

Intro to Psychology

Prepared by:

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Superintendent of Schools:

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Introduction to Psychology

The Introduction to Psychology half-year course will give students a general understanding of the history of psychology from its infancy, to the issues that modern psychologist are inquiring about today. Student progress will be assessed through the use of formative and summative assessments throughout the course. The topics for the course will span a broad spectrum in psychology, these include but not limited to the following: the history of psychology and the people who have shaped the science, how psychological studies use the scientific method and statistical analysis in its research, the functions of the brain and nervous systems, developmental psychology and the changes that occur throughout our lives from the womb through adulthood, society and its effects on people and cultures, cognition with an emphasis on memory and intelligence, theories of personality and the causes of certain psychological disorders and how they are classified using the DSM classification system, the different forms / methods of therapy and the different schools of thought regarding the treatment of different psychological disorders, lastly, psychology as a career and educational options associated with psychology. These subjects are vital to gain a basic understanding of psychology throughout this course. Finally, this basic background of psychology will give students an insight of their own behavior and help create an open-mindedness for those who might behave or act differently than they do.

Unit I	Perspective In Psychological Science	2 Weeks
Unit II	Biological Bases of Behavior	3.5 Weeks
Unit III	Development and Learning	2 Weeks
Unit IV	Social Psychology	2 Weeks
Unit V	Cognition	2 Weeks
Unit VI	Motivation & Behavior	3 Weeks
Unit VII	Applications of Psychological Science	2.5 Weeks

Unit Overview

Content Area: Intro to Psychology

Unit Title: Psychology (It's a science)

Grade Level: 9 - 12

Unit Summary: Students will analyze the definition of psychology and its goals and roll in society. The rich history of psychology will be explored and famous psychologists of the past and present will be examined. Also, the vast perspectives within psychology, which include but not limited to the many subfields and all the research and research methods that have been a mainstay for psychology. Within this research and studies, the unit will discuss the ethical issues concerning both animals and humans. Also, how the validity of the results from these studies show statistical significance though the correlation of data.

Interdisciplinary

Connections: History and world views on Psychology

21st Century

Themes and Skills: History of Psychology both past and present. How psychology is a science.

Learning Targets

Standards (Content and Technology):

CPI#: APA N.S.H.S.P.C.	Statement:
IA-1. 1-4	IA. Perspective In Psychological Science IA-1 Development of psychology as an empirical science 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.
IA-2. 1-3	2.1 Discuss the value of both basic and applied psychological research with human and nonhuman animals. 2.2 Describe the major subfields of psychology. 2.3 Identify the important role psychology plays in benefiting society and improving people's lives.
IB-1. 1-4	IB. Research Methods and Statistics IB.-1 Research methods used to study behavior and mental processes 1.1 Describe the scientific method and its role in psychology. 1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods. 1.3 Define systematic procedures used to improve the validity of research findings, such as external validity. 1.4 Discuss how and why psychologists use non-human animals in research.
IB-2. 1-2	IB-2 Ethical issues in research with human and nonhuman animals 2.1 Identify ethical standards psychologists must address regarding research with human participants. 2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.
IB-3. 1-5	IB-3 Basic concepts of data analysis 3.1 Define descriptive statistics and explain how they are used by psychological scientists. 3.2 Define forms of qualitative data and explain how they are used by psychological scientists. 3.3 Define correlation coefficients and explain their appropriate interpretation. 3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods. 3.5 Explain other statistical concepts, such as statistical significance and effect size.
6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • Who are the pioneers of psychology? • Why is it important to identify psychology's subfields? • What research methods are used to study psychology and the behaviors associated with it. 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Development of psychology as an empirical science • Knowing the major subfields within psychology • Understanding psychological research methods. • Students will understand and the basic concepts of data analysis.
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- What are the ethical issues in research with human and nonhuman animals?
- What are the basic concepts of data analysis?

Unit Learning Targets/Objectives:

Students will...

- Demonstrate knowledge of psychology and its goals, psychology as a scientific discipline and how psychologists perform research.
- Research and present the major fields of psychology.
- Understand psychological research methods
- Consider ethical issues in psychological research.
- Apply statistics and validity in psychological research

Evidence of Learning

Formative Assessments:

Do Now Questions

- Exit Slips Analyzing Research
- Class discussion Short Essays
- Group Work Discussion Note composition
- Worksheets Illustrations
- Photo Analysis

Summative/Benchmark Assessment(s):

Quizzes and End of Chapter tests

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
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- Accept participation at any level, even one word

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
What is Psychology	Define psychology and explain why psychology is a science.	1 Day

