

Unit	Topic	Lesson	Lesson Objectives
<b>Psychology: History, Perspectives, and Research</b> <b>Introduction to Psychology</b>			
<b>What Is Psychology?</b> <ul style="list-style-type: none"> <li>Define psychology</li> <li>Explain how psychology qualifies as a science</li> <li>Compare and contrast the field of psychology to other social and physical sciences</li> </ul> <b>Psychology's Early History</b> <ul style="list-style-type: none"> <li>Explain the foundations of psychology as a philosophy</li> <li>Summarize how functionalism and structuralism sought to understand the mind's structure and functions</li> <li>Identify historical approaches to psychology</li> </ul> <b>Psychology's Modern History</b> <ul style="list-style-type: none"> <li>Identify contemporary perspectives psychologists use to study behavior and cognitive processes</li> <li>Explain the factors that affect the influence of contemporary psychological perspectives</li> </ul> <b>Historical Issues in Psychology</b> <ul style="list-style-type: none"> <li>Explain how early psychological research was biased</li> <li>Summarize why minority groups were excluded from psychology</li> <li>Identify the contributions women and minorities have made to psychology</li> </ul> <b>Fields and Occupations of Psychology</b> <ul style="list-style-type: none"> <li>List and describe several areas and subfields of psychology</li> <li>Identify occupations available to students who obtain different degrees in psychology</li> </ul>			
<b>Psychological Research Methods</b>			
<b>What Is Research?</b> <ul style="list-style-type: none"> <li>List and explain the goals of psychological research</li> <li>Explain the steps of the scientific method used to guide psychological research</li> </ul> <b>Experimental Design</b> <ul style="list-style-type: none"> <li>Differentiate between types of variables used in experimental research and variables that can possibly interfere with research results</li> <li>Distinguish between the purposes of a control group and an experimental group in a research study</li> <li>Describe various factors influencing the generalization of a research study</li> </ul> <b>Descriptive Research</b> <ul style="list-style-type: none"> <li>Explain various types of descriptive research methods</li> <li>Differentiate between qualitative and quantitative data</li> </ul>			

Unit	Topic	Lesson	Lesson Objectives
<b>Statistics and Ethics in Psychology</b>			
<b>Descriptive and Inferential Statistics</b>			
Define statistics and examine various aspects of descriptive statistics			
Describe hypothesis testing in inferential statistics			
Examine correlation and regression in inferential statistics			
<b>Statistical Issues</b>			
Define and differentiate between reliability and validity			
Explain issues influencing statistical significance			
Examine benefits and limitations of using statistics to support psychological claims			
<b>Ethical Research</b>			
Define ethics and relate ethics to the study of psychology			
Summarize the American Psychological Association's Ethical Guidelines for Research			
Describe current controversies involving ethical issues in psychology			
<b>Ethical Controversies</b>			
Identify historical examples of ethical controversies that contributed to current ethical codes			
Explain ethical guidelines surrounding the use of data in regard to electronic tools			
Examine the status of ethical issues involving animal research			
<b>Psychology and the Body: Biology, Sensation, Perception, and Consciousness</b>			
<b>The Nervous and Endocrine Systems</b>			
<b>The Neuron</b>			
Explain means of communication within the nervous system, and describe the structure and function of the neuron			
Describe the process by which neurons transfer information			
List common neurotransmitters that influence behavior and explain the function of each			
<b>Structures of the Nervous System</b>			
List and describe key structures and functions of the peripheral nervous system			
List and describe key structures and functions of the central nervous system			
<b>The Brain</b>			
Identify the location of the forebrain and describe its function			
Identify the location of the midbrain and hindbrain and describe the functions of each			
<b>The Cerebrum</b>			
Describe the components and functions of the cerebrum			
Identify the lobes and associated components of the cerebral cortex and describe the function of each			

