

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Course Title: Introduction to Psychology
Curriculum Area and Grade: Social Studies/Grades 11-12

Course Purpose:

The purpose of “Introduction to Psychology” is to introduce students to the major theories and concepts of human behavior. This course will provide a base for future studies in psychology and related fields. Additionally, developing understandings of learning process, interpersonal relationships and mental health will help develop life-long skills. Students will gain a personal appreciation for the social and cultural context in which they live while becoming more aware of the values they hold.

Major Learning Goals and Understandings:

FHS Student Learning Expectation(s):

- SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.
- SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.
- SE3 Work independently and collaboratively to solve problems and accomplish goals.
- SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

21st Century Learning Expectation(s): (see attached: P21 Framework: www.P21.org)

1. Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
2. Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
3. Effectively analyze and evaluate evidence, arguments, claims and beliefs
4. Synthesize and make connections between information and arguments
5. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
6. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
7. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

Units/Theme/Concept and # of Weeks	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1. Introduction to Psychology (4 Weeks)	2. Body and Mind (5 Weeks)
3. Learning and Memory (4 weeks)	4. Health and Adjustment (5 Weeks)

Mappers/Authors: Jordan Panucci

Date Approved:

Unit 1 - Introduction to Psychology			
Grade: 11-12	Subject: Social Studies	Course: Introduction to Psychology	Length of Unit: 4 Weeks

Common Core State Standards	
R2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	
R4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
R6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	
R8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	
W2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
<ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 	

<p>c. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>d. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
Supporting Standards
Connecticut State Standards

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> 1. The goals of psychological study 2. The various fields of psychological study 3. The role ethics plays in experimentation 4. How psychology has historically evolved as a science 5. The difference between human behavior and mental processes 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the goals of psychology 2. Explain how psychology is a science 3. Compare and contrast the various types of psychology 4. Evaluate the ethics of experimentation. 5. Explain the historical background of the study of psychology. 6. Compare and Contrast differences between behavior and mental processes. 	<p>All levels of bloom’s taxonomy will be addressed in a recursive manner.</p>

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Big Idea and Essential Questions

- **Big Idea**

Psychology is a science that seeks to describe and explain human mental processes.

Human beings are motivated by need, fear, and biological drives.

Psychological theories aim to explain the behaviors, actions, and personalities of different human beings.

- **Essential Question**

What is psychology?

Who are we and why do we behave the way we do?

How have psychological theories and practices changed over time?

Part 3 – Common Unit Assessments

Chapter 1 Unit Test (see software-Holt and McDougal Unit One Test)

“Famous Psychologist” research assignment (one page research paper with a five minute presentation)-Students will compose a research paper in which they will investigate the theories and major experiments of an important psychologist in history. Students will then share their findings with the class. The school wide communication rubric will be used to assess.

Socratic Seminar: “Psychological theorists, who is correct?” Students will debate the four major theories of psychology (Structuralism, Functionalism, Psychoanalysis, and Behaviorism) and which is most accurate in observing the human condition. School wide communication rubric will be used to assess.

Part 4 – Common/Assured Learning Experiences

Quick Lab: “Changing Behavior” (Holt McDougal p6)

Small Group work:

- “Behaviorism v Functionalism”
- “Psychologists at work”
- Group analysis of Kenneth Clark Study
- Student Role Plays

“Are your feelings predictable” online activity (<http://www.indiana.edu/~socpsy/ACT/predict1.htm>): Students learn about the “Affect Control Theory” by taking a survey and discovering whether their behaviors are predictable.

Part 5-Teacher Notes

<http://teachinghighschoolpsychology.blogspot.com> - Helpful blog site for teachers of Psychology

<http://www.apa.org/index.aspx>- American Psychological Associations website with resources and articles.

