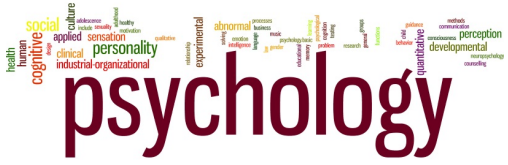
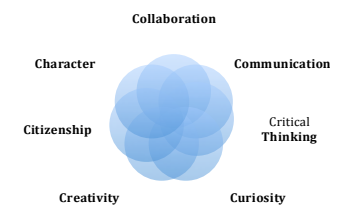


Content Area: Social Studies	Course: Introduction to Psychology	Grade Level: 10-12
	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> Foundations and Research Methods 	<ul style="list-style-type: none"> 2-3 weeks 	
<ul style="list-style-type: none"> States of Consciousness 	<ul style="list-style-type: none"> 2-3 weeks 	
<ul style="list-style-type: none"> Personality 	<ul style="list-style-type: none"> 2-3 weeks 	
<ul style="list-style-type: none"> Abnormal Psychology 	<ul style="list-style-type: none"> 3-4 weeks 	
<ul style="list-style-type: none"> Learning 	<ul style="list-style-type: none"> 3-4 weeks 	
<ul style="list-style-type: none"> Social Psychology 	<ul style="list-style-type: none"> 2-3 weeks 	



Strands	Course Level Expectations
Psychological Perspective	<ul style="list-style-type: none"> • Know what is psychology and how it differs from social sciences • Know methods and measures psychologists use to measure and predict behavior and mental processes
Human Development	<ul style="list-style-type: none"> • Know the primary physical, cognitive, social and moral developments at each stage of human development. • Understand how theorists explain human development as well as know the brain structures and their functions and the what ways our environment impacts brain development
Mind and Body	<ul style="list-style-type: none"> • Understand the biological, psychological, and sociocultural factors that influence individual's cognition, perception, and behavior • Know how biology and experience (nature vs. nurture) influence our perception of our world as well as our behavior
Cognition and Behavior	<ul style="list-style-type: none"> • Know way humans store and retrieve memories • Understand ways we learn
Psychological Theories and Disorders	<ul style="list-style-type: none"> • Know what is normal behavior • Understand how traits impact personality • Understand how certain factors influence an individual's experience

Unit	Foundations and Research Methods	Length of Unit	2-3 weeks
-------------	---	-----------------------	------------------

Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is psychology? • Are genes or environment most important in explaining behavior? • What are psychology's schools of thought and how do they relate to one another? • What careers are associated to psychology? • How do psychologists conduct research? • Do the benefits of psychological research outweigh the risks?
Standards*	<p>Developing Questions and Planning Inquiry INQ 9-12.2</p> <p>Applying Disciplinary Concepts and Tools HIST 9-12.1, HIST 9-12.3, HIST 9-12.7, CIV 9-12.5</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • Founders of Psychology • Schools of Thought • Scientific Method vs. Experimental Method • American Psychological Association's Ethical Guidelines for Research
Key Vocabulary	nature-nurture debate, functionalism, psychoanalysis, behaviorism, humanistic, descriptive methods, case study, naturalistic observation, random selection, ethics

Standards based on Connecticut Elementary and Secondary Social Studies Framework

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit	Foundations and Research Methods	Length of Unit	2-3 weeks
-------------	---	-----------------------	------------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how philosophy and physiology shaped the development of psychological thought • the nature nurture debate • major historical figures in psychology and their schools of thought • how psychologists use the scientific method and experimental method to conduct research 	<ul style="list-style-type: none"> • trace the development of the science from Ancient Greek philosophers to today • apply the nature/nurture debate to modern day scenarios • explain case study behaviors using the different schools of thought • design psychological studies using descriptive methods • decide whether or not ethical guidelines benefit or hinder psychological research

Assessments:	<ul style="list-style-type: none"> • Performance based tasks, projects, debate, presentations
Teacher Resources:	Region 14 LMC Databases, American Psychological Association website, Psychology Today, <i>40 Studies that Changed Psychology</i> by Roger Hock,

