COURSE TITLE: Psychology A/B

COURSE NUMBERS: 1851/1852
                  3102/3103 (Basic)

DEPARTMENT: Social Science

PRE-REQUISITE: None

LENGTH OF COURSE: One Year

SEMESTER PERIODS OF CREDIT: 5 per semester

GRADE LEVEL(s): 11th-12th (10th with permission)

DATE ADOPTED: February 15, 2005 (New Textbook Board Approved 6/19/18)

Meets EUHSD Elective Credit

MEETS UC “g” ADMISSION REQUIREMENT


COURSE DESCRIPTION: Psychology is the systematic study of behavior and mental processes as well as the factors, which influence them. Psychology encompasses broad areas of research about human behavior. This course will provide students the opportunity to learn about the major areas in the field. The course will tie scientific issues to applications in daily life. Students will become familiar with research methods used by psychologists in order to better understand theory and practice.
## COURSE UNITS/TOPICS AND ALLOCATED INSTRUCTIONAL TIME

### PSYCHOLOGY

#### FIRST SEMESTER

<table>
<thead>
<tr>
<th>I. Introduction to Psychology</th>
<th>2.5 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Biological Basis of Behavior</td>
<td>2.5 Weeks</td>
</tr>
<tr>
<td>III. Learning</td>
<td>2.5 Weeks</td>
</tr>
<tr>
<td>IV. Sensation and Perception</td>
<td>2.5 Weeks</td>
</tr>
<tr>
<td>V. Motivation and Emotion</td>
<td>2.5 Weeks</td>
</tr>
<tr>
<td>VI. Stress, Coping, and Health</td>
<td>2.5 Weeks</td>
</tr>
<tr>
<td>VII. Lifespan Development</td>
<td>3 Weeks</td>
</tr>
</tbody>
</table>

#### SECOND SEMESTER

| VIII. Memory | 2.5 Weeks |
| IX. States of Consciousness | 2 Weeks |
| X. Intelligence and Creativity | 2.5 Weeks |
| XI. Personality and Assessment | 3 Weeks |
| XII. Psychological Disorders | 3 Weeks |
| XIII. Treatment of Psychological Disorders | 3 Weeks |
| XIV. Social and Cultural Dimensions of Behavior | 2 Weeks |
PSYCHOLOGY

I. INTRODUCTION TO PSYCHOLOGY

Content Standards
After concluding this unit, students will understand the following:
• Contemporary perspectives used by psychologists to understand behavior and mental process
  in process
• Major subfields and career opportunities that comprise psychology
• Research methods used by psychologists to explore behavior and mental processes
• Ethical issues in research with human and other animals that are important to psychologists

1.0. LEARNING GOAL: Contemporary perspectives used by psychologists to understand behavior and mental
process in context

1.1 Objective: Students describe and compare the biological, behavioral, cognitive, and sociocultural perspectives.
  1.1.1 Students will analyze how each perspective would explain a concept such as aggression or
        addiction.
  1.1.2 Students will compare/contrast the primary emphases of the different perspectives.

Suggested Assessment(s): Students match terms and names to approaches to psychology today through the use of
graphic organizers, mapping (Teacher Resource Chapter 1 Booklet pgs.1-19).

Sample Learning Activity: Write a dialogue between two psychologists who disagree on the nature of humans.
One psychologist could be a proponent of the cognitive approach; the other might believe more in the behaviorist
approach. Try to make the dialogue as realistic as possible. For example, the two could argue about why gambling
seems to be on the rise or why students drop out of school.

Resources/Technology Link(s):
• The Animal Mind by Margaret Washburn
• www.yorku.ca/dept/psych/classics.author.htm

Key Vocabulary: Biological perspective, behavioral perspective, cognitive perspective, sociocultural perspective

2.0 LEARNING GOAL: Major subfields and career opportunities that comprise psychology

2.1 Objective: Students list and explain the major subfields of psychology.
  2.1.1 Students will identify the different subfields of psychology, such as clinical, counseling,
        social, experimental, and developmental psychology.
  2.1.2 Students will recognize applied specializations, including forensic community,
        industrial/organization, cross-cultural sports, or rehabilitation psychology, among others.
  2.1.3 Students will explain the differences between a psychologist and psychiatrist.
  2.1.4 Students will explore career opportunities for college graduates with psychology majors.

Suggested Assessment(s): Students create a career portfolio focusing on a career in psychology. The portfolio will
include college requirements, salary, duties/job description, benefits, etc.

Sample Learning Activity: Divide the class into eight groups and assign one of the occupational possibilities to
each group. Pick a specific problem, such as juvenile delinquency, and have each group suggest ways to reduce or
eliminate the problem. For example, a clinical psychologist may suggest that the entire family of a delinquent be
treated. An educational psychologist might suggest some alternative school structure that would discourage
delinquency. Students may need to conduct some research on the occupational possibilities in order to do an
adequate job.
3.0 LEARNING GOAL: Research methods used by psychologists to explore behavior and mental processes

3.1 Objective: Students identify the steps in a research study.
   3.1.1 Students will list the steps in psychological research.

3.2 Objective: Students describe the elements of an experiment.
   3.2.1 Students will identify the independent and dependent variable, possible confounding variables, and control and experimental groups in a description of an experiment.

3.3 Objective: Students describe and compare research methods in psychology.
   3.3.1 Students will explain the characteristics of surveys, naturalistic observation, case studies, longitudinal studies, cross-sectional research, and experiments.
   3.3.2 Students will identify the suitability of a given method for research given a hypothesis.

Suggested Assessment(s): Given a sample research project, students can correctly identify the type of research methodology used in conducting the experiment. (Teacher Resource Chapter 2 Booklet pgs. 2-17)

Sample Learning Activity: Group activity: students illustrate, using visual representations, the various methods of research.

Resources/Technology Link(s):
- www.hite-research.com
- http://spsp.clarion.edu/mm/RDE3/start/RDE3start.html
- www.uwsp.edu/acad/psych/nb/method/

Key Vocabulary: Hypothesis, independent variable, dependent variable, subject, control group, placebo, experimental group

4.0 LEARNING GOAL: Ethical issues in research with human and other animals that are important to psychologists

4.1 Objective: Students examine the role of ethics in research and professional practice.
   4.1.1 Students will describe the ethical obligations of psychologists.
   4.1.2 Students will role-play an ethical dilemma related to psychology.
   4.1.3 Students will recognize confidentiality as key to developing a relationship of trust between patient/client and psychologist.

4.2 Objective: Students identify ethical issues in psychological research.
   4.2.1 Students will discuss ethical issues in psychological research.
   4.2.2 Students will acknowledge the importance of adhering to APA ethical standards in working with human and other animal subjects.

Suggested Assessment(s): Students identify ethical violations in selected research studies (e.g., Little Albert study).

Sample Learning Activity: Role-play: Give two groups the same clinical scenario. The first group role-plays in an ethical manner; the second group role-plays in an unethical manner.

Resources/Technology Link(s):
For extended studies for select content standards students will access one of the following Websites:
• www.bls.gov to access the U.S. Department of Labor Occupational Outlook Handbook to explore the specific educational requirements, salary expectations, and job availability in psychology and other related helping professions (e.g., social work).
• Selected college sites (e.g., www.ucsd.edu and www.sdsu.edu) to compare and contrast the course work perspectives and available degrees at two or more institutions of higher learning.
• www.apa.org to explore issues related to professional ethics and/or research.

Key Vocabulary: Ethics, confidentiality, informed consent

II. BIOLOGICAL BASIS OF BEHAVIOR

Content Standards
After concluding this unit, students will understand the following:
• Structure and function of the neuron
• Organization of the nervous system
• Structure and function of the brain
• Technologies and clinical methods for studying the brain
• Specialized functions of the brain’s hemispheres
• Structure and function of the endocrine system

1.0 LEARNING GOAL: Structure and function of the neuron

1.1 Objective: Students identify the neuron as the basis for neural communication.
   1.1.1 Students will use diagrams, models, and/or computer programs to identify the structure and function of different parts of the neuron.

1.2 Objective: Students describe how information is transmitted within the nervous system.
   1.2.1 Students will describe the process of synaptic transmission.

1.3 Objective: Students analyze how the process of neurotransmission can be modified by heredity and environment.
   1.3.1 Students will compare the effects of certain drugs or toxins on neurotransmitters and synaptic transmission.
   1.3.2 Students will discuss the role of neurotransmitters in Parkinson’s disease and/or multiple sclerosis.

Suggested Assessment(s): Given blank diagrams, students label and identify synaptic transmission.

Sample Learning Activity: While watching Awakenings, students identify and discuss what effects L-Dopa has on the patients.

Resources/Technology Link(s):
• Awakenings
• Dr. Oliver Saks movie
• www.pbs.org/wnet/closetohome/science/html/animations

Key Vocabulary: Neuron, synapse, neurotransmission, neurotransmitter, dendrites, axon, receptor, dopamine, vesicles

2.0 LEARNING GOAL: Organization of the nervous system

2.1 Objective: Students classify the major divisions and subdivisions of the nervous system.
   2.1.1 Students will identify the central nervous system and its component parts.
   2.1.2 Students will identify the peripheral nervous system and its subdivisions.
2.2 **Objective:** Students differentiate the functions of the various subdivisions of the nervous system.
   - 2.2.1 Students will compare the functions of the somatic and autonomic nervous systems.
   - 2.2.2 Students will explain the function of the sympathetic and parasympathetic nervous systems on heart rate or other physiological responses in an emotional situation.

**Suggested Assessment(s):** Students compare/contrast the CNS and peripheral nervous system and subsystems on a graphic organizer (Teacher Resource Chapter 3 Booklet pgs. 3-5).

