**CURRICULUM MAP**

**Psychology**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit of Study** | **Content/Essential Questions/Objectives** | **ACTIVITIES** | **ASSESSMENT** |  **PSY 110 Objectives** |
| **Introduction to Psych** | Day One1. Identify and summarize basic concepts of psychology.
 | 1. Brainstorming: What do you already know about psychology?
2. Brainstorming: What would you like to learn about psychology?
3. Introduction to Psychology Scavenger Hunt.
 | 1. Completion of brainstorming activities.
2. Completion of scavenger hunt.
 | **4, 5**  |
| **Introduction to Psych** | Day Two 1. Analyze how psychology is applicable to student life and future career choices.
 | 1. Online learning styles quiz.
2. Multiple Pathways to Learning
3. Personality Spectrum
 | 1. Design a Self-Portrait
 | **5, 4, 5** |
| **Introduction to Psych** | Day Three1. Identify how birth order affects our personalities.
2. Analyze how birth order can be applied to careers and the work place.
3. Evaluate the usefulness and applications of birth order.
 | 1. Four Corner Birth Order Exercise
2. Notes on Birth Order
3. Careers and Birth Order
 | 1. Completion of Faculty Birth Order Sheet.
 | **3, 4, 5** |
| **Introduction to Psych** | Day Four1. Analyze misconceptions concerning the study of psychology.
2. Preview contents of course.
 | 1. Group Work – Inquiring Minds Want to Know . . .
2. Common Sense Psychology Quiz
 | 1. Psychology in the Popular Press
 | **2, 4, 5** |
| **Introduction to Psych** | Day Five1. Evaluate psychology as a science.
2. Identify the four goals of psychology.
 | 1. Brainstorming: How do you think like a scientist?
2. Demonstration INTRO 7
3. PPT – Thinking like a Scientist
 | 1. Learning Objectives 1.1 - 1.2
 | **1, 4, 5** |
| **Introduction to Psych** | Day Six1. Identify and analyze descriptive research methods in psychology.
 | 1. Demonstration METHODS 2
2. Notes: Naturalistic and Laboratory Observation
 | 1. Naturalistic Observation Assignment
 | **1 ,4, 5** |
| **Introduction to Psych** | Day Seven1. Differentiate independent and dependent variables.
2. Differentiate experimental and control groups.
 | 1. Quiz
2. Demonstration METHODS 5
3. JIGSAW – Experimental Method
 | 1. Finish JIGSAW
 | **1** |
| **Introduction to Psych** | Day Eight1. Describe the correlational research method.
2. Differentiate correlational coefficients.
 | 1. Methods 3 – Classroom Correlation
2. Notes – Other Research Methods
 | 1. Learning Objectives 1.13 – 1.15
 | **1, 5** |
| **Introduction to Psych** | Day Nine1. Analyze research ethics in psychology.
 | 1. Notes – Participant-Related Bias in Psychological Research
2. Methods 6 – Research Ethics
3. Methods 8 – Animal Rights
 | 1. Take Home Quiz
 | **1, 5** |
| **Introduction to Psych** | Day Ten1. Identify the founding fathers of Psychology.
2. Compare and contrast early concepts of Psychology.
 | 1. Notes – Exploring Psychology’s Roots
2. INTRO 2 – Introspection
 | 1. Learning Objectives 1.18 – 1.20
 | **1, 2, 4** |
| **Introduction to Psych** | Day Eleven1. Differentiate the following psychological perspectives: behaviorism, psychoanalysis, humanistic psychology, and cognitive psychology.
 | 1. PPT – Psychological Perspectives
 | 1. History of Psychology Quick Quiz
 | **2, 4, 5** |
| **Introduction to Psych** | Day Twelve1. Identify the founding fathers of psychology.
