

Tunkhannock Area School District
Intro. To Psychology
Curriculum Map

Name of Course: Intro. to Psychology

Length of Course: Semester

Course Number:

Type of Offering: Elective

Grade Level: 11 & 12

Credit Value: 1.0

Prerequisite/s: None

Minutes: 90

COURSE DESCRIPTION:

Psychology is a social science that deals with the study of human and non-human behavior. Emphasis will center on the students developing an understanding of him/herself in relation to his/her behavior patterns

TEXBOOK/S (if applicable)

Title: Invitation to Psychology

Publisher: Wade/Tavris; 2008

OTHER RESOURCES: _____

02/04/16

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**Note: APA National Standards for High School Curricula*

Introduction to Psychology

Targeted Standard(s): Common Core

APA Standards

- IA-1 – Contemporary perspectives used by psychologist to understand behavior and mental processes
- IA-2 – Major subfields and career opportunities that comprise psychology

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

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- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
 - CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

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<ul style="list-style-type: none"> CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Basic knowledge about traditional and contemporary psychological perspectives The importance of critical thinking in understanding psychological issues What career opportunities exist in the field of psychology and how those occupations differ
<p>Essential Questions:</p> <ul style="list-style-type: none"> What are the eight critical thinking guidelines that help in understanding psychological issues? Why is psychology a science and how can it be distinguished from pseudoscience? How does the biological perspective explain thoughts, feelings and behavior? What does the cognitive perspective in psychology emphasize? What does the sociocultural perspective in psychology focus on? How does the psychodynamic perspective explain thoughts and behavior? How do psychotherapist, psychoanalyst, and psychiatrists differ from one another in their training, background, and approach to treatment?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> Basic knowledge about traditional and contemporary psychological perspectives The importance of critical thinking in understanding psychological issues What career opportunities are available in the field of 	<ul style="list-style-type: none"> To acquire basic knowledge about the field of psychology by thinking critically and questioning assumptions, explanations and conclusions Explain the importance of research in psychology Examine important trends within psychology, along with career opportunities 	<ul style="list-style-type: none"> Lecture Multi-media presentations Note taking Research Primary source document perusal Cooperative Learning Outlining In-class debate 	<ul style="list-style-type: none"> Tests Quizzes Projects Class Discussion/Participation Homework John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III

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psychology and how those occupations differ		<ul style="list-style-type: none"> • Inter/Intrapersonal activities 	- 10% Summary
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Invitation to Psychology • Publisher: Wade/Tavris; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Learning
<p>Targeted Standard(s): Common Core</p> <p><u>APA Standards</u></p> <ul style="list-style-type: none"> • IVA-1 – Characteristics of learning • IVA-2 – Principles of classical conditioning • IVA-3 – Principles of operant conditioning • IVA-4 – Components of cognitive learning • IVA-5 – Roles of biology and culture in determining learning <p><u>Reading Standards for Literacy Grades 11-12</u></p> <ul style="list-style-type: none"> • CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). • CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. • CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)

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- CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- What factors are involved in the process of learning
- How the principles of classical and operant conditioning differ
- The role of observational learning and imitation plays in learning
- The practical application of learning principles to their own lives

Essential Questions:

- What are the two types of stimuli and responses that form the basis of classical conditioning?
- What are the types of consequences that behaviors might produce according to operant conditioning?
- What is social cognitive learning theory and how does it illustrate the theory of observation learning?
- What is the practical application of learning principles?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

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<ul style="list-style-type: none"> • What factors are involved in the process of learning • How the principles of classical and operant conditioning differ • The role of observational learning and imitation plays in learning • The practical application of learning principles to their own lives 	<ul style="list-style-type: none"> • Cite the factors involved in the process of learning • Describe the principles and techniques of classical conditioning and operant conditioning • Describe learning by observation and imitation • Apply the principles of learning to both human and animal behavior 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework
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<p>Materials/Resources/Technology</p>
<ul style="list-style-type: none"> • <i>Invitation to Psychology</i> • Publisher: Wade/Tavris; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Theories of Personality

Targeted Standard(s): Common Core

APA Standards

- IIIB-2 – Personality approaches and theories
- IIIB-3 – Assessment tools used in personality

