Grade Eleven and Twelve History and Social Science:

Psychology Elective

Psychology Curriculum for Loudoun County Public Schools
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This curriculum document for the 11th and 12th grade Psychology elective is organized to help teachers plan and carry out instruction conceptually, so that students build patterns and connections among and between ideas and points of information. There are six units in the curriculum. Each unit’s learning objectives and key concepts are listed first, followed by a conceptual mind map connecting the content. Following the mind map in each unit is a more linear and traditional textual outline with thematic points of content and conceptual focus questions that students must address in an introductory psychology course.

The primary guiding question for this course is: *What factors most influence human behavior?* Each unit in this curriculum focuses on one answer to this question.

- Unit I: Biology and Genetics
- Unit II: External Stimuli
- Unit III: Cognition
- Unit IV: Emotion and Personality
- Unit V: Social Forces
- Unit VI: Abnormal States

We hope teachers find that the Psychological concepts contained and explained in this document serve as a productive mental framework for students and for themselves. This instructional layout and approach offers cognitive structures that are essential to the solid comprehension of our curriculum content. The curriculum has been designed to provide teachers with a balanced sample of material from a standard introductory psychology text. Teachers may have to use selected information from different chapters in the textbook, along with providing supplementary materials, while working in each unit. In terms of pacing, teachers can expect to spend approximately three weeks in each unit.
At the end of this unit, students will be able to:

1. Describe the structure and function of neurons, neurotransmitters, and hormones.
2. Identify the main parts of the brain and explain how they affect human behavior.
3. Apply evolutionary biology to aspects of human behavior.

Key Concepts to be Understood and Applied:

Neuron Axon Dendrite Synapse Neurotransmitter Hormone Lobes of the Cerebral Cortex Limbic System Hypothalamus Thalamus Amygdala Brain Stem Cerebellum Natural Selection Heritability DNA
I. HOW DO NEURONS WORK, AND HOW DO THEY AFFECT HUMAN BEHAVIOR?

A. PARTS
   1. Axon
   2. Dendrite
   3. Synapse

B. NEURAL TRANSMISSION
   1. Action Potential
   2. Depolarization

II. HOW IS THE BRAIN STRUCTURED AND HOW DOES IT AFFECT HUMAN BEHAVIOR?

A. BRAIN STEM
   1. Spinal cord
   2. Medulla
   3. Reticular formation
   4. Cerebellum

B. LIMBIC SYSTEM
   1. Hypothalamus
   2. Amygdala
   3. Hippocampus
   4. Thalamus

C. CEREBRAL CORTEX
1. Frontal lobe
2. Parietal lobe
3. Occipital lobe
4. Temporal lobe

III. HOW DOES EVOLUTION AFFECT HUMAN BEHAVIOR?

A. NATURAL SELECTION
B. ADAPTATION

IV. HOW DO GENES AFFECT HUMAN BEHAVIOR?

A. DNA
B. CHROMOSOMES
C. TWIN STUDIES
D. HERITABILITY

V. HOW DO NEUROTRANSMITTERS WORK AND HOW DO THEY AFFECT HUMAN BEHAVIOR?

A. SEROTONIN
B. DOPAMINE
C. ACETYLCHOLINE

VI. HOW DOES THE ENDOCRINE SYSTEM AFFECT HUMAN BEHAVIOR?
A. PITUITARY GLAND
B. ADRENAL GLAND
C. PANCREAS

SUGGESTED RESOURCES

TOPPS Lesson plans and resources on the LCPS Intranet:

- Seven separate lessons on "The Biological Basis of Behavior"
- Discussion Questions and Bibliography

Instructor's Resources from Worth Publishers on the LCPS Intranet:

Chapter 2 – Neuroscience and Behavior
Chapter 3 - The Nature and Nurture of Behavior

- Lecture/Discussion topics
- Classroom activities
- Student Projects

Discovering Psychology Video series

- Episodes 3, 4, and 25

PsychSim5 Modules (on network)
Grade 11 and 12 Psychology Elective, Unit II: EXTERNAL STIMULI

At the end of this unit, students will be able to:
1. Describe the complimentary processes of sensation and perception.
2. Explain how each of our senses processes stimulation from the external world.
3. Describe the basic principles of classical and operant conditioning.
4. Distinguish between different schedules of reinforcement.