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Who are the pioneers of Psychology	Describe the contributions of Wilhelm Wundt to the growth of psychology. Describe the leader, goals, methods and weaknesses of the early school of psychology known as structuralism.	1 Day
Psychology comes out of the dark ages	Briefly describe the leaders and origins of Gestalt psychology and explain its important features and concepts, as well as the nature of its influence on contemporary psychology.	1 Day
What's really in your inner thoughts?	Briefly describe the origins of psychoanalysis, briefly explaining several important Freudian concepts, and then summarize the significant impact and weaknesses of this perspective.	2 Days
The magnificent 7 schools of psychology	List and briefly describe seven major professional fields of specialization within modern psychology, and then distinguish among clinical psychology, counseling psychology, and psychiatry. Mention three emerging fields of professional psychology.	2 Days
Correlation is not what you think it means.	Explain why correlation does not mean causation.	1 Day
What is so dependable about variables.	Describe the experimental method, explaining the difference between independent variables--including experimental and control conditions--and dependent variables	2 Days
How statistical analysis effects psychology	Describe the function of descriptive statistics; list and explain three measures of central tendency and three measures of variability. Describe the function of inferential statistics, emphasizing concepts such as statistical significance in explaining behavior.	2 Days
Introduction to Psychology Review	Review topics of the unit	1 Day
Introduction to Psychology Test	Exam on the unit	1 Day
<p>Teacher Notes:</p> <p>Additional Resources Click links below to access additional resources used to design this unit:</p> <p>Discovering Psychology PsychSim</p>		

Unit Overview	
Content Area: Biopsychology	
Unit Title: Everything Psychological is simultaneously biological	
Grade Level: 9-12	
<p>Unit Summary: The examination of sensation and perception and how the senses of the body work independently but our brains process this information to form a single picture of our environment. Students will examine perception through Gestalt principles, Visual Cliff experiment and how illusions work. How the mind processes these examples are through personal experiences though explicit and implicit processing. Students will analyze sleep and the disorders associated with them. Also, while examining how daytime experiences affect dreaming. Finally, an understanding of how various types of psychoactive drugs work and their effects on the human mind and body to help those affected by different types of disorders.</p>	
Interdisciplinary Connections:	
21st Century Themes and Skills:	
Learning Targets	
Standards (Content and Technology):	
CPI#:APA N.S.H.S.P.C	Statement: Biological Bases of Behavior
IIB-2. 1-2	<p>IIB-1 Sensation and Perception</p> <p>1.1 Discuss processes of sensation and perception and how they interact.</p> <p>1.2 Explain the concepts of threshold and adaptation.</p>
IIB-2. 1-4	<p>IIB-2 The capabilities and limitations of sensory processes</p> <p>2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.</p> <p>2.2 Describe the visual sensory system.</p> <p>2.3 Describe the auditory sensory system.</p> <p>2.4 Describe other sensory systems, such as olfaction, gustation, and some thesis (e.g., skin senses, kinesthesia, and vestibular sense).</p>
IIB-3. 1-6	<p>IIB-3 Interactions of the person and the environment in determining perception</p> <p>3.1 Explain Gestalt principles of perception.</p> <p>3.2 Describe binocular and monocular depth cues.</p> <p>3.3 Describe the importance of perceptual constancies.</p> <p>3.4 Describe perceptual illusions.</p> <p>3.5 Describe the nature of attention.</p> <p>3.6 Explain how experiences and expectations influence perception.</p>
IIC-1. 1-2	<p>IIC. Consciousness</p> <p>IIC-1 The Relationship between conscious and unconscious processes</p> <p>1.1 Identify states of consciousness.</p> <p>1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).</p>
IIC-2. 1-5	<p>IIC-2 Characteristics of sleep theories that explain why we sleep and dream</p> <p>2.1 Describe the circadian rhythm and its relation to sleep.</p> <p>2.2 Describe the sleep cycle.</p> <p>2.3 Compare theories about the functions of sleep.</p> <p>2.4 Describe types of sleep disorders.</p> <p>2.5 Compare theories about the functions of dreams.</p>
IIC-3. 1-4	<p>3.1 Characterize the major categories of psychoactive drugs and their effects.</p> <p>3.2 Describe how psychoactive drugs act at the synaptic level.</p> <p>3.3 Evaluate the biological and psychological effects of psychoactive drugs.</p> <p>3.4 Explain how culture and expectations influence the use and experience of drugs.</p>
IIC-4. 1-2	<p>IIC-4 Other states of consciousness</p> <p>4.1 Describe meditation and relaxation and their effects.</p> <p>4.2 Describe hypnosis and controversies surrounding its nature and use.</p>