Unit	States of Consciousness	Length of Unit	2-3 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What role do sleep and dreams play in our everyday life? • How do psychoactive drugs affect behavior? • Is hypnosis a real psychological phenomenon? • Do we need to study states of consciousness to completely understand behavior? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 9-12.3, Communicating Conclusions and Taking Informed Action: INQ 9-12.10 Applying Disciplinary Concepts and Tools HIST 9-12.5, HIST 9-12.8</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Sleep and Sleep Disorders • Dreams • Hypnosis • Psychoactive Drugs • Meditation 		
Key Vocabulary	consciousness, unconsciousness, NREM, REM, insomnia, narcolepsy, sleep apnea, REM sleep behavior disorder, sleep attacks, hypnagogic hallucinations, dissociation, stimulants, depressants, opiates, hallucinogens		

Unit	States of Consciousness	Length of Unit	2-3 weeks
-------------	--------------------------------	-----------------------	------------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • the sleep cycle and identify what occurs in each stage. • the impact major sleep disorders can have on behavior. • the purpose of dreams. • the characteristics of those more likely to be hypnotized • the effects of depressants, stimulants, and hallucinogens 	<ul style="list-style-type: none"> • keep a sleep log to analyze their sleep cycle and dreams. • create presentations on sleep disorders. • uncover psychological research that explains hypnosis. • decide and defend whether or not we need to study states of consciousness to completely understand behavior.

Assessments:	<ul style="list-style-type: none"> • Performance based tasks, sleep logs, sleep disorder presentations, hypnosis analysis
Teacher Resources:	<i>The Interpretation of Dreams</i> by Sigmund Freud, LMC databases, American Psychological Association website, Psychology Today, <i>40 Studies that Changed Psychology</i> by Roger Hock, The Diagnostic Statistical Manual of Mental Disorders

Unit	Personality	Length of Unit	2-3 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is personality? • What advantages and limitations exist for each theory's description of personality? • How are personality inventories used to assess traits? • Is personality a product of nature or nurture? 		
Standards	<p>Evaluating Sources and Using Evidence: INQ 9-12.6, INQ 9-12.7</p> <p>Communicating Conclusions and Taking Informed Action: INQ 9-12.11</p> <p>Applying Disciplinary Concepts and Tools HIST 9-12.2, HIST 9-12.4, CIV 9-12.4</p>		
Unit Strands & Concepts	<p>Personality Theories</p> <ul style="list-style-type: none"> • Psychoanalytic • Humanistic • Social Cognitive • Trait <p>Personality Tests</p> <ul style="list-style-type: none"> • Minnesota Multiphasic Personality Inventory • Thematic Apperception Test • Five Factor Model of Personality 		
Key Vocabulary	id, ego, superego, anxiety, defense mechanisms, hierarchy of needs, self-actualization, conditioned positive regard, congruence, internal locus of control, external locus of control, learned helplessness, source traits, surface traits		

Unit Title	Personality	Length of Unit	2-3 weeks
-------------------	--------------------	-----------------------	------------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● the evolution of how personality theories developed over time. ● major contributions of the psychologists who created the different personality theories ● how Freud's ego defense mechanisms relieve anxiety ● the strengths and weaknesses of each personality theory 	<ul style="list-style-type: none"> ● compare and contrast the different personality theories. ● discuss whether or not Freud's theory is revolutionary or ridiculous. ● apply Maslow's hierarchy of needs to historical case studies. ● describe their own personality using the Trait perspective. ● discuss whether or not personality is a product of nature and nurture.

Assessments:	Performance based tasks, Self-Actualization Case-Study Analysis, socratic seminar discussion
Teacher Resources:	Great Books (First Series), LMC databases, American Psychological Association website, Psychology Today, <i>40 Studies that Changed Psychology</i> by Roger Hock

Unit	Abnormal Psychology	Length of Unit	3-4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How are psychological disorders identified and studied? • How do psychological disorders impact people’s lives? • Does the mental insanity defense plea serve a meaningful purpose in society? 		
Standards	<p>Communicating Conclusions and Taking Informed Action: INQ 9-12.12, INQ 9-12.15, INQ 9-12.16</p> <p>Applying Disciplinary Concepts and Tools HIST 9-12.6, CIV 9-12.3</p>		
Unit Strands & Concepts	<p>Diagnostic and Statistical Manual of Mental Disorders (DSM)</p> <ul style="list-style-type: none"> • Mood Disorders • Anxiety Disorders • Personality Disorders • Dissociative Disorders • Somatoform Disorders • Childhood Disorders • Eating Disorders • Schizophrenia spectrum <p>Treatment of Abnormal Behavior Mental Insanity Defense Plea</p>		
Key Vocabulary	<p>Diagnostic and Statistical Manual of Mental Disorders (DSM), free-association, client-centered therapy, cognitive behavioral therapy, systematic desensitization, flooding, electroconvulsive therapy</p>		