<http://www.indiana.edu/~socpsy/ACT/predicti1.htm>

Unit 2 - Body and Mind

Grade: 11-12	Subject: Social Studies	Course: Psychology	Length of Unit: 6 Weeks
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Common Core State Standards

- R2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- R3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- R8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

R9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

W1. Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Supporting Standards

Connecticut State Standards

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> 1. The nervous system functions as a communication system for the body. 2. The three sections of the brain. 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how messages are transmitted by neurons. 2. Describe the three sections of the brain. 3. Explain the role of chromosomes and genes in heredity. 4. Analyze the nature of consciousness. 	<p>All levels of bloom’s taxonomy will be addressed in a recursive manner.</p>

<ol style="list-style-type: none"> 3. Heredity plays a key role in the development of an individual's traits. 4. Perception allows us to organize and make sense of our sensory impressions. 5. The four stages of the sleep cycle. 6. The definition of consciousness. 7. How drugs alter consciousness. 	<ol style="list-style-type: none"> 5. Describe the effect of sleep on human perception for reality. 6. Analyze dreams using varying psychological theories. 7. Analyze the prescription drug epidemic. 	
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Big Idea and Essential Questions

- **Big Idea**

A person's mental state has a direct effect on his or her well-being and this often involves analyzing our biology. Consciousness involves awareness, thought, experience, and environments. There is a direct correlation between drug abuse and an individual's psychological make-up.

- **Essential Question**

How does the nervous system function as a communication system for the body?
 What is consciousness?
 What drives people to abuse drugs?

Part 3 – Common Unit Assessments

Super Hero Brain, Oral Presentation Assignment: Your task is to create your own superhero by pretending that it is possible to magnify the abilities governed in selective sites in the human brain. You may find it helpful to begin by listing the component parts of the brain and their functions. Identify the area of the brain that would have to be altered to accomplish skills you've determined are important for your character. You must choose nine (9) of these components to include in your superhero. Some of these components will be necessary to accommodate the characters new skills while some will be the ones altered to produce the new characteristics. Use technology.

Dream Journal (see file named “Dream Journal” on the Q-drive for students Instructions) Students will keep a dream journal to record five school appropriate dreams. They will then use this to complete their Dream analysis project.

Dream Analysis Project (see file titled “Dream Project” for student instructions and on share point): Students will use two of their recorded dreams to do a formal analysis (2 pages) of the meaning behind their dreams. They will pick one of three perspectives (psychoanalytic, Activation-Synthesis, or Reverse learning theory) to analyze their dreams then present their analysis to the class.

Part 4 – Common/Assured Learning Experiences

Student Role Play: Student role-plays a dreamer and two analysts. The "dreamer" begins by recording a dream. The dreamer recalls the dream for "analyst one" while "analyst two" is out of the room. Analyst one interprets the dream. Then analyst two returns to the room, listen to the dream, and also interpret it. The class then compares and contrasts the two interpretations based on class and text information.

Group Discussions

Part 5-Teacher Notes

<http://www.dreammoods.com/dreamdictionary/>: Generic dream analysis web site.

<http://www.here-be-dreams.com/psychology/freud.html>: Freud's take on dreams.

<http://allpsych.com/psychology101/brain.html>: Explanation of the brain and nervous system.

<http://www.learner.org/series/discoveringpsychology/brain/index.html>: An interactive map of the brain. Will show a diagram of the brain and the function of each of its parts.

Unit 3: Learning and Memory

Grade: 11-12	Subject: Social Studies	Course: Psychology	Length of Unit: 4
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Common Core State Standards

R2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

<p>R3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>R8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>R9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>W1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Supporting Standards
Connecticut State Standards

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: <ol style="list-style-type: none"> Learning focuses on the ways behavior can be conditioned. 	The students will be able to: <ol style="list-style-type: none"> Explain the principles of classical conditioning and describe some of its applications. 	All levels of bloom’s taxonomy will be addressed in a recursive manner.

<ol style="list-style-type: none"> 2. Learning is a complicated process with a variety of perspectives. 3. There are separate and distinct types of memory. 4. Memory can be improved or damaged. 	<ol style="list-style-type: none"> 2. Identify the principles of operant conditioning and describe some of its applications. 3. Discuss cognitive factors in learning, including latent learning, insight and learning sets and observational learning. 4. Compare cognitive learning in humans with cognitive learning in nonhumans. 5. Compare and contrast episodic, generic, and procedural memory. 6. Distinguish between the three processes of memory 7. Explain how information is stored and retrieved in short and long term memory. 8. Describe the various kinds of forgetting and suggest ways to improve your memory. 	
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Big Idea and Essential Questions

- **Big Idea**

There are unlimited ways in which humans can learn.
Memory determines how, when, and if we learn.