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • Why are sensation and perception important to understand? • How do senses work? • How we people perceive the world? • What is the relationship between the conscious and unconscious processes? • How and why people sleep and dream? • What are meditation and hypnosis? • What are the effects of psychoactive drugs? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Understanding how the senses affect how we perceive the world. • Analyzing sleeping and dreaming with regards to the different levels of consciousness. • Analyzing the effects of psychoactive drugs and hypnosis. 				
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Distinguish between sensation and perception. • Understand how perception emerges from sensation? • Define and offer examples of sensory adaptation. • Understand how are we able to see hear & taste? • Understand how are we able to feel touch and pain? • Apply examples of the Gestalt principles of perceptual organization. • Create a diagram of the auditory system, designating the outer, middle, and inner ear, and delineating the functions of its various structures. • Analyze the three skin senses and describe the processes of touch and nociception, mentioning gate-control theory and how endorphin secretion affects our perception of pain. 					
<p>Evidence of Learning</p>					
<p>Formative Assessments:</p> <p>Do Now Questions Exit Slips Analyzing Research Class discussion Short Essays Group Work Discussion Note composition Worksheets Illustrations Photo Analysis</p> <p>Summative/Benchmark Assessment(s): Quizzes and End of Chapter tests</p> <p>Resources/Materials <u>Discovering Psychology</u> <u>PsychSim</u> Worksheets</p>					
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- Accept participation at any level, even one word

- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Do you feel like I do?	Describe the domain of psychophysics, and then explain the concepts of absolute threshold, including signal detection and subliminal stimulation, and difference threshold (jnd)	Days 1
Do you see what I see?	Explain the physical basis of our sense of vision, noting our sensitivity to only the visible spectrum, and the significance of the amplitude, brightness and saturation of a light.	Days 1
How did you see that?	Draw a diagram of the eye, labeling its structures and delineating their functions regarding vision, then trace the process by which vision occurs, from transduction in the retina to its final interpretation and organization in the visual cortex.	Days 1
Is your color RED the same as mine?	Describe the importance of photoreceptors, and how they relate to the processes of dark adaptation and color vision Compare and contrast the important features of the Young-Helmholtz theory of color vision with Hering's opponent-process theory, noting how this second theory explains the phenomenon of the sex-linked characteristic of color blindness.	Days 1
How do we think?	Distinguish between top-down processing and bottom-up processing in relation to figure-ground perception.	Days 2
Did I see what I just saw.	List and describe the binocular and monocular cues for depth perception, and then explain how three types of perceptual constancies allow us to maintain stability in our perceptions. Describe the process by which illusions are created, and summarize the controversy that surrounds the nature of the moon illusion and the Müller-Lyer illusion.	Days 1
What makes the ear work?	Describe the main properties of sound waves, explaining how they affect perceived pitch and loudness. Label a diagram of the auditory system, designating the outer, middle, and inner ear, and delineating the functions of its various structures, and then trace the path of an auditory stimulus from the tympanic membrane to its final interpretation in the auditory cortex.	Days 1
How did I hear that?	List and describe the four factors involved in auditory perception, mentioning the significance of place theory, frequency theory, and volley theory as well as the types of deafness.	Days 1
Do you feel that? I felt it too?	List the three skin senses and describe the processes of touch and nociception, mentioning gate-control theory and how endorphin secretion affects our perception of pain.	Days 1
How did I know you were going to say that?	Define parapsychology and the four main types of ESP.	Days 1
	Review topics of the unit	

	Exam on the unit	
<p>Teacher Notes:</p> <p>Additional Resources Discovering Psychology PsychSim</p> <p>Click links below to access additional resources used to design this unit:</p>		

Unit Overview	
Content Area: Development and Learning	
Unit Title: What are the many ways we learn	
Grade Level: 9-12	
<p>Unit Summary: Researchers analyze how biological and environmental factors affect human development from conception to birth and throughout childhood and adolescents. The aspects of classical conditioning with regards to everyday life and the principles of operant conditioning will be examined. Shaping, learned behavior, and cognitive learning theory will be explored and with a focus on language acquisition.</p>	
Interdisciplinary Connections:	
21st Century Themes and Skills:	
Learning Targets	
Standards (Content and Technology):	
CPI#: APA N.S.H.S.P.C	Statement:
IIIB-1. 1-3	<p>IIIB Learning</p> <p>IIIB-1 Classical conditioning</p> <p>1.1 Describe the principles of classical conditioning.</p> <p>1.2 Describe clinical and experimental examples of classical conditioning.</p> <p>1.3 Apply classical conditioning to everyday life.</p>
IIIB-2. 1-4	<p>IIIB-2 Operant conditioning</p> <p>2.1 Describe the Law of Effect.</p> <p>2.2 Describe the principles of operant conditioning.</p> <p>2.3 Describe clinical and experimental examples of operant conditioning.</p> <p>2.4 Apply operant conditioning to everyday life.</p>
IIIB-3. 1-2	<p>IIIB-3 Observational learning</p> <p>3.1 Describe the principles of observational and cognitive learning.</p> <p>3.2 Apply observational and cognitive learning to everyday life.</p>
IIIC-1. 1-2	<p>IIIC-1. Structural features of language</p> <p>1.1 Describe the structure and function of language.</p> <p>1.2 Discuss the relationship between language and thought.</p>
IIC-2. 1-2	<p>IIIC-2. Theories and development stages of language acquisition</p> <p>2.1 Explain the process of language acquisition.</p> <p>2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes</p>
IIC-3. 1-2	IIIC-3. Language and the brain