Key Concepts to be Understood and Applied:

Bottom-up Processing  Top-Down Processing  Absolute Threshold  Difference Threshold  Transduction
Parts of the Eye  Parts of the Ear  Amplitude  Wavelength/Frequency  Brightness  Loudness  Hue  Pitch
Selective Attention  Perceptual Organization  Perceptual Constancies  Perceptual Adaptation  Perceptual Set
Classical Conditioning  Operant Conditioning  UCS  UCR  CS  CR  Reinforcement  Schedules of Reinforcement
Punishment  Shaping  Generalization  Spontaneous Recovery  Discrimination  Extinction  Observational Learning
I. HOW DOES SENSATION AFFECT HUMAN BEHAVIOR?

A. BOTTOM-UP PROCESSING
B. ABSOLUTE THRESHOLD
C. DIFFERENCE THRESHOLD
D. TRANSDUCTION
E. AMPLITUDE
F. WAVELENGTH AND FREQUENCY
G. BRIGHTNESS
H. LOUDNESS
I. HUE
J. PITCH

II. PARTS OF THE EYE

A. CORNEA
B. PUPIL
C. IRIS
D. LENS
E. RETINA
F. FOVEA
III. PARTS OF THE EAR

A. PINNA
B. EAR DRUM (TYMPANIC MEMBRANE)
C. HAMMER
D. ANVIL
E. STIRRUP
F. OVAL WINDOW
G. COCHLEA
H. BASILAR MEMBRANE

IV. HOW DOES PERCEPTION AFFECT HUMAN BEHAVIOR?

A. SELECTIVE ATTENTION
B. PERCEPTUAL ORGANIZATION
C. PERCEPTUAL CONSTANCIES
D. PERCEPTUAL ADAPTATION
E. PERCEPTUAL SET
V. How do conditioning, rewards, and punishments affect human behavior?

A. Unconditioned stimulus (UCS)
B. Unconditioned response (UCR)
C. Conditioned stimulus (CS)
D. Conditioned response (CR)
E. Extinction
F. Spontaneous recovery
G. Generalization
H. Discrimination

VI. Operant conditioning

A. Reinforcement
   1. Schedules
      a) Variable interval
      b) Variable ratio
      c) Fixed interval
      d) Fixed ratio

B. Shaping

C. Punishment
SUGGESTED RESOURCES

TOPPS Lesson plans and resources on the LCPS Intranet:

- Four separate lessons on “Sensation and Perception”
- Five separate lessons on “Learning”
- Discussion Questions, Essay Questions, Critical Thinking Prompts, and Bibliography

Instructor’s Resources from Worth Publishers on the LCPS Intranet:

Chapter 5 – Sensation
Chapter 6 – Perception
Chapter 8 - Learning

- Lecture/Discussion topics
- Classroom activities
- Student Projects

Discovering Psychology Video series

- Episodes 7 and 8

PsychSim5 Modules (on network)
At the end of this unit, students will be able to:

1. Explain Piaget’s theory of cognitive development.
2. Define intelligence and assess the theory of multiple intelligences.
3. Explain and exemplify the use of heuristics.
4. Identify and explain common errors in thinking.

Key Concepts to be Understood and Applied:

Schemas  Assimilation  Accommodation  Stages of Cognitive Development  Object Permanence  Egocentrism  Conservation  IQ  Stanford-Binet  Multiple Intelligences  Emotional Intelligence  Aptitude Tests  Achievement Tests  WAIS  Reliability  Validity  Concept  Mental Set  Prototype  Algorithm  Heuristics  Insight  Confirmation Bias  Functional Fixedness  Belief Bias  Belief Perseverance
I. PIAGET'S THEORY OF COGNITIVE DEVELOPMENT - HOW DOES COGNITIVE DEVELOPMENT AFFECT HUMAN BEHAVIOR?

