

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut



Honors SCSU Introduction to Psychology

Social Studies

Trumbull High School

2022

(Last Revised 2013)

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Honors SCSU Introduction to Psychology

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The Trumbull Board of Education, as a matter of policy, prohibits discrimination on the grounds of age, creed, religion, sex, race, color, handicap, political affiliation, marital status, sexual orientation, or national origin.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION AND PHILOSOPHY

This course is offered as an elective for 10th, 11th and 12th grade students. The class will give students an introduction to the social science of Psychology, which is an important part of a total education. It allows students to experience its unique content in order to pique an interest for future endeavors. Psychology will provide students the opportunity to practice skills learned in other classes as well as learn new skills necessary for the study of Psychology. This is a one-semester course for one-half elective credit.

Psychology will provide students with an opportunity to learn more about themselves and their role in the world around them. Students will discover the impact of their experiences and their environment on themselves and others. An understanding of different perceptions is also critical to student development.

A planned approach will introduce students to the approaches to psychology and psychological research, developmental psychology, the workings of mind and body, cognitive psychology, personality and individuality, abnormal psychology, and social psychology.

Southern Connecticut State University Early College Experience

Students will be given the option to receive three college credit hours from SCSU for the cost of \$65 upon successful completion of this course. Application and deadline details will be provided.

PHILOSOPHY

The Social Studies Department believes that the Psychology course and its content comprise an important part of the total Social Studies program. It is very important for adolescent students to be given the opportunity to learn about and discover human behaviors. Psychology will provide a forum where the students' natural curiosity toward discovering why people behave the way they do, can be fostered. The discussions of current psychological issues and how they impact society and the students' lives are part of creating responsible citizens.

Students can use this class to gain a deeper understanding of their own behavior in order to better cope with issues facing them as they approach adulthood. Additionally, developing strong moral decision-making skills and recognizing the warning signs of mental illness can assist students as they mature into adults.

The class should be comfortable for students so that they are at ease discussing topics of concern. Psychology affords the teachers the opportunity to demonstrate principles in lively, interactive ways using a multiple intelligence approach to teaching.

Course Description

Honors SCSU Introduction to Psychology

Course Name and Level: Honors SCSU Introduction to Psychology - Elective

Prerequisites: The course is open to all 10th, 11th, and 12th grade students.

Course Credit: One-half elective credit, one class period daily for one semester. Students will be given the opportunity to receive three college credit hours from SCSU for the cost of \$65 upon successful completion of this course. Application and deadline details will be provided.

General Description of the Course Content: The object of this course is to provide students with an introduction to the social science of psychology. It allows students to become familiar with psychological topics in order to pique an interest for future endeavors. A planned approach will introduce students to the different approaches to psychology, the functions of the brain, learning process and intelligence, human development, personality, and abnormal psychology.

Assessment: Students will be required to complete daily reading assignments, research projects and papers, tests and quizzes, and to actively participate in class discussions and debates.

Text: *Understanding Psychology*, Richard A. Kasschau, Ph.D., Glencoe Publishing Company, New York, 2008.

Additional online resources will be provided by SCSU Psychology Department

Psychology Course Standards

National Standards for High School Psychology Curricula Scientific Inquiry and Research Methods

CONTENT STANDARD 1

The nature of psychological science

Students are able to (learning targets):

- 1.1. Define psychology as a discipline and identify its goals as a science
- 1.2. Differentiate scientific and non-scientific approaches to knowledge
- 1.3. Explain the value of both basic and applied psychological research with human and non-human animals
- 1.4. Identify careers individuals can pursue in psychological science
- 1.5. Identify ways individuals can use psychological science in any career

CONTENT STANDARD 2

Research methods and measurements used to study behavior and mental processes

Students are able to (learning targets):

- 2.1. Describe research methods psychological scientists use
- 2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists
- 2.3. Describe the importance of representative samples in psychological research and the need for replication
- 2.4. Explain how and why psychologists use non-human animals in research
- 2.5. Explain the meaning of validity and reliability of observations and measurements

CONTENT STANDARD 3

Ethical issues in research with human and non-human animals

Students are able to (learning targets):

- 3.1. Identify ethical requirements for research with human participants and non-human animals
- 3.2. Explain why researchers need to adhere to an ethics review process

CONTENT STANDARD 4

Basic concepts of data analysis

Students are able to (learning targets):