	<p>3.1 Identify the brain structures associated with language.</p> <p>3.2 Discuss how damage to the brain may affect language.</p>				
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.				
6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure				
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is the process of classical conditioning? • What is the process of operant conditioning? • What are the aspects of cognitive and observational learning? • What are the structural features of language? • What are the theories and stages of language acquisition? • What areas of the brain associated with language? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Analyzing development during adolescence and adulthood. • Analyzing classical and operant conditioning • Compare and contrast cognitive learning and observational learning • Understanding the acquisition language and how it is learned. 				
<p>Unit Learning Targets/Objectives: <i>Students will...</i> Understand psychological research methods. Consider ethical issues in psychological research.</p>					
Evidence of Learning					
<p>Formative Assessments:</p> <p>Do Now Questions Exit Slips Analyzing Research Class discussion Short Essays Group Work Discussion Note composition Worksheets Illustrations Photo Analysis</p>					
<p>Summative/Benchmark Assessment(s): Quizzes and End of Chapter tests</p>					
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Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Pavlov... does it ring a bell?	Summarize the history of interest in classical conditioning.	Days 1
How does conditioning work?	List and explain the major concepts of classical conditioning by referring to Pavlov's classic experiment of the conditioning of the salivary response in a dog. Describe higher-order conditioning and give examples.	Days 2
How does fear work?	List and explain four important factors affecting the strength of classical conditioning, offering examples of each. Explain the difference between stimulus generalization and stimulus discrimination. Explain how extinction happens, and how spontaneous recovery may occur.	Days 1
The Garcia Effect why we can't go back to bad food.	Summarize the classic "Little Albert" study, and then describe how classical conditioning may be applied in understanding the features of drug dependence and taste aversion	Days 1
I'm "positive" that this will reinforce your behavior	Define behavioral contingency and then list and offer examples of four concepts related to positive reinforcement. Distinguish between continuous and partial schedules of reinforcement, describing the four types of partial schedules, and explain how they influence the performance of a behavior.	Days 2
Sit Spot Sit good dog. Woof!	Distinguish between shaping and chaining, giving examples of each. Define negative reinforcement and describe two forms of negative reinforcement. Describe five areas where operant conditioning principles have been applied to change behavior.	Days 1
Punishment can it work?	Distinguish between extinction versus punishment as techniques that decrease the probability of a behavior, emphasizing the special issues that surround the use of punishment to change behavior. Explain the significance of the classic Tolman study of latent learning and Bandura's work on observational learning and social learning theory in supporting the cognitive view of learning.	Days 1
How do we understand language?	Define grammar and then distinguish among phonemes and morphemes, syntax and semantics, offering examples of each. Explain Chomsky's concept of transformational grammar, distinguishing between surface structure versus deep structure, and explaining the concept of pragmatics. Describe the stages of language acquisition including key characteristics of each, and then summarize the evidence regarding whether there is a critical period for language acquisition. Compare and contrast the language acquisition theories of B.F. Skinner, Albert Bandura, and Noam Chomsky. Explain the linguistic-relativity hypothesis, and summarize the important findings of the classic study evaluating this concept.	Days 1
	Review topics of the unit	
	Exam on unit	

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Social Psychology

Unit Title: The Social Network

Grade Level: 9-12

Unit Summary: Social interactions are apart of our everyday life. They shape our thoughts, feelings and behavior. Students will examine the influence of groups on people. Students will examine why certain things are social expectable while others are not. Also, students will understand how cultures play a role in our behaviors and how cultures define acceptable and unacceptable behavior in individuals and genders.

Interdisciplinary Connections:

21st Century Themes and Skills:

Learning Targets

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Standards (Content and Technology):	
CPI#: APA N.S.H.S.P.C	Statement:
IVA-1.1 – 3	IVA Social Interactions IVA-1 Social Cognition 1.1 Describe attributional explanations of behavior. 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior 1.3 Identify persuasive methods used to change attitudes.
IVA-2.1- 4	IVA-2 Social Influence 2.1 Describe the power of the situation. 2.2 Describe effects of others’ presence on individuals’ behavior. 2.3 Describe how group dynamics influence behavior. 2.4 Discuss how an individual influences group behavior.
IVA-3. 1-4	IVA-3 Social Relations 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination. 3.2 Describe determinants of prosocial behavior. 3.3 Discuss influences on aggression and conflict. 3.4 Discuss factors influencing attraction and relationships.
IVB-1. 1-3	IVB. Sociocultural Diversity IVB-1 Social and cultural diversity 1.1 Define culture and diversity. 1.2 Identify how cultures change over time and vary within nations as well as internationally. 1.3 Discuss the relationship between culture and conceptions of self and identity.
IVB-2. 1-3	IVB-2 Gender 2.1 Discuss psychological research examining gender identity. 2.2 Discuss psychological research examining diversity in sexual orientation. 2.3 Compare and contrast gender identity and sexual orientation.
6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
Unit Essential Question(s): How does social influence affect behavior? What are effects of social cognition? What are the different kinds of social relations? What is culture’s role in psychology? How do gender identity develop?	
Unit Enduring Understandings: Understanding the effects of social influence on behavior Analyzing Attribution Theory and its effect on behavior Understanding the factors that attribute to social relations.	
Unit Learning Targets/Objectives: <i>Students will...</i> Understand psychological research methods. Consider ethical issues in psychological research.	
Evidence of Learning	
Formative Assessments: Do Now Questions Exit Slips Analyzing Research Class discussion Short Essays Group Work Discussion Note composition Worksheets Illustrations Photo Analysis	
Summative/Benchmark Assessment(s): Quizzes and End of Chapter tests	

