

New Paltz Central School District  
**Psychology**  
 (Spring Course)

TIME	CONTENT/ESSENTIAL QUESTIONS	SKILLS	ASSESSMENTS
זמן ללימודים	<p><b><u>UNIT 1: The Field of Psychology</u></b></p> <ul style="list-style-type: none"> <li>• History of psychology</li> <li>• World of the psychologist</li> <li>• Major concepts in present-day psychology</li> <li>• Career opportunities in psychology</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What is psychology?</li> <li>• How did psychologists of the past explain human behavior?</li> <li>• What approaches do today's psychologists use to describe human behavior?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Compare and contrast</li> <li>• Read with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Essay</li> <li>• Group participation</li> <li>• Quizzes</li> <li>• Observation</li> </ul>
זמן ללימודים	<p><b><u>UNIT 2: Brain, Body, and Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Four main lobes of the central cortex</li> <li>• Major parts of the lower brain</li> <li>• Central and peripheral nervous systems</li> <li>• Functions of the endocrine system</li> <li>• Brain communication</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What is the cerebral cortex and what does it do?</li> <li>• What happens if you sever the connection between the hemispheres of the brain?</li> <li>• What is the lower brain and what does it do?</li> <li>• How does a nerve cell carry communication between the brain and the body?</li> <li>• How is the endocrine system different from the nervous system?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Essay</li> <li>• Group participation</li> <li>• Observation</li> <li>• Quiz</li> </ul>

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<b>10051507</b>	<p><b>UNIT 3: Sensation and Perception</b></p> <ul style="list-style-type: none"> <li>• Difference between sensation and perception</li> <li>• History of sensation and perception</li> <li>• How the five human senses work (vision, hearing, touch, smell, and taste)</li> <li>• Perceptual constancies</li> <li>• Problems in proving ESP</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• How does the concept of threshold affect/influence the study of sensation and perception?</li> <li>• How does the brain see color?</li> <li>• How does perception involve the interpretation of raw materials provided by the senses?</li> <li>• What roles do experience and culture play in perception?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Role play</li> <li>• Write an essay</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Group participation</li> <li>• Observation</li> <li>• Quiz</li> <li>• Unit test</li> </ul>

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100-501-507 4-705-501-5	<p><b>UNIT 4: Methods of Psychology</b></p> <ul style="list-style-type: none"> <li>• History of scientific methods</li> <li>• History of field studies</li> <li>• Methods of studying behavior</li> <li>• Ethics of experimentation</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• How do psychologists use the scientific method to study behavior?</li> <li>• What is a stereotype?</li> <li>• How do psychologists use observation, case study, and testing to study behavior?</li> <li>• What guidelines do psychologists need to follow when they conduct experiments?</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an experiment to test a hypothesis</li> <li>• Take notes</li> <li>• Compare and contrast</li> <li>• Analyze charts and graphs</li> <li>• Develop survey questions</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Essay</li> <li>• Group participation</li> <li>• Quizzes</li> <li>• Observation</li> <li>• Interview</li> </ul>
100-501-507 4-705-501-5	<p><b>UNIT 5: Motivation and Emotion</b></p> <ul style="list-style-type: none"> <li>• Symbolism, motivation, and emotion</li> <li>• Forces that influence the strength and direction of behavior</li> <li>• Intrinsic and extrinsic motivation</li> <li>• Theories of needs and emotions</li> <li>• Complex interactions between cognition and physiological mechanisms that are associated with feelings of love, hate, fear, and jealousy</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• How do symbols affect motivation and emotion?</li> <li>• How do different regions of the brain affect motivation and emotion?</li> <li>• How does motivation affect one's behavior?</li> <li>• What do we fear? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Compare and contrast</li> <li>• Interpret data</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Class demonstration</li> <li>• Group participation</li> <li>• Quizzes</li> </ul>