Unit	Topic	Lesson	Lesson Objectives
		<b>Brain Research</b>	<ul style="list-style-type: none"> <li>Describe various methods used to study the brain</li> <li>Discuss research findings concerning brain plasticity and its impact on cognitive functioning</li> <li>Explain various research conclusions concerning hemispheric specialization</li> </ul>
		<b>Functions of the Endocrine System</b>	<ul style="list-style-type: none"> <li>Describe the structure and functions of the endocrine system</li> <li>Compare and contrast the communication process of the nervous and endocrine systems</li> <li>Describe how hormones influence internal and external behavior</li> </ul>
<b>Sensation and Perception</b>			
		<b>Sensation</b>	<ul style="list-style-type: none"> <li>Define sensation and describe the study of psychophysics</li> <li>Identify how sensory systems detect and process sensory stimuli</li> <li>Identify the concepts of threshold, signal-detection theory, and sensory adaptation</li> </ul>
		<b>Vision and the Structure of the Eye</b>	<ul style="list-style-type: none"> <li>Describe the structure and function of the eye</li> <li>Explain how visual stimuli is relayed to and processed in the brain</li> <li>Identify various eye conditions, eye diseases, and vision problems</li> </ul>
		<b>Hearing and the Structure of the Ear</b>	<ul style="list-style-type: none"> <li>Describe the structure and function of the ear</li> <li>Explain how auditory stimuli is relayed to and processed in the brain</li> <li>Describe common sensory hearing disorders</li> </ul>
		<b>Touch, Taste, and Smell: The Other Senses</b>	<ul style="list-style-type: none"> <li>Identify the structure and function of the tactile system, including common touch disorders</li> <li>Summarize the structure and function of the gustatory system, including common taste disorders</li> <li>Describe the olfactory system and identify common smell disorders</li> </ul>
		<b>Pain, Kinesthetic, and Vestibular Senses</b>	<ul style="list-style-type: none"> <li>Describe the sense of pain and pain disorders</li> <li>Describe kinesthesia and disorders of kinesthesia</li> <li>Describe the vestibular sense and disorders of the vestibular system</li> </ul>
		<b>Components of Perception</b>	<ul style="list-style-type: none"> <li>Define perception and describe how sensation influences the process of perception</li> <li>Identify various factors involved in perceiving information</li> </ul>

Unit	Topic	Lesson	Lesson Objectives
		<b>Influences on Perception</b>	<ul style="list-style-type: none"> <li>Describe Gestalt principles of perceptual organization</li> <li>Discuss how depth cues and perceptual constancies influence perception</li> <li>Identify various influences on perception and perceptual change</li> </ul>
		<b>States of Consciousness</b>	
		<b>Measures of Consciousness</b>	<ul style="list-style-type: none"> <li>Define consciousness and identify key features of consciousness</li> <li>Describe differing levels of consciousness from the psychodynamic viewpoint</li> </ul>
		<b>Sleep</b>	<ul style="list-style-type: none"> <li>Describe the sleep cycle and biological rhythms</li> <li>Explain why people sleep</li> <li>Compare and contrast sleeping behavior between animals and humans</li> </ul>
		<b>Sleep Disorders</b>	<ul style="list-style-type: none"> <li>Explain the effects of sleep deprivation</li> <li>Describe sleep disorders and their treatments</li> <li>Explain methods of getting a healthy amount of sleep</li> </ul>
		<b>Dreams</b>	<ul style="list-style-type: none"> <li>Define dreaming as a biological and psychological construct</li> <li>Compare different theories about the significance of dreams</li> <li>Explore the significance of dreams in a variety of cultures</li> <li>Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</li> </ul>
		<b>Altered States of Consciousness</b>	
		<b>Hypnosis</b>	<ul style="list-style-type: none"> <li>Define and explain hypnosis</li> <li>Describe the early uses of hypnosis to address psychological symptoms</li> <li>Identify the contemporary uses of hypnosis in pain control and psychotherapy</li> </ul>
		<b>Psychoactive Drugs</b>	<ul style="list-style-type: none"> <li>Describe the major classes and effects of psychoactive drugs</li> <li>Explain how the major drug classes affect neurotransmission and behavior</li> <li>Describe the long-term psychological and physiological effects of drugs</li> </ul>

