

Psychology 1

Month	Strands (include state core numbers)	Standards	Assessment
Qtr. 1			
Aug-Sep.	Unit 1: History, Approaches Strand 1- Development of psychology as an empirical science.	Standard 1.1- Define psychology as a discipline and identify its goals as a science.	Unit 1 Quiz
		Standard 1.3- Describe perspectives employed to understand behavior and mental processes.	Contemporary Perspectives Memes/ Outrageous Celebrity Assessment.
	Strand 2- Major Subfields within psychology.	Standard 1.4-Explain how psychology evolved as a scientific discipline.	Unit 1 Quiz
	Unit 1 Part 2: Research Strand 1- Research methods and measurements used to study behavior and mental processes.	Standard 1.1- Describe the scientific method and its role in psychology.	Psychologist for a Day
		Standard 1.2- Describe and compare a variety of quantitative (e.g. surveys, correlation, experiments) and qualitative (interviews, narratives, focus groups) research methods.	Psychologist for a Day
		Standard 1.3- Define systematic procedures (IV/DV) to improve the validity of research findings.	Psychologist for a day, Lego Operational Definition.
	Strand 2- Ethical issues in research with human and non-human animals.	Standard 2.1- Identify ethical standards psychologists must address regarding research with human participants.	Ethics Knockout
		Standard 2.2- Identify ethical guidelines psychologists must address regarding research with non-human animals.	Ethics Knockout
	Unit 2: Biological Bases of Behavior Strand 1- Structure and function of the nervous system in humans.	Standard 1.1- Identify the major divisions and subdivisions of the human nervous system.	Unit 2 Test; Unit 2 Quiz Neuron Coloring Sheet, Play-doh Neuron, Neuron Trivia, Unit 2 Test, Unit 2 Quiz.

MURRAY HIGH SCHOOL
CURRICULUM MAP



	Strand 2- Structure and function of the endocrine system.	<p>Standard 1.2- Identify the parts of the neuron and describe the basic process of neural transmission.</p> <p>Standard 1.4- Describe lateralization of brain functions.</p> <p>Standard 2.1- Describe how the endocrine glands are linked to the nervous system.</p> <p>Standard 2.2- Describe the effects of hormones on behavior and mental processes.</p>	<p>Celebrity Brain; Unit 2 Test</p> <p>Unit 2 Quiz; Unit 2 Test</p> <p>Class discussion</p>
October	<p>Unit 2 Continued</p> <p>Strand 3: The interaction between biological factors and experience.</p> <p>Unit 3 Part 1: Learning</p> <p>Strand 1- Classical Conditioning</p> <p>Strand 2- Operant Conditioning</p> <p>Strand 3- Observational and Cognitive Learning</p>	<p>Standard 3.2- Describe the interactive effects of heredity and environment.</p> <p>Standard 1.1- Describe the principles of classical conditioning.</p> <p>Standard 1.3- Apply classical conditioning to everyday life.</p> <p>Standard 2.2- Describe the principles of operant conditioning.</p> <p>Standard 2.4- Apply operant conditioning to everyday life.</p> <p>Standard 3.1- Describe the principles of observational learning and cognitive learning.</p> <p>Standard 3.2- Apply observational and cognitive learning to everyday life.</p>	<p>Walkabout Discussion; Unit 2 Test</p> <p>Classical Conditioning Scenarios; Unit 3 Test; Unit 3 Quiz</p> <p>Classical Conditioning Scenarios; Unit 3 Test; Unit 3 Quiz; Group Discussion of CC in Real Life</p> <p>Operant Conditioning Scenarios; Unit 3 Test; Unit 3 Quiz; You've Been Psyched Assessment</p> <p>Operant Conditioning Scenarios; Unit 3 Test; You've Been Psyched Assessment</p> <p>Observational Learning Ages; Unit 3 Test</p> <p>Discussion of "Dirty John" Dateline Episode; Unit 3 Test</p>
Qtr. 2			
November	<p>Unit 3 Part 2: Consciousness</p> <p>Strand 1- Consciousness & Sleep</p>	<p>Standard 1.1- Identify states of consciousness.</p> <p>Standard 2.1- Describe the circadian rhythm and its relation to sleep.</p> <p>Standard 2.2- Describe the sleep cycle.</p> <p>Standard 2.4- Describe types of sleep disorders.</p>	<p>Unit 3 quiz 2; Unit 3 test.</p> <p>Sleep stages chart; Unit 3 quiz 2; Unit 3 test.</p> <p>Sleep stages chart; Unit 3 quiz 2; Unit 3 test.</p> <p>Sleep Monsters; Unit 3 Test; Unconscious Crimes Discussion</p>

