

New Paltz Central School District
Psychology
(Fall Course)

TIME	CONTENT/ESSENTIAL QUESTIONS	SKILLS	ASSESSMENTS
0000-0E500-	<p><u>UNIT 1: The Field of Psychology</u></p> <ul style="list-style-type: none"> • History of psychology • World of the psychologist • Major concepts in present-day psychology • Career opportunities in psychology <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What is psychology? • How did psychologists of the past explain human behavior? • What approaches do today’s psychologists use to describe human behavior? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Read with comprehension 	<ul style="list-style-type: none"> • Class participation • Essay • Group participation • Quizzes • Observation
0000-0E500-	<p><u>UNIT 2: Brain, Body, and Behavior</u></p> <ul style="list-style-type: none"> • Four main lobes of the central cortex • Major parts of the lower brain • Central and peripheral nervous systems • Functions of the endocrine system • Brain communication <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What is the cerebral cortex and what does it do? • What happens if you sever the connection between the hemispheres of the brain? • What is the lower brain and what does it do? • How does a nerve cell carry communication between the brain and the body? • How is the endocrine system different from the nervous system? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast 	<ul style="list-style-type: none"> • Class participation • Essay • Group participation • Observation • Quiz

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000-000000	<p><u>UNIT 3: Sensation and Perception</u></p> <ul style="list-style-type: none"> • Difference between sensation and perception • History of sensation and perception • How the five human senses work (vision, hearing, touch, smell, and taste) • Perceptual constancies • Problems in proving ESP <li style="text-align: center;">----- • How does the concept of threshold affect/influence the study of sensation and perception? • How does the brain see color? • How does perception involve the interpretation of raw materials provided by the senses? • What roles do experience and culture play in perception? 	<ul style="list-style-type: none"> • Take notes • Role play • Write an essay 	<ul style="list-style-type: none"> • Class participation • Group participation • Observation • Quiz • Unit test

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0000-0500	<p><u>UNIT 4: Methods of Psychology</u></p> <ul style="list-style-type: none"> • History of scientific methods • History of field studies • Methods of studying behavior • Ethics of experimentation <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • How do psychologists use the scientific method to study behavior? • What is a stereotype? • How do psychologists use observation, case study, and testing to study behavior? • What guidelines do psychologists need to follow when they conduct experiments? 	<ul style="list-style-type: none"> • Conduct an experiment to test a hypothesis • Take notes • Compare and contrast • Analyze charts and graphs • Develop survey questions 	<ul style="list-style-type: none"> • Class participation • Essay • Group participation • Quizzes • Observation • Interview
0000-0500	<p><u>UNIT 5: Motivation and Emotion</u></p> <ul style="list-style-type: none"> • Symbolism, motivation, and emotion • Forces that influence the strength and direction of behavior • Intrinsic and extrinsic motivation • Theories of needs and emotions • Complex interactions between cognition and physiological mechanisms that are associated with feelings of love, hate, fear, and jealousy <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • How do symbols affect motivation and emotion? • How do different regions of the brain affect motivation and emotion? • How does motivation affect one's behavior? • What do we fear? Why? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast • Interpret data 	<ul style="list-style-type: none"> • Class participation • Class demonstration • Group participation • Quizzes

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00+0000-	<p><u>UNIT 6: Consciousness</u></p> <ul style="list-style-type: none"> • Nature of sleep and dreams • Psychology of dreams • States (levels) of consciousness • Effects of narcotics, depressants, stimulants, and hallucinogens on consciousness <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What is consciousness? • Why do we sleep? • How do psychologists explain different levels of awareness? • Why do we dream? • Is hypnosis an altered state of consciousness? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast 	<ul style="list-style-type: none"> • Class participation • Group participation • Quizzes • Observation • Unit test
00+0000-	<p><u>UNIT 7: Learning</u></p> <ul style="list-style-type: none"> • Types of learning • Cognitive psychology and learning • Differences between learned and unlearned behavior • Effects of reinforcement and punishment • Biological factors in learning and behavior modification <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • Why is the study of classical conditioning and operant conditioning essential to learning? • How do reinforcements affect behavior? • How is one's learning insight affected by cognition? • What kind of learning do social learning theorists emphasize? • How does motivation affect learning? 		