Unit	Topic	Lesson	Lesson Objectives
			<p><b>Meditation and Other Forms of Consciousness</b></p> <ul style="list-style-type: none"> <li>Explain the effects of meditation</li> <li>Critique the use of biofeedback as a mechanism for gaining control over biological functions</li> <li>Compare the cultural and historical influences on the value judgments associated with voluntary consciousness changes</li> </ul>
			<p><b>Being Human: The Nature of Human Experience</b></p> <p><b>Classical Theories of Learning</b></p> <p><b>What Is Learning?</b></p> <ul style="list-style-type: none"> <li>Describe what learning is</li> <li>Differentiate between innate and learned behaviors</li> </ul> <p><b>Classical Conditioning</b></p> <ul style="list-style-type: none"> <li>Define classical conditioning, and identify two researchers prominent in discovering and establishing classical conditioning methods</li> <li>Describe the process of classical conditioning</li> <li>Describe common factors that influence the process of classical conditioning</li> </ul> <p><b>Operant Conditioning</b></p> <ul style="list-style-type: none"> <li>Describe the process of operant conditioning, and identify two researchers prominent in discovering and establishing operant conditioning methods</li> <li>Describe common factors that influence the process of operant conditioning</li> </ul> <p><b>Reinforcement and Punishment</b></p> <ul style="list-style-type: none"> <li>Compare and contrast positive and negative reinforcement</li> <li>Explain the influence of various schedules of reinforcement on behavior</li> <li>Discuss the role of punishment in conditioning</li> </ul>
			<p><b>Contemporary Theories of Learning</b></p> <p><b>Cognitive and Behavioral Learning Influences</b></p> <ul style="list-style-type: none"> <li>Identify the role of cognition in learning and conditioning</li> <li>Discuss various experiments used in establishing support for cognitive influences on learning</li> <li>Describe how genetic factors or learned experiences interfere with conditioning processes</li> </ul> <p><b>Social Learning</b></p> <ul style="list-style-type: none"> <li>Describe social learning and discuss factors that influence socially learned behavior</li> <li>Describe basic processes that influence social learning</li> <li>Explain how the theory of social learning creates controversy about media portrayals of violence</li> </ul>

Unit	Topic	Lesson	Lesson Objectives
			<p><b>Environmental and Cultural Learning Influences</b></p> <ul style="list-style-type: none"> <li>Describe how culture assists in shaping behavior</li> <li>Discuss how environmental and cultural influences impact learning and academic achievement</li> <li>Describe various influences of collaborative learning on academic achievement</li> </ul> <p><b>Regulating Behavior</b></p> <ul style="list-style-type: none"> <li>Identify personal skills necessary for effective self-regulation, and describe the three phases involved in self-regulating behavior</li> <li>Identify therapeutic and self-implemented behavior modification strategies</li> </ul> <p><b>Essay: The Effects of Television on Young People</b></p> <ul style="list-style-type: none"> <li>Refine good writing habits developed at earlier stages in core education</li> <li>Use writing both as a tool for learning and as a means for communicating about ideas within a discipline or profession</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li> </ul>
	<b>Memory</b>		<p><b>The Brain and Memory</b></p> <ul style="list-style-type: none"> <li>Identify brain structures and various factors influencing memory formation</li> <li>Describe the characteristics and operations of sensory and short-term memory</li> <li>Describe the characteristics and operations of long-term memory</li> </ul> <p><b>Attention and Processing Information</b></p> <ul style="list-style-type: none"> <li>Describe the importance of attention in forming memories</li> <li>Describe how different types of processing can enhance retention of information</li> </ul> <p><b>Forming Concepts</b></p> <ul style="list-style-type: none"> <li>Describe how and why concepts are formed in the mind</li> <li>Examine how concepts are organized</li> </ul> <p><b>Issues with Remembrance and Forgetting</b></p> <ul style="list-style-type: none"> <li>Describe measures of retrieval and forgetting as well as issues associated with memory retrieval</li> <li>Explain issues influencing forgetfulness, and describe various perspectives on recovered memories</li> <li>Identify factors that interfere with memory formation and retrieval</li> </ul> <p><b>Research on Memory Reconstruction and Memory Improvement</b></p> <ul style="list-style-type: none"> <li>Discuss suggestions to enhance deep processing of information</li> <li>Identify strategies for improving memory</li> <li>Describe research on memory reconstruction</li> </ul>

