



**** PSYCHOLOGY ****

Timeline	Unit/theme	Standard	Student Focused Objective	Resources/ Suggested Activities
July 31 - August 14	Unit 1: Foundations and Perspectives of Psychology	<p>SS10.P.1 Trace the development of psychology as a scientific discipline evolving from other fields of study.</p> <p>SS10.P.1.1 Describing early psychological and biological inquiries that led to contemporary approaches and methods of experimentation, including ideologies of Aristotle, John Locke, Wilhelm Wundt, Charles Darwin, William James, Frantz Fanon, and G. Stanley Hall</p> <p>SS10.P.1.2 Differentiating among various modern schools</p>	<p>I can learn about early influences: I can get to know the important people and ideas that started psychology.</p> <p>I can explore the founding of psychology: I can find out how psychology became a science and who the main founders were.</p> <p>I can trace the evolution of psychology: I can see how psychology has developed and changed over time.</p> <p>I can recognize different perspectives in psychology: I can learn about the various ways psychologists study and explain how people think and behave.</p> <p>I can examine modern approaches: I can discover the current theories and methods psychologists use today.</p> <p>I can combine perspectives: I can understand how different psychological views can work together to give a better understanding of behavior and thinking.</p>	<p>Psychology Subfields Poster</p> <p>EDPuzzle: Historical Figures in Psychology</p> <p>Psychology Timeline Poster</p> <p>Favorite Psychologist Project</p> <p>Myers, D. G., & DeWall, C. N. (2020). <i>Psychology</i> (Thirteenth). Worth Publishers.</p> <p>American Psychological Association (APA) https://www.apa.org/about/biographies</p> <p>Simply Psychology https://www.simplypsychology.org/</p> <p>Verywell Mind https://www.verywellmind.com/psychologists-2795573</p> <p>GoodTherapy https://www.goodtherapy.org/famous-</p>

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		<p>of thought and perspectives in psychology that have evolved since 1879, including each school's view on concepts of aggression or appetite</p> <p>SS10.P.1.3 Illustrating how modern psychologists utilize multiple perspectives to understand behavior and mental processes</p> <p>SS10.P.1.4 Identifying major subfields and career opportunities related to psychology</p> <p>SS10.P.17 Describe various careers pursued by psychologists, including medical and mental health care fields, the business world, education, law and criminal justice, and research.</p>	<p>I can explore subfields and careers: I can find out about the different areas within psychology and the kinds of jobs you can have in this field.</p>	<p>psychologists.html</p> <p>Internet Encyclopedia of Philosophy (IEP) https://iep.utm.edu/category/history-of-psychology/</p> <p>Encyclopedia Britannica https://www.britannica.com/</p> <p>Psychology Today https://www.psychologytoday.com/us/basics/theories</p> <p>The First Experimental Psychology Lab https://www.verywellmind.com/who-founded-the-first-psychology-lab-2795250?print</p>
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<p>August 15 - August 30</p>	<p>Unit 2: Psychological Research</p>	<p>SS10.P.2 Describe research strategies used by psychologists to explore mental processes and behavior.</p> <p>SS10.P.2.1 Describing the type of methodology and strategies used by researchers in different psychological studies</p> <p>SS10.P.2.2 Contrasting independent, dependent, and confounding variables and control and experimental groups</p> <p>SS10.P.2.3 Identifying systematic procedures necessary for conducting an experiment and improving the validity of results</p> <p>SS10.P.2.4 Describing the use of statistics in evaluating research,</p>	<p>I can describe research strategies used by psychologists to understand how people think and behave.</p> <p>I can explain the different methods and strategies researchers use in various psychological studies.</p> <p>I can identify and explain the differences between independent, dependent, and confounding variables, as well as control and experimental groups.</p> <p>I can list and describe the steps needed to conduct an experiment and ways to improve the accuracy of the results.</p> <p>I can explain how statistics are used to evaluate research, calculate the mean, median, and mode from data, conduct a simple correlational analysis using calculators or software, and explain what statistical significance means.</p>	<p>Stanford Prison Experiment http://www.prisonexp.org/</p> <p>Milgram Obedience Study https://www.simplypsychology.org/milgram.html</p> <p>Harlow's Monkey Experiments https://www.simplypsychology.org/harlow-monkey.html</p> <p>Website: Verywell Mind https://www.verywellmind.com/</p> <p>American Psychological Association (APA) https://www.apa.org/</p> <p>Myers, D. G., & DeWall, C. N. (2020). <i>Psychology</i> (Thirteenth). Worth Publishers.</p> <p>Howard, R. (2001, December 21). <i>A Beautiful Mind</i>. Imagine Entertainment, Universal Pictures, and DreamWorks Pictures.</p>