2. Compare and contrast early concepts of psychology.
 | 1. History of Psychology Paper – “A Party with Psychologists”
 | 1. Completion of writing assignment.
 | **2, 4, 5** |
| **Introduction to Psych** | Day Thirteen1. Compare and contrast modern perspectives in psychology with past perspectives in psychology.
 | 1. Quiz
2. Brainstorming: How much of a difference can a psychologist really make?
3. PPT – Psychology Today
 | 1. Learning Objectives 1.27 - 1.28
 |  **1, 2, 4, 5** |
| **Introduction to Psych** | Day Fourteen1. Review
 | 1. Review Game
 | 1. Intro to Psych Test
 | Inclusion of PSY 110 Objectives list above |
| **Introduction to Psych** | Day Fifteen1. Test Day
 | 1. Intro to Psych Test
 | 1. Intro to Psych Test
 |  Inclusion of PSY 110 Objectives listed above. |
|  |  |  |  |  |
| **Unit of Study** | **Content/Essential Questions/Objectives** | **Activities** | **Assessment** |  **PSY 110 Objectives** |
| **Biology and Behavior** | Day One1. Analyze how your biological clock affects you social clock.
 | 1. Computer Lab – Tick Tock Goes the Social and Biological Clock
 | 1. Summary of Article – *The Experimental Brain*
 | **3, 4, 5** |
| **Biology and Behavior** | Day Two 1. Describe how messages are transmitted through the nervous system.
2. Identify neurotransmitters and summarize what they do to contribute to the nervous system.
 | 1. Five Daily Brain Exercises
2. PPT – Neurons and the Neurotransmitters
 | 1. Learning Objectives 2.1 – 2.3
 | **3, 4, 5** |
| **Biology and Behavior** | Day Three1. Describe how messages are transmitted through the nervous system.
2. Identify neurotransmitters and summarize what they do to contribute to the nervous system.
 | 1. Cranium Review
2. Demonstration – Reaction Time
3. Demonstration – The Wave
4. PPT – Neurons and the Neurotransmitters
 | 1. Learning Objectives 2.4 – 2.6
 | **3, 4, 5** |
| **Biology and Behavior** | Day Four1. Identify the importance of the spinal cord.
2. List the functions of the brainstem and cerebellum.
3. Summarize the functions of the thalamus and the hypothalamus.
4. Analyze the limbic system’s influence over mental processes and behavior.
 | 1. Demonstration – The Bicep Stretch Reflex
2. PPT – The Central Nervous System and the Brain
 | 1. Learning Objectives 2.7 - 2.13
 | **3, 4, 5** |
| **Biology and Behavior** | Day Five1. List the components of the cerebrum.
2. Identify the psychological functions associated with the frontal lobes.
3. Describe the somatosensory cortex.
4. Summarize the purpose of the temporal lobes.
 | 1. JIGSAW – Components of the Cerebrum, Frontal Lobes, Parietal Lobes, Occipital and Temporal Lobes
 | 1. Finish JIGSAW
 | **3, 4** |
| **Biology and Behavior** | Day Six1. Identify and describe the parts of the brain.
 | 1. Computer Lab - “Imaginary Card Game”
 | 1. Complete Writing Assignment
 | **3, 4, 5** |
| **Biology and Behavior** | Day Seven1. Identify the specialized functions of the left and right hemispheres.
2. Paraphrase the term “split brain.”
3. Analyze how handedness and brain function are related.
 | 1. Demonstration BIO 7 – Looking Right and Looking Left
2. PPT – The Cerebral Hemispheres
3. Brainstorming - Are lefties better at sports?
 | 1. Learning Objectives 2.14 – 2.20
 | **3, 4, 5** |
| **Biology and Behavior** | Day Eight1. Compare and contrast the EEG, CT scan, MRI, and PET scan.
 | 1. Brainstorming: How did psychologists discover the mysteries of the brain?
2. PPT – Discovering the Brain’s Mysteries.
 | 1. Learning Objectives 2.21 – 2.22
2. Take Home Quiz – Parts of the Brain.
 | **3, 4, 5** |
| **Biology and Behavior** | Day Nine1. Analyze how aging, learning, and stroke-related damage affect the brain.
 | 1. Brainstorming: What causes brain damage?