**Sample Learning Activities:**
- **Sympathetic Nervous System:** Have a student who is a good sport come to the front of the room. Ask this person to perform a series of mildly embarrassing tasks: deliver a one-minute speech; compliment another student; and so on. Ask the person to describe, in concrete terms, how he or she feels. Let the person sit. After a few minutes, ask the volunteer to once again describe his or her present feelings, which should be different by now. Have the class write in their notebooks and then discuss the role of the sympathetic and parasympathetic nervous systems and how quickly these two systems operate.
- **Ask a volunteer to sit in a chair in the front of the room with his or her eyes closed. This person needs to be wearing a short-sleeved shirt with the right sleeve folded up at the seam. Have two cotton-tipped swabs ready. You’re going to be touching the volunteer on the arm, hand, shoulder, or cheek, and sometimes, in two separate places at once. The volunteer must report exactly where he or she was touched. This pattern works well: right hand, left hand, right hand, right arm, both left and right had, right arm and right hand, shoulder, right cheek, right arm and right hand, right cheek and right shoulder. This last touch of the cheek and shoulder is the critical one. What often happens is that the volunteer will report the touch on the cheek but not the shoulder! This can also be done in partners so everyone experiences it.

**Resources/Technology Link(s):** [www.dana.org/brainweb](http://www.dana.org/brainweb)

**Key Vocabulary:** CNS, spinal cord, reflex, PNS, somatic nervous system, autonomic nervous system, sympathetic, parasympathetic nervous systems

3.0 **LEARNING GOAL:** Structure and function of the brain

3.1 **Objective:** Students identify the structure and function of the major regions of the brain.
   - 3.1.1 Students will identify the regions of the brain by using diagrams and/or computer generated diagrams.
   - 3.1.2 Students will summarize the functions of the major brain regions.

3.2 **Objective:** Students recognize that specific functions are centered in specific lobes of the cerebral cortex.
   - 3.2.1 Students will describe the functions controlled by the frontal, parietal, occipital, and temporal lobes of the cerebral cortex.

**Suggested Assessment(s):** This can be done using Play-Doh: Students create a three dimensional model of the brain that includes all the parts of the cerebral cortex and the lower brain described in the chapter. To avoid clutter, you may want one side to represent the cerebral cortex and the other side to illustrate the lower brain. For each part, include a simple visual that will help them recall the function of that part.

**Sample Learning Activity:** “Poor Mr. Carter” reading – article and questions

**Resources/Technology Link(s):**
- [www.brain.com](http://www.brain.com)
- National Geographic video *Incredible Human Machine* (found at Escondido library)

**Key Vocabulary:** Cerebral cortex, lobes, corpus callosum, hemispheres, dominance, motor sensory strip

4.0 **LEARNING GOAL:** Technologies and clinical methods for studying the brain
4.1 **Objective:** Students explain how research and technology have provided methods to analyze brain behavior and disease.

4.1.1 Students will describe how lesions and electrical stimulation in animal research provide information about brain functions.

4.1.2 Students will discuss how the use of the CAT scan, PET scan, MRI, and EEG provides information about the brain.

**Suggested Assessment(s):** Students match the type of imaging or scan with appropriate description.

**Sample Learning Activity:** Divide the class into small groups and assign a different method of studying the brain to each group. Ask them to create a simple visual, along with captions, to illustrate their assigned method. You might consider planting the seed for this activity a few days before actually conducting it. That way, students will have a chance to search the Internet for samples of PET scans or MRI’s and so on. Some of them may be able to get actual scans of different methods if they have a relative who works at a hospital. Many of these scans can be viewed on an overhead projector.

**Resources/Technology Link(s):**
- www.wehealnewyork.org/advances
- Secret Life of the Brain video – shows a person with epilepsy and removal of the left hemisphere

**Key Vocabulary:** CAT scan, PET scan, MRI, EEG

5.0 **LEARNING GOAL:** Specialized functions of the brain’s hemispheres

5.1 **Objective:** Students compare and contrast the influence on brain function between the left and right hemispheres.

5.1.1 Students will identify the role of the corpus callosum in hemispheric communication.

5.1.2 Students will explain the purpose and findings of split-brain research.

**Suggested Assessment(s):** Students create a personality profile of a right or left hemisphere dominant person.

**Sample Learning Activities:**
- Hemisphere Dominance Activity (Teacher Resource Chapter 3 Booklet pgs. 10 – 11)
- Bring a volunteer to the front of the room, and hand this person a wooden rod. Ask the person to balance the rod with the left finger, and then the right. Repeat the procedure, but this time the right finger should start. While balancing the rod, subjects should recite the alphabet backwards.
- Hemisphere Dominance Inventory (Teacher Resource Chapter 3 Booklet pgs. 3-23)

**Resources/Technology Link(s):** http://duke.usask.ca/~elias/left

**Key Vocabulary:** Dominance

6.0 **LEARNING GOAL:** Structure and function of the endocrine system

6.1 **Objective:** Students describe how the endocrine glands are linked to the nervous system.

6.1.1 Students will discuss the effect of the hypothalamus on the endocrine system.

6.1.2 Students will give examples of how hormones are linked to behavior and behavioral problems.

**Suggested Assessment(s):** Students match hormones with the correct gland and hormones with the corresponding functions.

**Sample Learning Activity:** Create a diagram of the endocrine system with VISUAL representations of parts.

**Resources/Technology Link(s):** Teacher Resource Chapter 4 Booklet
Key Vocabulary: Pituitary gland, thyroid gland, adrenal glands, dopamine, endorphins, hormones, glands, growth hormone, adrenaline, endocrine system, metabolism

III. LEARNING

Content Standards
After concluding this unit, students understand:
- Characteristics of learning
- The principles of classical conditioning
- The principles of operant conditioning
- Components of cognitive learning
- The process of socialization

1.0 LEARNING GOAL: Characteristics of learning

1.1 Objective: Students define learning from a psychological perspective.
   1.1.1 Students will define learning as a relatively permanent change of behavior resulting from experience.

Suggested Assessment(s): Students define learning.

Sample Learning Activity: As you lecture on the principles of learning, students take notes on the graphic organizer (Teacher Resource Strengthening Basic Reading Skills in Psychology pg. 26.)

Resources/Technology Link(s): “Applying Operant Conditioning” (Teacher Resource Psychological Coping Skills pg. 23)

2.0 LEARNING GOAL: Principles of classical conditioning

2.1 Objective: Students describe the process of classical conditioning.
   2.1.1 Students will chart the conditioning process used in Pavlov’s classic experiment.
   2.1.2 Students will label the unconditioned, neutral, and conditioned stimulus/responses in provided examples.
   2.1.3 Students will describe the process of extinction.
   2.1.4 Students will design procedures to produce classically conditioned responses.

Suggested Assessment(s): Students identify the unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response in a given scenario.

Sample Learning Activity: Lecture visualizing Pavlov’s experiments

Resources/Technology Link(s): Little Albert story

Key Vocabulary: Classical conditioning, unconditioned stimulus, conditioned stimulus, unconditioned response, conditioned response, extinction, generalization, spontaneous recovery, discrimination

3.0 LEARNING GOAL: Principles of operant conditioning

3.1 Objective: Students describe the process of operant conditioning.
   3.1.1 Students will describe how consequences influence behavior, such as reinforcement strengthening a behavior’s occurrence.
   3.1.2 Students will identify consequences of negative reinforcement (including natural consequences and punishment) in changing behavior.
3.1.3 Students will apply operant conditioning to correcting/shaping behavior.

**Suggested Assessment(s):** “Critical Thinking” activity (Teacher Resource *Chapter 7 Booklet* pgs. 7-9) Set up an operant conditioning experiment.

**Sample Learning Activity:** “Changing Behavior” activity (Teacher Resource *Chapter 7 Booklet* pgs. 7-11)

**Resources/Technology Link(s):** “Responsibility and Punishment” additional readings

**Key Vocabulary:** Operant conditioning, negative and positive reinforcement, punishment, variable ratio schedule, fixed ratio schedule, variable interval schedule, fixed interval schedule, shaping, chaining

4.0 **LEARNING GOAL:** Components of cognitive and social learning

4.1 **Objective:** Students explain how observational learning works.
   - 4.1.1 Students will describe examples of learning by observation, such as Bandura’s Bobo Doll study.
   - 4.1.2 Students will identify everyday examples of observational learning and socialization.
   - 4.1.3 Students will discuss the impact of role models and will apply the concept of socialization to personal experience.

**Suggested Assessment(s):** Re-teaching worksheet (Teacher Resource *Chapter 7 Booklet* pgs. 7-17)

**Sample Learning Activity:** To show essential observational learning, have a student recite specific instructions to you on how to perform a simple behavior like tying a shoe or making a peanut butter and jelly sandwich. The student cannot show you, only tell you. Follow the instructions exactly.

**Resources/Technology Link(s):**
- [www.valdosta.peachnet.edu/~whuitt/psy702/behsys/social.html](http://www.valdosta.peachnet.edu/~whuitt/psy702/behsys/social.html)
- [http://kahuna.psych.uiuc.edu/ilp/index.html](http://kahuna.psych.uiuc.edu/ilp/index.html)

**Key Vocabulary:** Social learning, observational learning, cognitive approach, latent learning, expectancies, reinforcement value, cognitive map, strategies

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**IV. SENSATION AND PERCEPTION**

**Content Standards**

After concluding this unit, students will understand:
- Basic concepts explaining the capabilities and limitations of sensory processes
- Basic principles and concepts explaining perception
- How people adapt to the loss of one or more senses

1.0 **LEARNING GOAL:** Basic concepts explaining the capabilities and limitations of sensory processes

1.1 **Objective:** Students describe the operation of sensory system.
   - 1.1.1 Students will label the parts of the eye and describe the function of each.
   - 1.1.2 Students will explain the process of color vision and the defects that can occur.
   - 1.1.3 Students will describe how rods and cones work.
   - 1.1.4 Students will describe the basic mechanisms of hearing, touch, and olfaction.
   - 1.1.5 Students will describe the functions of taste receptors.
   - 1.1.6 Students will identify the absolute thresholds for the senses.
   - 1.1.7 Students will describe the process of adaptation.
Suggested Assessment(s): Students answer the following questions:
- What do all senses have in common?
- What is the function of each of the senses?
- How does vision work?