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		<p>including calculating the mean, median, and mode from a set of data; conducting a simple correlational analysis using either calculators or computer software; and explaining the meaning of statistical significance</p>		<p>Video: Experimental Design: Variables, Groups, and Random Assignment https://youtu.be/xDWdJI_XT3k?feature=shared</p> <p>Stanley Milgram's Obedience Study URL: http://www.simplypsychology.org/milgram.html</p> <p>Philip Zimbardo's Stanford Prison Experiment URL: http://www.prisonexp.org</p> <p>David Reimer's Case (John/Joan Case) URL: https://embryo.asu.edu/pages/johnjoan-case</p> <p>The Monster Study on Stuttering URL: https://www.uio.no/studier/emner/matnat/psykologi/PSYC1200/v05/undervisningsmateriale/monster.pdf</p> <p>Howard, R. (Director). (2001). <i>A Beautiful Mind</i> [Film]. Universal Pictures; DreamWorks Pictures.</p>
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				<p>Psychological Research: Crash Course Psychology #2 https://youtu.be/hFV71QPvX2I?si=-aJZ8H8DJh8JEISk</p>
<p>September 9 - September 20</p>	<p>Unit 3: Exploring the Brain and Behavior</p>	<p>SS10.P.3 Explain how processes of the central and peripheral nervous systems underlie behavior and mental processes, including how neurons are the basis for neural communication.</p> <p>SS10.P.3.1 Describing how neurons communicate, including the role of neurotransmitters in behavior and the electrochemical process</p> <p>SS10.P.3.2 Comparing the effect of drugs and toxins on the brain and</p>	<p>I can explain how the central and peripheral nervous systems influence behavior and mental processes.</p> <p>I can describe how neurons communicate and understand the role of neurotransmitters in behavior.</p> <p>I can explain the electrochemical process involved in neural communication.</p> <p>I can describe how neurons communicate with each other.</p> <p>I can explain the role of neurotransmitters in behavior.</p> <p>I can explain the electrochemical process involved in neural communication.</p> <p>I can compare the effects of drugs and toxins on the brain.</p>	<p>Myers, D. G., & DeWall, C. N. (2020). <i>Psychology</i> (Thirteenth). Worth Publishers.</p> <p>The Nervous System https://youtu.be/qPix_X-9t7E?si=bJtHGG2pNKvgwHnF</p> <p>Neural Communication https://youtu.be/V1nT5zSDDxA?si=5-P0EVu3dnTMP6G0</p> <p>National Institute on Drug Abuse (NIDA) for Teens - NIDA for Teens Centers for Disease Control and Prevention (CDC) - CDC's Alcohol and Public Health and CDC's Smoking & Tobacco Use</p> <p>MedlinePlus - MedlinePlus Drugs</p> <p>World Health Organization (WHO) -</p>