- 4.1. Define descriptive statistics and explain how they are used by psychological scientists
- 4.2. Draw appropriate conclusions from correlational and experimental designs
- 4.3. Interpret visual representations of data

Biological Bases of Behavior

CONTENT STANDARD 1

Structure and function of the nervous system and endocrine system in human and non-human animals

Students are able to (learning targets):

- 1.1. Identify the major divisions and subdivisions of the human nervous system and their functions
- 1.2. Identify the parts of the neuron and describe the basic process of neural transmission
- 1.3. Describe the structures and functions of the various parts of the central nervous system
- 1.4. Explain the importance of plasticity of the nervous system
- 1.5. Describe the function of the endocrine glands and their interaction with the nervous system
- 1.6. Identify methods and tools used to study the nervous system

CONTENT STANDARD 2

The interaction between biological factors and experiences

Students are able to (learning targets):

- 2.1. Describe concepts in behavioral genetics and epigenetics
- 2.2. Describe the interactive effects of heredity and environment
- 2.3. Explain general principles of evolutionary psychology

Sensation

CONTENT STANDARD 1

The functions of sensory systems

Students are able to (learning targets):

- 1.1. Explain the process of sensory transduction
- 1.2. Explain the basic concepts of psychophysics such as threshold and adaptation

CONTENT STANDARD 2

The capabilities and limitations of sensory processes

Students are able to (learning targets):

- 2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities
- 2.2. Describe the visual sensory system
- 2.3. Describe the auditory sensory system
- 2.4. Describe chemical and tactile sensory systems

Consciousness

CONTENT STANDARD 1

The different states and levels of consciousness

Students are able to (learning targets):

- 1.1. Identify states of consciousness
- 1.2. Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)

- 1.3. Identify the effects of meditation, mindfulness, and relaxation
- 1.4. Describe characteristics of and current conceptions about hypnosis

CONTENT STANDARD 2

Characteristics and functions of sleep and theories that explain why we sleep and dream

Students are able to (learning targets):

- 2.1. Describe the circadian rhythm and its relation to sleep
- 2.2. Describe the sleep cycle
- 2.3. Compare theories about the functions of sleep and of dreaming
- 2.4. Describe types of sleep disorders

Cognition

CONTENT STANDARD 1

Fundamental processes of thinking and problem solving

Students are able to (learning targets):

- 1.1. Describe cognitive processes related to concept formation
- 1.2. Explain processes involved in problem solving and decision making

CONTENT STANDARD 2

Effective thinking processes

Students are able to (learning targets):

- 2.1. Describe obstacles to effective information processing and decision making
- 2.2. Describe convergent and divergent thinking in problem solving and decision making

Memory

CONTENT STANDARD 1

Processes of memory

Students are able to (learning targets):

- 1.1. Explain the processes of encoding, storage, and retrieval
- 1.2. Describe systems of memory (i.e., sensory, working, and long-term memory)
- 1.3. Differentiate types of memory (i.e., implicit and explicit)

CONTENT STANDARD 2

Factors influencing memory

Students are able to (learning targets):

- 2.1. Explain strategies for improving the encoding, storage, and retrieval of memories
- 2.2. Describe memory as a reconstructive process
- 2.3. Explain kinds of forgetting or memory failures
- 2.4. Identify disorders that impact the

Perception

CONTENT STANDARD 1

The process of perception

Students are able to (learning targets):

- 1.1. Describe principles of perception
- 1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2

The interaction between the person and the environment in determining perception

Students are able to (learning targets):

- 2.1. Explain Gestalt principles of perception
- 2.2. Describe binocular and monocular depth cues
- 2.3. Describe perceptual constancies
- 2.4. Describe the nature of attention
- 2.5. Explain how diverse experiences and expectations

Intelligence

CONTENT STANDARD 1

Perspectives on intelligence

Students are able to (learning targets):

- 1.1. Explain intelligence as a construct
- 1.2. Describe various conceptualizations of intelligence
- 1.3. Describe the effects of differences in intelligence on everyday functioning

CONTENT STANDARD 2

Assessment of intelligence

Students are able to (learning targets):

- 2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness
- 2.2. Identify current methods of assessing human cognitive abilities
- 2.3. Describe measures of and data on reliability and validity for intelligence test scores

CONTENT STANDARD 3

Issues in intelligence

Students are able to (learning targets):