A. SCHEMAS
B. ASSIMILATION
C. ACCOMMODATION
D. STAGES
   1. Sensory-motor
      a) Object permanence
   2. Pre-operational
      a) Egocentrism
   3. Concrete operational
      a) Conservation
   4. Formal operational
      a) Abstract reasoning

II. HOW DOES INTELLIGENCE AFFECT HUMAN BEHAVIOR?

A. IQ
B. STANFORD-BINET TEST
C. WAIS
D. MULTIPLE INTELLIGENCES
III. HOW DOES THINKING AFFECT HUMAN BEHAVIOR?

A. ELEMENTS OF THOUGHT
   1. Concepts
   2. Prototypes
   3. Schemas
   4. Mental set

B. PROBLEM-SOLVING METHODS
   1. Algorithms
   2. Heuristics
      a) Availability
      b) Representativeness

C. OBSTACLES TO PROBLEM SOLVING
   1. Confirmation bias
   2. Hindsight bias
   3. Functional fixedness
4. Belief bias
5. Belief perseverance

SUGGESTED RESOURCES

TOPPS Lesson plans and resources on the LCPS Intranet:

- Lesson 4 from “Development” on Piaget and Kohlberg
- Discussion Questions and Bibliography

Instructor’s Resources from Worth Publishers on the LCPS Intranet:

Chapter 4 – Development
Chapter 11 – Intelligence
Chapter 10 – Thinking and Language

- Lecture/Discussion topics
- Classroom activities
- Student Projects

Discovering Psychology Video series

- Episodes 5, 10, 11, and 16

PsychSim5 Modules (on network)
At the end of this unit, students will be able to:
1. Compare and contrast the three main theories of emotion.
2. Explain the role of facial expressions and non-verbal communication in expressing emotion.
3. Explain Sigmund Freud’s theory of personality structure.
4. Contrast the humanistic approach to personality with the Freudian model.
5. Explain the social-cognitive perspective of personality.
6. Identify and apply some methods of assessing personality.

Key Concepts to be Understood and Applied:

James-Lange Theory   Cannon-Bard Theory   Schachter Two-Factor Theory   Universal Emotions   Micro-expressions

Unconscious   Id   Ego   Superego   Defense Mechanisms   Self-Actualization   Unconditional Positive Regard

Self-Concept   Reciprocal Determinism   Internal and External Locus of Control   Explanatory Style

Learned Helplessness   Myers-Briggs   TAT   Rorschach Ink Blot   The Big Five
I. THEORIES OF EMOTION - *HOW DOES EMOTIONAL RESPONSE AFFECT HUMAN BEHAVIOR?*

A. JAMES-LANGE
B. CANNON-BARD
C. SCHACHTER'S TWO FACTOR THEORY

II. HOW DOES EXPRESSED EMOTION AFFECT HUMAN BEHAVIOR?

A. UNIVERSAL EMOTIONS
B. MICRO-EXPRESSIONS
C. GESTURES AND OTHER FORMS OF NON-VERBAL COMMUNICATION
D. CULTURAL DIFFERENCES

III. PERSPECTIVES ON PERSONALITY - *HOW DOES PERSONALITY AFFECT HUMAN BEHAVIOR?*

A. FREUDIAN
   1. Unconscious
   2. Parts of the psyche
      a) *Id*
      b) *Ego*
      c) *Superego*
   3. Defense mechanisms
   4. Projective techniques
a) **Rorschach ink blot**

b) **T.A.T.**

B. **HUMANISTIC**
   1. Self-actualization
   2. Unconditional positive regard
   3. Self-concept

C. **SOCIAL-COGNITIVE**
   1. Reciprocal determinism
   2. Internal locus of control
   3. External locus of control
   4. Explanatory style
   5. Learned helplessness

D. **TRAIT**
   1. Myers-Briggs type indicator
   2. The Big Five
SUGGESTED RESOURCES

TOPPS Lesson plans and resources on the LCPS Intranet:

- Five separate lessons on “Emotion”
- Five separate lessons on “Personality”
- Lesson 3 from “Cultural Psychology”
- Discussion Questions, Essay Questions, Critical Thinking Prompts, and Bibliography

Instructor’s Resources from Worth Publishers on the LCPS Intranet:

Chapter 13 – Emotion
Chapter 15 – Personality

- Lecture/Discussion topics
- Classroom activities
- Student Projects

Discovering Psychology Video series

- Episodes 12 and 15

PsychSim5 Modules (on network)
At the end of this unit, students will be able to:
1. Explain the fundamental attribution error and give examples of it.
2. Describe and explain the significance of important social science research on conformity (Asch), obedience (Milgram), and role-playing (Zimbardo).
3. Explain the many ways in which being in the presence of others affects an individual’s behavior.

Key Concepts to be Understood and Applied:

Fundamental Attribution Error  Cognitive Dissonance  Prejudice  Stereotypes  Conformity  Social Facilitation
Social Loafing  Deindividuation  Group Polarization  Groupthink  In-group Bias  Scapegoat  Bystander Effect
I. HOW DO ATTRIBUTIONS AND ATTITUDES AFFECT HUMAN BEHAVIOR?

