

Month of Instruction (In what month(s) will you teach this unit?)	Title of Unit (Optional)	Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	Common Assessment(s) * (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	Common Resource(s) * Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)
September/Feb..	Research methods	correlation, discovery, perspective, proof, technology, ethics, systems		<ol style="list-style-type: none"> 1. What is the difference between cause and correlation? 2. All beings deserve to be treated in a humane manner. 3. The world is open to new ideas and discovery. 	<ol style="list-style-type: none"> 1. What is the scientific method? 2. What ethical standards must psychologists address regarding research with both human and non-human animals? 3. What are descriptive statistics and how are they used by scientists? <p>How do the validity and reliability of observations and measurements relate to data analysis?</p>		

September/Feb.	Biological bases of behavior	systems, technology, adaption, aging, connections, evolution		<ol style="list-style-type: none"> 1. Our behavior is biologically based. 2. Our behaviors will leave their impact on the development of the brain. 3. There are ways to keep our brain active even as we age. 	<ol style="list-style-type: none"> 1. What are the major divisions and subdivisions of the human nervous system? 2. What are the structures and functions of the major parts of the central nervous system? 3. How does damage to the brain impact function? 		
October/March	Learning.	adaption, development, communities, environments		<ol style="list-style-type: none"> 1. Learning is a life-long process. 2. People influence their environment 3. The environment influences the behavior of people 	<ol style="list-style-type: none"> 1. What are the main components of classical conditioning? 2. How are classical conditioning and operant conditioning different? 3. What part does observation play in learning? 		
October/March	Memory	systems, repetition, patterns, connections		<ol style="list-style-type: none"> 1. Our memories can be developed. 2. A memory is 	<ol style="list-style-type: none"> 1. What is the information processing model? 2. How do long term 		

November/April	Intelligence	creativity, diversity, culture		<p>not a photograph and can be inexact.</p> <p>3. There are different memory systems that help us function in the world</p> <p>1. Intelligence is made up of many factors.</p> <p>2. Different cultures value different qualities.</p> <p>3. Intelligence and creativity are not the same thing</p>	<p>and short term memory differ?</p> <p>3. What are the strategies for improving memory?</p> <p>1. How is intelligence defined?</p> <p>2. What are the different factors found in intelligence?</p> <p>3. How is intelligence measured?</p>		
November/April	Consciousness	aging, balance, cycles, patterns, technology		<p>1. Sleep is a necessary component of life.</p> <p>2. There are many levels to our consciousness.</p> <p>There are many levels</p>	<p>1. How does sleep change over the course of a night? A lifetime?</p> <p>2. What are the major sleep disorders?</p> <p>3. What are the major categories</p>		

December/May	Personality.	diversity, traits, interactions, equilibrium, perspective		<p>of potencies of drugs that all impact the body.</p> <ol style="list-style-type: none"> 1. There is no universally accepted theory of personality. 2. Many factors can play a role in the development of an individual. 3. A person's self-concept plays a major role in how they live their life. 	<p>of psychoactive drugs and their effects?</p> <ol style="list-style-type: none"> 1. What are the major perspectives on personality? 2. What methods are used to assess personality? 3. What factors impact an individual's self-concept? 		
December/May	Psychological Disorders	health, acceptance, challenge, equilibrium, mood		<ol style="list-style-type: none"> 1. Psychological disorders need treatment just as physical disorders. 2. Psychological disorders do not respect class, money, race, or gender. 3. The challenge faced by the 	<ol style="list-style-type: none"> 1. What is the difference between psychotic and non-psychotic disorders? 2. What are the symptoms of the major classifications of psychological disorders? 3. What are the 		

January/May	Social Interactions.	cooperation, communities, conflict, interactions.		<p>families of those suffering with disorders is also great.</p> <ol style="list-style-type: none"> 1. Different cultures do not value the same qualities. 2. Prejudice and stereotyping influence behavior. 3. People tend to favor what they know over what they don't. 	<p>available treatments for psychological disorders?</p> <ol style="list-style-type: none"> 1. How does the presence of others influence a person's behavior? 2. What measures of persuasion are used to change attitudes? 3. How do individual societies differ from collective societies? 		
January/June	Life Span Development.	aging, maturity, development, survival, discovery		<ol style="list-style-type: none"> 1. Development is a product of nature and nurture. 2. Children are not just little adults. 3. Development is a life-long process. 	<ol style="list-style-type: none"> 1. How does a child develop physically, mentally, and socially? 2. What role does the environment play in development? 3. What role does heredity play in development? 		

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