- 3.1. Explain the complexities of interpreting scores on intelligence tests
- 3.2. Describe the influences of biological, cultural, and environmental factors on intelligence

DEVELOPMENT AND LEARNING PILLAR

Life Span Development

CONTENT STANDARD 1

Methods and issues in life span development

Students are able to (learning targets):

- 1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
- 1.2. Explain issues of continuity/discontinuity and stability/change
- 1.3. Distinguish methods used to study development
- 1.4. Describe the role of sensitive and critical periods in development

CONTENT STANDARD 2

Physical, cognitive, and social development

across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)

Students are able to (learning targets):

- 2.1. Identify key features of physical development from prenatal through older adulthood
- 2.2. Identify key features of cognitive development from prenatal through older adulthood
- 2.3. Identify key features of social development from prenatal through older adulthood

Learning

CONTENT STANDARD 1

Classical Conditioning

Students are able to (learning targets):

- 1.1. Describe the processes of classical conditioning
- 1.2. Describe clinical and experimental examples of classical conditioning

CONTENT STANDARD 2

Operant Conditioning

Students are able to (learning targets):

- 2.1. Describe the processes of operant conditioning
- 2.2. Describe clinical and experimental examples of operant conditioning

CONTENT STANDARD 3

Observational learning, social learning theory, and mental processes in learning

Students are able to (learning targets):

- 3.1. Describe observational learning and social learning theory
- 3.2. Describe the role of mental processes in learning

Language

CONTENT STANDARD 1

Structural features and development of language

Students are able to (learning targets):

- 1.1. Describe the structure of language from the level of speech sounds to communication of meaning
- 1.2. Describe the relationship between language and cognition
- 1.3. Explain the language acquisition process and theories

CONTENT STANDARD 2

Language and the brain

Students are able to (learning targets):

- 2.1. Identify the brain structures associated with language
- 2.2. Explain how damage to the brain may affect

SOCIAL AND PERSONALITY PILLAR

Social

CONTENT STANDARD 1

Social cognition

Students are able to (learning targets):

- 1.1. Describe attributional explanations of behavior
- 1.2. Explain how experiences shape attitudes and beliefs
- 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

CONTENT STANDARD 2

Social influence

Students are able to (learning targets):

- 2.1. Explain how the presence of other people can affect behavior
- 2.2. Describe how intergroup dynamics influence behavior
- 2.3. Explain how persuasive methods affect behavior and beliefs
- 2.4. Identify factors influencing attraction and relationships
- 2.5. Identify factors influencing aggression and conflict
- 2.6. Identify factors influencing altruism and helping behaviors

Personality

CONTENT STANDARD 1

Empirical approaches to studying and understanding personality

Students are able to (learning targets):

- 1.1. Explain how biological and environmental factors interact to influence personality
- 1.2. Explain social-cognitive approaches to understanding personality
- 1.3. Explain trait-based approaches to understanding personality
- 1.4. Describe methods used to study personality

CONTENT STANDARD 2

Assessment of personality

Students are able to (learning targets):

- 2.1. Differentiate personality assessment techniques
- 2.2. Describe the reliability and validity of personality assessment techniques
- 2.3. Analyze how personality researchers address issues of stability and change

Motivation and Emotion

CONTENT STANDARD 1

Influences of motivation

Students are able to (learning targets):

- 1.1. Explain biological, cognitive, and social factors that influence motivation
- 1.2. Explain the role of culture in human motivation

CONTENT STANDARD 2

Domains of motivated behavior in humans

Students are able to (learning targets):

- 2.1. Identify factors in motivation that influence eating and sexual behaviors
- 2.2. Identify motivational factors that influence achievement and affiliation

CONTENT STANDARD 3

Perspectives on emotion

Students are able to (learning targets):

- 3.1. Explain the biological and cognitive components of emotion
- 3.2. Describe the psychological research on basic human emotions
- 3.3. Differentiate among theories of emotion

CONTENT STANDARD 4

Emotional interpretation and expression (interpersonal and intrapersonal)

Students are able to (learning targets):

- 4.1. Explain how biological factors influence emotional interpretation and expression
- 4.2. Explain how culture and gender influence emotional interpretation and expression
- 4.3. Explain how other environmental factors influence emotional interpretation and expression

CONTENT STANDARD 5

Domains of emotional behavior

Students are able to (learning targets):

