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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 StandardsAfter concluding this unit, students understand:1. Perspectives on motivation2. Domains of motivated behavior in humans andnon-human animalsContent Standards With Performance StandardsContent Standard 1: Perspectives on motivationStudents 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 motivationContent Standard 2: Domains of motivated behavior inhumans and non-human animalsStudents 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-humananimals are motivatedStandard Area: Emotion, Content StandardsAfter concluding this unit, students understand:1. Perspectives on emotion2. Emotional interpretation and expression3. Domains of emotional behaviorContent Standards With Performance StandardsContent Standard 1: Perspectives on emotionStudents are able to (performance standards): 1.1 Explain the biological and cognitive componentsof emotion 1.2 Discuss psychological research on basic human emotions 1.3 Differentiate among theories of emotional experienceContent Standard 2: Emotional interpretationand expressionStudents are able to (performance standards):2.1 Explain how biological factors influence emotionalinterpretation and expression2.2 Explain how culture and gender influence emotionalinterpretation and expression2.3 Explain how other environmental factors influenceemotional interpretation and expressionContent Standard 3: Domains of emotional behaviorStudents are able to (performance standards): 3.1 Identify biological and environmental influences on theexpression and experience of negative emotions,such as fear 3.2 Identify biological and environmental influences on theexpression and experience of positive emotions, suchas happinessStandard Area: Health, Content StandardsAfter concluding this unit, students understand:1. Stress and coping2. Behaviors and attitudes that promote healthContent Standards With Performance StandardsContent Standard 1: Stress and copingStudents 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 consequencesfor health 1.4 Identify and explain physiological, cognitive, andbehavioral strategies to deal with stressContent Standard 2: Behaviors and attitudes thatpromote healthStudents 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 promoteresilience and optimism 2.3 Distinguish between effective and ineffective means ofdealing 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 & 10Britt, 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 StandardsAfter concluding this unit, students understand:1. Structure and function of the nervous system in human andnon-human animals2. Structure and function of the endocrine system3. The interaction between biological factors and experience4. Methods and issues related to biological advancesContent Standards With Performance StandardsContent Standard 1: Structure and function of thenervous system in human and non-human animalsStudents are able to (performance standards): 1.1 Identify the major divisions and subdivisions of the humannervous system 1.2 Identify the parts of the neuron and describe the basic processof 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 ofthe nervous systemContent Standard 2: Structure and function of theendocrine systemStudents are able to (performance standards): 2.1 Describe how the endocrine glands are linked to thenervous system 2.2 Describe the effects of hormones on behavior and mentalprocesses 2.3 Describe hormone effects on the immune systemContent Standard 3: The interaction between biologicalfactors and experienceStudents are able to (performance standards):3.1 Describe concepts in genetic transmission3.2 Describe the interactive effects of heredity and environment3.3 Explain how evolved tendencies influence behaviorContent Standard 4: Methods and issues related tobiological advancesStudents 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 neuroscienceand geneticsStandard Area: Consciousness, Content StandardsAfter concluding this unit, students understand:1. The relationship between conscious and unconscious processes2. Characteristics of sleep and theories that explain why wesleep and dream3. Categories of psychoactive drugs and their effects4. Other states of consciousnessContent Standards With Performance Standards Content Standard 1: The relationship betweenconscious and unconscious processesStudents 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 dreamStudents 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 effectsStudents are able to (performance standards): 3.1 Characterize the major categories of psychoactive drugsand their effects 3.2 Describe how psychoactive drugs act at the synaptic level 3.3 Evaluate the biological and psychological effects ofpsychoactive drugs 3.4 Explain how culture and expectations influence the use andexperience of drugsContent Standard 4: Other states of consciousnessStudents 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 statesStandard Area: Sensation and Perception, Content StandardsAfter concluding this unit, students understand:1. The processes of sensation and perception2. The capabilities and limitations of sensory processes3. Interaction of the person and the environment indetermining perceptionContent Standards With Performance StandardsContent Standard 1: The processes of sensation and perceptionStudents are able to (performance standards): 1.1 Discuss processes of sensation and perception and howthey interact 1.2 Explain the concepts of threshold and adaptationContent Standard 2: The capabilities and limitations ofsensory processesStudents are able to (performance standards): 2.1 List forms of physical energy for which humans and nonhumananimals 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 theenvironment in determining perceptionStudents 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 influenceperception | 8 | Textbook: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.—chapter 2 & 5Britt, 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 #1Psych Experiment #2Psych Experiment #3Psych Experiment #4Unit 5- Individual Readiness Assurance Test (IRAT)Unit 5- Team Readiness Assurance Test (TRAT)Psych Experiment #5Psych Experiment #6 | Nov 6Nov 6Nov 8Nov 14Nov 29Dec 13Jan 8Jan 8Jan 10Jan 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 TestUnit 5/Chapter 2 & 5 Test | Dec 19Jan 25 |