Unit	Topic	Lesson	Lesson Objectives
<b>Language and Problem Solving</b>			
<b>Structures of Language</b>			
Define language and its key properties			
Identify the basic structural units of language and how grammar is used in language systems			
<b>Learning Language</b>			
Summarize the stages of language development from infancy to childhood			
Compare and contrast different theories of language			
Analyze whether or not animals can obtain and use language			
<b>Problem Solving</b>			
Explore various types of problems and the steps of the problem solving process			
Summarize common strategies used to solve problems			
Identify influences on and obstacles to problem solving			
<b>Decision Making</b>			
Identify various types of decisions and strategies used to make decisions			
Summarize various influences on decision making			
<b>What Is Intelligence?</b>			
<b>Intelligence Testing</b>			
Define intelligence and trace the history of intelligence tests			
Describe the principles in constructing intelligence tests			
Evaluate the two extremes of intelligence			
<b>Theories of Intelligence</b>			
Describe Charles Spearman's two-factor theory of intelligence as well as opposing perspectives			
Differentiate between Robert Sternberg's triarchic theory of intelligence and Howard Gardner's multiple intelligences			
Explain the concept of emotional intelligence, and define the relationship between creativity and intelligence			
<b>Influences on Intelligence</b>			
Explain possible biological and environmental influences on intelligence			
Describe gender differences in intelligence scores and how they might be explained			
Describe ethnic differences in intelligence scores and how they might be explained			

Unit	Topic	Lesson	Lesson Objectives
<b>Becoming Human: Motivation, Emotion, Development, and Personality</b> <b>Motivation, Emotion, and Stress</b>			
<b>Motivation</b>			
Define motivation and describe how it assists individuals in attaining goals			
Describe various factors influencing the motivation of hunger and eating behaviors			
<b>Theories of Motivation</b>			
Compare and contrast intrinsic and extrinsic motivation, and describe factors influencing achievement motivation			
Compare and contrast the drive-reduction and incentive theories of motivation			
Discuss Abraham Maslow's hierarchy of needs, and explain the expectancy theory of motivation			
<b>Theories of Emotion</b>			
Define emotion and describe the components of emotion			
Identify fundamental emotions individuals experience			
Explain various theories of emotion			
<b>Factors of Emotion</b>			
Describe how culture influences emotion			
Describe how emotion directly and indirectly influences behavior			
Conduct short, more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation			
<b>Stress Factors</b>			
Identify major types of stress and influences on level of stress			
Explain cultural factors impacting stress level			
Identify possible physical and psychological effects of stress			
<b>Stress Responses</b>			
Describe the physiological response to stress			
Identify positive and negative coping strategies utilized to decrease stress			



Unit	Topic	Lesson	Lesson Objectives
<b>Human Growth and Development</b>			
<b>Nature vs. Nurture</b>			
Summarize the nature versus nurture debate			
Describe how heredity affects physical characteristics and human behavior			
Identify environmental factors that affect human behavior			
<b>Theoretical Issues in Development</b>			
Discuss the theoretical debate between continuity and stage perspectives in development			
Explain the theoretical debate concerning the stability or instability of personal characteristics throughout development			
<b>Prenatal Development</b>			
Describe the stages of prenatal development			
Identify factors that can affect prenatal development			
<b>Physical Development</b>			
Describe the process of maturation and various developmental norms marking changes in physical development			
Discuss processes involving brain and motor development that occur during childhood			
<b>Personal and Social Development</b>			
Describe and critique Erik Erikson's theory of psychosocial development			
Explain theories of attachment, and discuss the influence of different parenting styles on development			
Describe variations in temperament, and discuss the importance of peer relationships			
<b>Cognitive Development</b>			
Describe various influences on cognitive development			
Explain and critique Jean Piaget's theory of cognitive development			
Describe Lev Vygotsky's sociocultural theory of cognitive development, and compare his theory to Piaget's theory of cognitive development			
<b>Moral Development</b>			
Discuss developmental trends in moral development, and describe various factors influencing one's morality			
Explain Lawrence Kohlberg's theory of moral development			
Discuss criticisms of and proposed adaptations to Lawrence Kohlberg's theory of moral reasoning			