Resources/Materials <u>Discovering Psychology</u> <u>PsychSim</u> Worksheets	
Modifications: Special Education Students <ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications English Language Learners <ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word 	At-Risk Students <ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary Gifted and Talented Students <ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Are we social creatures?	Describe the domain of social psychology. Explain what is meant by social cognition, distinguish between dispositional and situational attributions, and explain three dimensions that have been offered to explain the attributional process.	Days 2
Am I a product of my environment?	List and describe two biases that enter into the attribution process. List and describe three factors that influence the process of person perception. List and describe four factors that influence our liking for another person. Distinguish between prejudice and discrimination, and then summarize the factors that have been found to promote and reduce prejudice.	Days 1
Why come up with a good idea if we can all come up with one really bad one.	Define group and groupthink, and then summarize the factors that promote groupthink and criticism toward the concept. Explain the resolution of the controversy that surrounded the concept of social facilitation, and then explain the concept of social loafing.	Days 3
Can you become evil?	Describe two types of social influence and explain the significance of the obedience research. Distinguish between prosocial and altruistic behavior. Explain the bystander intervention model, describing the five steps. Define aggression and describe the theories that attempt to account for aggressive behavior, emphasizing the strengths and weaknesses of each theoretical approach. Explain the role deindividuation plays in group violence.	
	Review topics of the unit	
	Exam on unit	

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Unit Overview	
Content Area: Cognition	
Unit Title: I think therefore I am?	
Grade Level: 9-12	
Unit Summary: Students will get have an understanding of memory and the processes in which memory works. Also, what are the limits of memory and what causes deficiencies in memory. Students will explore the concepts of multiple intelligence theory and how hereditary and environment affect intelligence.	
Interdisciplinary Connections:	
21 st Century Themes and Skills:	
Learning Targets	
Standards (Content and Technology):	
CPI#: APA N.S.H.S.P.C	Statement:
IVA-1.1-3	VA Memory VA-1 Encoding Memory 1.1 Identify factors that influence encoding.

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	1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing. 1.3 Discuss strategies for improving the encoding of memory		
IVA-2.1-4	VA-2 Storage of Memory 2.1 Describe the differences between working memory and long-term memory. 2.2 Identify and explain biological processes related to how memory is stored. 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias). 2.4 Discuss strategies for improving the storage of memories.		
IVA-3. 1-5	VA-3 Retrieval of Memory 3.1 Analyze the importance of retrieval cues in memory. 3.2 Explain the role that interference plays in retrieval. 3.3 Discuss the factors influencing how memories are retrieved. 3.4. Explain how memories can be malleable. 3.5 Discuss strategies for improving the retrieval of memories.		
IVB-1. 1-3	VB. Thinking VB-1 Processes and functions comprising thought 1.1 Define cognitive processes involved in understanding information. 1.2 Define processes involved in problem solving and decision making. 1.3 Discuss non-human problem-solving abilities.		
IVB-2. 1-3	VB-2 Obstacles related to thought 2.1 Describe obstacles to problem solving. 2.2 Describe obstacles to decision making. 2.3 Describe obstacles to making good judgments.		
VC-1 1-3	VC Intelligence VC-1 Perspectives on intelligence 1.1 Discuss intelligence as a general factor. 1.2 Discuss alternative conceptualizations of intelligence. 1.3 Describe the extremes of intelligence.		
VC-2 1-3	VC-2 Assessment of intelligence 2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness. 2.2 Identify current methods of assessing human abilities. 2.3 Identify measures of and data on reliability and validity for intelligence test scores.		
VC-3 1-2	VC-3 Issues in Intelligence 3.1 Discuss issues related to the consequences of intelligence testing. 3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence.		
6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.		
<table border="1"> <tr> <td> Unit Essential Question(s): Learn how the brain encodes memories. Understand how memories are stored in the brain Learn how memories are retrieved from the brain Understand the basic elements of thought Identify obstacles to thought Compare and contrast perspectives on intelligence. Learn how intelligence is measured. Consider key issues in intelligence research. </td> <td> Unit Enduring Understandings: Understand how the brain processes information. Analyze term short, long, memory is stored in the brain Understand how memories retrieved. Understand how certain strategies help people retrieve memories. Analyzing the way the brain processes problems. Understand how and people make judgment decisions. Understand how Psychologists define intelligence Analyze the pros and cons of intelligence testing </td> </tr> </table>		Unit Essential Question(s): Learn how the brain encodes memories. Understand how memories are stored in the brain Learn how memories are retrieved from the brain Understand the basic elements of thought Identify obstacles to thought Compare and contrast perspectives on intelligence. Learn how intelligence is measured. Consider key issues in intelligence research.	Unit Enduring Understandings: Understand how the brain processes information. Analyze term short, long, memory is stored in the brain Understand how memories retrieved. Understand how certain strategies help people retrieve memories. Analyzing the way the brain processes problems. Understand how and people make judgment decisions. Understand how Psychologists define intelligence Analyze the pros and cons of intelligence testing
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Unit Learning Targets/Objectives: <i>Students will...</i> Understand psychological research methods. Consider ethical issues in psychological research.			
Evidence of Learning			

