

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

MEMORY: Students will be able to define the three-box model of memory and explain the process of storage and retrieval of memory.

### KEY CONCEPTS:

- Three Box Model
- Sensory Storage
- Short Term Memory
- Long Term Memory
- Recognition
- Recall
- Déjà Vu
- Selective Attention
- Feature Extraction
- Confabulation

### NATIONAL STANDARDS

Cognitive Domain (Memory)

### PROVIDED RESOURCES

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 6
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Video: *Secrets of the Psychics*. Nova: 1993.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

THE BRAIN: Students will be able to identify the major divisions of the Brain, how it functions, copes with stress and recovers from damage.

### KEY CONCEPTS:

- Cerebral Cortex
- 4 Lobes
- Limbic System
- Hemispheres
- Corpus Callosum
- Sub Cortex
- Cerebellum
- Brain Stem
- Frontal Lobotomy
- Damage to the Lobes
- Phineas Gage
- T.B.I.

### NATIONAL STANDARDS

Biopsychological Domain  
(Biological Bases of Behavior)

### PROVIDED RESOURCES

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 2
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Video Series: *The Brain: Our Universe Within*. Discovery Channel: 1997.
- Movie: *Rainman*. 1988: MGM Studios.
- Video: *Stranger in the Mirror*. PBS: 1993.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

NERVOUS SYSTEM: Students will be able to identify the various nervous systems and how they function within the body.

#### KEY CONCEPTS:

- Central Nervous
- Peripheral Nervous
- Somatic Nervous
- Autonomic Nervous
- Sympathetic Nervous
- Parasympathetic Nervous
- Fight or Flight Response
- Adrenaline

### NATIONAL STANDARDS

Biopsychological Domain  
(Biological Bases of Behavior)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 2
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Video Series: *The Brain: Our Universe Within*. Discovery Channel: 1997.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

**NEURONS:** Students will be able to identify the specific parts of a neuron and describe the process of electrical impulses within the brain.

### KEY CONCEPTS:

- Neuron
- Cell Body
- Axon
- Myelin
- Terminal Button
- Synapse
- Dendrite
- Neurotransmitter Fluid
- Voluntary Actions
- Involuntary Actions

### NATIONAL STANDARDS

Biopsychological Domain  
(Biological Bases of Behavior)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 2
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Video Series: *The Brain: Our Universe Within*. Discovery Channel: 1997.
- Video: *Secrets of the Mind*. Nova: 2001.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVE

#### NEUROTRANSMITTERS:

Students will be able to identify the different chemicals within the brain and the specific illnesses attributed to a deficit or surplus of a specific neurotransmitter.

#### KEY CONCEPTS:

- Serotonin
- Dopamine
- Melatonin
- Acetylcholine
- GABA
- Depression
- Alzheimer's
- Post-Encephalitic Catatonia
- Parkinson's
- L-DOPA

### NATIONAL STANDARDS

Biopsychological Domain  
(Biological Bases of Behavior)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 2
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Video Series: *The Brain: Our Universe Within*. Discovery Channel: 1997.
- Movie: *Awakenings*. Columbia Pictures: 1990.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

PROBLEM SOLVING: Students will be able to identify the major theories of problem solving as well as the major impediments that can occur with problem solving.

### KEY CONCEPTS:

- Associationist
- Dr. Edward Thorndike
- Cognitive
- Dr. Wolfgang Kohler
- Mental Set
- Fixation
- Functional Fixedness
- Learned Helplessness
- Label Stripping
- Problem Formulation
- Brainstorming

### NATIONAL STANDARDS

Cognitive Domain (Thinking and Language)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 7
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

#### THINKING AND DREAMING:

Students will be able to identify the various types of thinking humans do as well as explain the Freudian theory of dreams and dream analysis.

#### KEY CONCEPTS:

- Thinking
- Directed Thinking
- Non-Directed Thinking
- Dreaming
- Day Dreaming
- Manifest Content
- Latent Content
- Dream Interpretation
- Re-occurring Dreams

### NATIONAL STANDARDS

Cognitive Domain (States of Consciousness)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 7, 4
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

LEARNING: Students will be able to identify and diagram the major types of human learning, as well as identify the variables that affect how humans learn.

### KEY CONCEPTS:

- Learning
- Stimulus
- Response
- Habituation
- Sensitization
- Classical Conditioning
- Dr. Ivan Pavlov
- Neutral Stimulus
- Unconditioned Stimulus
- Unconditioned Response
- Conditioned Stimulus
- Conditioned Response
- Generalization
- Dr. John Watson
- Baby Albert
- Extinction
- Spontaneous Recovery

### NATIONAL STANDARDS

Cognitive Domain (Learning)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 5
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Movie: *Cool Hand Luke*. Warner Brothers: 1967.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.



# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### KEY CONCEPTS OF LEARNING

#### CONTINUED:

- Operant Conditioning
- Dr. Edward Thorndike
- Dr. B.F. Skinner
- Spontaneous Behavior
- Consequence
- Reinforcement
- Positive Reinforcement
- Negative Reinforcement
- Punishment
- Aversive Control
- Avoidance
- Escape
- Rebellion
- Attention
- Attention Deficit Disorder
- Attention Deficit  
Hyperactivity Disorder
- Practice
- Feedback
- Mental Mazes
- Learning Curve

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVE

#### HUMAN DEVELOPMENT:

Students will be able to identify and chart the major physical milestones and cognitive theories of human development.

#### KEY CONCEPTS:

- Infant Reflexes
- Rooting
- Startle
- Palmer Grasp
- Tonic Neck
- Stepping
- Age reaches for objects
- Age rolls over by self
- Age begins crawling
- Age starts walking
- Age starts talking
- Age starts running/jumping
- Age of potty training
- Age of School Starting
- Age of Puberty
- Age of Menopause
- Average age of death

### NATIONAL STANDARDS

Developmental Domain  
(Lifespan Development)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 10
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### KEY CONCEPTS OF DEVELOPMENT CONTINUED:

- Dr. Jean Piaget
- Schema
- Assimilation
- Accommodation
- Sensorimotor Stage
- Object Permanence
- Pre-operational Stage
- Conservation
- Concrete Operations
- Formal Operations

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

PERSONALITY: Students will be able to identify the similarities and differences between the 9 major theories of personality development.

### KEY CONCEPTS:

- Personality
- Real vs. Ideal Personality
- Projective Test
- Objective Test
- Dr. Sigmund Freud
- Unconscious
- Id
- Ego
- Superego
- All Psycho-Sexual Stages of Development
- All Freudian Defense Mechanisms
- Dr. Alfred Adler
- Feelings of Inferiority
- Striving for Superiority
- Inferiority Complex

### NATIONAL STANDARDS

Sociocultural Domain (Individual Differences and Personality)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 11
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### KEY CONCEPTS OF PERSONALITY CONTINUED:

- Style of Life
- Social Interest
- Adler's Theory of Birthorder
- Dr. Karen Horney
- Horney's Neo-Freudian Stages
- Dr. Carl Jung
- Jung's Archetype Theory and unconscious mind
- Dr. Erik Erikson
- Erikson's 8 Stages of Man
- Dr. Carl Rogers
- Roger's Humanistic Theory of Personality
- Dr. Abe Maslow
- Maslow's Hierarchy of Needs
- Dr. William Sheldon
- Sheldon's Body-typing theory
- O.C.E.A.N Personality Trait

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

PSYCHOPATHOLOGY: Students will be able to explain the 4 elements that constitute abnormal behavior.

### KEY CONCEPTS:

- Psychological Distress
- Deviate from the Norm
- Behavior in Context
- Illness
- Condition
- Adjustment
- Sanity
- DSM-IV-TR
- Axis I
- Axis II
- Axis III
- Axis IV
- Axis V
- Axis VI
- Axis VII

### NATIONAL STANDARDS

Sociocultural Domain  
(Psychological Disorders/Treatment of Psychological Disorders)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 13, 14
- Textbook: *Essentials of Abnormal Psychology*. Mark Durand (Teacher Resource only!)
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Movie: *What About Bob?* Touchstone Pictures: 1994.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

#### ANXIETY DISORDERS:

Students will be able to compare and contrast the different types of Anxiety disorders by detailing the diagnostic criteria of each disorder.

#### KEY CONCEPTS:

- Anxiety
- Phobias
- OCD
- PTSD
- Panic Attack
- Panic Disorder
- Talk Therapy
- SSRI's
- Flooding
- Gradual Desensitization
- Avoidance Behaviors

### NATIONAL STANDARDS

Sociocultural Domain  
(Psychological  
Disorders/Treatment of  
Psychological Disorders)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 13, 14
- Textbook: *Essentials of Abnormal Psychology*. Mark Durand (Teacher Resource only!)
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Movie: *As Good As it Gets*. TriStar Pictures: 1998.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

#### PERSONALITY DISORDERS:

Students will be able to compare and contrast the different types of Personality disorders by detailing the diagnostic criteria of each disorder.