Unit	Topic	Lesson	Lesson Objectives
			<p><b>Essay: The Nature vs. Nurture Debate</b></p> <ul style="list-style-type: none"> <li>Refine good writing habits developed at earlier stages in core education</li> <li>Use writing both as a tool for learning and as a means for communicating about ideas within a discipline or profession</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li> </ul>
			<p><b>Identity Formation and Transition into Adulthood</b></p> <p><b>Adolescence</b></p> <ul style="list-style-type: none"> <li>Explain the physiological changes that occur during adolescence</li> <li>Describe changes in cognitive and social development during adolescence</li> <li>Discuss various factors involved in an adolescent's search for identity</li> </ul> <p><b>Identity Development</b></p> <ul style="list-style-type: none"> <li>Describe various factors impacting the process of developing a gender identity</li> <li>Discuss various factors impacting the process of developing an ethnic identity</li> </ul> <p><b>Adulthood</b></p> <ul style="list-style-type: none"> <li>Identify and describe common features that characterize emerging adulthood</li> <li>Explain physiological, psychological, and social changes that commonly occur throughout adulthood</li> <li>Discuss various life transitions that impact adulthood</li> </ul>
			<p><b>Personality</b></p> <p><b>Influences on Personality Formation</b></p> <ul style="list-style-type: none"> <li>Define personality and discuss environmental and biological influences on personality</li> <li>Identify cultural influences on personality</li> </ul> <p><b>Assessing Personality</b></p> <ul style="list-style-type: none"> <li>Identify different types of personality assessments used in psychology</li> <li>Discuss issues associated with personality assessments</li> </ul> <p><b>Trait Perspective</b></p> <ul style="list-style-type: none"> <li>Define the term personality trait, and identify the Big Five personality traits</li> <li>Identify prominent trait theorists and their corresponding perspectives on personality</li> <li>Critique trait perspectives used to explain personality</li> </ul>

Unit	Topic	Lesson	Lesson Objectives
			<p><b>Psychodynamic Perspective</b></p> <ul style="list-style-type: none"> <li>Explain Sigmund Freud's psychoanalytic theory</li> <li>Compare Carl Jung's and Alfred Adler's theoretical perspectives on personality to Sigmund Freud's psychoanalytic theory</li> <li>Critique psychodynamic perspectives used to explain personality</li> </ul> <p><b>Behavioral Perspective</b></p> <ul style="list-style-type: none"> <li>Describe how theorists have used B. F. Skinner's theory of operant conditioning to explain personality</li> <li>Discuss how Albert Bandura uses social cognitive theory to explain the interaction between personality and environment</li> <li>Critique the effectiveness of psychodynamic perspectives in explaining personality</li> </ul> <p><b>Humanist Perspective</b></p> <ul style="list-style-type: none"> <li>Define humanism and discuss Carl Rogers' perspective on personality structure and development</li> <li>Describe the characteristics of an individual with a healthy personality, as defined by humanistic theorist Abraham Maslow</li> <li>Critique humanistic perspectives used to explain personality</li> </ul> <p><b>Biological Perspective</b></p> <ul style="list-style-type: none"> <li>Explain Hans Eysenck's assertion that personality is determined by genetic factors</li> <li>Explain how behavioral genetics research provides support for biological perspectives on personality, and describe the evolutionary approach to personality</li> <li>Critique biological perspectives used to explain personality</li> </ul>
<b>Disorders: Classification and Treatment</b>			
<b>Abnormal Behaviors and Treatment</b>			
			<p><b>Identifying Abnormal Behavior</b></p> <ul style="list-style-type: none"> <li>Describe the characteristics of abnormal behavior and how they are used to diagnose psychological disorders</li> <li>Compare and contrast the medical and biopsychosocial perspectives of psychological disorders</li> </ul> <p><b>Understanding Psychological Disorders</b></p> <ul style="list-style-type: none"> <li>Describe the process for classifying psychological disorders</li> <li>Discuss the effects of diagnosing an individual with a psychological disorder</li> </ul> <p><b>Seeking Therapy</b></p> <ul style="list-style-type: none"> <li>Discuss the issues involved in seeking therapeutic treatment</li> <li>Describe the types of therapists, and explain what makes therapy successful</li> </ul>