Formative Assessments:

Do Now Questions

Exit Slips Analyzing Research

Class discussion Short Essays

Group Work Discussion Note composition

Worksheets Illustrations

Photo Analysis

Summative/Benchmark Assessment(s):

End of Unit Test

Resources/Materials

Discovering Psychology

PsychSim

Worksheets

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
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At-Risk Students

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English Language Learners

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Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
How does memory actually work.	<p>Diagram and explain the information-processing model of memory.</p> <p>Describe the important features of short-term memory, mentioning the duration and capacity of working memory, and explaining how these can be increased by maintenance rehearsal and chunking, and decreased by decay and displacement.</p> <p>Explain the relationship between elaborative rehearsal and encoding in long-term memory. Explain how forgetting has been measured, including Ebbinghaus' discovery of the serial position effect, method of savings, and forgetting curve.</p> <p>List and explain four other approaches to explaining why we forget, distinguishing between retroactive versus proactive interference, repression, the tip-of-the-tongue phenomenon, context-, and state-dependent memory.</p> <p>Summarize the important findings of studies on the accuracy of eyewitness testimony in general, and more</p>	Days 3

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	specifically, the accuracy of children's testimony, and the effect of biasing or leading questions on memory.	
Did I remember that?	<p>Explain how two theories attempt to account for retrieval from long-term memory.</p> <p>Describe the important features of sensory memory, emphasizing the results of Sperling's partial report study.</p> <p>List and describe the important features of two theories that attempt to explain how semantic and episodic memories are organized in long-term memory.</p> <p>Explain how two theories attempt to account for retrieval from long-term memory.</p> <p>Explain how forgetting has been measured, including Ebbinghaus' discovery of the serial position effect, method of savings, and forgetting curve.</p>	Days 3
I think, I think but I thought something else.	<p>Describe the domain of cognitive psychology and the reasons for the "cognitive revolution."</p> <p>Define concept, and distinguish between logical and natural concepts, emphasizing prototypes.</p> <p>Define problem solving, describe and give examples of four problem solving strategies.</p> <p>Explain how mental sets and functional fixedness can interfere with effective problem solving.</p>	Days 2
Thinking takes on different forms.	<p>Define creativity, and describe the characteristics of creative individuals, mentioning the results of a recent study about the inhibition of creativity.</p> <p>Distinguish between divergent and convergent thinking, describe the strengths and weaknesses of the Remote Associates Test in evaluating creative behavior, and summarize what is known about ways to increase creativity.</p> <p>Define decision-making, and explain how the representativeness heuristic, the availability heuristic, and framing effects can all bias our decision-making.</p>	Days 1
	Review topics of the unit	
	Exam on unit	
<p>Teacher Notes:</p> <p>Additional Resources</p> <p>Click links below to access additional resources used to design this unit:</p>		

Unit Overview

Content Area: Motivation & Behavior

Unit Title: Get Motivated!

Grade Level: 9-12

Unit Summary: Students will examine different theories of motivation and explore in depth expectancy-value and humanist theories. The question what are emotions and how they are influenced by culture and environment will be asked and explored. Also, students will explore the humanist views of personality and the effects and causes shape our personality. Students will analyze the biological causes and the malfunctions of psychological disorders and the effect on people and on society. The DSM classification system will be discussed to explore and identify the different forms of abnormal psychological disorders. Also, what affects these disorders have on families and society.

Interdisciplinary Connections:

21st Century Themes and Skills:

Learning Targets

Standards (Content and Technology):

**CPI#: APA
N.S.H.S.P.C**

Statement:

VIA-1, 1-3

VIA. Motivation
VIA-1 Perspective on motivation
1.1 Explain biologically based theories of motivation.
1.2 Explain cognitively based theories of motivation.
1.3 Explain humanistic theories of motivation

VIA-2, 1-4

VIA-2 Domains of motivated behavior in humans and nonhumans animals
2.1 Discuss eating behavior.
2.2 Discuss sexual behavior and orientation.
2.3 Discuss achievement motivation.
2.4 Discuss other ways in which humans and non-human animals are motivated.