2. PPT – Brain Damage: Causes and Consequences
 | 1. Learning Objectives 2.23 and 2.24
 | **3, 4** |
| **Biology and Behavior** | Day Ten1. Identify the difference between the sympathetic and parasympathetic nervous systems.
 | 1. Brainstorming: Why does you heart pound and palms sweat during a scary movie?
2. Notes – Peripheral Nervous System
3. Demonstration BIO 3
4. Somatoform and Dissociative Disorders
 | 1. Learning Objectives 2.25 – 2.26
 | **3, 4, 5** |
| **Biology and Behavior** | Day Eleven1. Identify the functions associated with the various glands of the endocrine system.
 | 1. Visualization/Drawing – What do you think of when you hear the word “hormones”?
2. Notes – Endocrine System
 | 1. Analogies
 | **3, 4** |
| **Biology and Behavior** | Day Twelve1. Review
 | 1. Review Game
 | 1. Biology and Behavior Test
 | Inclusion of PSY 110 Objectives listed above. |
| **Biology and Behavior** | Day Thirteen1. Test Day
 | 1. Biology and Behavior Test
 | 1. Biology and Behavior Test
 | Inclusion of PSY 110 Objectives listed above. |
|  |  |  |  |  |
| **Unit of Study** | **Content/Essential Questions/Objectives** | **Activities** | **Assessment** |  **PSY 110 Objectives** |
| **Learning**  | Day One1. Create an overview of the psychological study of learning by participating in an interactive website.
 | 1. Demonstration – Learn 2
2. Computer Lab – Online Activity
 | 1. Identify five ways in which you have been classically conditioned.
 | **2, 4, 5** |
| **Learning**  | Day Two 1. Identify the kind of learning Ivan Pavlov discovered.
2. Describe the sequence of events of classical condition.
3. Analyze how changes in stimuli and learning conditions lead to changes in conditioned responses.
 | 1. Classical Condition Examples – Tough Questions and an Air Horn
2. Video Clip: *The Office*
3. PPT – Classical Conditioning: The Original View
 | 1. Classical Conditioning Practice Problems
2. Learning Objectives 5.1 – 5.3
 | **2, 4, 5** |
| **Learning**  | Day Three1. Analyze how fear is an example of classical conditioning.
 | 1. Brainstorming: What are some of your fears?
2. Brainstorming: What are some foods that make you nauseous?
3. Demonstration – Video of bees!
4. Reading Strategy: Immune System Conditioning, Subtle Differences in UCR and CR, Fear Conditioning
 | 1. Learning Objectives 5.7 – 5.10
 | **2, 4, 5** |
| **Learning**  | Day Four1. Identify Skinner’s contribution to psychology.
2. Synthesize the process by which responses are acquired through operant conditioning.
3. Differentiate positive and negative reinforcement.
 | 1. Demonstration LEARN 4: Using Positive Reinforcement
2. Demonstration LEARN 5: Shaping Students or the Professor
3. Demonstration LEARN 13: Positive Reinforcement
4. PPT – Thorndike and the Law of Effect, B.F. Skinner, The Process of Operant Conditioning
 | 1. Learning Objectives 5.11 – 5.14
 | **2, 4, 5** |
| **Learning**  | Day Five1. Identify Skinner’s contribution to psychology.
2. Synthesize the process by which responses are acquired through operant conditioning.
3. Differentiate positive and negative reinforcement.
 | 1. Demonstration LEARN 3: Operant Conditioning and TV Advertisements
2. PPT – Reinforcement
 | 1. Commercial Assignment
 | **2, 4, 5** |
| **Learning**  | Day Six1. List the four schedules of reinforcement.
2. Analyze why consequences do not always change behavior.
3. Apply operant conditioning to your own life.
 | 1. Brainstorming: When you are married and have kids, how do you plan on punishing them?
2. Student Chalkboard LEARN 2
3. Notes – Punishment and Schedules of Reinforcement
 | 1. Learning Objectives 5.15 – 5.19
 | **2, 4, 5** |
| **Learning**  | Day Seven1. Analyze why consequences do not always change behavior.