Sample Learning Activity: Working in small groups, students design and/or perform demonstrations that illustrate the characteristic of a selected sensory system (e.g., vision, hearing, touch, smell, and taste).

Resources/Technology Link(s): *The Brain, Vol. 2 Sensation and Perception* video

Key Vocabulary: Cornea, iris, lens, pupil, retina, blind spot, rod, cone, color blindness, pitch, timbre, intensity, decibels, eardrum, cochlea, hair cells, cutaneous receptors, olfactory bulbs, taste receptors

2.0 LEARNING GOAL: Basic principles and concepts explaining perception

2.1 Objective: Students explain the relationship between experience and perception.
   2.1.1 Students will recognize that perception takes place in the brain.
   2.1.2 Students will recognize that visual perception will not progress normally if sensory information is unavailable during critical periods of development.

2.2 Objective: Students recognize that when given incomplete perceptual information, the brain tends to organize that information in predictable ways.
   2.2.1 Students will define gestalt as an organized whole, shape, or form.
   2.2.2 Students will distinguish between the perceptual cues of similarity, proximity, and closure.

2.3 Objective: Students explain that while illusions are misperceptions, these predictable “mistakes” demonstrate how the brain works.
   2.3.1 Students will explain that reversible figure illusions indicate that perception is a matter of interpretation.
   2.3.2 Students will explain the Müller-Lyer illusion.

2.4 Objective: Students discuss claims of extra-sensory perception.
   2.4.1 Students will describe the claims that appear to be outside the range of normal sensory perception.
   2.4.2 Students will identify the problems associated with proving ESP.

Suggested Assessment: In paragraph format, students explain why (case study) Michael May's vision is still impaired after his eyesight has been restored through surgery.

Sample Learning Activity: Brief lecture on the relationship between experience and perception. Supporting examples/cases include the kitten experiment, the case of Michael May, the Baby Holly cataract surgery, and/or Virgil from Kentucky (textbook pg. 111).

Resource/Technology Link(s):
- Article from *Discover Magazine*: “Sight Unseen,” June 2002
- *The Secret Life of the Brain, Vol. 1* video
- *At First Sight* movie (explores “mental blindness”)

Vocabulary: Constancy, depth perception, retinal disparity, gestalt, similarity, proximity, closure, illusions, Muller-Lyer illusion, reversible figure, extrasensory perception, telepathy, telekinesis

3.0 LEARNING GOAL: How people adapt to the loss of one or more senses
3.1 **Objective:** Students describe functional importance of each sense.
   3.1.1 Students will identify the type of function associated with each sense.
       (i.e., hearing facilitates communication)
   3.1.2 Students will describe the adaptations necessary when a sense is lost.
       (i.e., need for alternate means of communication (ASL) when hearing is lost.)
   3.1.3 Students will describe what happens to the other senses when one is lost.
   3.1.4 Students will describe what happens to the brain when one sense is lost.

**Suggested Assessment:** Given a hypothetical situation in which a sense is lost, students explain the behavioral and physiological changes expected under the given circumstances.

**Sample learning activity:** Students operate blindfolded in an effort to simulate blindness.

**Resource/technology Link(s):**
- *The Mind Traveler, The Ragin’ Cajun* video (re: Usher’s Syndrome/loss of hearing and vision.)
- *Sound and Fury* video (debate over cochlear implants)

**Key Vocabulary:** Usher’s Syndrome, American Sign Language, cochlear implants

V. **MOTIVATION AND EMOTION**

**Content Standards**
After concluding this unit, students understand:
- Major theories and concepts of motivation
- Physiological, affective, cognitive, and behavior aspects of emotions

1.0 **LEARNING GOAL:** Major theories and concepts of motivation

1.1 **Objective:** Students describe selected theories of motivation, such as expectancy value, arousal, and Maslow’s hierarchy of needs.
   1.1.1 Students will apply Maslow’s theory to make predictions about meeting needs.
   1.1.2 Students will compare and contrast two theories of nonsurvival needs.
   1.1.3 Students will discuss the concept of homeostasis as it relates to biological drives.
   1.1.4 Students will distinguish between intrinsic and extrinsic motivation.
   1.1.5 Students will evaluate Harry Harlow’s experiments.
   1.1.6 Students will identify the motivating factor behind eating and will describe the motivation issues as they relate to obesity, anorexia, and bulimia.

**Suggested Assessment(s):** Lesson quiz regarding theories and concepts of motivation

**Sample Learning Activities:**
- Teacher Resource *Chapter 5 Booklet* pgs. 5-6
- Some people feel that Maslow’s theory has had an effect on the world of advertising. To understand how, collect 20 magazine ads, all for different products. Take a sheet of paper, number it from 1-20, and divide it into 3 columns as follows: *Product, Need the Product Satisfies, and Needs the Ad Appeals to.* Analyze the chart. How different are the second and third columns? Do any patterns develop in either column? If so, how do you account for this? Did your results turn out as expected?

**Resources/Technology Link(s):**
- *Face* video
- “Educated Heart” (Teacher Resource *Raising The Bar* pg. 25)
**Key Vocabulary:** Motivation, homeostasis, hypothalamus, obesity, bulimia, curiosity motive, manipulation motive, intrinsic motivation, extrinsic motivation, Hierarchy of needs, contact comfort, anorexia

2.0 **LEARNING GOAL:** Physiological, affective, cognitive, and behavior aspects of emotions

2.1 **Objective:** Students identify the affective characteristics of basic emotions.
   2.1.1 Students will identify the emotions recognized across cultures.
   2.1.2 Students will recognize the facial expressions and related body language typically associated with the select emotions.
   2.1.3 Students will explain the role of body language in communication.

2.2 **Objective:** Students describe theories of emotion, such as the James-Lange, Cannon-Bard, or cognitive theories.
   2.2.1 Students will compare and contrast two theories of emotion.
   2.2.2 Students will discuss key ideas of emotional intelligence.

2.3 **Objective:** Students describe the link between the physiology and behavior as it relates to emotion.
   2.3.1 Students will explain the facial feedback theory.

**Suggested Assessment(s):** Eight basic emotion cards – one side is the emotion description, the other side shows face-expressing emotion. Students must match emotions correctly.

**Sample Learning Activity:** Send two or three students out of the room; then bring them back one at a time after you have explained this activity to the rest of the class. In class, assign various emotions to several students: fear, surprise, distress, happiness, sadness, and so on. As subjects from outside walk in, they will be greeted with a handshake by a line of students who will each attempt to convey their assigned emotion – through facial expressions and handshakes. Subjects should guess which emotion is being expressed.

**Resources/Technology Link(s):**
- [http://trochim.human.cornell.edu/gallery/young/emotion.htm](http://trochim.human.cornell.edu/gallery/young/emotion.htm)
- [www.york.ca/dept/psych/classics/James/emotion.htm](http://www.york.ca/dept/psych/classics/James/emotion.htm)
- [www.people.memphis.edu/~clong/emotiont.htm](http://www.people.memphis.edu/~clong/emotiont.htm)

**Key Vocabulary:** Opponent Process theory, cognition, cognitive theory, emotional intelligence, facial feedback

### VI. STRESS, COPING, AND HEALTH

**Content Standards**
After concluding this unit, students understand:
- Sources of stress
- Physiological reactions to stress
- Psychological reactions to stress
- Cognitive and behavioral strategies for dealing with stress and promoting health

1.0 **LEARNING GOAL:** Identify and explain major sources of stress

1.1 **Objective:** Students identify and explain major sources of stress.
   1.1.1 Students will define frustration and give examples of how it can be a source of stress.
   1.1.2 Students will explain and give examples of approach-approach, approach-avoidance, and avoidance-avoidance conflicts.
   1.1.3 Students will explain how the hassles of contemporary life are a source of stress.
   1.1.4 Students will discuss the differences between good and bad stress.
1.1.5 Students will discuss how cognitive appraisal of situations can cause stress.

**Suggested Assessment(s):** Break the class into small groups and have each group think of a creative example for each of the four types of conflict described. After five to ten minutes, have each group report their examples to the rest of the class. Consider offering a prize for the most creative group.

**Sample Learning Activities:**
- Frustration Activity (Teacher Resource *Chapter 16 Booklet* pg. 7)
- Have students examine the benefits of exercise on mental health. They can look at various kinds of exercise programs, and then analyze which ones are more beneficial than others and in what way. (Studies are showing that even a little exercise is better than none.)
- Play a game in which you create the conflicts described in the text. Draw a starting line on the floor and place two baskets about two feet from the line. The goal is to throw balls into the baskets. Divide the class into teams. Both baskets are worth points. Next, move one basket farther from the line. Close shots, worth only one point, will be easier than far ones, but far ones are worth five points. After awhile change the rules: baskets missed result in points being subtracted. Observe how students react to the different types of conflict. Does it take students longer to decide what they will try when the conflicts are more complicated?

**Resources/Technology Link(s):**
- [www.cardinalpoints.com/stress/00stress.html](http://www.cardinalpoints.com/stress/00stress.html)
- [http://cybertowers.com/selfhelp/articles/sports/spstress.html](http://cybertowers.com/selfhelp/articles/sports/spstress.html)

**Key Vocabulary:** Frustration, conflict, approach-approach, approach-avoidance, avoidance-avoidance, anxiety, stress

**2.0 LEARNING GOAL:** Physiological reactions to stress

**2.1 Objective:** Students list and explain possible physiological reactions to stress.
- 2.1.1 Students will compare the results of initial fight or flight experiments with animals to human stress reactions.
- 2.1.2 Students will describe Selye’s General Adaptation Syndrome (GAS).
- 2.1.3 Students will describe how stress can affect physical changes in the body.