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6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
VIB-1. 1-3	VIB. Emotion VIB-1 Perspective 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 theories of emotional experience.
VIB-2. 1-3	VIB-2 Emotional expression 2.1 Explain how biological factors influence emotional interpretation and expression. 2.2 Explain how culture and gender influence emotional interpretation and expression. 2.3 Explain how other environmental factors influence emotional interpretation and expression.
VIB-3. 1-2	VIB-3 Domains of emotional behavior 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear. 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.
VIC-1 1-4	VIC. Personality VIC-1 Perspective on personality 1.1 Evaluate psychodynamic theories. 1.2 Evaluate trait theories. 1.3 Evaluate humanistic theories. 1.4 Evaluate social-cognitive theories
VIC-2 1-2	VIC-2 Assessment of personality 2.1 Differentiate personality assessment techniques. 2.2 Discuss the reliability and validity of personality assessment techniques.
VIC-3 1-5	VIC-3 Issues in personality 3.1 Discuss biological and situational influences. 3.2 Discuss stability and change. 3.3 Discuss connections to health and work. 3.4 Discuss self-concept. 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.
VID-1 1-5	VIC. Psychological Disorders VID-1 Perspective on abnormal behavior 1.1 Define psychologically abnormal behavior. 1.2 Describe historical and cross-cultural views of abnormality. 1.3 Describe major models of abnormality. 1.4 Discuss how stigma relates to abnormal behavior. 1.5 Discuss the impact of psychological disorders on the individual, family, and society
VID-2 1-4	VID-2 Categories of psychological disorders 2.1 Describe the classification of psychological disorders. 2.2 Discuss the challenges associated with diagnosis. 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders). 2.4 Evaluate how different factors influence an individual's experience of psychological disorders.
Unit Essential Question(s): What are the major theories of motivation? What are motivated behaviors? What are theories of emotion and emotional expression? How to analyze emotional behaviors in depth? What the major theories of personality? How is personality is assessed? What are the key issues in personality research?	Unit Enduring Understandings: Understand the factors that motivate behaviors. Understand what factors motivate emotions. Analyze the biological and evolutionary factors for the emotion of fear. Students will examine the multiple theories of personalities. Students will understand how researchers study personalities and how it is assessed. Students will analyze behaviors and treatment of abnormal psychology. Students will understand the diagnosis and treatments associated with mental disorders.

Students will understand the different types of therapy in psychology.
 Students will understand the importance of maintaining ethical standards with regards to therapy.

Unit Learning Targets/Objectives:

Students will...

Understand psychological research methods.
 Consider ethical issues in psychological research.

Evidence of Learning

Formative Assessments:

- Do Now Questions
- Exit Slips Analyzing Research
- Class discussion Short Essays
- Group Work Discussion Note composition
- Worksheets Illustrations
- Photo Analysis

Summative/Benchmark Assessment(s):

Resources/Materials

- Discovering Psychology
- PsychSim
- Worksheets

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
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- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
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Gifted and Talented Students

- Provide extension activities
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Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Let's get motivated!	Define motivation, and describe three identified sources of motivation, emphasizing the various theories associated with each of these sources. Describe achievement motivation and explain how it is related to need for achievement and intrinsic motivation. Distinguish between and give examples of intrinsic and extrinsic motivation. Distinguish between overjustification theory and cognitive-evaluation theory.	1 day

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<p>Everything psychological is simultaneously biological</p>	<p>Summarize what is known about the bodily, brain, and environmental factors involved in the regulation of the hunger motive.</p> <p>Define obesity, and identify and describe the biopsychological and behavioral factors involved in obesity.</p> <p>Describe two eating disorders and summarize what is known about the biological and social-cultural causes of these disorders.</p> <p>Describe the biopsychological and psychosocial factors that influence human sexual behavior.</p> <p>Describe the contributions of William Masters and Virginia Johnson to the understanding of sexual functioning, emphasizing the characteristics of the sexual response cycle.</p> <p>Describe Alfred Kinsey's contributions to the understanding of American sexual behavior and explain the nature of the controversy that surrounded his work.</p> <p>Define sexual orientation, and describe the biopsychological and behavioral factors involved in sexual orientation.</p>	<p>3 days</p>
<p>When normal no longer applies.</p>	<p>Define psychopathology and describe the three traditional criteria for determining the presence of psychological disorder, indicating their weaknesses.</p> <p>List and describe the emphases of the six major viewpoints regarding the psychological disorders.</p> <p>Explain the nature and controversy of the insanity defense and discuss the current state of this defense.</p> <p>Explain how the DSM-IV is used as a diagnostic tool, and briefly summarize the criticisms leveled against it, including discussion of Rosenhan's study and Szasz arguments.</p> <p>List and describe the important features of four anxiety disorders and summarize how proponents of the six viewpoints account for the development of the anxiety disorders.</p> <p>List and describe the important features of three dissociative disorders, including proposed causes, and mention the controversy surrounding dissociative identity disorder.</p> <p>List and describe the important features of two mood disorders, including proposed causes, emphasizing several important points about the issue of suicide.</p> <p>Summarize the general characteristics of all the schizophrenias and then highlight the distinctive features of three types of schizophrenia.</p> <p>Summarize how the proponents of the six viewpoints account for the development of schizophrenia, emphasizing the findings of biopsychological researchers.</p> <p>Define the term "personality disorder" and describe the important features of two such disorders, including proposed causes</p>	<p>8 days</p>
	<p>Review topics of the unit</p>	
	<p>Exam on the unit</p>	
<p>Teacher Notes:</p> <p>Additional Resources</p>		