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		<p>neurotransmitters</p> <p>SS10.P.3.3 Describing how different sections of the brain have specialized yet interdependent functions, including functions of different lobes and hemispheres of the cerebral cortex and consequences of damage to specific sections of the brain</p> <p>SS10.P.3.4 Describing different technologies used to study the brain and nervous system</p> <p>SS10.P.3.5 Analyzing behavior genetics for its contribution to the understanding of behavior and mental processes, including differentiating between deoxyribonucleic acid (DNA), chromosomes,</p>	<p>I can explain how drugs and toxins affect neurotransmitters.</p> <p>I can describe the specialized functions of different sections of the brain.</p> <p>I can explain how different lobes and hemispheres of the cerebral cortex function.</p> <p>I can explain the consequences of damage to specific sections of the brain. I can describe technologies used to study the brain and nervous system.</p> <p>I can explain how these technologies help us understand brain function.</p> <p>I can analyze behavior genetics and its contribution to understanding behavior.</p> <p>I can differentiate between DNA, chromosomes, and genes.</p> <p>I can identify the effects of chromosomal abnormalities.</p> <p>I can explain how genetics and environmental factors interact to determine inherited traits.</p>	<p>Substance Abuse</p> <p>Foundation for a Drug-Free World - Drug-Free World</p> <p>Science Daily - ScienceDaily Mind & Brain News</p> <p>National Institutes of Health (NIH) - NIH's National Institute of Mental Health</p> <p>Psychology Today - Psychology Today's Addiction Center</p> <p>Mayo Clinic - Mayo Clinic's Drug Information</p> <p>Temperament, heredity, and genes Behavior MCAT Khan Academy https://youtu.be/4dcGgUrktY?si=E-Y2h-wGuKvbltMg</p>
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		and genes; identifying effects of chromosomal abnormalities; and explaining how genetics and environmental factors work together to determine inherited traits		
September 23 - October 4	Unit 4: Sensation and Perception	<p>SS10.P.4 Describe the interconnected processes of sensation and perception.</p> <p>SS10.P.4.1 Explaining the role of sensory systems in human behavior, including sight, sound, smell, touch, and pain</p> <p>SS10.P.4.2 Explaining how what is perceived can be different from what is sensed, including how attention and environmental cues can affect the</p>	<p>I can describe the interconnected processes of sensation and perception.</p> <p>I can explain how sensory information is detected and interpreted by the brain.</p> <p>I can explain the roles of the visual, auditory, olfactory, and gustatory systems in human behavior.</p> <p>I can explain how perception can differ from sensation.</p> <p>I can describe how attention influences perception.</p> <p>I can describe how environmental cues affect the accuracy of sensation and perception.</p> <p>I can describe the basic principles of Gestalt psychology.</p>	<p>Myers, D. G., & DeWall, C. N. (2020). <i>Psychology</i> (Thirteenth). Worth Publishers.</p> <p>Foster, A. (2018). <i>A degree in a book: Psychology: Everything you need to know to master the subject - in one book!</i>. Arcturus Publishing.</p> <p>Sensory Stations Activities:</p> <ul style="list-style-type: none"> ● Vision ● Hearing ● Taste & Smell ● Touch ● Perception <p>Rubber Hand Illusion https://youtu.be/sxwn1w7MJvk?si=ekVgb6ixmaqjBggB</p>

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		<p>ability to accurately sense and perceive the world</p> <p>SS10.P.4.3 Describing the role of Gestalt principles and concepts in perception</p>	<p>I can explain how Gestalt principles influence perception.</p> <p>I can provide examples of how Gestalt concepts help us organize and interpret sensory information.</p>	
<p>October 7 - October 21</p>	<p>Unit 5: Understanding and Promoting Psychological Wellness</p>	<p>SS10.P.5 Explain ways to promote psychological wellness.</p> <p>SS10.P.5.1 Describing physiological processes associated with stress, including hormones associated with stress responses</p> <p>SS10.P.5.2 Describing Hans Selye's general adaptation syndrome (GAS)</p> <p>SS10.P.5.3 Describing the flight-or-fight response in terms of the autonomic and somatic nervous systems</p>	<p>I can describe the physiological processes associated with stress.</p> <p>I can identify the hormones involved in stress responses.</p> <p>I can describe Hans Selye's General Adaptation Syndrome (GAS).</p> <p>I can explain the three stages of GAS: alarm, resistance, and exhaustion.</p> <p>I can describe the flight-or-fight response.</p> <p>I can explain how the autonomic and somatic nervous systems are involved in the flight-or-fight response.</p> <p>I can contrast positive and negative ways of coping with stress.</p>	<p>Myers, D. G., & DeWall, C. N. (2020). <i>Psychology</i> (Thirteenth). Worth Publishers.</p> <p>Foster, A. (2018). <i>A degree in a book: Psychology: Everything you need to know to master the subject - in one book!</i>. Arcturus Publishing.</p> <p>Mental Health America https://screening.mhanational.org/screening-tools/</p> <p>MYTH BUSTERS - Cursing helps relieve pain (but only appropriate in certain settings) https://dai.ly/x2n9m24</p>