**Suggested Assessment(s):** “Conflict, Stress and Coping” graphic organizer (Teacher Resource *Chapter 16 Booklet* pg. 20)

**Sample Learning Activities:**
- Hide a horn inside your desk, and then in the middle of the period, nonchalantly sound it. You can see students coming to alert status. After you sound a loud horn, explain that if you had announced a pop quiz, the physical response would have been the same, though the intensity may have been different.
- Call on a volunteer to come to the front of the room. Ask this person to stand on one leg. Turn to the class and make a few announcements about homework or events going on around the school, and as time elapses, increase the stress on the volunteer by giving the person a book to hold, by asking the person to read a passage from the book, and so on. If the volunteer is still standing, promise that no homework will be due if he or she can balance for one minute longer. Afterward, have the volunteer describe his or her reactions and apply this description to the GAS.

**Resources/Technology Link(s):** [www.estss.demon.co.uk/Link(s)/CoolLink.htm](http://www.estss.demon.co.uk/Link(s)/CoolLink.htm)

**Key Vocabulary:** Eustress, distress, fight or flight, adrenal glands, stress hormones, GAS

**3.0 LEARNING GOAL:** Psychological reactions to stress
3.1 **Objective:** Students list and explain possible psychological reactions to stress.
   3.1.1 Students will relate personal examples of how stress can impair psychological functioning in such areas as work, school, and relationships.
   3.1.2 Students will describe psychological defense mechanisms.

**Suggested Assessment(s):**
- Graphic Organizer (Teacher Resource *Chapter 16 Booklet* pg. 21)
- “Conflict, Stress, and Coping” (Teacher Resource *Strengthening Basic Reading Skills* pg. 63)

**Sample Learning Activities:**
- How Stress Feels (Teacher Resource *Getting Psyched Up* pgs. 55-56)
- Life Balance Activity (Teacher Resource *Psychological Coping Skills* pg. 67)

**Resources/Technology Link(s):**
- “The Whole Truth” article by Stephan McCauley

**Key Vocabulary:** Defense mechanisms, repression, denial, displacement, regression, rationalization, projection, sublimation, reaction formation, intellectualization, identification with the aggressor

4.0 **LEARNING GOAL:** Cognitive and behavioral strategies for dealing with stress and promoting health

4.1 **Objective:** Students identify and explain cognitive strategies to deal with stress and promote health.
   4.1.1 Students will describe how the use of problem solving and other cognitive strategies may help to cope with stress and promote health.
   4.1.2 Students will explain how person versus situation attributions for life events can influence one’s response to stressors and promote health.

4.2 **Objective:** Students identify and explain behavioral strategies to deal with stress and promote health.
   4.2.1 Students will explain how defense mechanisms, regular exercise, relaxation, spiritual practices, and social support can help to alleviate some negative effects of stress and promote health.
   4.2.2 Students will brainstorm ways in which changing behavior may alleviate some negative effects of stress and promote health.
   4.2.3 Students will identify behavioral strategies for coping with stress that can negatively influence health, such as smoking and substance abuse.
   4.2.4 Students will discuss the pros and cons of seeking professional help to cope with stress.

**Suggested Assessment(s):**
- Graphic Organizer (Teacher Resource *Chapter 16 Booklet* pg. 6)
- “Examining Self Concept” (Teacher Resource *Chapter 16 Booklet* pgs. 13-14)

**Sample Learning Activities:**
- “How Much Control Do I Really Have?” activity (Teacher Resource *Getting Psyched Up* pg 57)
- “Stress Management” activity (Teacher Resource *Psychological Coping Skills*)

**Resources/Technology Link(s):**
- *Alice In Wonderland* reading (Teacher Resource *Literary Excerpts with Psychological Themes* pg. 41)
- *Adventures of Huckleberry Finn* article (Teacher Resource *Literary Excerpts with Psychological Themes* pg. 43)
- 28 Days video
- *Close to Home with Bill Moyer, Volume 2* video

**Key Vocabulary:** Self-concepts, self-esteem, substance abuse, substance dependence, hallucination, synergistic effect, psychedelic drug, tolerance, paranoia, opiates, steroids
VII. LIFESPAN DEVELOPMENT

Content Standards
After concluding this unit, students will understand:
- Family and child development and development of language skills
- Physical and psychological changes during adolescence
- Adulthood and aging
- Gender roles and differences

1.0 LEARNING GOAL: Family and child development and development of language skills

1.1 Objective: Students identify and explain child development and effects of family units on development.
   1.1.1 Students will describe the way the maturational process works.
   1.1.2 Students will explain growth cycles, critical periods, and imprinting.
   1.1.3 Students will describe the role of the mother and the father in family life.
   1.1.4 Students will describe parenting styles and their effects on children, explaining the causes of child abuse, listing and explaining Jean Piaget’s four stages of child development and Lawrence Kohlberg’s 3 stages of moral development.
   1.1.5 Students will describe what is meant by children’s rules of language.

Suggested Assessment(s):
- Bring in possible garage sale items and place them in the center of the classroom. Have students pair up, pick an item, and discuss ways in which to make the item a children’s toy. If you have children, you already know that a cardboard box sometimes serves as a better toy than an elaborate and expensive gizmo that ends up collecting dust on the living room floor!
- Ask students to respond to the following scenario: Allison and Roger have three kids. If one of them stays home with the kids, they know it will be difficult to make ends meet. What do they do? Assign each group one of the following tasks: (1) Show that day care is not harmful to children and may even be beneficial. (2) Show that day care can be harmful to children. (3) Explore the day care possibilities in the community and assess which is the best. (4) What are the attitudes and feelings of parents who already send their kids to day care? Do they ever regret their decision? (5) What are the feelings and attitudes of parents who do NOT send their kids to day care? After the groups report back to class, have students process the information by writing about what THEY would do if they were Allison or Roger.
- Graphic Organizer on Piaget’s Stages for Cognitive Development (Teacher Resource Chapter 10 Booklet)
- Critical Thinking – Examples of Moral Development (Teacher Resource Chapter 10 Booklet)

Sample Activities:
- “What Would You Do?” Infancy and Childhood activity (Teacher Resource Chapter 10 Booklet)
- Break students into groups. Group task: “Pick an age, any age, and think of a way to entertain, educate, and challenge children at that age.” Each group focuses on a different way to achieve the task: (1) devise an original game that kids can play outside; (2) devise an original board game; (3) devise a new toy; (4) outline an idea for an existing or a new TV show; (5) plan an all-day field trip for kids; or (6) plan a birthday party with a theme.
- Have the entire class focus on a birthday party. Each group thinks of a different theme and plans the party from beginning to end.

Resources/Technology Link(s):
- Wild Child video
- [http://www.ctw.org/fyi/oops/](http://www.ctw.org/fyi/oops/)
- Fly Away Home video – Have students describe what they saw in psychological terms in regards to imprinting.
- [http://www.affinitybooks.com](http://www.affinitybooks.com)
Key Vocabulary: Maturation, growth cycles, imprinting, critical period, nuclear family, extended family, permissive parenting style, authoritarian style, authoritative style, separation anxiety, cognitive development, Piaget’s stages of development

2.0 LEARNING GOAL: Physical and psychological changes during adolescence

2.1 Objective: Students explore and identify the significant physical, psychological, social, intellectual, and moral changes that occur during adolescence.
   2.1.1 Students will describe the physical changes of adolescence.
   2.1.2 Students will discuss the differences in rates of maturation and their effects.
   2.1.3 Students will describe eating disorders such as bulimia and anorexia nervosa.
   2.1.4 Students will discuss Erikson’s definitions of identity and identity confusion.
   2.1.5 Students will describe Marcia’s four states of identity.

Suggested Assessment(s):
- Tell students they have just been granted $100,000 to produce a public service announcement for a teenage audience. Allow groups to choose their own issues: juvenile delinquency, teen pregnancy, AIDS, recycling, education, and the future. The announcement will run on national television free of charge. Each group can pick an issue, write a script, and then present it to the rest of the class.
- Have students pair up and ask them to think of as many famous leaders as they can in two minutes. When they’re done ask them to categorize the leaders in one of Kohlberg’s three levels of moral development. Are the leaders operating at the highest level of moral development? If not, what does this say about the groups they lead?
- “James Marcia’s Identity States” graphic organizer (Teacher Resource Chapter 11 Booklet pg. 5)

Sample Activities:
- The period of adolescence was first defined in the early 1900s. Have students find out what life was like for children and teenagers before this time. You might ask them to focus on school and work. After they accumulate some material, ask them to write several diary entries from the point of view of a young teenager living back then.
- “Defining Yourself” activity (Teacher Resource Psychological Coping Skills pgs. 43-47)

Resources/Technology Link(s):
- www.laureate.com/abouted.html
- http://teenexchange.miningco.com
- “Adolescent Friends Not Always a Bad Influence” article (Teacher Resource Raising the Bar pg. 69)

Key Vocabulary: Adolescence, puberty, hormones, pituitary gland, adrenal glands, gonads, growth spurt, eating disorders, bulimia, anorexia nervosa, identity, identity confusion, formal operations

3.0 LEARNING GOAL: Adulthood and aging

3.1 Objective: Students explore and identify the stages and process of adulthood and aging.
   3.1.1 Students will describe the general characteristics of the period 20-39 years of age.
   3.1.2 Students will explain midlife transition.
   3.1.3 Students will explain what the “mellow 50s” means.
   3.1.4 Students will describe family relationships and crises including empty nest and menopause of the middle adulthood period.
   3.1.5 Students will provide an overall view of the mental ability and health of the typical older person and explain the problems with attitudes toward death.

