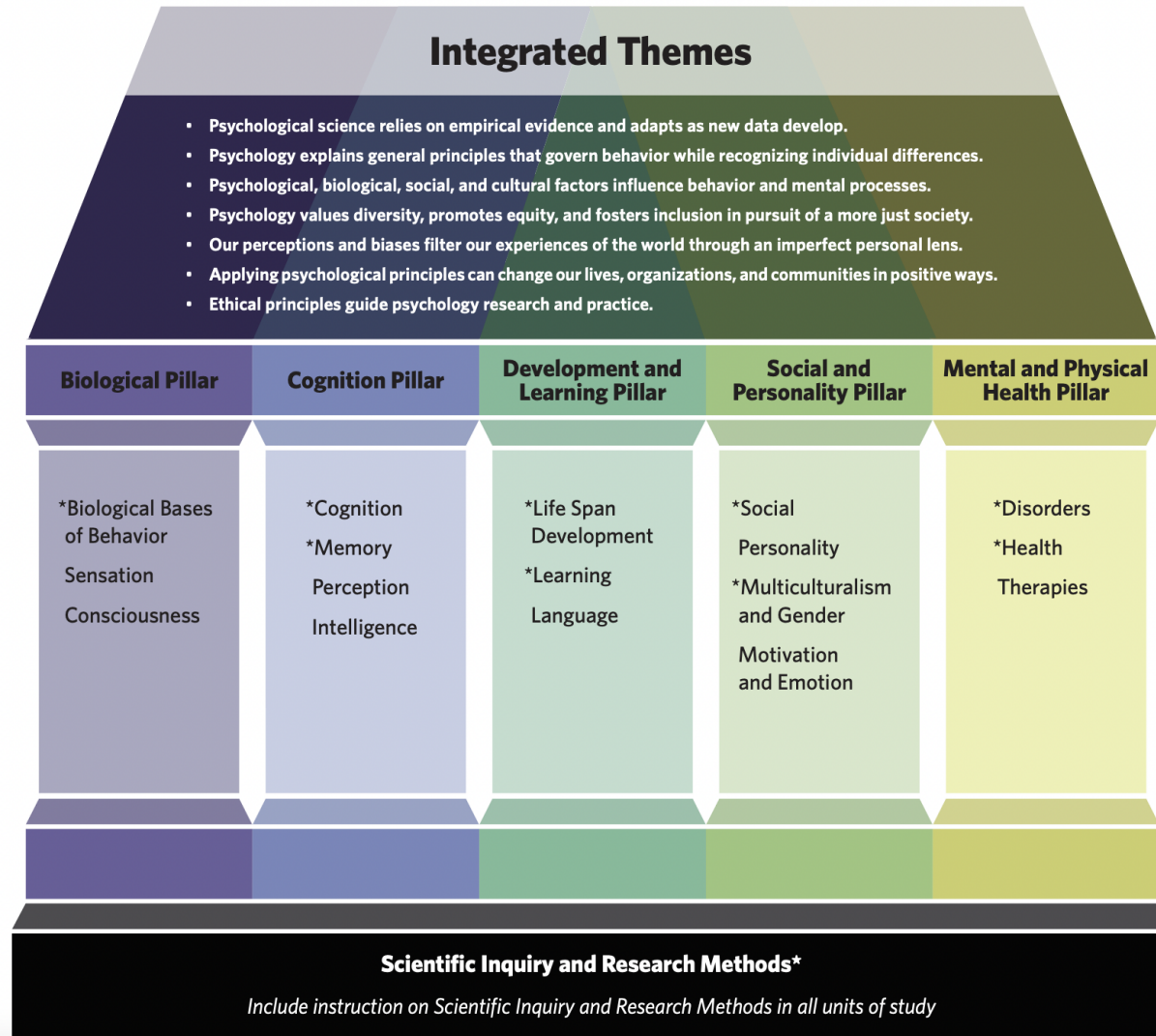


# High School Psychology Curriculum Map

Note: These are the brand new 2022 standards from the APA.

The time frames are estimated I will make adjustments as the year progresses...