- **Essential Question**

What is the role of memory in learning?

Why do humans forget?

Part 3 – Common Unit Assessments

Student projects. In small groups, students must develop an example from their daily lives that illustrates learning through classical conditioning techniques. The group must then diagram their example, prepare a written explanation of their diagram and be prepared to present their work to the class.

Part 4 – Common/Assured Learning Experiences

Memory improvement exercises- <http://faculty.washington.edu/chudler/chmemory.html> (links to an array of online memory games)

Student based performance. In small groups, student's condition volunteers to carry out a task using operant conditioning techniques.

Student projects. In small groups, students must develop an example from their daily lives that illustrates learning through classical conditioning techniques. The group must then diagram their example, prepare a written explanation of their diagram and be prepared to present their work to the class

Limitations of Eyewitness account demonstrations: Activity in which students learn about and experience false memories. All materials and videos can be found at <http://topix.teachpsych.org/w/page/23213805/Memory%20in%20the%20Classroom>

Discussion

Part 5-Teacher Notes

Primary Sources: “Psychology as the Behaviorist Views it” Source?

Big Bang Theory- “Conditioning Penny”: Example video of operant conditioning found at:

<http://blogs.cornell.edu/gp08ha1115/2010/04/04/93/>

<http://www.apa.org/research/action/dyslexia.aspx> - “Undoing Dyslexia via Video Games”: Article on how dyslexia is being treated via the use of video games.

<http://www.apa.org/research/action/eyewitness.aspx> “Increasing Eyewitness Accuracy in the Lineup Procedure Is All in How You ask the Question?” Article explaining how various questioning techniques used by the police get criminals to confess.

<http://www.simplypsychology.org/working%20memory.html>: Article and diagrams explaining both short term and long term memory.

Unit 4 - Health and Adjustment

Grade: 11-12	Subject: Social Studies	Course: Introduction to Psychology	Length of Unit: 5 Weeks
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Common Core State Standards

- R2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- R4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- R6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- R8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- W2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Supporting Standards

Connecticut State Standards

Part 2 – Standards	
Key (GLE) Content Knowledge and Concepts/Skills	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying,

		Understanding and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> 1. Different situations can produce either good or bad stress. 2. People respond to stress in different ways. 3. Psychological disorders cross all social levels. 4. The causes of psychological disorders are both biological and environmental in nature. 5. Treatment of psychological disorders can be complex and varies according to patient' needs. 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Compare and identify good and bad stress. 2. Identify various human responses to stress. 3. Explain the basis for classifying psychological disorders. 4. Distinguish among the anxiety disorders, and outline the theories that explain them. 5. Define dissociation and describe the dissociative disorder. 6. Identify several theories on mood disorders. 7. Distinguish between personality and psychological disorders. 8. Define psychotherapy and list the advantages of each method of psychotherapy. 9. Assess and diagnose a sample psychological disorder. 10. Become an expert on one specific psychological disorder. 	<p>All levels of bloom's taxonomy will be addressed in a recursive manner.</p>

Big Idea and Essential Questions

- **Big Idea**

Stress produces psychological and physical effects on the body.

There are as many different therapies as there are people in the world.

- **Essential Question**

How does stress affect physical and mental abilities?

Why do some therapies work with some patients and not with others?

Part 3 – Common Unit Assessments

Psychological Disorder Project: In groups students will research a psychological disorder referencing pertinent websites, texts, and case studies. The groups will then teach their specified disorder to the class.

Case Studies: Using the website <http://www.abacon.com/carson/case/cases.html>, students will examine three different case studies in which they will analyze three specific disorders. Students will read the background, listen to audio responses and then submit written diagnosis of the subject's disorder and how to treat it.

Part 4 – Common/Assured Learning Experiences

Holmes-Rahe Readjustment Scale (available online)Activity

Discussions

Small Group Activities

Part 5-Teacher Notes

<http://www.psychologytoday.com/conditions/adjustment-disorder>

http://www.sli.org/services/casestudies/pdfs/LN_narcissisticPD.pdf: Good introduction and example to psychological disorders.

<http://www.psyweb.com/Casestudies/CaseStudies.jsp>: Sample case studies of various disorders.