

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will í	# OF DAYS NEEDED FOR MASTERY	DATES TAUGHT	DATE ASSESSED	ASSESSMENT TYPE (Classroom, STAR, objective, subjective, project, etc.)	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES (Instructional strategies, what are students going to do?)
<b>Approaches To Psychology</b> <ul style="list-style-type: none"> <li>• Methods Chapter 1</li> <li>• Statistics Chapter 2</li> </ul>	1.A.-3.2 Students will explain the importance of sampling and random assignment in psychological research.	<ul style="list-style-type: none"> <li>• The learner will explain the importance of being able to generalize results or research.</li> <li>• The learner will be able to describe how sample selection (gender, ethnicity, age, etc.) influences results.</li> </ul>	days	August - September	September	<ul style="list-style-type: none"> <li>• Project Work ó Learning Activities</li> <li>• Group Presentation ó Enrichment Project</li> <li>• Mapping ó The goals of Psychology</li> <li>• Study Guide</li> <li>• Exam</li> </ul>	<b>Class Book</b> <ul style="list-style-type: none"> <li>• Chapters:               <ol style="list-style-type: none"> <li>1. Introducing Psychology</li> <li>2. Psychological Research Methods and Statistics</li> </ol> </li> </ul> <b>Teaching Resources</b> <ul style="list-style-type: none"> <li>• Student Study Guide</li> <li>• Exam</li> </ul> <b>Other Materials</b> <ul style="list-style-type: none"> <li>• Map ó goals of psychology</li> <li>• Newspapers &amp; Magazines</li> <li>• Trash bag with a variety of objects in it (p9)</li> <li>• Birth Order Theory</li> <li>• Book of Fairy Tales and Fables</li> <li>• Library for research (p13)</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Learning Activity (Page 8 TM)</li> <li>• Meeting Special Needs Activity (Page 9 TM)</li> <li>• Critical Thinking Activity (Page 10 TM)</li> <li>• Interdisciplinary Connections Activity (Page 12 TM)</li> <li>• Enrichment Activity (Page 13 TM)</li> </ul>

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<b>The Workings of Mind and Body</b> <ul style="list-style-type: none"> <li>Body &amp; Behavior Chapter 6</li> </ul>	2.A.-3.1 Students will be able to identify the structure and function of the major regions of the brain.	<ul style="list-style-type: none"> <li>The learner will identify the regions of the brain by using models/diagrams</li> <li>The learner will summarize the functions of the major brain regions.</li> </ul>	14 days	September	September	<ul style="list-style-type: none"> <li>Project Work ó Brain &amp; Nervous System Model</li> <li>Written Research Project ó (page 157)</li> <li>Group Presentation and Project ó Wall Chart</li> <li>Mapping ó Divisions of the Nervous System (Page 159 #2 Section Review)</li> <li>Study Guide</li> <li>Exam</li> </ul>	<b>Class Book</b> <ul style="list-style-type: none"> <li>Chapters: 6. The Working of Mind and Body</li> </ul> <b>Movie</b> <ul style="list-style-type: none"> <li>Awakening</li> </ul> <b>Teaching Resources</b> <ul style="list-style-type: none"> <li>Student Study Guide</li> <li>Exam</li> </ul> <b>Other Materials</b> <ul style="list-style-type: none"> <li>Large refrigerator box ó wall chart</li> <li>Sink Plungers (brain stems) for model project ó students will supply óthe brainö</li> <li>Library for research (p157)</li> </ul> <b>People</b> <ul style="list-style-type: none"> <li>Specialist (autism)</li> </ul>	<ul style="list-style-type: none"> <li>Wall Chart Activity (Page 152 TM)</li> <li>Brain and Nervous System Model Project (Page 154B TM)</li> <li>Writing Project óMeeting Special Needsö (Page 157 TM)</li> <li>Critical Thinking Project ó Invitation to a Specialist (Autism) (Page 158)</li> </ul>