TIME FRAME	TOPIC/FOCUS <i>WHAT IS THE MAIN OVERARCHING CONCEPT?</i>	CONCEPTS/SKILLS <i>WHAT IS INCLUDED IN THIS UNIT</i>		INSTRUCTIONAL STRATEGIES & ASSESSMENTS <i>HOW I MAY TEACH AND ASSESS WHAT YOU LEARN...</i>
<b>Week 1</b> <b>3 days</b>	<b>Introductions &amp; Syllabi</b> PRE ASSESSMENT Relationship Building	Social Studies Inventory: Class syllabus/yearly overview; What do students already know at this point? What are Social Sciences?	What is a Psychology? Why Study it?	Expectations, organization strategies. Debate, Family, communication.
<b>Unit 1:</b>	<b>Memory</b>	Students are able to (learning targets): 1.1. Explain the processes of encoding, storage, and retrieval 1.2. Describe systems of memory (i.e., sensory, working, and long-term memory) 1.3. Differentiate types of memory (i.e., implicit and explicit)	CONTENT STANDARD 2 Factors influencing memory Students are able to (learning targets): 2.1. Explain strategies for improving the encoding, storage, and retrieval of memories 2.2. Describe memory as a reconstructive process 2.3. Explain kinds of forgetting or memory failures 2.4. Identify disorders that impact the function of memory	Labs  Projects  Inquiry Journal  Essay
<b>Unit 2:</b>  <b>14 days</b>	<b>Scientific Inquiry and Research Methods</b>	CONTENT STANDARD 1 The nature of psychological science Students are able to (learning targets): 1.1. Define psychology as a discipline and identify its goals as a science 1.2. Differentiate scientific and non-scientific approaches to knowledge 1.3. Explain the value of both basic and applied psychological research with human and nonhuman animals 1.4. Identify careers individuals can pursue in psychological science 1.5. Identify ways individuals can use psychological science in any career CONTENT STANDARD 2 Research methods and measurements used to study behavior and mental processes Students are able to (learning targets): 2.1. Describe research methods psychological scientists use 2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists 2.3. Describe the importance of representative samples in psychological research and the need for replication 2.4. Explain how and why psychologists use non-human animals in research 2.5. Explain the meaning of validity and reliability of observations and measurements	CONTENT STANDARD 3 Ethical issues in research with human and non-human animals Students are able to (learning targets): 3.1. Identify ethical requirements for research with human participants and non-human animals 3.2. Explain why researchers need to adhere to an ethics review process CONTENT STANDARD 4 Basic concepts of data analysis Students are able to (learning targets): 4.1. Define descriptive statistics and explain how they are used by psychological scientists 4.2. Draw appropriate conclusions from correlational and experimental designs 4.3. Interpret visual representations of data	Labs  Projects  Inquiry Journal  Essay