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Z0>0E200-	<p><u>UNIT 8: Information Processing and Memory</u></p> <ul style="list-style-type: none"> • Acquiring information • Information processing • Retaining information <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What are some special processes for improving learning? • How much data can your brain store? • How are memories stored? • What are several unusual types of memory? • Are eyewitness reports reliable? 	<ul style="list-style-type: none"> • Take notes • Compare and contrast 	<ul style="list-style-type: none"> • Class participation • Essay • Quizzes • Group participation
Z0>0E200-	<p><u>UNIT 9: Intelligence and Creativity</u></p> <ul style="list-style-type: none"> • Understanding intelligence • Major theories pertaining to the structure of intelligence • Ethical issues in intelligence testing • Extremes of intelligence: superior versus retardation <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • How do psychologists define intelligence? • How did Wechsler's test improve upon Binet's for testing IQ? • How do genetics and environment influence intelligence? • What are some ethical issues that have arisen because of intelligence testing? • Can creativity be defined and measured? 	<ul style="list-style-type: none"> • Make notes/take notes • Compare and contrast 	<ul style="list-style-type: none"> • Class participation • Group participation • Group demonstration • Quizzes • Essay • Unit test

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Z0>0E500-	<p><u>UNIT 10: Infancy and Childhood</u></p> <ul style="list-style-type: none"> • Developmental patterns (heredity versus environment) • Family and child development • Sequences of development • Development of language skills <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • Do all species follow the same developmental patterns? • Is an infant’s fear of loud noises a factor of nature or nurture? • Does family structure affect a child’s development? • How did Piaget explain how children learn to think and reason? • What major factors affect language development? 	<ul style="list-style-type: none"> • Observe • Take notes • Interpret graphs and charts 	<ul style="list-style-type: none"> • Group work participation • Quizzes • Observation
Z0>0E500-	<p><u>UNIT 11: Adolescence</u></p> <ul style="list-style-type: none"> • Adolescence – physical changes • Adolescence – psychological changes • Intellectual and moral changes • Juvenile delinquency – causes and preventive programs <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What physical changes occur during adolescence? • Why is body image often more of a problem for females than males? • Why is gaining a sense of identity critical? • Why do some adolescents become juvenile delinquents and others don’t? 	<ul style="list-style-type: none"> • Take notes • Observe • Write an essay • Interpret data 	<ul style="list-style-type: none"> • Quizzes • Group work participation • Essay • Classroom participation



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0000E001-	<p><u>UNIT 12: Adulthood and Aging</u></p> <ul style="list-style-type: none"> • Defining various stages of adulthood • The aging process • Concerns in late adulthood • Insights and assistance – thanatology <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What are the main concerns of most young adults? • What physical and psychological issues do people face during middle adulthood? • What physical and mental changes occur during late adulthood? • What insights have psychologists given us about the process of dying? 	<ul style="list-style-type: none"> • Take notes • Interview • Compare and contrast • Interpret charts and graphs 	<ul style="list-style-type: none"> • Quizzes • Class participation • Group participation • Group presentation • Essay
0000E001-	<p><u>UNIT 13: Gender Differences</u></p> <ul style="list-style-type: none"> • History of myths – males and females • Social factors – males and females • Gender role behavior • Psychological effects-males and females <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • What are some of the physical differences between males and females? • Is one sex more confident or more oriented toward achievement than the other? • Are there any differences in the way males and females interact with other people? • Are gender behaviors innate or learned? 	<ul style="list-style-type: none"> • Take notes/make notes • Interview • Compare and contrast 	<ul style="list-style-type: none"> • Quiz • Unit test • Class participation • Group participation

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

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

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