#### KEY CONCEPTS:

- Personality Disorders
- Clusters A,B,C
- Schizoid
- Schizotypal
- Paranoid
- Borderline
- Histrionic
- Narcissistic
- Antisocial
- Compulsive
- Avoidant
- Dependent
- Passive-Aggressive

### NATIONAL STANDARDS

Sociocultural Domain  
(Psychological Disorders/Treatment of Psychological Disorders)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 13, 14
- Textbook: *Essentials of Abnormal Psychology*. Mark Durand (Teacher Resource only!)
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Movie: *Catch Me if you Can*. Dream Works Entertainment: 2003.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.



# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

MOOD DISORDERS: Students will be able to compare and contrast the different types of Mood disorders by detailing the diagnostic criteria of each disorder.

### KEY CONCEPTS:

- Dysthymia
- Major Depression
- Bi-Polar I
- Bi-Polar II
- SSRI
- ECT
- Talk Therapy
- Lithium
- Importance of diet and exercise in battling onset of depression

### NATIONAL STANDARDS

Sociocultural Domain  
(Psychological Disorders/Treatment of Psychological Disorders)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 13, 14
- Textbook: *Essentials of Abnormal Psychology*. Mark Durand (Teacher Resource only!)
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES

#### DISSOCIATIVE DISORDERS:

Students will be able to compare and contrast the different types of Dissociative disorders by detailing the diagnostic criteria of each disorder.

#### KEY CONCEPTS:

- Dissociation
- Types of Amnesia
- Fugue States
- Dissociative Identity Disorder
- Types of common alters presented
- Journaling
- Re-Integration

### NATIONAL STANDARDS

Sociocultural Domain  
(Psychological Disorders/Treatment of Psychological Disorders)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 13, 14
- Textbook: *Essentials of Abnormal Psychology*. Mark Durand (Teacher Resource only!)
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Movie: *3 Faces of Eve*. 20<sup>th</sup> Century Fox: 1957.
- Movie: *Sybil*. WB: 1977.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## CRITICAL CONTENT GUIDE

### MASTERY OBJECTIVES:

SCHIZOPHRENIA: Students will be able to compare and contrast the different types of Schizophrenic disorders by detailing the diagnostic criteria of each disorder.

### KEY CONCEPTS:

- Schizophrenia
- Positive Symptoms
- Negative Symptoms
- Delusions
- Hallucinations
- Word Salad
- Undifferentiated
- Disorganized
- Catatonic
- Stupor
- Excited
- Paranoid
- Thorazine
- Insulin Shock
- Neuroleptics

### NATIONAL STANDARDS

Sociocultural Domain  
(Psychological Disorders/Treatment of Psychological Disorders)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 13, 14
- Textbook: *Essentials of Abnormal Psychology*. Mark Durand (Teacher Resource only!)
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Movie: *A Beautiful Mind*. Universal: 2002.
- Movie: *Shine*. WB: 1997

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.

# INTRODUCTION TO PSYCHOLOGY

## MASTERY OBJECTIVES

### HISTORY OF TREATMENT:

Students will be able to list and describe the evolution of treatment of mental illness as well as explain the current methods psychologists use to treat the mentally ill.

### KEY CONCEPTS:

- Demonic Possession
- Psychosurgery
- Hippocrates
- Mania
- Melancholia
- Hysteria
- Lunacy
- Identify the 4 Bodily Humors
- Enlightenment
- Asylums
- Hospitals
- Psychopharmacology
- Insulin and ECT

## **CRITICAL CONTENT GUIDE**

### NATIONAL STANDARDS

Sociocultural Domain  
(Psychological  
Disorders/Treatment of  
Psychological Disorders)

### RESOURCES PROVIDED

- Textbook: *Psychology An Introduction*. Morris, Charles. Chapter 13, 14
- Textbook: *Essentials of Abnormal Psychology*. Mark Durand (Teacher Resource only!)
- *Activities Handbook for the Teaching of Psychology: Vol. 1,2,3*. Ludy Benjamin. 1981.
- *The Encyclopedic Dictionary of Psychology*. Terri Pettijohn. 1991.
- *The Standard Deviants: The Stimulating World of Psychology*. 1997. (Book and Video Tape.)
- Video Series: *Discovering Psychology*. PBS: 1990.
- Movie: *One Flew Over the Cuckoo's Nest*. Warner Brothers: 1975.

Critical Content Outlines are designed to identify those objectives that the typical student at this grade level is expected to perform independently. Classroom instruction will need to review/ reinforce Critical Content from prior grades and to introduce concepts that are Critical Content at upcoming grades. Critical Content Outlines from prior and upcoming grades will be valuable for differentiating instruction to meet specific student needs within the class.