MURRAY HIGH SCHOOL
CURRICULUM MAP



	Strand 3- Psychoactive Drugs	Standard 2.5 Compare theories about the function of dreams.	Dream Log; Dream Analysis Assignment; Unit 3 Test
		Standard 3.1 Characterize the major categories of psychoactive drugs and their effects.	Discussion- What does addiction look like?; Unit 3 test.
		Standard 3.3- Evaluate the biological & psychological effects of drugs.	Discussion- What does addiction look like?; Unit 3 test.
	Unit 4 Part 1: Motivation		
	Strand 1- Perspectives on Motivation	Standard 1.2- Explain cognitively based theories of motivation.	Unit 4 test.
		Standard 1.3- Explain humanistic theories of motivation.	Maslow pyramid activity; Maslow quiz Unit 4 test.
		Standard 1.4- Explain the role of culture in human motivation.	Islands of Motivation/Emotion Project; Unit 4 test; Discussion- "Somewhere in America".
	Strand 2- Domains of motivated behavior in humans.	Standard 2.- Discuss eating behavior.	Unit 4 test; Discussion: how has culture and society added to this type of motivation?
		Standard 2.3- Discuss achievement motivation.	Unit 4 test.
	Unit 4 Part 3: Emotion		
	Strand 1- Perspectives on Emotion	Standard 1.1- Explain the biological and cognitive components of emotion.	Unit 4 Test; Islands project.
		Standard 1.3- Differentiate among theories of emotional experience.	Unit 4 quiz; Unit 4 test.
	Strand 2- Emotional interpretation and expression.	Standard 2.2- Explain how culture and gender influence emotional interpretation & expression.	Islands project; Unit 4 test.
	Unit 4 Part 3- Stress		
	Strand 1- Stress and Coping	Standard 1.1- Define stress as a psychological reaction.	Islands project; Unit 4 test; Zombie Takeover

MURRAY HIGH SCHOOL
CURRICULUM MAP



		<p>Standard 1.2- Identify potential sources of stress.</p> <p>Standard 1.3- Identify physiological & psychological consequences for health.</p> <p>Standard 1.4- Explain physiological, cognitive, and behavioral strategies to deal with stress.</p>	<p>Unit 4 Test; Think, Pair, Share (teen stressors).</p> <p>Unit 4 test.</p> <p>Unit 4 test; Coloring/meditation reflection.</p>
December	<p>Unit 5- Sensation & Perception</p> <p>Strand 1- Processes of sensation & perception and how they interact.</p> <p>Strand 2- Capabilities & limitations of sensory processes.</p> <p>Strand 3- Interaction of the person and the environment in determining perception.</p>	<p>Standard 1.1 Discuss processes of sensation & perception and how they interact.</p> <p>Standard 1.2- Explain the concepts of threshold & adaptation.</p> <p>Standard 2.1- List forms of energy for which humans do and do not have sensory receptors.</p> <p>Standard 2.2- Describe the visual sensory system.</p> <p>Standard 2.3- Describe the auditory sensory system.</p> <p>Standard 2.4- Describe other sensory systems, such as olfaction, skin senses, kinesthetic sense, vestibular sense, synesthesia.</p> <p>Standard 3.1- Explain Gestalt principles of perception.</p> <p>Standard 3.2- Describe monocular & binocular depth cues.</p> <p>Standard 3.4- Describe perceptual illusions.</p>	<p>Unit 5 test; Group posters.</p> <p>Unit 5 test; Group posters.</p> <p>Unit 5 test; Senses chart.</p> <p>Eye coloring sheet; Partner quiz; Unit 5 test. Discussion- how important is vision to you?</p> <p>Senses olympics assessment; Unit 5 test; Vocab quiz.</p> <p>Senses olympics assessment; Unit 5 test; Vocab quiz.</p> <p>Gestalt art; Gestalt in advertising posters; Unit 5 test.</p> <p>Unit 5 test.</p> <p>Unit 5 test; Art Gallery</p>
January	Unit 5 Continued	Standard 3.5- Explain how experiences and expectations influence perception.	Unit 5 test; Art Gallery

MURRAY HIGH SCHOOL
CURRICULUM MAP



Qtr. 3			
Jan-Feb.	Semester Course (Repeat)		
March			
Qtr. 4			
April			
May-June			