Suggested Assessment(s):
- Flip through several magazines in class, ripping out ads with people in them. Did you find a single person over 50? If so, what is the person marketing? Do you notice any other patterns? Ask students to research what kinds of institutions for the elderly are available in your community.
• Bring construction paper and several boxes of crayons to class, and allow students about ten minutes to “draw death.” They will probably have a variety of questions, but try not to give them any other suggestions. Afterward, have them briefly explain their drawings, and then discuss their interpretations of death. Are they morbid, uplifting, or depressing? Does Hollywood, books, fairy tales, or religion influence their renditions of death?
• “Late Adulthood” graphic organizer (Teacher Resource Strengthening Basic Reading Skills pg. 46)

Sample Activities:
• Allow students about 10-15 minutes in class to write their obituaries. If they had died yesterday (and they should date these as yesterday rather than today or tomorrow, which might seem more ominous), how would they be remembered today? Emphasize that the focus here is not really on their deaths but on their lives. They can list their accomplishments, their positive characteristics, their relationships, and so on. A possible follow up to this activity is to have them write their obituaries as if they had died at the age of 80. What will be their accomplishments, and so on?
• “Examining Adulthood” activity (Teacher Resource Chapter 12 Booklet pgs. 10-12)
• “Will You Marry Me?” activity (Teacher Resource Chapter 12 Booklet pgs. 13-14)

Resources/Technology Link(s):
• “Coping With Death” Anna Karenina article (Teacher Resource Literary Excerpts with Psychological Themes pg. 31)
• “Tomorrow and Tomorrow and Tomorrow” article by Kurt Vonnegut
• Dr. Heidegger’s Experiment video
• www.seniornet.org/solutions

Key Vocabulary: Empty nest period, menopause, gerontology, senile dementia, thanatology

4.0 LEARNING GOAL: Gender roles and difference

4.1 Objective: Students recognize how biological and environmental factors linked to societal conceptions of gender shape the experiences of males and females.
   4.1.1 Students will explain the differences between sex, identity, and roles.
   4.1.2 Students will show examples of how gender expectations and bias affect male-female behavior.
   4.1.3 Students will explain how gender identity develops.
   4.1.4 Students will explore how gender expectations may differ depending on ethnicity.
   4.1.5 Students will identify biological factors that may lead to gender differences and similarities.

Suggested Assessment(s):
• “Examining Attitudes Towards Gender” worksheet (Teacher Resource Chapter 13 Booklet pgs. 5-6)
• Human Development Project: Students will compose, conduct, and analyze the results of a survey regarding levels of moral reasoning. (Teacher Resource Performance Tasks pgs. 17-20)

Sample Activities:
• “Battle of The Sexes” activity (Teacher Resource Chapter 13 Booklet, pgs. 11-12)
• Gender Games: This activity will require a little searching on the teacher’s part. Find a board game that promotes traditional gender roles. Dream Date Barbie is a good choice. Have a few students play the game for 10-15 minutes in class, and then discuss the possible messages being conveyed through the game. Are children affected by these subtle and not-so-subtle messages? Did playing GI Joe and Barbie dolls affect students in any way? Did they have any other toys that promoted gender stereotyping?
• Bring in a computer game such as Tetris that more or less measures spatial skills, and have several male and female volunteers play the game. Calculate an average score for each sex and discuss your results.
• Give students 3 minutes to think of as many synonyms as they can for these words: hot, weak, tired, win. Tally and average the results, and you’ll find that females have the edge.
Resources/Technology Link(s):
- Gender and the Brain video
- www.braunsbrain.com/differences.htm
- www.csun.edu/~psy453/
- “Gender Stereotypes and Roles” (Teacher Resource Raising the Bar pg. 81)
- www.apa.org/releases/bliss.html

Key Vocabulary: Spatial skills, gender role behavior, identification, androgyny

VIII. MEMORY

Content Standards
After concluding this unit, students understand:
- Encoding or getting information into memory
- Short-term and long-term memory systems
- Retrieval, or getting information out of memory
- Methods for improving memory

1.0 LEARNING GOAL: Encoding or getting information into memory

1.1 Objective: Students identify how individuals acquire information.
   1.1.1 Students will compare various learning curves.
   1.1.2 Students will provide examples of chemical and emotional factors on learning.

1.2 Objective: Students identify factors that influence encoding.
   1.2.1 Students will demonstrate the role of imagery in encoding.
   1.2.2 Students will develop examples of dual encoding, such as encoding both semantically and visually.

Suggested Assessment(s): “Factors that Influence Learning” graphic organizer (Teacher Resource Chapter 8 Booklet pg. 5)

Sample Activity: “Touch vs. Touch and Taste” activity (Teacher Resource Chapter 8 Booklet pg. 13)

Resources/Technology Link(s): “It’s Magical! It’s Malleable! It’s…Memory!” article (Teacher Resource Raising the Bar pg. 47)

Key Vocabulary: Learning curve, state-dependent learning, encoding, attention

2.0 LEARNING GOAL: Short-term and long-term memory systems

2.1 Objective: Students describe the operation of short-term memory.
   2.1.1 Students will explain the duration and capacity of short-term memory.
   2.1.2 Students will provide examples of the use of chunking to increase the capacity of short-term memory.
   2.1.3 Students will conduct a demonstration that uses short-term memory.
   2.1.4 Students will provide examples of primacy effects.

2.2 Objective: Students describe the operation of long-term memory.
   2.2.1 Students will chart the duration and capacity of long-term memory.
   2.2.2 Students will provide examples of episodic, semantic, and procedural memories.
   2.2.3 Students will report the primary findings of Ebbinghaus’ nonsense syllable studies.
Suggested Assessment(s):

- Bring in a tray and fill it with about 20 common and not so common items. Twenty items will easily stretch beyond the limits of STM. Give students a minute to memorize as many items as they can. Distract them for about 15 seconds, and then give them two minutes to recall the items on the tray. Recalling nine items is above average; 12 is outstanding; anything beyond 12 is remarkable.
- “Chunking” worksheet (Teacher Resource Chapter 8 Booklet pgs. 23-25)

Sample Activities:

- Make a list of popular advertising slogans or jingles. Recite these slogans to your class, but leave out a few key words, as in “_______, it does a body good.” See if students can fill in the blanks. It seems that advertisers have mastered the concept of over-learning. Also, ask students to try to recall theme songs from old television shows to illustrate how the memory can hold on to relatively meaningless phrases.
- Using the handout titled “Organizing Memory” in Teacher Resources, read the items on the handout to several volunteers. Then have them count backward from 52 to zero by fours; this should prevent rehearsal. Now have the volunteers try to recall the items on the list. You will notice that the objects on the list can be clustered into several categories. When the volunteers try to recall the objects, they will probably recall them in clusters.

Resources/Technology Link(s): [www.sover.net/~schwcof/popelet.html](http://www.sover.net/~schwcof/popelet.html)

Key Vocabulary: Chunking, amnesia, iconic memory, acoustic memory, Short-term memory, long-term memory, consolidation, sensory memory system

3.0 LEARNING GOAL: Retrieval, or getting information out of memory

3.1 Objective: Students analyze the importance of retrieval cues in memory.

3.1.1 Students will identify contextual and state related cues.
3.1.2 Students will examine problems related to incomplete retrieval, such as the tip of the tongue phenomenon.
3.1.3 Students will describe the elaboration process.
3.1.4 Students will describe how we retain information.

Suggested Assessment(s): You are investigating a case in which a young person allegedly has recovered memories of abuse. The accused abuser denies the charges. What kinds of questions would you ask these two to help you determine who is right?

Sample Activities:

- Recite this list in class: jury, oath, judge, courtroom, plea, attorney, law, crime, guilty, robe, defendant, innocent, sentence, prosecutor, witness, jail, duty. Distract students for about 15 seconds; then have them write down as many words as they can recall. You’ll probably have about 30% of the class write down “lawyer” which does not appear on the list. This is a simple and quick demonstration to show the fallibility of memory, to show the reconstructive nature of memory.
- Give students about 5 minutes to write a description of their earliest memory. Students usually enjoy this challenge. After several students have shared their entries, try to draw conclusions about the nature of early memories: Do most early memories involve big events or just snatches from everyday life? How vivid are early memories? Are early memories primarily sensory? You may want to spend a few minutes discussing the potential for inaccuracy with early memories. Are the memories students wrote about real? Or are students really recalling a story they once heard or a dream they once had? Ask students to bring home their descriptions to find out if the memory is true.

Resources/Technology Link: [www.kahuna.psych.uiuc.edu/ipl/index.html](http://www.kahuna.psych.uiuc.edu/ipl/index.html)

Key Vocabulary: Forgetting, over-learning, forgetting curve, recall, recognition, interference theory, elaboration, mnemonic devices
4.0 LEARNING GOAL: Methods for improving memory

4.1 Objective: Students identify factors that interfere with memory.
   4.1.1 Students will generate examples of interference that reduce academic performance.
   4.1.2 Students will describe case studies that involve memory loss.
   4.1.3 Students will explore the controversy surrounding repressed memories related to child abuse.
   4.1.4 Students will explain cross-racial eyewitness identification.

4.2 Objective: Students develop strategies for improving memory based on our understanding of memory.
   4.2.1 Students will develop and describe mnemonic devices to help learn psychological concepts.
   4.2.2 Students will list specific suggestions to enhance deep processing of information and to minimize the effect of interference.
   4.2.3 Students will describe how concepts such as massed vs. distributed practice, over-learning, state and context dependence, and schemas might relate to studying.