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		<p>SS10.P.5.4 Contrasting positive and negative ways of coping with stress related to problem-focused coping, aggression, and emotion-focused coping</p> <p>SS10.P.5.5 Explaining approach-approach, approach-avoidance, and avoidance-avoidance conflicts</p> <p>SS10.P.5. 6 Identifying various eating disorders and conditions</p>	<p>I can describe problem-focused coping, emotion-focused coping, and how aggression can be a negative coping strategy.</p> <p>I can explain approach-approach conflicts.</p> <p>I can explain approach-avoidance conflicts.</p> <p>I can explain avoidance-avoidance conflicts.</p>	
October 22 - November 1	Unit 6: Developmental Psychology	<p>SS10.P.6 Describe the physical, cognitive, and social development across the lifespan of a person from the prenatal through aging stages.</p> <p>SS10.P.6.1 Outlining the stage-of-development theories of Jean Piaget, Erik H. Erikson, Sigmund Freud, Carol Gilligan, and Lawrence Kohlberg</p>	<p>I can describe the stages of physical development from prenatal to aging.</p> <p>I can explain how physical development impacts overall well-being at different life stages.</p> <p>I can identify the stages of cognitive development as described by Jean Piaget.</p> <p>I can explain how cognitive abilities</p>	<p>Myers, D. G., & DeWall, C. N. (2020). <i>Psychology</i> (Thirteenth). Worth Publishers.</p> <p>Foster, A. (2018). <i>A degree in a book: Psychology: Everything you need to know to master the subject - in one book!</i>. Arcturus Publishing.</p> <p>Introduction to Developmental Psychology: Piaget's Stages https://youtu.be/eJTlo_MhG3M?si=nwteoRnhlp_jiW1m</p>

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			<p>change from infancy through old age.</p> <p>I can describe the stages of social development according to Erik H. Erikson.</p> <p>I can outline Jean Piaget's stages of cognitive development (sensorimotor, preoperational, concrete operational, and formal operational).</p> <p>I can explain key concepts in Piaget's theory such as schema, assimilation, and accommodation.</p> <p>I can describe Erik Erikson's eight stages of psychosocial development.</p> <p>I can discuss the implications of Freud's theory on understanding early childhood development.</p> <p>I can describe Carol Gilligan's stages of moral development</p> <p>I can outline Lawrence Kohlberg's stages of moral development (pre-conventional, conventional, and post-conventional).</p> <p>I can explain the role of moral reasoning and ethical behavior in Kohlberg's theory.</p>	
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<p>November 4 - November 15</p>	<p>Unit 7: Memory</p>	<p>SS10.P.7 Describe the processes and importance of memory, including how information is encoded and stored, mnemonic devices, schemas related to short-term memory, working memory, and long-term memory.</p> <p>SS10.P.7.1 Distinguishing between surface and deep processing in memory development</p> <p>SS10.P.7.2 Comparing ways memories are stored in the brain, including episodic and procedural</p> <p>SS10.P.7.3 Identifying different parts of the brain that store memory</p> <p>SS10.P.7.4 Differentiating among different types of amnesia</p>	<p>I can explain how information is encoded, stored, and retrieved in the memory process, and describe the importance of memory in learning and everyday life.</p> <p>I can use mnemonic devices to improve my memory and recall, and explain how schemas influence short-term memory and its organization.</p> <p>I can distinguish between surface processing and deep processing in memory development, identify examples of each, and explain why deep processing leads to better long-term retention.</p> <p>I can differentiate between short-term memory, working memory, and long-term memory, and compare different types of memory storage in the brain, including episodic and procedural memory.</p> <p>I can identify the different parts of the brain involved in memory storage, such as the hippocampus, amygdala, and prefrontal cortex, and explain their roles in memory formation and emotional memories.</p> <p>I can differentiate between retrograde and anterograde amnesia, describe their characteristics and examples, and</p>	<p>Myers, D. G., & DeWall, C. N. (2020). <i>Psychology</i> (Thirteenth). Worth Publishers.</p> <p>Foster, A. (2018). <i>A degree in a book: Psychology: Everything you need to know to master the subject - in one book!</i>. Arcturus Publishing.</p> <p>Carr, N. (2010). <i>The Shallows: What the Internet Is Doing to Our Brains</i>. W. W. Norton & Company.</p>
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		<p>SS10.P.7.5 Describing how information is retrieved from memory</p> <p>SS10.P.7.6 Explaining how memories can be reconstructed and misremembered</p>	<p>explain how information is retrieved from memory using retrieval cues and context, as well as how memories can be reconstructed and misremembered.</p>	
<p>November 18 - November 22</p>	<p>Unit 8: Understanding Learning Processes</p>	<p>SS10.P.8 Describe ways in which organisms learn, including the processes of classical conditioning, operant conditioning, and observational conditioning.</p> <p>SS10.P.8.1 Identifying unconditioned stimuli (UCS), conditioned stimuli (CS), unconditioned responses (UCR), and conditioned responses (CR)</p> <p>SS10.P.8.2 Describing the law of effect</p> <p>SS10.P.8.3 Describing original experiments conducted by B. F.</p>	<p>I can describe the processes of classical conditioning, operant conditioning, and observational learning, and explain how these processes help organisms learn.</p> <p>I can identify unconditioned stimuli (UCS), conditioned stimuli (CS), unconditioned responses (UCR), and conditioned responses (CR) in examples of classical conditioning.</p> <p>I can describe the law of effect and explain how it relates to operant conditioning and learning behavior.</p> <p>I can describe the original experiments conducted by B. F. Skinner, Albert Bandura, Ivan Pavlov, John B. Watson, and Rosalie Rayner, and explain their significance in the field of psychology.</p> <p>I can differentiate between reinforcement and punishment, positive and negative</p>	<p>Myers, D. G., & DeWall, C. N. (2020). <i>Psychology</i> (Thirteenth). Worth Publishers.</p> <p>Foster, A. (2018). <i>A degree in a book: Psychology: Everything you need to know to master the subject - in one book!</i>. Arcturus Publishing.</p> <p>https://www.verywellmind.com/</p> <p>https://www.simplypsychology.org/</p>