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<b>50-55</b>	<p><b><u>UNIT 6: Consciousness</u></b></p> <ul style="list-style-type: none"> <li>• Nature of sleep and dreams</li> <li>• Psychology of dreams</li> <li>• States (levels) of consciousness</li> <li>• Effects of narcotics, depressants, stimulants, and hallucinogens on consciousness</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What is consciousness?</li> <li>• Why do we sleep?</li> <li>• How do psychologists explain different levels of awareness?</li> <li>• Why do we dream?</li> <li>• Is hypnosis an altered state of consciousness?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Group participation</li> <li>• Quizzes</li> <li>• Observation</li> <li>• Unit test</li> </ul>
<b>50-55</b>	<p><b><u>UNIT 7: Learning</u></b></p> <ul style="list-style-type: none"> <li>• Types of learning</li> <li>• Cognitive psychology and learning</li> <li>• Differences between learned and unlearned behavior</li> <li>• Effects of reinforcement and punishment</li> <li>• Biological factors in learning and behavior modification</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• Why is the study of classical conditioning and operant conditioning essential to learning?</li> <li>• How do reinforcements affect behavior?</li> <li>• How is one's learning insight affected by cognition?</li> <li>• What kind of learning do social learning theorists emphasize?</li> <li>• How does motivation affect learning?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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<b>50-55</b>	<p><b><u>UNIT 8: Information Processing and Memory</u></b></p> <ul style="list-style-type: none"> <li>• Acquiring information</li> <li>• Information processing</li> <li>• Retaining information</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What are some special processes for improving learning?</li> <li>• How much data can your brain store?</li> <li>• How are memories stored?</li> <li>• What are several unusual types of memory?</li> <li>• Are eyewitness reports reliable?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Essay</li> <li>• Quizzes</li> <li>• Group participation</li> </ul>
<b>50-55</b>	<p><b><u>UNIT 9: Intelligence and Creativity</u></b></p> <ul style="list-style-type: none"> <li>• Understanding intelligence</li> <li>• Major theories pertaining to the structure of intelligence</li> <li>• Ethical issues in intelligence testing</li> <li>• Extremes of intelligence: superior versus retardation</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• How do psychologists define intelligence?</li> <li>• How did Wechsler's test improve upon Binet's for testing IQ?</li> <li>• How do genetics and environment influence intelligence?</li> <li>• What are some ethical issues that have arisen because of intelligence testing?</li> <li>• Can creativity be defined and measured?</li> </ul>	<ul style="list-style-type: none"> <li>• Make notes/take notes</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Group participation</li> <li>• Group demonstration</li> <li>• Quizzes</li> <li>• Essay</li> <li>• Unit test</li> </ul>

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<b>A p r i l</b>	<p><b><u>UNIT 10: Infancy and Childhood</u></b></p> <ul style="list-style-type: none"> <li>• Developmental patterns (heredity versus environment)</li> <li>• Family and child development</li> <li>• Sequences of development</li> <li>• Development of language skills</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• Do all species follow the same developmental patterns?</li> <li>• Is an infant’s fear of loud noises a factor of nature or nurture?</li> <li>• Does family structure affect a child’s development?</li> <li>• How did Piaget explain how children learn to think and reason?</li> <li>• What major factors affect language development?</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Take notes</li> <li>• Interpret graphs and charts</li> </ul>	<ul style="list-style-type: none"> <li>• Group work participation</li> <li>• Quizzes</li> <li>• Observation</li> </ul>
<b>A p r i l</b>	<p><b><u>UNIT 11: Adolescence</u></b></p> <ul style="list-style-type: none"> <li>• Adolescence – physical changes</li> <li>• Adolescence – psychological changes</li> <li>• Intellectual and moral changes</li> <li>• Juvenile delinquency – causes and preventive programs</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What physical changes occur during adolescence?</li> <li>• Why is body image often more of a problem for females than males?</li> <li>• Why is gaining a sense of identity critical?</li> <li>• Why do some adolescents become juvenile delinquents and others don’t?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Observe</li> <li>• Write an essay</li> <li>• Interpret data</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Group work participation</li> <li>• Essay</li> <li>• Classroom participation</li> </ul>