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- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The conscious and unconscious theories available to explain personality development • Possess a greater understanding/appreciation for diversity by applying various personality theories
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the unconscious elements that make up the structure of personality, according to Freud? • What are the major shortcomings of psychodynamic theory? • What are the Big Five personality dimensions currently favored by personality researchers? • What is reciprocal determinism and how does shared and nonshared environment influence personality development? • What are the basic tenets of humanistic psychology?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The conscious and unconscious theories available to explain personality development • Possess a greater understanding/appreciation for diversity by applying various personality theories 	<ul style="list-style-type: none"> • Identify the nature and aims of personality theory • To compare and contrast the personality theories of prominent psychologist (i.e. Freud, Skinner, Maslow, Bandura, Eysenck etc...) and their respectful theories (i.e. Psychoanalysis, Behaviorism, Humanism, Social-Cognitive Learning Theory, Trait etc...) 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary

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Materials/Resources/Technology

- ***Invitation to Psychology***
- Publisher: Wade/Tavris; 2008
- Videos
- Videostreaming
- Publication Handouts
- Teacher Produced Handouts/Activities

Behavior in Social and Cultural Context

Targeted Standard(s): Common Core

APA Standards

- VC-1 – Social judgment and attitudes
- VC-2 – Social and cultural categories
- VC-3 – Social influence and relationships

Reading Standards for Literacy Grades 11-12

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 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<ul style="list-style-type: none"> • CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The need human interaction and what factors influence such interaction • Possess a greater appreciation for diversity through the understanding of cultural beliefs and differences
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are reasons why people would obey the commands of an authority figure? • What is the difference between a situational attribution and a dispositional attribution and how does fundamental attribution error highlight this distinction? • Under what circumstances is groupthink likely to occur? • How do diffusion of responsibility and deindividuation predict antisocial behavior by individuals in a group? • What are the broad origins of prejudice and what conditions exist that promote the reduction of prejudice and intergroup conflict?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The need for human interaction and what factors influence such interaction 	<ul style="list-style-type: none"> • Describe the basic human need for interaction with others • Describe the interactive patterns within groups and influences of individual behavior 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework

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<ul style="list-style-type: none"> • Possess a greater appreciation for diversity through the understanding of cultural beliefs and differences 	<ul style="list-style-type: none"> • Discuss the ways individuals form impressions of one another, including cultural factors 	<ul style="list-style-type: none"> • Primary source document perusal • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Invitation to Psychology</i> • Publisher: Wade/Tavris; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Memory and Thought

Targeted Standard(s): Common Core

APA Standards

- IVB-1 – Encoding information into memory
- IVB-2 – Sensory, Short term memory and Long term memory systems
- IVB-3 – Retrieval of information from memory
- IVB-4 – Biological bases on memory
- IVB-5 – Methods for improving memory
- IVB-6 – Memory constructions
- IVC-1 – Basic elements comprising thought
- IVC-2 – Strategies and obstacles involved in problem solving and decision Making

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

Tunkhannock Area School District
Intro. To Psychology
Curriculum Map

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Tunkhannock Area School District
Intro. To Psychology
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- CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
- CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- The different types of memory processing and information retrieval techniques
- Strategies for improving memory
- The guidelines of thinking and decision making that occur outside of conscious awareness

Essential Questions:

- Why is memory largely a reconstructive process rather than an accurate recording process?
- How accurate is eyewitness testimony to crime?
- What is the difference between explicit and implicit memory?
- What are the three boxes in the “three box model” of memory?
- What are the differences between procedural, declarative, semantic and episodic memories?
- What are some effective strategies for encoding information?
- How do decay, replacement and interference each contribute to forgetting
- What is the difference between recognition and recall?
- What evidence is there that many types of thinking and decision making occur outside of conscious awareness?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The different types of memory processing and 	<ul style="list-style-type: none"> • To describe the different types of information processing from storage to retrieval 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Tests • Quizzes

**Tunkhannock Area School District
Intro. To Psychology
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<p>information retrieval techniques</p> <ul style="list-style-type: none"> • Strategies for improving memory • The guidelines of thinking and decision making that occur outside of conscious awareness 	<ul style="list-style-type: none"> • Explore the different theories that account for memory, problem solving and decision making • Discuss how creative thinking strategies are involved in problem solving 	<ul style="list-style-type: none"> • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • Projects • Class Discussion/Participation • Homework • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary
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<p>Materials/Resources/Technology</p>
<ul style="list-style-type: none"> • <i>Invitation to Psychology</i> • Publisher: Wade/Tavris; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Consciousness: Body Rhythms And Mental States