- 5.1. Identify biological and environmental influences on the expression and experience of negative emotions
- 5.2. Identify biological and environmental influences on the expression and experience of positive emotions

MENTAL AND PHYSICAL HEALTH PILLAR

Disorders

CONTENT STANDARD 1

Perspectives of abnormal behavior

Students are able to (learning targets):

- 1.1. Define abnormal behavior
- 1.2. Describe cross-cultural views of abnormality
- 1.3. Describe major medical and biopsychosocial models of abnormality

- 1.4. Explain how stigma relates to abnormal behavior
- 1.5. Explain the impact of psychological disorders on the individual, family, and society

CONTENT STANDARD 2

Categories of psychological disorders

Students are able to (learning targets):

- 2.1. Describe the classification of psychological disorders
- 2.2. Describe the challenges associated with diagnosing psychological disorders
- 2.3. Describe symptoms of psychological disorders

Health

CONTENT STANDARD 1

Stress and coping

Students are able to (learning targets):

- 1.1. Define stress as a psychophysiological response to the environment
- 1.2. Explain sources of stress across the life span
- 1.3. Explain physiological and psychological consequences of stress for health and wellness
- 1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress

CONTENT STANDARD 2

Psychological science promotes mental and physical health and wellness

Students are able to (learning targets):

- 2.1. Describe factors that promote resilience and flourishing
- 2.2. Identify evidence-based strategies that promote health and wellness

Therapies

CONTENT STANDARD 1

Types of treatment

Students are able to (learning targets):

- 1.1. Describe different types of biomedical and psychological treatments
- 1.2. Explain why psychologists use a variety of psychological treatments
- 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

CONTENT STANDARD 2

Legal, ethical, and professional issues in the treatment of psychological disorders

Students are able to (learning targets):

- 2.1. Identify differences among licensed mental health providers
- 2.2. Identify legal and ethical requirements for licensed mental health providers
- 2.3. Identify resources available to support individuals with psychological disorders and their families

The following course goals derive from the 2010 Connecticut Core Standards for Literacy.

CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.WHST.11-12.1.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.

CCSS.ELA-Literacy.WHST.11-12.1.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.

CCSS.ELA-Literacy.WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.WHST.11-12.10: 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.

CCSS.ELA-Literacy.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on Sociology Property of Trumbull Public Schools 4 a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. CCSS.ELA-Literacy.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following course goals derive from the 2016 ISTE Technology Standards.

ISTE Standard 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standard 4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

ISTE Standard 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

ISTE Standard 7a: Students use digital tools to connect with learners from a variety of cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE Standard 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE Standard 7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

COURSE GOALS

The course goals align with **The Connecticut State Frameworks for Social Studies:**

Students will:

- Gather, analyze, and reconcile information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- Evaluate the roles and contributions of individuals and groups.
- Develop critical thinking skills by inquiry, research, and organizing information.
- Support and defend ideas through oral presentations and writing prompts by evaluating a variety of resources.
- Incorporate technology by researching topics related to the curriculum and using various community networks to engage in shared inquiry.

Course Syllabus

Fall 2022/ Spring 2023

SCSU PSY 100 - Introduction to Psychology

Trumbull High School Social Studies Department

Introduction to Psychology - Southern Connecticut State University

Trumbull High School Mission Statement:

Trumbull High School educates students in a safe, inviting, student-centered community. We encourage academic achievement, extracurricular participation, enthusiasm and self-confidence to foster independence and personal and social growth. We hold our school community to the ethical conduct and social awareness necessary to live and participate in a democratic, diverse, and global society.

Course Description:

The object of this course is to provide students with an introduction to the social science of psychology. It allows students to become familiar with psychological topics in order to pique an interest for future endeavors. A planned approach will introduce students to the approaches of psychology and psychological research, developmental psychology, the workings of the mind and body, cognitive psychology, personality and individuality, abnormal psychology, and social psychology. As part of the course requirements, students participate in an approved research study.

Southern Connecticut State University Early College Experience

Students will be given the opportunity to receive three college credit hours from SCSU for the cost of \$65 upon successful completion of this course. Application and deadline details will be provided.