2. Apply operant conditioning to your own life.
 | 1. PPT – Culture and Punishment, Escape and Avoidance Learning, Learned Helplessness
2. Case Study – Faces Interactive
 | 1. Learning Objectives 2.20 – 2.23
 | **2, 4, 5** |
| **Learning**  | Day Eight1. Analyze insight’s affect on learning.
2. Evaluate the necessity of reinforcement.
3. Describe how humans learn via observation.
 | 1. PPT – Observational Learning
2. Demonstration LEARN 7: Tie your Shoes
3. PPT – Learning by Insight, Latent Learning
4. Demonstration – Crossing Bridge Scenario, Hanging Hammer Scenario
5. PPT – Learning from Television
6. Demonstration LEARN 8: Assess the Violence in Children’s Cartoons.
 | 1. Learning Objectives 5.23 – 5.25
 | **2, 4, 5** |
| **Learning**  | Day Nine1. Review
 | 1. Review Game
 | 1. Learning Test
 | Inclusion of PSY 110 Objectives listed above. |
| **Learning**  | Day Ten1. Test Day
 | 1. Learning Test
 | 1. Learning Test
 |  Inclusion of PSY 110 Objectives listed above. |
|  |  |  |  |  |
| **Unit of Study** | **Content/Essential Questions/Objectives** | **Activities** | **Assessment** |  **PSY 110 Objectives** |
| **Motivation and Emotion** | Day One1. Identify the difference between intrinsic and extrinsic motivation.
 | 1. Brainstorming: What would motivate you to risk your life to save another person?
2. Video Clip: Unselfish Good Deed
3. Demonstration MOT 1: Motives Behind Daily Activities
4. Motivational Story: Texas Oil Tycoon
 | 1. Learning Objectives 11.1
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Two1. Describe how instinct theories explain motivation.
2. Identify how drive-reduction theory explains motivation.
3. Describe how arousal theory explains motivation.
 | 1. Motivational Quote of the Day
2. MOT 7: Sensation Seeking
3. JIGSAW: Instinct Theories, Drive-Reduction Theory, Arousal Theory
 | 1. Completion of JIGSAW
 | **2, 4** |
| **Motivation and Emotion** | Day Three1. Identify characteristics of Maslow’s Hierarchy of Needs.
 | 1. Discussion: Maslow Hierarch of Needs
2. Computer Lab Discussion Posts
 | 1. Completion of Discussion Posts
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Four1. Identify the two types of thirst.
2. Describe how internal and external hunger cues influence eating behavior.
3. List the factors that account for variations in body weight.
 | 1. Notes: Internal and External Hunger Cues
2. Chart: Variations in Body Weight
 | 1. Learning Objectives 11.3 – 11.5
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Five1. Identify why it is almost impossible to maintain weight loss by cutting calories alone.
2. Identify the symptoms of anorexia nervosa and bulimia nervosa.
 | 1. Demonstration MOTIV 2: Body-Mass Index
2. Discussion: Why doesn’t dieting work?
3. Guest Speaker: Dangers of Eating Disorders
 | 1. Venn Diagram – Anorexia v. Bulimia
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Six1. Identify Murray’s contribution to the study of motivation.
 | 1. Try It 11.1: What is your *n* Ach?
2. Demonstration MOT 6: Coffee Cans and Marbles
3. Notes: Need for Achievement and Work Motivation
 | 1. Find a motivational Quote
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Seven1. Analyze the applicability of the Thematic Apperception Test.
 | 1. Share Motivational Quotes
2. PPT – Thematic Apperception Test
3. Take a Thematic Apperception Test
 | 1. Completion of Thematic Apperception Test
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Eight1. Identify the three components of emotion.
2. Using the four theories of emotion, identify the sequence of events that occur when an individual experiences an emotion
 | 1. EMOT 1: Emotions and their Causes
2. Notes: Components of Emotions and Theories of Emotion
 | 1. “Why did they feel that?”
