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|  | **Curriculum Focus: Biopsychology** | | | | | |
| **Second Quarter** | **Standard of Learning w/Performance Standards (from National Standards for High**  **School Psychology Curricula [2011])** | | | **Number of days** | **Resources and Materials used for instruction** | |
| *Unit 4: Biological Bases of Behavior*  Standard Area: Motivation, Content Standards  After concluding this unit, students understand:  1. Perspectives on motivation  2. Domains of motivated behavior in humans and  non-human animals  Content Standards With Performance Standards  Content Standard 1: Perspectives on motivation  Students are able to (performance standards):  1.1 Explain biologically based theories of motivation  1.2 Explain cognitively based theories of motivation  1.3 Explain humanistic theories of motivation  1.4 Explain the role of culture in human motivation  Content Standard 2: Domains of motivated behavior in  humans and non-human animals  Students are able to (performance standards):  2.1 Discuss eating behavior  2.2 Discuss sexual behavior and orientation  2.3 Discuss achievement motivation  2.4 Discuss other ways in which humans and non-human  animals are motivated  Standard Area: Emotion, Content Standards  After concluding this unit, students understand:  1. Perspectives on emotion  2. Emotional interpretation and expression  3. Domains of emotional behavior  Content Standards With Performance Standards  Content Standard 1: Perspectives on emotion  Students are able to (performance standards):  1.1 Explain the biological and cognitive components  of emotion  1.2 Discuss psychological research on basic human emotions  1.3 Differentiate among theories of emotional experience  Content Standard 2: Emotional interpretation  and expression  Students are able to (performance standards):  2.1 Explain how biological factors influence emotional  interpretation and expression  2.2 Explain how culture and gender influence emotional  interpretation and expression  2.3 Explain how other environmental factors influence  emotional interpretation and expression  Content Standard 3: Domains of emotional behavior  Students are able to (performance standards):  3.1 Identify biological and environmental influences on the  expression and experience of negative emotions,  such as fear  3.2 Identify biological and environmental influences on the  expression and experience of positive emotions, such  as happiness  Standard Area: Health, Content Standards  After concluding this unit, students understand:  1. Stress and coping  2. Behaviors and attitudes that promote health  Content Standards With Performance Standards  Content Standard 1: Stress and coping  Students are able to (performance standards):  1.1 Define stress as a psychophysiological reaction  1.2 Identify and explain potential sources of stress  1.3 Explain physiological and psychological consequences  for health  1.4 Identify and explain physiological, cognitive, and  behavioral strategies to deal with stress  Content Standard 2: Behaviors and attitudes that  promote health  Students are able to (performance standards):  2.1 Identify ways to promote mental health and physical fitness  2.2 Describe the characteristics of and factors that promote  resilience and optimism  2.3 Distinguish between effective and ineffective means of  dealing with stressors and other health issues | | | 15 | Textbook: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.—chapter 9 & 10  Britt, M. A., PhD. (2017). *Psych experiments: From Pavlovs dogs to Rorschachs inkblots, put psychology’s most fascinating theories to the test.* Avon, MA: Adams Media. | |
| *Unit 5: Consciousness*  Standard Area: Biological Bases of Behavior,  Content Standards  After concluding this unit, students understand:  1. Structure and function of the nervous system in human and  non-human animals  2. Structure and function of the endocrine system  3. The interaction between biological factors and experience  4. Methods and issues related to biological advances  Content Standards With Performance Standards  Content Standard 1: Structure and function of the  nervous system in human and non-human animals  Students are able to (performance standards):  1.1 Identify the major divisions and subdivisions of the human  nervous system  1.2 Identify the parts of the neuron and describe the basic process  of neural transmission  1.3 Differentiate between the structures and functions of the various parts of the central nervous system  1.4 Describe lateralization of brain functions  1.5 Discuss the mechanisms and the importance of plasticity of  the nervous system  Content Standard 2: Structure and function of the  endocrine system  Students are able to (performance standards):  2.1 Describe how the endocrine glands are linked to the  nervous system  2.2 Describe the effects of hormones on behavior and mental  processes  2.3 Describe hormone effects on the immune system  Content Standard 3: The interaction between biological  factors and experience  Students are able to (performance standards):  3.1 Describe concepts in genetic transmission  3.2 Describe the interactive effects of heredity and environment  3.3 Explain how evolved tendencies influence behavior  Content Standard 4: Methods and issues related to  biological advances  Students are able to (performance standards):  4.1 Identify tools used to study the nervous system  4.2 Describe advances made in neuroscience  4.3 Discuss issues related to scientific advances in neuroscience  and genetics  Standard Area: Consciousness, Content Standards  After concluding this unit, students understand:  1. The relationship between conscious and unconscious processes  2. Characteristics of sleep and theories that explain why we  sleep and dream  3. Categories of psychoactive drugs and their effects  4. Other states of consciousness  Content Standards With Performance Standards  Content Standard 1: The relationship between  conscious and unconscious processes  Students are able to (performance standards):  1.1 Identify states of consciousness  1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)  Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream  Students are able to (performance standards)  2.1 Describe the circadian rhythm and its relation to sleep  2.2 Describe the sleep cycle  2.3 Compare theories about the functions of sleep  2.4 Describe types of sleep disorders  2.5 Compare theories about the functions of dreams  