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<b>Learning</b> <ul style="list-style-type: none"> <li>Learning: Principles and Applications Chapter 9</li> </ul>	4A-1.1 Students will discuss learning from a psychological viewpoint 4A-2.1 Students will describe the classical conditioning paradigm 4A-3.1 Students will describe the operant conditioning paradigm 4A-5 Students will identify roles of biology and culture in determining learning	The learner will: <ul style="list-style-type: none"> <li>explain how, using Pavlovian conditioning procedures, a neutral stimulus becomes capable of evoking a response through pairing with an unconditioned stimulus.</li> <li>label elements in classical conditioning examples.</li> <li>Describe how consequences influence behavior.</li> <li>Identify consequences of punishment in controlling behavior</li> <li>Predict future strength of behavior by applying operant conditioning principles.</li> <li>Discuss Skinner's contributions to popularizing behaviorism.</li> <li>Demonstrate the</li> </ul>	14 days	October	October	<ul style="list-style-type: none"> <li>Group Presentation and Project ó Story Boards on Classical Conditioning</li> <li>Mapping ó Principles of Classical Conditioning</li> <li>Study Guide</li> <li>Exam</li> <li>Lab</li> </ul>	<b>Class Book</b> <ul style="list-style-type: none"> <li>Chapters: 9. Learning: Principles and Applications</li> </ul> <b>Teaching Resources</b> <ul style="list-style-type: none"> <li>Student Study Guide</li> <li>Exam</li> </ul> <b>Other Materials</b> <ul style="list-style-type: none"> <li>Map ó principles of classical conditioning</li> <li>Tennis balls for juggling (need 3/student)</li> <li>Poster board for story boards</li> <li>Psychology lab needs: lamp, glass of water, spoon</li> <li>Map ó Types of Reinforcers in Classical Conditioning (refer to page 268 TM #4)</li> <li>Rulers ó Classical Conditioning Lab Experiment</li> <li>Baby Einstein Video on Sign Language</li> </ul> <b>People</b> <ul style="list-style-type: none"> <li>Guest Speakers ó Greg Adams &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Juggling like dogs (Page 240B TM))</li> <li>Two-Minute Lesson Launcher (Page 240 TM)</li> <li>Cooperative Learning Project ó Story Board on Classical Conditioning (Page 242 TM)</li> <li>Curriculum Connection Project (Page 243 TM)</li> <li>Classical Conditioning Psychology Lab Experiment (Page 245 TM)</li> <li>Extending the Content ó Little Albert (Page 247 &amp; 249)</li> <li>Avoidance Conditioning Lab Experiment (Page 254 TM)</li> <li>Interdisciplinary Connections (Page 255 TM)</li> <li>Learning Style Lab (Page 261 TM)</li> <li>Critical Thinking Activity (Page 262 TM)</li> <li>Speaker ó Learned</li> </ul>

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		use of theories of learning in applied examples. <ul style="list-style-type: none"> <li>• Distinguish learning from performance.</li> <li>• Debate whether socio-cultural factors can reliably predict individual success.</li> <li>• Describe environmental constraints on learning opportunities.</li> <li>• Describe biological constraints on learning.</li> </ul>					Abuse Specialist	Helplessness ó Abuse Specialist <ul style="list-style-type: none"> <li>• Interdisciplinary Connections Activity ó The Government ó Guest Speaker ó Greg Adams</li> <li>• Map ó Learned Helplessness (Page 266 TM #2)</li> <li>• Just for Fun! .Baby Einstein learning sign language ó Define what type of learning it is ó Debate by Class (Page 270 TM for reference)</li> </ul>

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<p><b>Personality</b> Theories of Personality - Chapter 14</p>	<p>Define personality as the individual's unique way of thinking, feeling, and acting.</p>	<p>3B-1.1 Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify their own thoughts, feelings, and behaviors in a personal experience.</li> <li>• describe how personality can explain individual differences and individual consistencies.</li> <li>• Evaluate the influence of variables such as culture, family, and genetics on personality development.</li> <li>• Explore the impact of sociocultural factors on personality development.</li> </ul>	<p>Days</p>	<p>October</p>	<p>October</p>			