Suggested Assessment(s): Read the following passage to the class: “Every weekday, Mary gets up and puts on her white uniform. She takes the bus to work and washes her hands as soon as she gets there. Sometimes the people are rude to her, but she needs to be polite because that’s her job. One time, a man she was helping got sick and died. This bothered Mary for weeks, but she never mentioned the death to anyone, not even her husband. Mary rarely gets any days off, not even holidays. But she never complains because overall, she enjoys her job.” After reading the passage, distract the class for 30 seconds, then ask them these true-false questions: (1) The woman’s name is Mary – T. (2) According to the passage, the woman has three children – F. (3) The woman got sick at work one day – F. (4) According to the passage, the woman is a nurse – F. (5) The passage mentions that the woman’s patients are sometimes rude to her – F. (6) The woman likes her job – T. The key questions here are numbers 4 and 5. This activity illustrates how expectations can affect memory.

Sample Activity: Show the power of mnemonic devices by having everyone memorize each other’s last names. Go around the room and associate each last name with a vivid image. The more bizarre and elaborate the image, the easier it will be to remember the names.

Resources/Technology Link(s): www.wooster.edu/psychology/gillund/eyewitness/p340conn.html

Key Vocabulary: Schema, information processing

IX. STATES OF CONSCIOUSNESS

Content Standards
After concluding this unit, students understand:
- Characteristics of sleep and theories that explain why we sleep
- Theories used to explain and interpret dreams
- Basic phenomena and uses of hypnosis

1.0 LEARNING GOAL: Characteristics of sleep and theories that explain why we sleep

1.1 Objective: Students describe the NREM and REM sleep cycle.
   1.1.1 Students will draw and label a graph that shows the sleep cycle throughout the night.
   1.1.2 Students will chart the differences between NREM and REM sleep.

1.2 Objective: Students compare theories that explain the need for sleep.
   1.2.1 Students will compare restorative theories with evolutionary theories.
   1.2.2 Students will explain the effect of sleep deprivation.
   1.2.3 Students will evaluate evidence to support various theories.
1.3 **Objective:** Students assess types of sleep disorders.
   1.3.1 Students will provide possible solutions for insomnia.
   1.3.2 Students will list the symptoms of narcolepsy and sleep apnea.

**Suggested Assessment(s):** “Consciousness” graphic organizer (Teacher Resource *Chapter 6 Booklet* pgs. 13-14)

**Sample Activity:** Ask students to bring in art, photography, music, or literature that illustrates the slippery nature of dreams. You can model this by bringing in your own examples. Consider the Beatles song, “I’m Only Sleeping” in which the music itself reflects a dreamy quality. Or bring in a passage from *MacBeth*. Next have students create their own representations of dreams. They can dabble in a variety of mediums: painting, video, poetry, and so on.

**Resources/Technology Link(s):**
- “Sleepy Teenagers” article (Teacher Resource *Raising the Bar Booklet* pg. 33)

**Key Vocabulary:** Consciousness, subconscious, unconscious, narcolepsy, REM sleep, beta waves, alpha waves, sleep apnea, delta waves, NREM sleep, insomnia

2.0 **LEARNING GOAL:** Theories used to explain and interpret dreams

2.1 **Objective:** Students demonstrate an understanding of individual differences in dream content and recall.
   2.1.1 Students will collect and analyze data about dream content and recall with an informal

2.2 **Objective:** Students compare different theories about the use and meaning of dreams.
   2.2.1 Students will compare different theories about the significance of dreams.

**Suggested Assessment(s):**
- Describe a dream and have students analyze it from the point of view of the three theories of why we dream.
- “What Do You Know About Consciousness and Dreaming?” true or false quiz (Teacher Resource *Chapter 6 Booklet* pg. 6)

**Sample Activity:** “Dream Journal” critical thinking activity (Teacher Resource *Chapter 6 Booklet* pg. 7)

**Resources/Technology Link(s):**
- [www.ASDreams.org](http://www.ASDreams.org)
- [www.dreamgate.com/dream/resources/online97.htm](http://www.dreamgate.com/dream/resources/online97.htm)

**Key Vocabulary:** N/A

3.0 **LEARNING GOAL:** Basic phenomena and uses of hypnosis

3.1 **Objective:** Students describe several hypnotic phenomena.
   3.1.1 Students will discuss why some people are better hypnotic subjects than others.
   3.1.2 Students will explain hypnotic induction, suggestibility, and insomnia.
   3.1.3 Students will explain the relationship of healing practices that use trance induction and altered states of consciousness to hypnosis.

3.2 **Objective:** Students explain possible causes of hypnosis.
   3.2.1 Students will describe early uses of hypnosis.
   3.2.2 Students will evaluate the accuracy of memories.
   3.2.3 Students will identify uses of hypnosis.

**Suggested Assessment(s):** Obtain a copy of a meditation cassette tape, play it in class, and allow students to meditate for 15 to 20 minutes. Afterward discuss the difficulties students had in following the instructions on the
tape. They will surely not experience many benefits after only 15 to 20 minutes but perhaps they can guess what benefits they would experience if they meditated on a daily basis.

Sample Activities:
- “Consciousness” - The Horla (Teacher Resource Literary Excerpts with Psychological Themes pg. 7)
- Have students put out their hands straight out in front of them, palms down. Tell them to look at their hands and then close their eyes. Then suggest, over and over, that their hands are sinking down, lower and lower, like a great weight is pushing them lower and lower, and that no matter how hard they try, their hands are sinking lower and lower and lower. Recite these instructions very slowly and rhythmically. After a minute or so, several hands will sink down. Have them open their eyes and many of them will be amazed.

Resources/Technology Link(s): www.hypnosis.com/faq/faq0.htm

Key Vocabulary: Hypnosis, trance, meditation

X. INTELLIGENCE AND CREATIVITY

Content Standards
After concluding this unit, students understand:
- Influence and interaction of heredity and environment on individual differences
- Nature of intelligence
- Nature of intelligence testing
- Nature of creativity

1.0 LEARNING GOAL: Influence and interaction of heredity and environment on individual differences

1.1 Objective: Students explain how intelligence may be influenced by heredity and environment.
1.1.1 Students will cite one or more studies demonstrating how environmental variables influence intelligence.
1.1.2 Students will characterize how studies of identical versus fraternal twins help establish the role of heredity in determining individual differences in intelligence.
1.1.3 Students will predict which of two correlations will be higher: the correlation between the IQs of identical twins or the correlation between the IQs of fraternal twins.
1.1.4 Students will explain the role of cultural and group norms in establishing the frames of reference used in thinking about individual differences.

Sample Assessment: Students write a one to two-page paper in which a position is taken and supported regarding the relative influence of heredity and environment in determining intelligence.

Sample Learning Activity: Teacher lecture provides the relevant data regarding inherited and environmental influences in intelligence. Results of twin studies will be included.

Resources/Technology Link(s): www.apa.org

Vocabulary: Twin studies, monozygotic twins, fraternal twins, environmental variable, heritability

2.0 LEARNING GOAL: Nature of intelligence and intelligence testing

2.1 Objective: Students describe theories of intelligence.
2.1.1 Students will compare traditional psychometric theories of intelligence to more recent approaches (e.g., Gardner’s multiple intelligences, Sternberg’s triarchic theory, theory of emotional intelligence)
2.1.2 Students will debate whether intelligence is one or several abilities.
2.1.3 Students will describe emotional intelligence.

2.2 **Objective:** Students discuss how intelligence tests reflect differences among people.
   2.2.1 Students will describe what has changed and what has stayed the same if a child has the same intelligence test score in the ninth grade as in the first grade.
   2.2.2 Students will explain what would probably happen to the intelligence test score of a person who dropped out of school after the sixth grade.
   2.2.3 Students will explain the meaning of culture free testing.

2.3 **Objective:** Students explain the limitations of using conventional intelligence tests.
   2.3.1 Students will describe the most commonly used intelligence tests and identify the abilities measured by each.
   2.3.2 Students will discuss the risks involved in using tests outside of the cultural domain in which they were developed.
   2.3.3 Students will identify specific examples in which conventional tests will not produce valid results.
   2.3.4 Students will explore the consequences of using labels derived from testing, such as “genius,” “normal,” or “mentally/cognitively challenged.”
   2.3.5 Students will discuss how test scores are used in college admissions.

2.4 **Objective:** Students describe basic statistical concepts in testing.
   2.4.1 Students will describe how test validity and reliability are established and related.
   2.4.2 Students will determine which of two tests would be more useful for a particular purpose when given relevant data about validity and reliability.

**Suggested Assessment:** Multiple-choice test focused on different theories/definitions of intelligence, types of tests used to measure intelligence, and key terms.

**Sample Learning Activity:** Students create a written profile of a person they consider to be highly intelligent. The profile would include a brief description of the person and, more importantly, the ways in which this person is intelligent. After a lecture and related readings regarding the meaning of intelligence, students choose the theory that best matches the kind of intelligence exhibited by their chosen person.

**Resources/technology Link(s):**
- [http://www.selfgrowth.com/test.html](http://www.selfgrowth.com/test.html)
- “How To Make a Better Student: Seven Kinds of Smart” by James Collins (*Time Magazine*, 1998) (Teacher Resource *Raising the Bar* pg. 57)

**Vocabulary:** Intelligence, Stanford-Binet Intelligence Scale, IQ, Wechsler Adult Intelligence Scale, Wechsler Intelligence Scale for Children, theory of multiple intelligences, individual intelligence tests, group intelligence tests, cultural bias, mental retardation, giftedness, validity, reliability

3.0 **LEARNING GOAL:** Nature of creativity

3.1 **Objective:** Students creatively solve a proposed problem.
   3.1.1 Students will define creativity.
   3.1.2 Students will explain what is meant by “breaking set.”
   3.1.3 Students will consider whether measuring creativity is feasible and/or helpful.
   3.1.4 Students will give specific examples of creative thinking.
   3.1.5 Students will debate whether creativity can be deemed a form of intelligence.
Suggested Assessment: Students are given a problem and asked to solve it in a creative way. To do so, students (working in small groups) must first identify the related “set”/predictable way the problem is usually solved. After considering and choosing a creative solution, students must explain how the solution “broke set.”