<p><b>Unit 3:</b>  <b>14 days</b></p>	<p><b>Biological Bases of Behavior</b></p>	<p><b>CONTENT STANDARD 1</b> Structure and function of the nervous system and endocrine system in human and non-human animals Students are able to (learning targets): 1.1. Identify the major divisions and subdivisions of the human nervous system and their functions 1.2. Identify the parts of the neuron and describe the basic process of neural transmission 1.3. Describe the structures and functions of the various parts of the central nervous system 1.4. Explain the importance of plasticity of the nervous system 1.5. Describe the function of the endocrine glands and their interaction with the nervous system 1.6. Identify methods and tools used to study the nervous system</p>	<p><b>CONTENT STANDARD 2</b> The interaction between biological factors and experiences Students are able to (learning targets): 2.1. Describe concepts in behavioral genetics and epigenetics 2.2. Describe the interactive effects of heredity and environment 2.3. Explain general principles of evolutionary psychology</p>	<p>Labs  Projects  Inquiry Journal  Essay</p>
<p><b>Unit 4:</b>  <b>14 days</b></p>	<p><b>Sensation</b></p> <ul style="list-style-type: none"> <li>• Social</li> <li>• Political</li> <li>• Religious</li> <li>• Intellectual</li> <li>• Technological</li> <li>• Economic</li> <li>• Geography</li> </ul>	<p><b>CONTENT STANDARD 1</b> The functions of sensory systems Students are able to (learning targets): 1.1. Explain the process of sensory transduction 1.2. Explain the basic concepts of psychophysics such as threshold and adaptation</p>	<p><b>CONTENT STANDARD 2</b> The capabilities and limitations of sensory processes Students are able to (learning targets): 2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities 2.2. Describe the visual sensory system 2.3. Describe the auditory sensory system 2.4. Describe chemical and tactile sensory systems</p>	<p>Labs  Projects  Inquiry Journal  Essay</p>
<p><b>Unit 5:</b>  <b>14 days</b></p>	<p><b>Consciousness</b></p>	<p><b>CONTENT STANDARD 1</b> The different states and levels of consciousness Students are able to (learning targets): 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) 1.3. Identify the effects of meditation, mindfulness, and relaxation 1.4. Describe characteristics of and current conceptions about hypnosis</p> <p><b>CONTENT STANDARD 2</b> Characteristics and functions of sleep and theories that explain why we sleep and dream Students are able to (learning targets): 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 and of dreaming 2.4. Describe types of sleep disorders</p>	<p><b>CONTENT STANDARD 3</b> Categories of psychoactive drugs and their effects Students are able to (learning targets): 3.1. Characterize the major categories of psychoactive drugs and their effects 3.2. Describe how psychoactive drugs work in the brain 3.3. Describe the physiological and psychological effects of psychoactive drugs</p>	<p>Labs  Projects  Inquiry Journal  Essay</p>

<p><b>Unit 6:</b> <b>14 days</b></p>	<p><b>Cognition</b></p>	<p>CONTENT STANDARD 1 Fundamental processes of thinking and problem solving Students are able to (learning targets): 1.1. Describe cognitive processes related to concept formation 1.2. Explain processes involved in problem solving and decision making</p>	<p>CONTENT STANDARD 2 Effective thinking processes Students are able to (learning targets): 2.1. Describe obstacles to effective information processing and decision making 2.2. Describe convergent and divergent thinking in problem solving and decision making</p>	<p>Labs  Projects  Inquiry Journal  Essay</p>
<p><b>Unit 6:</b> <b>14 days</b></p>	<p><b>Perception</b></p>	<p>CONTENT STANDARD 1 The process of perception Students are able to (learning targets): 1.1. Describe principles of perception 1.2. Explain the concepts of bottom-up and top-down processing</p> <p>CONTENT STANDARD 2 The interaction between the person and the environment in determining perception Students are able to (learning targets): 2.1. Explain Gestalt principles of perception 2.2. Describe binocular and monocular depth cues 2.3. Describe perceptual constancies 2.4. Describe the nature of attention 2.5. Explain how diverse experiences and expectations influence perception</p>		<p>Labs  Projects  Inquiry Journal  Essay</p>
<p><b>Unit 7:</b> <b>21 days</b></p>	<p><b>Intelligence</b></p>	<p>CONTENT STANDARD 1 Perspectives on intelligence Students are able to (learning targets): 1.1. Explain intelligence as a construct 1.2. Describe various conceptualizations of intelligence 1.3. Describe the effects of differences in intelligence on everyday functioning</p> <p>CONTENT STANDARD 2 Assessment of intelligence Students are able to (learning targets): 2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness 2.2. Identify current methods of assessing human cognitive abilities 2.3. Describe measures of and data on reliability and validity for intelligence test scores</p>	<p>CONTENT STANDARD 3 Issues in intelligence Students are able to (learning targets): 3.1. Explain the complexities of interpreting scores on intelligence tests 3.2. Describe the influences of biological, cultural, and environmental factors on intelligence</p>	<p>Labs  Projects  Inquiry Journal  Essay</p>
<p><b>Unit 8:</b> <b>14 days</b></p>	<p><b>Life Span Development</b></p>	<p>CONTENT STANDARD 1 Methods and issues in life span development Students are able to (learning targets): 1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development 1.2. Explain issues of continuity/discontinuity and stability/change 1.3. Distinguish methods used to study development 1.4. Describe the role of sensitive and critical periods</p>	<p>CONTENT STANDARD 2 Physical, cognitive, and social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) Students are able to (learning targets): 2.1. Identify key features of physical development from prenatal through older adulthood 2.2. Identify key features of cognitive development from prenatal through older adulthood</p>	<p>Labs  Projects  Inquiry Journal  Essay</p>