A. FUNDAMENTAL ATTRIBUTION ERROR
   1. Disposition versus situation
   2. Attitudes
   3. External influences

B. COGNITIVE DISSONANCE

C. PREJUDICE AND STEREOTYPES

II. WHAT DOES SOCIAL SCIENCE RESEARCH TELL US ABOUT HOW CONFORMITY, OBEDIENCE, AND ROLE-PLAYING AFFECT HUMAN BEHAVIOR?

A. CONFORMITY
   1. Normative social influence
   2. Informational social influence
   3. Asch (1955)
      a) Factors that influence conformity

B. OBEDIENCE
   1. Milgram (1963, 1974)
      a) Context and results
      b) Application

C. ROLE-PLAYING
   1. Zimbardo prison study (1972)
a) Context and results

b) Application

III. HOW DOES BEING IN THE PRESENCE OF OTHERS AFFECT HUMAN BEHAVIOR?

A. OBSERVER EFFECTS
   1. Social facilitation
   2. Social inhibition
   3. Bystander effect

B. GROUP EFFECTS
   1. Social loafing
   2. Deindividuation
   3. Group polarization
   4. Groupthink
   5. In-group bias
   6. Scapegoat
SUGGESTED RESOURCES

TOPPS Lesson plans and resources on the LCPS Intranet:

- Seven separate lessons on “Social Psychology”
- Discussion Questions, Essay Questions, Critical Thinking Prompts, and Bibliography

Instructor’s Resources from Worth Publishers on the LCPS Intranet:

Chapter 18 – Social Psychology

- Lecture/Discussion topics
- Classroom activities
- Student Projects

Discovering Psychology Video series

- Episodes 19 and 20

PsychSim5 Modules (on network)
At the end of this unit, students will be able to:

1. Explain the general characteristics of psychological disorders.
2. Define the major categories of psychological disorders and explain specific examples within each category.
3. Discuss how the symptoms of various psychological disorders affect perception and behavior.
4. Distinguish between obsessions and compulsions and between hallucinations and delusions.
5. Describe how the use of psychoactive drugs affects perception and behavior.

Key Concepts to be Understood and Applied:

Anxiety Disorders  Panic Disorder  Phobias  Obsessive-Compulsive Disorder  Obsessions  Compulsions  Mood Disorders  Major Depressive Disorder  Bipolar Disorder  Schizophrenia  Hallucinations  Delusions  Psychoactive Drugs  Stimulants  Depressants  Hallucinogens  Club Drugs
I. GENERAL CHARACTERISTICS OF ABNORMAL BEHAVIOR - HOW DO ABNORMAL STATES AFFECT HUMAN BEHAVIOR?

A. ABNORMAL
B. DISTURBING
C. MALADAPTIVE
D. UNJUSTIFYABLE

II. ANXIETY DISORDERS

A. PANIC DISORDER
B. PHOBIAS
C. OBSESSIVE-COMPULSIVE DISORDER
D. OBSESSIONS
E. COMPULSIONS

III. MOOD DISORDERS

A. MAJOR DEPRESSIVE DISORDER
B. BIPOLAR DISORDER

IV. SCHIZOPHRENIA

A. TYPES
1. Paranoid
2. Catatonic

B. HALLUCINATIONS

C. DELUSIONS

V. WHO DO PSYCHOACTIVE DRUGS AFFECT HUMAN BEHAVIOR?

A. STIMULANTS
   1. Methamphetamines
   2. Cocaine

B. DEPRESSANTS
   1. Alcohol

C. HALLUCINOGENS
   1. Marijuana
   2. LSD

D. CLUB DRUGS
   1. Rohypnol ("roofies")
   2. MDMA ("ecstasy")
**SUGGESTED RESOURCES**

**TOPPS Lesson plans and resources on the LCPS Intranet:**

- Five separate lessons on “Psychological Disorders and Treatment”
- Discussion Questions, Essay Questions, Critical Thinking Prompts, and Bibliography

**Instructor’s Resources from Worth Publishers on the LCPS Intranet:**

Chapter 16 – Psychological Disorders

- Lecture/Discussion topics
- Classroom activities
- Student Projects

*Discovering Psychology Video series*

- Episode 21

*PsychSim5 Modules (on network)*