Sample Learning Activity: Lecture with focus on key concepts regarding creativity and clear examples of problems with related conventional solutions (set) and creative solutions that break set.

Resources/technology Link(s):
- “Analytical and Creative Intelligence: Excerpt from The Hound of The Baskervilles ” (Teacher Resource Literary Excerpts with Psychological Themes pg. 9)
- www.bemorecreative.com/home-cq.htm A site of quotations about creativity and thinking listed by topic and author

Vocabulary: Creativity, set, break set, functional fixedness

XI. PERSONALITY AND ASSESSMENT

Content Standards
After concluding this unit, students understand:
- What is meant by personality and personality constructs
- Personality approaches and theories
- Assessment tools used in personality

1.0 LEARNING GOAL: What is meant by personality and personality constructs

1.1 Objective: Students define personality as the individual’s unique way of thinking, feeling, and acting.
   1.1.1 Students will identify their own thoughts, feelings, and behavior in a personal experience.
   1.1.2 Students will evaluate the influence of variables such as culture, family, and genetics on personality development.
   1.1.3 Students will explore the impact of socio-cultural factors on personality development, including ethnicity, gender, and/or ability/disability.
   1.1.4 Students will distinguish between self-image and personality.

Suggested Assessment: Students describe the personality of a selected classmate and compare/contrast that personality with his/her own.

Sample Learning Activity: Students create a collage depicting his/her own personality. A one-page written explanation for the collage will include identification of the most significant influences (as perceived by students) in the development of the student’s personality.

Resources/Technology Link(s):
- “How the Mind Works” (Teacher Resource Raising the Bar pg. 89)
- “Two Little Boys” (Teacher Resource Literary Excerpts with Psychological Themes pg. 39)

Vocabulary: Personality, self-concept, self-esteem, self-image

2.0 LEARNING GOAL: Personality approaches and theories

2.1 Objective: Students explain the characteristics of the psychoanalytic, cognitive-behavioral, humanistic, and trait approaches.
2.1.1 Students will recognize the differences among the personality theories used to explain the development of personality.

2.1.2 Students will analyze how each approach would assess a given case history.

2.2 Objective: Students identify important contributions to the understanding of personality.

2.2.1 Students will diagram Freud’s structure of personality and describe his role in initiating study in the area of personality. (Psychoanalytic theory)

2.2.2 Students will describe the influence of external stimuli, modeling, and situational context of behavior. (Behaviorism)

2.2.3 Students will explore the significance of self-perception and needs on an individual’s thoughts, feelings, and actions.

2.2.4 Students will explain the key elements of Maslow’s hierarchy of needs.

2.2.5 Students will recognize the common assumption among trait theorists.

Suggested Assessment: Students match personality theories with related concepts on matching test (For example, match “unconscious motivation” with psychoanalysis).

Sample Learning Activity: Students create a chart that includes identification of main beliefs, the role of the environment, and a description of a healthy personality for each of the major personality theories (Freudian psychoanalysis, Neo-Freudian, Behaviorism, and Humanism). The chart is available in the Teacher Resource Chapter 14 Booklet, “Independent Practice Worksheet,” pgs. 14-18.

Resources/Technology Link(s):
- [http://www.freud.org.uk/](http://www.freud.org.uk/) (online access to Museum of Sigmund Freud)
- [http://www.loc.gov/exhibits/freud/](http://www.loc.gov/exhibits/freud/)
- [http://www.freudfile.org/](http://www.freudfile.org/)
- [http://www.iep.utm.edu/f/freud.htm](http://www.iep.utm.edu/f/freud.htm)

Vocabulary: Psychoanalytic theory, unconscious, association, repression, libido, superego, ego, oral stage, anal stage, phallic stage, latency stage, genital stage, neo-Freudians, behaviorism, reinforcements, modeling, humanism, ideal self, fully functioning individual, self-actualized, personality traits, cardinal traits, central traits, secondary traits, surface traits, source traits, extraversion, introversion, emotional stability

3.0 LEARNING GOAL: Assessment tools used in personality

3.1 Objective: Students distinguish between objective and projective techniques of personality assessment.

3.1.1 Students will name popularly used objective and projective tests.

3.1.2 Students will compare and contrast the validity and reliability of objective and projective assessment techniques.

3.2 Objective: Students describe tests used in personality assessment.

3.2.1 Students will explain key features of tests, such as the Minnesota Multiphasic Personality Inventory (MMPI-2) and the Thematic Apperception Test (TAT).

3.2.2 Students will identify the possible applications of personality assessment.

Suggested Assessment: On an essay test, students discuss the purpose, format(s), and limitations of selected types of tests (e.g., projective test).

Sample Learning Activity: Students respond in writing to a sample picture used in the Thematic Apperception Test. Using guidelines provided, students attempt to analyze their own response. Discussion follows regarding the nature, intent, limitations of the projective tests.

Resources/Technology Link(s):
XII. PSYCHOLOGICAL DISORDERS

Content Standards
After concluding this unit, students understand:

- Characteristics and origins of abnormal behavior
- Major categories of abnormal behavior
- Impact of mental disorders

1.0 LEARNING GOAL: Characteristics and origins of abnormal behavior

1.1 Objective: Students distinguish the common characteristics of abnormal behavior.
   1.1.1 Students will list criteria that distinguish normal from disordered behavior.
   1.1.2 Students will distinguish disorders on the basis of severity of interference with functioning, such as psychotic versus non-psychotic disorders.

1.2 Objective: Students relate judgments of abnormality to contexts in which those judgments occur.
   1.2.1 Students will recognize the influence of socio-cultural context in designating abnormal behavior.
   1.2.2 Students will identify how judgments about abnormality have changed through history (e.g., Tourette’s Syndrome or epilepsy).

1.3 Objective: Students describe major explanations for the origins of abnormality.
   1.3.1 Students will describe biological approaches to explain disorders arising from physiological sources.
   1.3.2 Students will recognize psychological approaches that explain disorders as derived from emotional turmoil, distorted thinking, and/or learning.
   1.3.3 Students will recognize that a label, such as schizophrenia, does not explain, but only describes, abnormal behavior patterns.
   1.3.4 Students will explore the long-term impact of diagnostic labels even after successful treatment.

Suggested Assessment: Given a selected scenario, students assess the degree to which the exhibited behaviors are normal or disordered. Students must include attention to the context, the judgment of society regarding the behavior, and the degree to which the behavior impairs functioning.

Sample Learning Activity: Provide a list of behaviors that may be abnormal in some situations but not in others. Have students work in small groups to determine circumstances in which these behaviors/experiences are considered normal and those in which they would be considered abnormal. (Example: walking around nearly nude. This would be considered normal in the United States at the beach or swimming pool. It would not be considered normal at school or in church. Under what circumstances would it be considered normal/not normal in other cultures?)

Resources/technology Link(s): Teacher Resource Chapter 17 Booklet

Vocabulary. Normal, abnormal, disordered, psychotic, biological perspective, cultural norms, distorted thinking

2.0 LEARNING GOAL: Major categories of abnormal behavior

2.1 Objective: Students discuss major categories of abnormal behavior.
2.1.1 Students will identify symptoms associated with selected categories of disorders (e.g., mood disorders, anxiety disorders, thought disorders, addiction disorders, personality disorders, etc.).

2.1.2 Students will recognize the impact of these symptoms on individual functioning.

2.1.3 Students will discuss the current thinking as to the cause of the selected disorders.

2.1.4 Students will explain how psychologists with different orientations produce different diagnostic conclusions about the same case example.

2.1.5 Students will describe the role of heredity and environment as it influences risk for abnormal behavior.

2.1.6 Students will identify the origins and use of the DSM-IV.

**Suggested Assessment:** On a matching quiz, students distinguish between the characteristic symptoms for the selected disorders.

**Sample Learning Activity:** Brief lecture regarding a selected disorder, followed by a video segment or reading in which a person with the condition describes his/her experience with that condition.

**Resources/technology Link(s):**
- Videos: Mind Traveler, A Rage for Order (Autism), Mind Traveler, Shane (Tourettes Syndrome), The Secret Life of the Brain (Depression), Secret Life of the Brain (Schizophrenia)
- “Obsessive-Compulsive Scale” (Teacher Resource Chapter 17 Booklet)
- “Melancholy Nation” (Teacher Resource Raising the Bar pg. 105)
- Trouble in Mind Series: “Schizophrenia,” “Obsessive-Compulsive Disorder,” “Panic Disorder,” “Depression,” “Postpartum Depression,” and others

**Vocabulary:** Schizophrenia, mood, anxiety, somatoform disorders, DSM-IV, symptom, function, hallucination, delusion, depression, mania, addiction, compulsion, obsession, dissociation

3.0 **LEARNING GOAL:** Impact of mental disorders

3.1 **Objective:** Students discuss the stigma associated with abnormal behavior.
   - 3.1.1 Students will cite historic or fictional examples of stigmatized behavior.
   - 3.1.2 Students will speculate about how conditions deemed abnormal influence acceptance in contemporary life.
   - 3.1.3 Students will evaluate the accuracy and impact of media portrayals of psychiatric conditions/disorders.

3.2 **Objective:** Students recognize the impact of disorders/conditions on family functioning.
   - 3.2.1 Students will identify the emotional, financial, and social challenges of a family with a mentally ill member.
   - 3.2.2 Students will identify support groups and coping strategies available to family members.