Content Standard 3: Categories of psychoactive drugs and their effects  Students are able to (performance standards):  3.1 Characterize the major categories of psychoactive drugs  and their effects  3.2 Describe how psychoactive drugs act at the synaptic level  3.3 Evaluate the biological and psychological effects of  psychoactive drugs  3.4 Explain how culture and expectations influence the use and  experience of drugs  Content Standard 4: Other states of consciousness  Students are able to (performance standards)  4.1 Describe meditation and relaxation and their effects  4.2 Describe hypnosis and controversies surrounding its nature and use  4.3 Describe flow states  Standard Area: Sensation and Perception, Content Standards  After concluding this unit, students understand:  1. The processes of sensation and perception  2. The capabilities and limitations of sensory processes  3. Interaction of the person and the environment in  determining perception  Content Standards With Performance Standards  Content Standard 1: The processes of sensation and perception  Students are able to (performance standards):  1.1 Discuss processes of sensation and perception and how  they interact  1.2 Explain the concepts of threshold and adaptation  Content Standard 2: The capabilities and limitations of  sensory processes  Students are able to (performance standards):  2.1 List forms of physical energy for which humans and nonhuman  animals do and do not have sensory receptors  2.2 Describe the visual sensory system  2.3 Describe the auditory sensory system  2.4 Describe other sensory systems, such as olfaction,  gustation, and somesthesis (e.g., skin senses, kinesthesis,  and vestibular sense)  Content Standard 3: Interaction of the person and the  environment in determining perception  Students are able to (performance standards):  3.1 Explain Gestalt principles of perception  3.2 Describe binocular and monocular depth cues  3.3 Describe the importance of perceptual constancies  3.4 Describe perceptual illusions  3.5 Describe the nature of attention  3.6 Explain how experiences and expectations influence  perception | | | 8 | Textbook: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.—chapter 2 & 5  Britt, M. A., PhD. (2017). *Psych experiments: From Pavlovs dogs to Rorschachs inkblots, put psychology’s most fascinating theories to the test.* Avon, MA: Adams Media. | |
| **Assessment Second Quarter** | | **Learning Objective** | **Formative/ Informal Assessments To Be Used** | | | **Approx.**  **Date(s)** |
| ***Unit 4: Biological Bases of Behavior***  ***Standard Area: Motivation, Content Standards***  *After concluding this unit, students understand:*  *1. Perspectives on motivation*  *2. Domains of motivated behavior in humans and*  *non-human animals*  ***Standard Area: Emotion, Content Standards***  *After concluding this unit, students understand:*  *1. Perspectives on emotion*  *2. Emotional interpretation and expression*  *3. Domains of emotional behavior*  ***Standard Area: Health, Content Standards***  *After concluding this unit, students understand:*  *1. Stress and coping*  *2. Behaviors and attitudes that promote health*  ***Unit 5: Consciousness***  ***Standard Area: Biological Bases of Behavior, Content Standards***  *After concluding this unit, students understand:*  *1. Structure and function of the nervous system in human and*  *non-human animals*  *2. Structure and function of the endocrine system*  *3. The interaction between biological factors and experience*  *4. Methods and issues related to biological advances*  ***Standard Area: Consciousness, Content Standards***  *After concluding this unit, students understand:*  *1. The relationship between conscious and unconscious processes*  *2. Characteristics of sleep and theories that explain why we*  *sleep and dream*  *3. Categories of psychoactive drugs and their effects*  *4. Other states of consciousness*  ***Standard Area: Sensation and Perception, Content Standards***  *After concluding this unit, students understand:*  *1. The processes of sensation and perception*  *2. The capabilities and limitations of sensory processes*  *3. Interaction of the person and the environment in*  *determining perception* | Unit 4- Individual Readiness Assurance Test (IRAT)  Unit 4- Team Readiness Assurance Test (TRAT)  Psych Experiment #1  Psych Experiment #2  Psych Experiment #3  Psych Experiment #4  Unit 5- Individual Readiness Assurance Test (IRAT)  Unit 5- Team Readiness Assurance Test (TRAT)  Psych Experiment #5  Psych Experiment #6 | | | Nov 6  Nov 6  Nov 8  Nov 14  Nov 29  Dec 13  Jan 8  Jan 8  Jan 10  Jan 19 |
| **Learning Objective** | **Summative Assessments To Be Used** | | | **Approx.**  **Date(s)** |
| ***Unit 4: Biological Bases of Behavior***  ***Standard Area: Motivation, Content Standards***  *After concluding this unit, students understand:*  *1. Perspectives on motivation*  *2. Domains of motivated behavior in humans and*  *non-human animals*  ***Standard Area: Emotion, Content Standards***  *After concluding this unit, students understand:*  *1. Perspectives on emotion*  *2. Emotional interpretation and expression*  *3. Domains of emotional behavior*  ***Standard Area: Health, Content Standards***  *After concluding this unit, students understand:*  *1. Stress and coping*  *2. Behaviors and attitudes that promote health*  ***Unit 5: Consciousness***  ***Standard Area: Biological Bases of Behavior, Content Standards***  *After concluding this unit, students understand:*  *1. Structure and function of the nervous system in human and*  *non-human animals*  *2. Structure and function of the endocrine system*  *3. The interaction between biological factors and experience*  *4. Methods and issues related to biological advances*  ***Standard Area: Consciousness, Content Standards***  *After concluding this unit, students understand:*  *1. The relationship between conscious and unconscious processes*  *2. Characteristics of sleep and theories that explain why we*  *sleep and dream*  *3. Categories of psychoactive drugs and their effects*  *4. Other states of consciousness*  ***Standard Area: Sensation and Perception, Content Standards***  *After concluding this unit, students understand:*  *1. The processes of sensation and perception*  *2. The capabilities and limitations of sensory processes*  *3. Interaction of the person and the environment in*  *determining perception* | Unit 4/Chapter 9 & 10 Test  Unit 5/Chapter 2 & 5 Test | | | Dec 19  Jan 25 |