Targeted Standard(s): Common Core

APA Standards

- IVD-1 – Understand the nature of consciousness
- IVD-2 – Characteristics of sleep and why we need it
- IVD-3 – Theories used to explain and interpret dreams
- IVD-4 – Basic phenomena and use of hypnosis
- IVD-5 – Categories of psychoactive drugs and their effect

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

Tunkhannock Area School District
Intro. To Psychology
Curriculum Map

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
 - CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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Intro. To Psychology
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<ul style="list-style-type: none"> • CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The stages of the sleep cycle REM and non-REM • The suggested reasons as to why we dream and what they mean • The proposed benefits behind meditation and hypnosis • The effects of psychoactive drugs psychologically/physiologically
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are biological rhythms? What is the circadian rhythm? • What are the stages of non-REM sleep and what characterizes each stage? • Why is REM sleep different from non-REM? • What are the explanations of the significance of dreaming? • What are the main conclusions that can be reached about the nature of hypnosis? • How do drugs affect behavior at the psychological/physiological level?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The stages of the sleep cycle REM and non-REM • The suggested reasons as to why we dream and what they mean 	<ul style="list-style-type: none"> • Define and describe altered states of consciousness, related to the sleep cycle and dreaming • Discuss the effects of psychoactive drugs on consciousness 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework

**Tunkhannock Area School District
Intro. To Psychology
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<ul style="list-style-type: none"> • The proposed benefits behind meditation and hypnosis • The effects of psychoactive drugs psychologically/physiologically 	<ul style="list-style-type: none"> • Research techniques such as meditation and hypnosis 	<ul style="list-style-type: none"> • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Invitation to Psychology</i> • Publisher: Wade/Tavris; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Tunkhannock Area School District
Intro. To Psychology
Curriculum Map

Development of the Lifespan

Targeted Standard(s): Common Core

APA Standards

- IIIA-1 – Development as a lifelong process
- IIIA-3 – Theories of development
- IIIA-4 – Issues surrounding the developmental process (i.e. nature/nurture, stability/instability, critical periods etc...)

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

Tunkhannock Area School District
Intro. To Psychology
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- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
 - CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
 - CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Tunkhannock Area School District
Intro. To Psychology
Curriculum Map**

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> The influences on development over the lifespan, including cognitive, social, physiological, moral etc...
<p>Essential Questions:</p> <ul style="list-style-type: none"> What are harmful influences that can disrupt prenatal development? How does language develop during infancy and childhood? What are the stages of cognitive development according to Piaget? How do parenting styles relate to power assertion and induction in the development of moral behavior? What are the major physiological/psychological changes that girls and boys undergo during adolescence? What are the stages or crisis of development over the lifespan that were proposed by Erikson? What intellectual changes take place as people reach adulthood and old age?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> The influences on development over the lifespan, including cognitive, social, physiological, moral etc... changes 	<ul style="list-style-type: none"> Discuss the progression of human development through maturation Describe the process of intellectual development and Piaget's theory Compare the theories of social development, including Freud's theory of Psychosexual development and Erikson's theory of psychosocial development Summarize the cognitive- developmental theory of Kohlberg's stages of moral reasoning 	<ul style="list-style-type: none"> Lecture Multi-media presentations Note taking Research Primary source document perusal Cooperative Learning Outlining In-class debate Inter/Intrapersonal activities 	<ul style="list-style-type: none"> Tests Quizzes Projects Class Discussion/Participation Homework

**Tunkhannock Area School District
Intro. To Psychology
Curriculum Map**

	<ul style="list-style-type: none">• Describe the physical, cognitive, and ideological changes that characterize adolescence• Describe research related to sexual attitudes and roles of adolescents• Discuss the social development of the adolescent and the role of peers and family• Compare the intellectual changes that take place as people reach adulthood and old age		
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Materials/Resources/Technology
<ul style="list-style-type: none">• <i>Invitation to Psychology</i>• Publisher: Wade/Tavris; 2008• Videos• Videostreaming• Publication Handout• Teacher Produced Handouts/Activities

Motivation, Emotion, Stress and Health

Targeted Standard(s): Common Core

APA Standards

- IID-1 – Sources of stress
- IID-2 – Physiological reactions to stress
- IID-3 – Psychological reactions to stress
- IID-4 – Cognitive and behavioral strategies for dealing with stress and promoting health
- IIC-1 – Motivational Concepts
- IIC-3 – Major theories of motivation
- IIC-7 – Effects of motivation and emotion on perception, cognition and behavior