3.3 **Objective:** Students speculate about means for promoting greater understanding of mental disorders.
   - 3.3.1 Students will describe historic efforts to promote tolerance and understanding of those stigmatized by mental disorders.
   - 3.3.2 Students will develop a strategy to promote support for individuals with specific mental disorders.

**Suggested Assessments:** After viewing an appropriate movie, students assess the accuracy and impact of the portrayed psychiatric condition. Students must demonstrate knowledge of the condition and apply that knowledge in the assessment.

**Sample Learning Activity:** Speakers/family members of the afflicted will share their experiences and coping strategies with the class.
XIII. TREATMENT OF PSYCHOLOGICAL DISORDERS

Content Standards
After concluding this unit, students understand:

• Prominent methods used to treat people with disorders
• Types of practitioners who implement treatment

1.0 LEARNING GOAL: Prominent methods used to treat people with disorders

1.1 Objective: Students describe availability and appropriateness of various modes of treatment for people with psychological disorders.

1.1.1 Students will identify major treatment orientations used in therapy, such as behavioral, cognitive, psychoanalytic, humanistic, and biomedical.

1.1.2 Students will describe different treatment formats, such as individual, couples, or group systems.

1.1.3 Students will identify treatment options that are most appropriate for the selected disorder and/or circumstance.

1.1.4 Students will identify criteria for evaluating successful treatment.

Suggested Assessment: Students working in teams develop an appropriate multi-modal treatment plan for a randomly selected condition/disorder. The plan should demonstrate understanding of the condition and of the relevant treatment options.

Sample Learning Activity: Students role-play treatment options appropriate for the designated disorder or condition. For example, students demonstrate the use of the behavioral model in the treatment of anxiety disorders.

Resources/technology Link(s):

• [www.nami.org](http://www.nami.org) (National Alliance for the Mentally Ill)
• [www.apa.org](http://www.apa.org) (American Psychological Association)
• Reading: “Ties that Bind,” Psychology Today

Vocabulary: Stigma, support groups

Counseling psychologists, clinical psychologists, psychiatrists, psychiatric social workers, Psychiatric nurses, psychoanalysis, free association, transference, humanistic therapy, person-centered therapy, nondirective therapy, unconditional positive regard, behavioral therapy, systematic desensitization, aversive conditioning, token economy, cognitive behavioral therapy, rational-emotive therapy (RET), group therapy, electroconvulsive therapy (ECT), psychosurgery

2.0 LEARNING GOAL: Types of practitioners who implement treatment

2.1 Objective: Students identify therapists according to training.

2.1.1 Students will differentiate various types of intervention specialists: psychologist versus psychiatrist versus counselor versus social worker.

2.1.2 Students will recognize the advantages and disadvantages of different types of practitioners.

2.2 Objective: Students describe strategies for locating appropriate therapists.

2.2.1 Students will locate care providers through established systems, such as local mental health associations, hospitals, and mental health clinics.
2.2.2 Students will incorporate the idea of matching the presenting problem to the orientation and expertise of the care provider.

**Suggested Assessment:** Students create a psychiatric emergency plan for a selected condition. The emergency plan would include personal and community resources available in case of emergency.

**Sample Learning Activity:** To model the emergency plan, the teacher gives a brief lecture and provides a sample plan for a class-selected psychiatric emergency.

**Resources/technology Link(s):** [www.pphs.org](http://www.pphs.org) (Palomar Hospital Services) Community Services List

**Vocabulary:** In-patient, out-patient, support group

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**XIV. SOCIAL AND CULTURAL DIMENSIONS OF BEHAVIOR**

**Content Standards**

After concluding this unit, students understand:

- Hidden influences in behavior
- The multiple influences in aggression and violence
- Social and cultural categories
- Persuasion and attitude change

**1.0 LEARNING GOAL:** Hidden influence in behavior

**1.1 Objective:** Students demonstrate an understanding of personal perception.

1.1.1 Students will explain the role of social schema in personal perception.

1.1.2 Students will describe how cultural socialization determines social schema development.

**1.2 Objective:** Students describe how attributions affect our explanations of behavior.

1.2.1 Students will explain the differences between internal and external attributions.

1.2.2 Students will draw conclusions about how expectations (schemas) affect perception leading to attribution errors.

**1.3 Objective:** Students identify the factors associated with interpersonal attraction.

1.3.1 Students will identify the ingredients in liking and loving.

1.3.2 Students will develop a profile of a person to whom he or she will be attracted.

1.3.3 Students will make connections between cultural background and personal attractions.

**Suggested Assessments:** Students explain attribution theory and give a specific example of how it is used.

**Sample Learning Activity:** Students speculate about a fictional person’s suitability for a job based on limited information. A discussion will follow regarding the hidden influences in the assessments/attributions that were made.

**Resource/Technology Link(s):**

- Participatory Learning “Changing Careers” (Teacher Resource Chapter19 Booklet)
- “Love is Not All” (Teacher Resource Literary Excerpts with Psychological Themes pg. 59)
- “Ingredients in Liking and Loving” *Wuthering Heights* (Teacher Resource Literary Excerpts with Psychological Themes pg. 59)

**Vocabulary:** Social schema, cultural socialization, attribution theory, antecedents, attribution, consequences, internal attributions, external attributions, attribution errors, attraction
2.0 LEARNING GOAL: The multiple influences in aggression and violence

2.1 Objective: Students discuss the biological, social, and observational explanations for aggression.
   2.1.1 Students will explain the concept of deindividuation.
   2.1.2 Students will evaluate the relationship between food allergies and rage reaction.
   2.1.3 Students will describe the research findings regarding the relationship between media violence and aggression.
   2.1.4 Students will report the findings of Bandura’s Bobo Doll study.
   2.1.5 Students will list the factors that determine helping behavior.

Suggested Assessments: Working in small groups, students answer and report out on the following question(s). Examine the biological, cultural, and social factors that affect aggression:
   - Is there some sort of human biological need to be aggressive? What part of the brain would account for sudden bursts of aggression? What kinds of drugs or medical conditions might increase aggression? Can animals control their aggression?
   - Why is the rate of violence higher in the United States than in other countries? What accounts for the high incidence of fighting in bars?
   - What is deindividuation and what effect does it have on aggression? What is the risky shift phenomenon and what effect does this have on aggression?

Sample Learning Activity: Working in small groups, students create posters that illustrate the various explanations for aggressive behavior and helping behavior. Each group will be responsible for one explanation or issue.

Resources/Technology Link(s): Psychology and You Textbook

Vocabulary: Deindividuation, rage reaction, aggression, catharsis, risky shift phenomena, diffusion of responsibility

3.0 LEARNING GOAL: Social and cultural categories

3.1 Objective: Students describe the cultural make-up of the United States.
   3.1.1 Students will identify the culture groups within the school community.
   3.1.2 Students will compare and contrasting the relative size of the culture groups within the community with those in other communities, states, and nations.

3.2 Objective: Students explain how reference groups influence attitudes.
   3.2.1 Students will discuss the relationship between group membership and internalized values, beliefs, and attitudes.
   3.2.2 Students will provide examples of attitudes influenced by the reference group.

Suggested Assessments: Students compare and contrast the demographics of Escondido with those of city in another region of the country.

Sample Learning Activities:
   - Students create demographic pie charts regarding the ethnic, racial, and/or linguistic groups in selected cities of the United States. Students compare the relative size of selected culture groups in the school community with those in the selected city, state, or nation. Pie charts will be displayed on map. Students will then create generalizations about the differences for different regions of the nation.
   - Students identify the reference groups (age, ethnic, linguistic, etc) to which they belong. Using a class-selected issue (teacher will provide list of relatively neutral topics), individuals will identify their own values, attitudes, and beliefs about the issue. Students survey members of a relevant reference group to determine if they have shared values, attitudes, and beliefs. Volunteers will share their findings and discussion focus on how the reference group influences attitudes.
Resources/Technology Link(s):
- www.infoplease.com has census information regarding ethnic/racial makeup of cities of the United States, states, and nations
- http://nces.ed.gov/nceskids/graphing/
  Students create charts and graph with demographic information

Vocabulary: Culture groups, attitudes, beliefs, internalized values, group membership, community, demographics

4.0 LEARNING GOAL: Persuasion and attitude change

4.1 Objective: Students distinguish between prejudice and discrimination.
  4.1.1 Students will discuss the usefulness of stereotypes.
  4.1.2 Students will define illusory correlations.
  4.1.3 Students will explain how prejudice can be overcome.
  4.1.4 Students will give examples of discrimination.
  4.1.5 Students will give the connection between prejudice and discrimination.

4.2 Objective: Students describe the methods used to change attitudes.
  4.2.1 Students will define cognitive dissonance.
  4.2.2 Students will identify the characteristics of persuasive appeals.
  4.2.3 Students will describe the design and outcome of the Zimbardo prison guard experiment.
  4.2.4 Students will discuss Stanley Milgram's study regarding compliance.
  4.2.5 Students will define defenses against persuasion.
  4.2.6 Students will provide examples of brainwashing aimed at the consumer.
  4.2.7 Students will discuss the Asch experiment regarding pressure to conform.

Suggested Assessment: Using a provided scenario (peer pressure for risky behavior), students identify the persuasive techniques used to encourage compliance and discuss how one might effectively resist this persuasion.

Sample Learning Activity: Students complete a graphic organizer listing six persuasion techniques (both good and bad).

Resources/Technology Link(s): Swing Kids movie
Demonstrates the persuasive strategies used to win over German youth during the Nazi era. Provides a reference point for discussing stereotypes, prejudice, discrimination and means by which brainwashing can be resisted.

Vocabulary: Prejudice, discrimination, stereotype, attitude, cognitive dissonance, persuasion, compliance, persuasive appeals, illusory correlations