



Curriculum Map
INTRODUCTION TO
PSYCHOLOGY
HONORS ELECTIVE
Saugus High School
Saugus, MA 01906

March 2000

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT
MISSION STATEMENT***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

STUDENT EXPECTATIONS

1. AUTONOMOUS LEARNING SKILLS

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

2. CRITICAL THINKING

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

3. EFFECTIVE WRITING SKILLS

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

4. PROBLEM SOLVING SKILLS

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

5. PERSONAL AND SOCIAL RESPONSIBILITY

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

STUDENT GOALS

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

* In conjunction with the Saugus High School Mission Statement (2000)

SEMESTER INTRODUCTION TO PSYCHOLOGY HONORS ELECTIVE (160)

Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>	
1. Describe the range of topics that are covered in psychology 2. Explain trends 3. Explain careers		Describe principles and techniques of classical conditioning: a) elements b) generalization discrimination	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 1 Pg. 3-10 Pg. 10-16 Pg. 16		Chapter 2 Pg. 23-29	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Define psychology : scientific basis, goals, history, and as a profession.	What is meant by each of these phrases: scientific study, behavior, and mental processes?	-Understand cause and effect—the interrelationship among key terms involved in classical conditioning.	After you have studied Pavlov’s experiments with the digestive system, what do you think he might have meant by “psychical secretion” ?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Videos	Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Videos
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
1. Performance Activities 2. Section Quizzes 3. Chapter Test	Completed by:	1. Performance Activities 2. Problem Based Activities	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster		Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 3		Week 4	
Performance Standards		Performance Standards	
Describe principles and techniques of operant conditioning: a) reinforcement b) punishment avoidance		Explain factors involved in the process of learning: a) feedback b) transfer c) learned helplessness	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 2 Pg. 29-37		Chapter 2 Pg. 37-49	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Understand operant conditioning.	What do you think BF Skinner meant by: "Everything we do and are is determined by our history of rewards and punishments"?	-Examine the factors that affect learning -Explain learning strategies, complicated skills, and modeling	What is behavior modification?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Computer Research for Oral Presentations	Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Videos
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
1. Essays 2. Oral Presentations 3. Problem Based Activities	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	1. Performance Activities 2. Section Quizzes 3. Chapter Test 4. Problem Based Activities	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 5		Week 6	
<p align="center">Performance Standards</p> <p>Identify parts and functions of the nervous system:</p> <ul style="list-style-type: none"> a) CNS and PNS b) neurons c) communicating 		<p align="center">Performance Standards:</p> <p>Identify parts and functions of the human brain:</p> <ul style="list-style-type: none"> a) medulla b) thalamus c) hippocampus d) cerebellum 	
<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT</p> <p>Chapter 4</p> <p>Pg. 81-87</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT</p> <p>Chapter 4</p> <p>Pg. 84-90</p>	
<p align="center">Objectives (Students will...)</p> <p>-Explore the nervous system and how it works</p>	<p align="center">Essential Question</p> <p>Why is it important for the psychologists to study the brain and nervous system?</p>	<p align="center">Objectives (Students will...)</p> <p>-Examine the hemispheres of the brain</p>	<p align="center">Essential Question</p> <p>Is there a relationship between right-or left handedness and is there a general preference for one or the other?</p>
<p align="center">Teacher Resources</p> <p>Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>PowerPoint Videos</p>	<p align="center">Teacher Resources</p> <p>Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000</p> <p>SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Computer Research for Presentations</p>
<p align="center">Evaluation/Activities</p> <ul style="list-style-type: none"> 1. Critical Thinking Activities 2. PBL Activities 3. Section Quizzes 	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <ul style="list-style-type: none"> 1. Essays 2. Presentations 	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p>1. Discuss different ways of studying the brain: a) recording b) lesions c) MRI, ECT, CAT</p> <p>2. Discuss the effects of heredity</p>		<p align="center">Performance Standards</p> <p>Describe the endocrine system: a) hormones b) glands communications</p>	
<p align="center">Unit/Topic/Lesson UNIT</p> <p>Chapter 4</p> <p>Pg. 90-93 Pg. 101-102</p>		<p align="center">Unit/Topic/Lesson UNIT</p> <p>Chapter 4</p> <p>Pg. 93-96</p>	
<p align="center">Objectives (Students will...)</p> <p>-Determine how scientists study the brain -Discuss the effects of heredity and environment</p>	<p align="center">Essential Question</p> <p>What methods do physiological psychologists use to explore the brain?</p> <p>In what ways do inherited factors and environmental conditioning act together?</p>	<p align="center">Objectives (Students will...)</p> <p>-Describe the endocrine system</p>	<p align="center">Essential Question</p> <p>How does understanding the way you learn help you in your life?</p>
<p align="center">Teacher Resources</p> <p>Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Computer Research</p>	<p align="center">Teacher Resources</p> <p>Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>PowerPoint Video</p>
<p align="center">Evaluation/Activities</p> <p>1. On-line Activities 2. Problem Based Activities</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>1. Performance Activities 2. Section Quizzes 3. Chapter Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 9		Week 10	
<p align="center">Performance Standards</p> <p>1. Define sensation and perception 2. Describe parts of the eye and ear</p>		<p align="center">Performance Standards</p> <p>Describe theories in sensation: a) threshold b) sensory differences c) Weber's Law of adaptation</p>	
<p align="center">Unit/Topic/Lesson UNIT</p> <p>Chapter 5 Pg. 107-110 Pg. 115-118</p>		<p align="center">Unit/Topic/Lesson UNIT</p> <p>Chapter 5 Pg. 108-114</p>	
<p align="center">Objectives (Students will...)</p> <p>-Explain sensation versus perception. -Identify the senses: vision, hearing, smell, taste etc</p>	<p align="center">Essential Question</p> <p>What is the difference between sensation and perception?</p>	<p align="center">Objectives (Students will...)</p> <p>-Explain Webster's law</p>	<p align="center">Essential Question</p> <p>What is "subliminal advertising" and how is it used today to sell a product or idea?</p>
<p align="center">Teacher Resources</p> <p>Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>PowerPoint Video</p>	<p align="center">Teacher Resources</p> <p>Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>PowerPoint Video</p>
<p align="center">Evaluation/Activities</p> <p>1. Section Quizzes 3. Critical Thinking Essays</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>1. Performance Activities</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 11		Week 12	
Performance Standards		Performance Standards	
1. Describe theories on perception 2. Discuss depth and movement perception 3. Describe ESP		1. Identify part and function of memory: a) STM b) LTM 2. Describe recall: a) rote b) elaborate	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 5 Pg. 120-127 Pg. 124-125 Pg. 126-127		Chapter 3 Pg. 53-58	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Review sensation versus perception	What are some of the principles Gestalt psychologists have identified that are used in organizing our perceptions?	-Explore the purposes of memory	What purpose does memory serve?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Video	Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Video
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
1. Chapter Test 2. Essays	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	1. Section Quizzes 2. Performance Activities	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 13		Week 14	
Performance Standards		Performance Standards	
Describe memory aids: a) Mneumonic devices b) analogies c) method of loci d) SQBR's		Describe memory problems: a) amnesia b) retrograde c) antrograde	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 3 Pg. 67-69		Chapter 3 Pg. 64-65	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Understand memory: recognition, recall, re-learning, forgetting, improving	Can a pleasant fragrance help you recall enjoyable experiences?	-Understand the series of thought processes in problem solving: define, identify, predict, compare, choose, prepare, and evaluate	When a problem solving strategy becomes a habit what is it called? Can you give one example of how this can interfere with problem solving?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Video	Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Video
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
1. Problem Based Activities 2. Section Quizzes 3. Essays	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	1. Essays 2. Vocabulary 3. Section Quizzes 4. Chapter Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 15		Week 16	
Performance Standards		Performance Standards	
Identify personality theories: a) psychoanalysis b) trait c) behaviorial		1. Identify Freud 2. Describe Id, Ego, and Superego	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 11 Pg. 270-277		Chapter 11 Pg. 270-272	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Identify the nature and aims of personality theory	What do personality theorist try to do?	-Understand Sigmund Freud and the unconscious -Describe id, ego and superego	What did Freud mean when he concluded that “some of the most powerful influences on human personality are things we are not conscious of”?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Video	Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Video
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
1. Essays 2. Section Quizzes	Completed by:	1. Problem Based Activities 2. Essays 3. Section Quizzes	Completed by:
	Comments: Alternative Evaluation: Paper, Project, Poster		Comments: Alternative Evaluation: Paper, Project, Poster