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Nine1. Describe how the brain processes the emotion of fear.
2. Identify the purpose of a polygraph test.
 | 1. EMOT 6: To Tell The Truth
2. PPT – Emotion and the Brain and the Polygraph Test
 | 1. Learning Objectives
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Ten1. Identify the basic emotions.
2. Describe the evidence that suggests facial expressions have the same meanings all over the world.
3. Evaluate the role of emotion as a form of communication.
 | 1. EMOT 4: Watching TV with No Sound
2. PPT – Range of Emotion, Development of Facial Expressions, Cultural Rules for Displaying Emotion, Emotion as a form of Communication.
3. EMOT 5: Cultural Differences
 | 1. Learning Objectives 11.26 – 11.28
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Eleven1. Identify how facial expressions influence internal emotional states.
2. Compare and contrast emotional differences between males and females.
 | 1. Discussion Day – Facial-feedback Hypothesis, Gender Differences in Experiencing Emotion, Emotion and Cognition
2. Seinfeld – Serenity Now!
 | 1. Learning Objectives
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Twelve1. Describe Sternberg’s triangular theory of love.
 | 1. Sternberg’s Triangular Theory of Love
2. Modified Interview Design Strategy
 | 1. Completion of Modified Interview Design Strategy
 | **2, 4, 5** |
| **Motivation and Emotion** | Day Thirteen1. Review Day
 | 1. Review Game
 | 1. Motivation and Emotion Test
 | Inclusion of PSY 110listed above. |
| **Motivation and Emotion** | Day Fourteen1. Test Day
 | 1. Motivation and Emotion Test
 | 1. Motivation and Emotion Test
 | Inclusion of PSY 110listed above. |
|  |  |  |  |  |
| **Unit of Study** | **Content/Essential Questions/Objectives** | **Activities** | **Assessment** |  **PSY 110 Objectives** |
| **Sensation and Perception** | Day One1. Identify the difference between the absolute threshold and the difference threshold.
2. Analyze how transduction enables the brain to receive sensory information.
 | 1. Activity – Helen Keller
2. Demonstration 1: Stimulus Change
3. PPT – Process of Sensation, Absolute and Difference Thresholds, Transduction and Adaptation
 | 1. Learning Objectives 3.1 – 3.3
 | **2, 4, 5** |
| **Sensation and Perception** | Day Two – FiveVision1. Identify how each part of the eye functions in vision.
2. Identify how we detect the difference between one color and another.
3. List two major theories that attempt to explain color vision.

Hearing1. Analyze what determines the pitch and loudness of a sound.
2. List two major theories that attempt to explain hearing.

Smell and Taste1. Map the path smell messages take from the nose to the brain.
2. Identify the primary taste sensations.

The Skin Senses1. Describe how the skin provides sensory information.
2. Analyze the function of pain.
 | 1. Sensation and Perception Project
 | 1. Completion of Sensation and Perception Project
 | **2, 4, 5** |
| **Sensation and Perception** | Day Six1. Identify the principles that govern perceptual organization.
2. List examples of binocular and monocular depth cues.
3. Analyze how the brain perceives real and apparent motion.
4. List the three types of puzzling perceptions.
 | 1. Video: Beginning of Sensation and Perception
2. Demonstration 2: Differences in Perception – Expectancy
3. Demonstration 5: What Do Your See?
4. PPT Mental Set and Perception
 | 1. Learning Objectives
 | **2, 4, 5** |
| **Sensation and Perception** | Day Seven1. Identify the principles that govern perceptual organization.
2. List examples of binocular and monocular depth cues.
3. Analyze how the brain perceives real and apparent motion.
4. List the three types of puzzling perceptions.
 | 1. Computer Lab
2. Stroop Test
3. Illusion Website
4. Discussion Board Post
 | 1. Discussion Post
 | **2, 4, 5** |
| **Sensation and Perception** | Day Eight1. Identify the principles that govern perceptual organization.