Unit	Topic	Lesson	Lesson Objectives
			<p><b>Types of Therapy</b></p> <ul style="list-style-type: none"> <li>Define insight therapy and describe three types used in treatment</li> <li>Summarize the treatment processes of behavior and cognitive therapies</li> <li>Discuss three types of biomedical therapy used in treating mental disorders</li> </ul>
	<b>Disorders</b>		<p><b>Anxiety Disorders</b></p> <ul style="list-style-type: none"> <li>Identify five anxiety disorders and the symptoms for each</li> <li>Discuss the risk factors, etiology, and treatment of anxiety disorders</li> </ul> <p><b>Somatoform Disorders</b></p> <ul style="list-style-type: none"> <li>Identify three somatoform disorders and the symptoms for each</li> <li>Discuss the risk factors, etiology, and treatment of somatoform disorders</li> </ul> <p><b>Dissociative Disorders</b></p> <ul style="list-style-type: none"> <li>Identify three dissociative disorders and the symptoms for each</li> <li>Discuss the risk factors, etiology, and treatment of dissociative disorders</li> </ul> <p><b>Mood Disorders</b></p> <ul style="list-style-type: none"> <li>Identify two mood disorders and the symptoms for each</li> <li>Discuss the risk factors, etiology, and treatment of mood disorders</li> </ul> <p><b>Schizophrenic Disorders</b></p> <ul style="list-style-type: none"> <li>Identify four types of schizophrenic disorders and the symptoms for each</li> <li>Discuss the risk factors, etiology, and treatment of schizophrenic disorders</li> </ul> <p><b>Personality Disorders</b></p> <ul style="list-style-type: none"> <li>Identify seven personality disorders and the symptoms for each</li> <li>Discuss the risk factors, etiology, and treatment of personality disorders</li> </ul> <p><b>Other Disorders</b></p> <ul style="list-style-type: none"> <li>Identify and describe the symptoms, risk factors, etiology, complications, and treatment of two eating disorders</li> <li>Identify and describe the symptoms, risk factors, etiology, and treatment of two organic disorders</li> </ul>

Unit	Topic	Lesson	Lesson Objectives
<b>Social Psychology: The Science of Human Interaction</b>			
<b>Socialization</b>			
<b>Culture</b>			
Describe the components of culture			
Identify different types of culture in the United States			
Describe common cultural variations in beliefs and behavior			
<b>Perceptions in Social Situations</b>			
Explain how perceptions are formed and how they influence personal behavior			
Describe how cultural socialization determines social schema development			
<b>Attribution Theory</b>			
Describe the process of attribution			
Explain the differences between internal and external attributions			
Explain how attributions affect our explanations of behavior			
<b>Forming and Changing Attitudes</b>			
Describe attitudes and discuss factors influencing attitude variation			
Explain theories of attitude formation and change			
Discuss various factors impacting methods of persuasion			
<b>Individual Interactions</b>			
<b>Altruism</b>			
Define altruism and describe examples of altruistic behavior			
Discuss various perspectives concerning the reasons for altruistic behavior			
Identify factors that reduce or promote altruism			
<b>Aggression</b>			
Define aggression and identify common factors in aggression			
Describe various theories concerning influences on aggressive behavior			
Discuss whether media displays of violence influence aggression			
<b>Attraction</b>			
Identify important factors in the formation and maintenance of close relationships			
Explain the processes involved in mate selection			
Describe love as a construct in a relationship			

Unit	Topic	Lesson	Lesson Objectives
<b>Group Behaviors</b>			
<b>Group Influences</b>			
Describe possible influences groups often have on personal behavior			
Identify possible consequences of conformity and obedience as demonstrated by research on group influences			
Identify the effects of role-playing in group situations			
<b>Bias and Prejudice</b>			
Describe the difference between prejudice and discrimination, and discuss ways that discrimination is commonly expressed in society			
Discuss the cognitive, social, and emotional roots of prejudice			
Explain possible strategies that can be used to reduce prejudiced behavior			
<b>Group Conflict and Accordance</b>			
Explain the development of conflict between groups			
Describe strategies that are designed to foster cooperative groups			