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		<p>Skinner, Albert Bandura, Ivan Pavlov, John B. Watson, and Rosalie Rayner</p> <p>SS10.P.8.4 Differentiating between reinforcement and punishment, positive and negative reinforcement, and various schedules of reinforcement</p> <p>SS10.P.8.5 Describing biological limitations on operantly conditioned learning</p> <p>SS10.P.8.6 Differentiating between observational learning and modeling</p> <p>SS10.P.8.7 Analyzing watching violent media for effects on violent behavior</p>	<p>reinforcement, and various schedules of reinforcement, and explain how they affect behavior.</p> <p>I can describe the biological limitations on operantly conditioned learning and explain how these limitations affect the learning process.</p> <p>I can differentiate between observational learning and modeling, and explain how these processes contribute to learning behavior.</p> <p>I can analyze the effects of watching violent media on violent behavior and discuss the implications of these effects on individuals and society.</p>	
December 2 - December 5	Unit 9: Cognitive Processes and Problem Solving	SS10.P.9 Describe how organisms think and solve problems, including processes involved in accurate thinking.	<p>I can describe how organisms think and solve problems.</p> <p>I can identify the role of mental images in the thought process.</p>	<p>Myers, D. G., & DeWall, C. N. (2020). <i>Psychology</i> (Thirteenth). Worth Publishers.</p> <p>Foster, A. (2018). <i>A degree in a</i></p>

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		<p>SS10.P.9.1 Identifying the role of mental images and verbal symbols in the thought process</p> <p>SS10.P.9.2 Explaining how concepts are formed</p> <p>SS10.P.9.3 Differentiating between algorithms and heuristics</p> <p>SS10.P.9.4 Analyzing different types of heuristics to determine effects on problem solving</p>	<p>I can identify the role of verbal symbols in the thought process.</p> <p>I can explain how concepts are formed.</p> <p>I can differentiate between algorithms and heuristics.</p> <p>I can analyze different types of heuristics to determine their effects on problem solving.</p>	<p><i>book: Psychology: Everything you need to know to master the subject - in one book!. Arcturus Publishing.</i></p>
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