		in development	2.3. Identify key features of social development from prenatal through older adulthood	
<b>Unit 9:</b> <b>14 days</b>	<b>Learning</b> <ul style="list-style-type: none"> <li>• Social</li> <li>• Political</li> <li>• Religious</li> <li>• Intellectual</li> <li>• Technological</li> <li>• Economic</li> <li>• Geography</li> </ul>	CONTENT STANDARD 1 Classical Conditioning Students are able to (learning targets): 1.1. Describe the processes of classical conditioning 1.2. Describe clinical and experimental examples of classical conditioning CONTENT STANDARD 2 Operant Conditioning Students are able to (learning targets): 2.1. Describe the processes of operant conditioning 2.2. Describe clinical and experimental examples of operant conditioning	CONTENT STANDARD 3 Observational learning, social learning theory, and mental processes in learning Students are able to (learning targets): 3.1. Describe observational learning and social learning theory 3.2. Describe the role of mental processes in learning	Labs  Projects  Inquiry Journal  Essay
<b>Unit 10:</b> <b>14 days</b>	<b>Language</b>	CONTENT STANDARD 1 Structural features and development of language Students are able to (learning targets): 1.1. Describe the structure of language from the level of speech sounds to the communication of meaning 1.2. Describe the relationship between language and cognition 1.3. Explain the language acquisition process and theories	CONTENT STANDARD 2 Language and the brain Students are able to (learning targets): 2.1. Identify the brain structures associated with language 2.2. Explain how damage to the brain may affect language	Labs  Projects  Inquiry Journal  Essay
<b>Unit 11:</b> <b>14 days</b>	<b>Social</b>	CONTENT STANDARD 1 Social cognition Students are able to (learning targets): 1.1. Describe attributional explanations of behavior 1.2. Explain how experiences shape attitudes and beliefs 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others	CONTENT STANDARD 2 Social influence Students are able to (learning targets): 2.1. Explain how the presence of other people can affect behavior 2.2. Describe how intergroup dynamics influence behavior 2.3. Explain how persuasive methods affect behavior and beliefs 2.4. Identify factors influencing attraction and relationships 2.5. Identify factors influencing aggression and conflict 2.6. Identify factors influencing altruism and helping behaviors	Labs  Projects  Inquiry Journal  Essay
<b>Unit 12:</b> <b>14 days</b>	<b>Personality</b>	CONTENT STANDARD 1 Empirical approaches to studying and understanding personality Students are able to (learning targets): 1.1. Explain how biological and environmental factors interact to influence personality 1.2. Explain social-cognitive approaches to understanding personality 1.3. Explain trait-based approaches to understanding personality 1.4. Describe methods used to study personality scientifically 1.5. Define self-concept	CONTENT STANDARD 2 Assessment of personality Students are able to (learning targets): 2.1. Differentiate personality assessment techniques 2.2. Describe the reliability and validity of personality assessment techniques 2.3. Analyze how personality researchers address issues of stability and change	Labs  Projects  Inquiry Journal  Essay