Click links below to access additional resources used to design this unit:

Unit Overview	
Content Area: Applications of Psychological Science	
Unit Title: Psychology, it's not all about laying on a couch	
Grade Level: 9-12	
Unit Summary: Students will understand the different forms of therapy involved with psychological disorders and the effectiveness of psychotherapy. Also, student will explore the effectiveness of drugs and other biomedical therapies. Finally students will explore the multitude of career and educational options associated with psychology.	
Interdisciplinary Connections:	
21st Century Themes and Skills:	
Learning Targets	
Standards (Content and Technology):	
CPI#:	Statement:
VIIA-1. 1-3	VIIA. Treatment of Psychological Disorders VIIA-1. Perspective on treatment 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.
VIIA-2. 1-5	VIIA-2 Categories of treatment and types of treatment providers 2.1 Identify biomedical treatments. 2.2 Identify psychological treatments. 2.3 Describe appropriate treatments for different age groups. 2.4 Evaluate the efficacy of treatments for particular disorders. 2.5 Identify other factors that improve the efficacy of treatment.
VIIA-3. 1-2	VIIA-3 Legal, ethical, and professional issues in the treatment of psychological disorders. 3.1 Identify ethical challenges involved in delivery of treatment. 3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).
6.1.12.A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
Unit Essential Question(s):	
Unit Enduring Understandings: Understand the ways psychological disorders are treated	

<p>What are the different perspectives on treating psychological disorders? What are the different psychological treatments and what is their effectiveness? What are biomedical therapies and how do you evaluate their effectiveness? What are the legal, ethical, and professional challenges of therapy? What are the causes and consequences of stress? What are some strategies for promoting mental and physical health? What are the educational requirements for careers in psychology? What are the career options in psychology?</p>	<p>Analyze the different types of psychotherapy and its effectiveness. Understand the biomedical treatment of psychological treatments. Analyze the causes for stress Understand the strategies with dealing with stress. Understanding how to enter into a career in psychology.</p>
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Unit Learning Targets/Objectives:

Students will...

- Understand psychological research methods.
- Consider ethical issues in psychological research.

Evidence of Learning

Formative Assessments:

- Do Now Questions
- Exit Slips Analyzing Research
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- Photo Analysis

Summative/Benchmark Assessment(s):

Resources/Materials

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Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
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<p>Is there a doctor in the house?</p>	<p>Summarize the history of the treatment of psychological disorders from its ancient origins to modern times, showing the connection between beliefs and treatment choice.</p> <p>Define psychoanalysis, and list and describe four psychoanalytic treatment techniques and summarize how psychodynamic therapy differs from classic psychoanalysis.</p> <p>Describe the general principle underlying all behavioral therapy and then list and describe three classical-conditioning therapies, three operant-conditioning therapies, and a social-learning therapy.</p> <p>Describe the general principle underlying all the cognitive orientation to therapy and describe the important features of rational-emotive behavior therapy and cognitive therapy.</p> <p>Describe the general distinguishing perspective of all the humanistic therapies, and then list and describe the important characteristics of two types of humanistic therapy systems.</p>	<p>Days 5</p>
<p>Methods of treatment</p>	<p>Describe the core concept of the social-relations orientation and the reasons for the development of the group approach to therapy, and list and describe the important features of four types of group-oriented forms of therapy.</p> <p>Describe the core concept underlying all biopsychological therapies and then list and describe the important features of and controversy surrounding both psychosurgery and ECT.</p> <p>Describe the principle underlying all drug therapies and then describe the important features of four groups of medications for the treatment of psychological disorder.</p> <p>Define deinstitutionalization and then summarize the strengths and weaknesses of this important social policy, and list and describe the three main goals of the community mental-health movement.</p> <p>Summarize the relevant issues in selecting a therapist and discuss bibliotherapy as an alternative.</p> <p>Explain what sparked the debate on the effectiveness of psychotherapy.</p> <p>Describe the issues surrounding the criteria of success in determining the effectiveness of psychotherapy and summarize the findings of the major research studies.</p> <p>Summarize what is known about the characteristics that are important factors in the effectiveness of psychotherapy.</p>	<p>Days 5</p>
	<p>Review topics of the unit</p>	
	<p>Exam on unit</p>	
<p>Teacher Notes:</p> <p>Additional Resources</p> <p>Click links below to access additional resources used to design this unit:</p>		