:</p> <ul style="list-style-type: none"> • Sources of stress • Physiological reactions to stress • Psychological reactions to stress • Cognitive and behavioral strategies for dealing with stress and promoting health 	<p>UNIT OBJECTIVES: (Performance Standards) Students are able to:</p> <ul style="list-style-type: none"> • Describe some of the main causes of stress. • Identify the factors that determine one's responses to stress. • Explain the general adaptation syndrome, and describe the effects of stress on the immune system. • Identify the ways in which psychological factors contribute to headaches, heart disease, and cancer. • Describe some ways in which people cope with stress.
<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> • Read and take notes on textbook content • Teacher directed differentiated instructional projects and activities are ongoing and based on student need • Current Events in psychology • Work in cooperative groups to develop two skits per group that portray two different adjustment mechanisms. Act out skits for the class as they try to guess which mechanism is being portrayed. Submit a written copy of each skit. • Write an essay on the stresses you have encountered in life and what you have done to effectively deal with them • Create a poster showing the various ways of coping with stress <p>SUGGESTED RESOURCES: Psychology: Principles in Practice 2007 (Textbook) Chapter 17 Movies: <i>What's Eating Gilbert Grape</i></p>	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> • Worksheets • Graphic Organizers • Quizzes • Tests • Essays • Summaries • Journals • Writing Activities • Video worksheets • Role-play activities • Debates • Diagrams • Individual Projects • Group Projects • Research Papers • Current Events • Any content related assessments <p>SUGGESTED REMEDIATION: Differentiated Instruction Methods:</p> <ul style="list-style-type: none"> • Review with teacher assistance • Re-teach major concepts • Retest or alternative assessment • Use of graphic organizers • Technology integration • Use of tiered activities <p>SUGGESTED ENRICHMENT:</p> <ul style="list-style-type: none"> • Research the impact that stress can have on a person's health (PTSD – military). • Research and report on some of the alternative approaches of treatment of serious illness (acupuncture, macrobiotic diets, meditation). How are they used? Why are they used? How are they viewed by the medical community?