<p><b>Unit 13:</b>  <b>14 days</b></p>	<p><b>Multiculturalism and Gender</b></p>	<p>CONTENT STANDARD 1 Psychological constructs of culture Students are able to (learning targets): 1.1. Define culture and describe its role in individual and group characteristics 1.2. Describe the relationship between culture and conceptions of self and identity development 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination 1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity</p>	<p>CONTENT STANDARD 2 Psychological constructs of gender and sexual orientation Students are able to (learning targets): 2.1. Compare and contrast sex, gender identity, and sexual orientation 2.2. Describe diversity of gender identity and sexual orientation 2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation</p>	<p>Labs  Projects  Inquiry Journal  Essay</p>
<p><b>Unit 14:</b>  <b>14 days</b></p>	<p><b>Motivation &amp; Emotion</b></p>	<p>CONTENT STANDARD 1 Influences of motivation Students are able to (learning targets): 1.1. Explain biological, cognitive, and social factors that influence motivation 1.2. Explain the role of culture in human motivation CONTENT STANDARD 2 Domains of motivated behavior in humans Students are able to (learning targets): 2.1. Identify factors in motivation that influence eating and sexual behaviors 2.2. Identify motivational factors that influence achievement and affiliation CONTENT STANDARD 3 Perspectives on emotion Students are able to (learning targets): 3.1. Explain the biological and cognitive components of emotion 3.2. Describe the psychological research on basic human emotions 3.3. Differentiate among theories of emotion</p>	<p>CONTENT STANDARD 4 Emotional interpretation and expression (interpersonal and intrapersonal) Students are able to (learning targets): 4.1. Explain how biological factors influence emotional interpretation and expression 4.2. Explain how culture and gender influence emotional interpretation and expression 4.3. Explain how other environmental factors influence emotional interpretation and expression CONTENT STANDARD 5 Domains of emotional behavior Students are able to (learning targets): 5.1. Identify biological and environmental influences on the expression and experience of negative emotions 5.2. Identify biological and environmental influences on the expression and experience of positive emotions</p>	<p>Labs  Projects  Inquiry Journal  Essay</p>
<p><b>Unit 15:</b>  <b>14 days</b></p>	<p><b>Disorders</b></p>	<p>CONTENT STANDARD 1 Perspectives of abnormal behavior Students are able to (learning targets): 1.1. Define abnormal behavior 1.2. Describe cross-cultural views of abnormality 1.3. Describe major medical and biopsychosocial models of abnormality 1.4. Explain how stigma relates to abnormal behavior 1.5. Explain the impact of psychological disorders on the individual, family, and society</p>	<p>CONTENT STANDARD 2 Categories of psychological disorders Students are able to (learning targets): 2.1. Describe the classification of psychological disorders 2.2. Describe the challenges associated with diagnosing psychological disorders 2.3. Describe symptoms of psychological disorders</p>	<p>Labs  Projects  Inquiry Journal  Essay</p>

<p><b>Unit:16</b> <b>14 Days</b></p>	<p><b>Health</b></p>	<p>CONTENT STANDARD 1 Stress and coping Students are able to (learning targets): 1.1. Define stress as a psychophysiological response to the environment 1.2. Explain sources of stress across the life span 1.3. Explain physiological and psychological consequences of stress for health and wellness 1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress</p>	<p>CONTENT STANDARD 2 Psychological science promotes mental and physical health and wellness Students are able to (learning targets): 2.1. Describe factors that promote resilience and flourishing 2.2. Identify evidence-based strategies that promote health and wellness</p>	<p>Labs Projects Inquiry Journal Essay</p>
<p><b>Unit:17</b> <b>14 Days</b></p>	<p><b>Treatment</b></p>	<p>CONTENT STANDARD 1 Types of treatment Students are able to (learning targets): 1.1. Describe different types of biomedical and psychological treatments 1.2. Explain why psychologists use a variety of psychological treatments 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment</p>	<p>CONTENT STANDARD 2 Legal, ethical, and professional issues in the treatment of psychological disorders Students are able to (learning targets): 2.1. Identify differences among licensed mental health providers 2.2. Identify legal and ethical requirements for licensed mental health providers 2.3. Identify resources available to support individuals with psychological disorders and their families</p>	<p>Labs Projects Inquiry Journal Essay</p>

**Resources:**

Teacher Made Activities / Worksheets  
World History & Geography Text – McGraw Hill  
Inquiry Journals - McGraw Hill  
Google Classroom – Student & Teacher Collaborative Website  
Google Earth – World Map Imaging  
History Channel – The French Revolution