Unit Title	Abnormal Psychology	Length of Unit	3-4 weeks
-------------------	----------------------------	-----------------------	------------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how a psychologist/doctor identifies psychological disorders • category, causes, behavioral characteristics, treatment, and long term prognosis of psychological disorders • the guidelines of the mental insanity defense plea. 	<ul style="list-style-type: none"> • become familiar with the Diagnostic Statistical Manual of Mental Disorders. • analyze various psychological disorders. • research case studies to foster an understanding of what life is like for people who suffer from mental disorders. • analyze historical court cases to debate whether people who suffer from mental disorders should be punished for their behaviors.

Assessments:	<ul style="list-style-type: none"> • Performance based tasks, Psychological Disorder Project, Mental Insanity Defense Plea Debate
Teacher Resources:	The Diagnostic Statistical Manual of Mental Disorders, LMC databases, American Psychological Association website, Psychology Today

Unit Title	Learning	Length of Unit	3-4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can conditioning be used to shape behavior? • Is reinforcement or punishment more effective in shaping behavior? 		
Standards	Communicating Conclusions and Taking Informed Action: INQ 9-12.17 Applying Disciplinary Concepts and Tools HIST 9-12.1, GEO 9-12.2		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Classical Conditioning • Operant Conditioning • Observational Learning 		
Key Vocabulary	acquisition, extinction, spontaneous recovery, generalization, discrimination, taste aversion, reinforcement, punishment, schedules of reinforcement, behavior modification, operant chamber (skinner box)		

Unit Title	Learning	Length of Unit	3-4 weeks
-------------------	-----------------	-----------------------	------------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the process of classical conditioning (Pavlov and Watson’s experiments), operant conditioning (Skinner’s experiments), and observational learning (Bandura’s experiments) how schedules of reinforcement and punishment impact behavior 	<ul style="list-style-type: none"> compare and contrast classical, operant conditioning and observational learning. create an original conditional experiment to modify behavior in a peer.

Assessments:	<ul style="list-style-type: none"> Performance based tasks, Create Your Own Conditional Experiment
Teacher Resources:	LMC databases, American Psychological Association website, Psychology Today, <i>40 Studies that Changed Psychology</i> by Roger Hock

Unit Title	Social Psychology	Length of Unit	2-3 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What impact do attributions, attitudes, and roles have on individuals and society? • Under what conditions do people obey, conform, and help others? • Do video games teach or release violence? 		
Standards	Developing Questions and Planning Inquiry INQ 9-12.5, Applying Disciplinary Concepts and Tools CIV 9-12.2, GEO 9-12.2		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Social Influence • Conformity • Obedience • Aggression 		
Key Vocabulary	fundamental attribution error, self-serving bias, deindividuation, conformity, obedience, group polarization, groupthink, bystander effect, cognitive dissonance, social facilitation		

Unit Title	Social Psychology	Length of Unit	2-3 weeks
-------------------	--------------------------	-----------------------	------------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how the fundamental attribution error, attitudes, and role playing impact behavior • the results of Asch’s experiment on conformity and Milgram’s experiments on obedience • the social psychological argument surrounding media and aggression 	<ul style="list-style-type: none"> • explain how the fundamental attribution error and attitudes can affect our analyses of behavior • describe Zimbardo’s prison guard experiment and the effects of role-playing on attitudes • replicate Asch’s experiment to create conformity • view Milgram’s original experiment on obedience and outline conditions in which obedience was the highest • debate whether or not video games teach aggression.

Assessments:	<ul style="list-style-type: none"> • Performance based tasks, Conformity Project, Media and Violence Debate
Teacher Resources:	LMC databases, American Psychological Association website, Psychology Today, <i>40 Studies that Changed Psychology</i> by Roger Hock