Week 17		Week 18	
Performance Standards		Performance Standards	
Describe defense mechanisms a) repression b) rationalization c) projection		Describe trait theory a) extravert b) introvert	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 11 Pg. 272-275		Chapter 11 Pg. 285-286	
Objectives (Students will...) -Define “defense mechanisms”	Essential Question In what ways are defense mechanism helpful?	Objectives (Students will...) -Understand the basic traits that are central for all people	Essential Question What are 2 basic assumptions behind trait theories?
Teacher Resources Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources PowerPoint Video	Teacher Resources Understanding Psychology, Kasschau Psychology, Bernstein et al (Houghton Mifflin) 2000 SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources PowerPoint Video
Evaluation/Activities 1. Problem Based Activities 2. Essays 3. Section Quizzes	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities 1. Problem Based Activities 2. Essays 3. Section Quizzes 4. Chapter Test	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 19		Week 20	
<i>Performance Standards</i> REVIEW FOR FINAL EXAM		<i>Performance Standards</i> EXAM WEEK	
Unit/Topic/Lesson UNITS REVIEW TEXTBOOK CHAPTERS AND SUPPLEMENTALS		Unit/Topic/Lesson	
Objectives (Students will...) -Demonstrate knowledge of content material as presented in Semester Course -Understand test-taking strategies: multiple choice, open response, and primary source documents	Essential Question What do students know and are able to do?	Objectives (Students will...)	Essential Question
Teacher Resources Study Guides and Preview Materials	Media Resources	Teacher Resources	Media Resources
Evaluation/Activities STANDARDIZED FINAL EXAM FOR INTRODUCTION TO PSYCHOLOGY (160)	Completion date: Completed by: Comments	Evaluation STANDARDIZED FINAL EXAM FOR INTRODUCTION TO PSYCHOLOGY (160)	Completion date: Completed by: Comments