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

Tunkhannock Area School District
Intro. To Psychology
Curriculum Map

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
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**Tunkhannock Area School District
Intro. To Psychology
Curriculum Map**

<ul style="list-style-type: none"> • CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • How to identify and cope with various sources of stress • The motivating factors that contribute to human behavior
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the amygdale play a role in the experience of emotions? • How do our attributions of an event shape our emotional reactions to that event? • What are the common sources of stress? • What is the distinction between primary and secondary control? • What are some effective cognitive coping strategies? • What are the major motivating factors in reference to love, sex, food and work? • What are the kinds of common motivational conflicts?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • How to identify and cope with various sources of stress • The motivating factors that contribute to human behavior 	<ul style="list-style-type: none"> • Identify various sources of stress • Provide examples of the psychological, physical and behavioral reactions to stress • Explain different strategies for coping with stress • Describe motivational concepts to the behavior of humans 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining • In-class debate 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework

**Tunkhannock Area School District
Intro. To Psychology
Curriculum Map**

	<ul style="list-style-type: none"> • Describe the situational cues and individual characteristics giving rise to curiosity and anxiety • Explain how common motives and emotions develop and are related • Explain how learning, memory, problem solving and decision-making strategies are influenced by motivation and emotion 	<ul style="list-style-type: none"> • Inter/Intrapersonal activities 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Invitation to Psychology</i> • Publisher: Wade/Tavris; 2008 • Videos • Videostreaming • Publication Handouts • Teacher Produced Handouts/Activities

Neurons, Hormones and the Brain

Targeted Standard(s): Common Core

APA Standards

- IIA-1 – Structure and function of the neuron
- IIA-2 – Organization of the nervous system
- IIA-3 – Structures and functions of the brain
- IIA-4 – Technologies for studying the brain
- IIA-5 – Structure and function of the endocrine system

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

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Intro. To Psychology
Curriculum Map

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
 - CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Tunkhannock Area School District
Intro. To Psychology
Curriculum Map**

<ul style="list-style-type: none"> • CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The biological basis to human behavior, including neuron, neuron communication, hormones and the brain • Possess a greater appreciation for diversity through the understanding of differences caused by biological disturbances
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the two main divisions of the human nervous system? • What are the two parts of the central nervous system? • What are the components of the neuron? • How do neurons communicate with one another? • What are neurotransmitters and what do they do? • What are hormones and what do they do? • What are the major structures and functions of the brain?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The biological basis to human behavior, including neuron, neuron communication, hormones and the brain • Possess a greater appreciation for diversity through the understanding 	<ul style="list-style-type: none"> • Name parts and functions of the nervous system • Identify the structures and functions of the human brain • Describe the endocrine system 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining • In-class debate 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II

Tunkhannock Area School District
Intro. To Psychology
Curriculum Map

of differences caused by biological disturbances		<ul style="list-style-type: none">• Inter/Intrapersonal activities	<ul style="list-style-type: none">- Type III- 10% Summary
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Materials/Resources/Technology
<ul style="list-style-type: none">• <i>Invitation to Psychology</i>• Publisher: Wade/Tavris; 2008• Videos• Videostreaming• Publication Handouts• Teacher Produced Handouts/Activities

Abnormal Behavior

Targeted Standard(s): Common Core

APA Standards

- VA-1 – Characteristics and origins of abnormal behavior
- VA-2 – Methods for exploring abnormal behavior
- VA-3 – Major categories of abnormal behavior
- VA-4 – Impact of mental disorders

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

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Intro. To Psychology
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- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
 - CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
 - CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Tunkhannock Area School District
Intro. To Psychology
Curriculum Map**

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • To identify characteristics and suggested causations of abnormal behavior and specific psychological disorders • Possess a greater appreciation for diversity through the understanding of differences caused by abnormal behavior
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the primary considerations in defining a behavior as “disordered”? • What are the benefits/concerns with using the DSM to diagnose psychological disorders? • What disorders are characterized by feelings of anxiety and panic? • What are the types of mood disorders? • What are the contributing factors in the vulnerability-stress model of depression? • What evidence suggest that antisocial personality disorder has a strong physiological component? • What evidence is there for or against the existence of dissociative disorders? • What are considered “positive” and “negative” symptoms of schizophrenia?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • To identify characteristics and suggested causations of abnormal behavior and specific psychological disorders • Possess a greater appreciation for diversity through the understanding of differences caused by abnormal behavior 	<ul style="list-style-type: none"> • To be able to distinguish between the concept of normality and abnormality. (If that’s possible!) • Explore the defining characteristics of several common forms of mental illness, including anxiety, mood and personality disorders, as well as schizophrenia • Hypothesizing about how abnormal conditions and their negative stigma’s might influence acceptance in contemporary life 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary

Tunkhannock Area School District
Intro. To Psychology
Curriculum Map

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Materials/Resources/Technology
<ul style="list-style-type: none">• <i>Invitation to Psychology</i>• Publisher: Wade/Tavris; 2008• Videos• Videostreaming• Publication Handouts• Teacher Produced Handouts/Activities

Therapy and Change

Targeted Standard(s): Common Core

APA Standards

- VB-1 – Prominent methods used to treat individuals with disorders
- VB-3 – Legal and ethical challenges involved in delivery of treatment

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

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- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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Intro. To Psychology
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<ul style="list-style-type: none"> • CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The various therapies available to those with psychological disorders or mental illness • The cautions concerning certain types of therapies and suggested alternatives
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the general classes of drugs used to treat psychological disorders? • What are the cautions regarding drug treatment for psychological disorders? • What are the basic principles of psychodynamic therapy? • What are the main techniques for behavioral therapy? • What evidence is there that therapy helps alleviate psychological disorders?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The various therapies available to those with psychological disorders or mental illness • The cautions concerning certain types of therapies and suggested alternatives 	<ul style="list-style-type: none"> • Explain the nature of psychotherapy and psychodynamics, as well as their aims • Describe the processes and goals of behavior therapy, cognitive therapy and humanist/existential therapy • Identifying historic and fictional examples involving mental health judgments in legal setting 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework • John Collins Writing Strategies: - Type I

Tunkhannock Area School District
Intro. To Psychology
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		<ul style="list-style-type: none">• In-class debate• Inter/Intrapersonal activities	<ul style="list-style-type: none">- Type II- Type III- 10% Summary
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Materials/Resources/Technology
<ul style="list-style-type: none">• <i>Invitation to Psychology</i>• Publisher: Wade/Tavris; 2008• Videos• Videostreaming• Publication Handouts• Teacher Produced Handouts/Activities

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Intro. To Psychology
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Sensation and Perception

Targeted Standard(s): Common Core

APA Standards

- IIB-1 – Basic concepts explaining the capabilities and limitations of sensory processes
- IIB-2 – Interaction of the person and the environment in determining perception
- IIB-3 – Nature of attention

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

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- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
 - CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
 - CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Tunkhannock Area School District
Intro. To Psychology
Curriculum Map**

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The psychological and physiological dimensions of vision, hearing, taste, touch and smell • The psychological and cultural factors that influence how we perceive things • Create a well constructed opinion on the existence of subliminal perception and extrasensory perception
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the separate sense receptors and the kinds of stimulation they respond to? • What are absolute and difference thresholds? • What are the psychological and physiological dimensions of vision, hearing, taste, touch and smell? • What are the psychological and cultural factors that influence how we perceive things • Is there any reliable evidence for the existence of subliminal perception or extrasensory perception?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The psychological and physiological dimensions of vision, hearing, taste, touch and smell • The psychological and cultural factors that influence how we perceive things • Create a well constructed opinion on the existence of subliminal perception and extrasensory perception 	<ul style="list-style-type: none"> • Separate sensory receptors and what kinds of stimulation they respond to • Identify absolute thresholds and difference thresholds and how to understand them • Describe the psychological and physiological dimensions of vision, hearing, taste, touch and smell • Identify psychological and cultural factors that influence how we perceive things • Debate the existence of subliminal perception or extrasensory perception? 	<ul style="list-style-type: none"> • Lecture • Multi-media presentations • Note taking • Research • Primary source document perusal • Cooperative Learning • Outlining • In-class debate • Inter/Intrapersonal activities 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Class Discussion/Participation • Homework • John Collins Writing Strategies: <ul style="list-style-type: none"> - Type I - Type II - Type III - 10% Summary

Tunkhannock Area School District
Intro. To Psychology
Curriculum Map

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Materials/Resources/Technology
<ul style="list-style-type: none">• <i>Invitation to Psychology</i>• Publisher: Wade/Tavris; 2008• Videos• Videostreaming• Publication Handouts• Teacher Produced Handouts/Activities