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<b>A p r i l</b>	<p><b><u>UNIT 12: Adulthood and Aging</u></b></p> <ul style="list-style-type: none"> <li>• Defining various stages of adulthood</li> <li>• The aging process</li> <li>• Concerns in late adulthood</li> <li>• Insights and assistance – thanatology</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What are the main concerns of most young adults?</li> <li>• What physical and psychological issues do people face during middle adulthood?</li> <li>• What physical and mental changes occur during late adulthood?</li> <li>• What insights have psychologists given us about the process of dying?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Interview</li> <li>• Compare and contrast</li> <li>• Interpret charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class participation</li> <li>• Group participation</li> <li>• Group presentation</li> <li>• Essay</li> </ul>
<b>M a y</b>	<p><b><u>UNIT 13: Gender Differences</u></b></p> <ul style="list-style-type: none"> <li>• History of myths – males and females</li> <li>• Social factors – males and females</li> <li>• Gender role behavior</li> <li>• Psychological effects-males and females</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What are some of the physical differences between males and females?</li> <li>• Is one sex more confident or more oriented toward achievement than the other?</li> <li>• Are there any differences in the way males and females interact with other people?</li> <li>• Are gender behaviors innate or learned?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes/make notes</li> <li>• Interview</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Unit test</li> <li>• Class participation</li> <li>• Group participation</li> </ul>

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<b>May</b>	<p><b><u>UNIT 14: Theories of Personality</u></b></p> <ul style="list-style-type: none"> <li>• Understanding one’s personality</li> <li>• Major theories and approaches to personality</li> <li>• Normal and abnormal personality</li> <li>• Self-concept, self-esteem, and related issues</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What is personality?</li> <li>• What were Freud’s main beliefs about personality?</li> <li>• How does Carl Jung’s view of personality differ from Freud’s?</li> <li>• How does behaviorism contrast with psychoanalysis?</li> <li>• How did the studies of Abraham Maslow and Carl Rogers impact the study of personality?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Observe</li> <li>• Write an essay</li> <li>• Interpret data</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class participation</li> <li>• Role-play</li> <li>• Group demonstration</li> </ul>
<b>May</b>	<p><b><u>UNIT 15: Measuring Personality and Personal Abilities</u></b></p> <ul style="list-style-type: none"> <li>• Use of psychological tests</li> <li>• Personality inventories</li> <li>• Objectives of aptitude and achievement tests</li> <li>• Alternatives to testing</li> <li>• Ethics of testing</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What are some ingredients of a personality test?</li> <li>• How are personality inventories used?</li> <li>• What do aptitude and achievement tests measure?</li> <li>• Why is it important for a test to have validity?</li> <li>• What should you know about the ethics of taking or giving tests?</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Take notes</li> <li>• Interpret data</li> <li>• Process analytically</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom participation</li> <li>• Classroom demonstration</li> <li>• Unit test</li> <li>• Essay</li> </ul>



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<b>May</b>	<p><b><u>UNIT 16: Conflict and Stress</u></b></p> <ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Coping with stress-defense mechanisms</li> <li>• Healthy characteristics</li> <li>• Substance abuse – i.e., alcohol, tobacco, steroids, amphetamines, marijuana</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What are four types of conflict we commonly encounter?</li> <li>• What physical changes occur during stress?</li> <li>• What general characteristics do physiologically healthy people share?</li> <li>• How do drugs affect the body?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Observe</li> <li>• Interpret data</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class participation</li> <li>• Group participation</li> <li>• Essay</li> </ul>
<b>June</b>	<p><b><u>UNIT 17: Mental Disorders</u></b></p> <ul style="list-style-type: none"> <li>• Nature of mental disorders</li> <li>• Disorders of childhood</li> <li>• Anxiety disorders</li> <li>• Somatoform and dissociative disorders</li> <li>• Characteristics of psychotic disorders</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• What causes mental disorders?</li> <li>• What are two main disorders of childhood?</li> <li>• What are several types of anxiety disorders?</li> <li>• How can someone forget who he or she is?</li> <li>• What are some risk factors for suicide?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a survey</li> <li>• Take notes</li> <li>• Compare and contrast</li> <li>• Observe</li> <li>• Write an essay</li> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Class participation</li> <li>• Group participation</li> <li>• Essay</li> </ul>

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<b>0550</b>	<p><b><u>UNIT 18: Treatment and Therapy</u></b></p> <ul style="list-style-type: none"> <li>• Attitudes toward mental illness</li> <li>• Types of mental health workers</li> <li>• Various types of therapy</li> <li>• Controversies over mental illness</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>• How did one man change people's attitudes toward mental illness?</li> <li>• What is the goal of psychoanalysis?</li> <li>• What do different therapies have in common?</li> <li>• Is mental illness truly an illness?</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Compare and contrast</li> <li>• Observe</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Group participation</li> <li>• Class participation</li> <li>• Essay</li> <li>• Final examination</li> </ul>