2. List examples of binocular and monocular depth cues.
3. Analyze how the brain perceives real and apparent motion.
4. List the three types of puzzling perceptions.
 | 1. PPT – Rules of Perception and Depth Cues
 | 1. Create a drawing using 5 of the 7 monocular depth cues.
 | **2, 4, 5** |
| **Sensation and Perception** | Day Nine1. Analyze how prior knowledge influences perception.
2. Analyze how we perceive physical objects and social stimuli.
 | 1. Demonstration 20: Perceptual Set
2. Discussion – Influences on Perception
 | 1. Participation in class discussion
 | **2, 4, 5** |
| **Sensation and Perception** | Day Ten1. Review Day
 | 1. Review Game
 | 1. Sensation and Perception Test
 | Inclusion of PSY 110listed above. |
| **Sensation and Perception** | Day Eleven1. Test Day
 | 1. Sensation and Perception Test
 | 1. Sensation and Perception Test
 | Inclusion of PSY 110listed above. |
|  |  |  |  |  |
| **Unit of Study** | **Content/Essential Questions/Objectives** | **Activities** | **Assessment** |  **PSY 110 Objectives** |
| **Personality Theories** | Day One1. Analyze the influence of your parents and early childhood experiences on the development of your personality.
 | 1. Barnum Effect Activity
2. Leopold and Loeb Activity
3. Discussion Posts
 | 1. Completion of Discussion Posts
 | **2, 4, 5** |
| **Personality Theories** | Day Two1. Identify the three levels of awareness in consciousness.
2. Analyze the roles of the id, ego, and superego.
3. Identify the purpose of defense mechanisms.
 | 1. PERS 1: What is Personality?
2. PPT – Freud and Psychoanalysis
3. Cartoon Defense Mechanism
 | 1. Learning Objectives 14.1 – 14.9
 | **2, 4, 5** |
| **Personality Theories** | Day Three1. Identify the psychosexual stages.
2. Analyze Freud’s emphasis on the sex drive.
 | 1. PPT – Freud’s Psychosexual Stages of Development
2. Videos
	1. Monica and Cleaning
	2. *Now and Then*
	3. *Sandlot*
 | 1. Freudian Quiz
 | **2, 4, 5** |
| **Personality Theories** | Day Four1. Identify characteristics of trait theorists and analyze personality testing.
 | 1. Freudian Quiz
2. Complete personality tests in preparation for guest speaker
 | 1. Completion of personality tests
 | **2, 4, 5** |
| **Personality Theories** | Day Five and Six1. Identify characteristics of trait theorists and analyze personality testing.
 | 1. Guest Speaker
 | 1. Discussion and class participation
 | **2, 4, 5** |
| **Personality Theories** | Day Seven1. Compare and contrast neo-Freudians with Freud.
 | 1. JIGSAW: Neo-Freudians
 | 1. Completion of JIGSAW
 | **2, 4, 5** |
| **Personality Theories** | Day Eight1. Identify characteristics of the social-cognitive theory and humanistic theories of personality development.
 | 1. PPT – Social Cognitive Theory and Humanistic Personality Theory
2. Self Theory Activity
 |  1. Completion of Self Theory Activity
 | **2, 4, 5** |
| **Personality Theories** | Day Nine1. Analyze the effects of nature and nurture on personality development.
 | 1. Nature v. Nurture Discussion
2. Nature v. Nurture Readings
3. Discussion Post
 | 1. Completion of Discussion Post
 | **2, 4, 5** |
| **Personality Theories** | Day Ten 1. Identify ways in which dreams can be used to improve your life.
 | 1. Interpretation of common dreams.
2. Results of dream journal.
3. PPT – Dreams
 | 1. Participation in class discussion
 | **2, 4, 5** |
| **Personality Theories** | Day Eleven1. Review Day
 | 1. Review Game
 | 1. Personality Theories Test
 | Inclusion of PSY 110listed above. |
| **Personality Theories** | Day Twelve1. Test Day
 | 1. Personality Theories Test
 | 1. Personality Theories Test
 | Inclusion of PSY 110listed above. |