Units of Study and Estimated timeline

Units of Study	Estimated Timeline
Unit 1 – History/ Evolution and approaches to Psychology and Psychological Research	2 weeks
Unit 2 – Workings of Mind and Body (The Brain, Sensation and Perception)	3 weeks
Unit 3 – Developmental Psychology	2 weeks
Unit 4 – Learning and Cognitive Psychology (Memory, Thinking and Language, Motivation and Emotion)	3 weeks
Unit 5 – Personality and Individuality	2 weeks
Unit 6 – Abnormal Psychology (Disorders, Treatment)	3 weeks
Unit 7 – Social Psychology (2 weeks)	2 weeks
Research Assignment/ Presentations	2 weeks

Textbook and Supplemental Materials:

Understanding Psychology, Richard A. Kasschau, Ph.D., Glencoe Publishing Company, New York, 2008.

Additional online resources will be provided by SCSU Psychology Department

UNIT 1

History/Evolution and Approaches to Psychology and Psychological Research

Essential Question: How has the study of human and animal behavior helped determine psychological principles that have the potential to enrich the lives of humans?

Content Standards:

CONTENT STANDARD 1

The nature of psychological science

Students are able to (learning targets):

- 1.1. Define psychology as a discipline and identify its goals as a science
- 1.2. Differentiate scientific and non-scientific approaches to knowledge
- 1.3. Explain the value of both basic and applied psychological research with human and non-human animals
- 1.4. Identify careers individuals can pursue in psychological science
- 1.5. Identify ways individuals can use psychological science in any career

CONTENT STANDARD 2

Research methods and measurements used to study behavior and mental processes

Students are able to (learning targets):

2.1. Describe research methods psychological scientists use

2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists

2.3. Describe the importance of representative samples in psychological research and the need for replication

2.4. Explain how and why psychologists use non-human animals in research

2.5. Explain the meaning of validity and reliability of observations and measurements

CONTENT STANDARD 3

Ethical issues in research with human and non-human animals

Students are able to (learning targets):

- 3.1. Identify ethical requirements for research with human participants and non-human animals
- 3.2. Explain why researchers need to adhere to an ethics review process

CONTENT STANDARD 4

Basic concepts of data analysis

Students are able to (learning targets):

- 4.1. Define descriptive statistics and explain how they are used by psychological scientists
- 4.2. Draw appropriate conclusions from correlational and experimental designs
- 4.3. Interpret visual representations of data

Focus Questions (Student Objectives):

1. Why study Psychology?
2. What is the history of Psychology?
3. What professions are offered in the field of Psychology?
4. What is psychological research?
5. What are some of the problems and solutions in research?
6. What role does statistical evaluation play in psychological research?

Content (Scope and Sequence)

- Definition and goals of psychology
- Applications in everyday life
- History of psychology
- Approaches to psychology
- Careers associated with psychology
- Research in psychology
- Methods for psychological research
- Problems encountered in research
- Ethics in psychological experimentation
- Evaluation of psychological research

Skills:

1. Create a working definition of psychology.
2. Demonstrate knowledge of the practical uses of psychology.
3. Analyze the historical progression of the study of psychology.
4. Describe each of the different approaches to psychology and evaluate the validity of each approach.
5. Identify the methods used in a psychological study.
6. Assess the problems associated with psychological research.

Time Allocation – approximately 2 weeks

Instructional Strategies

Case Studies, Class discussion, Group Work, Guided readings and notes, Lecture, **Research through Technology**, **Survey Project**, Psychology Labs Using Scientific Method, **Guest Speakers in the Field of Psychology**, Visualization, **Writing Prompts**

Assured Assessments (Projects) Students may do one of the following activities:

1. Conduct a Naturalistic Observation in a public place, take notes on what they see, and write a summary of the activity addressing specific points.
2. Analyze the behavior and mental processes of an individual currently in the news from one of the seven different psychological perspectives.
3. Hold a debate about ethical issues concerning psychological experiments.

4. Conduct a survey among their peers on a topic of their choice (with teacher approval) such as, sports, favorite TV shows, future plans, etc., and evaluate the data from their survey.
5. Invite school psychologists and social workers from Trumbull High School to speak to the classes about how a major in Psychology contributes to their current careers. Students will have the opportunity to ask questions of the speaker, and to write a reflection on their experience.
6. Students will choose from a list of diverse (African Americans, Asian Americans, Hispanics, Native Americans, Women) contributors to the field of psychology, research ONE of the contributors, and share with the class through a Google slide presentation.

RESOURCES:

1. Classics in the History of Psychology:
<http://psychclassics.yorku.ca/>
2. The Top Ten Unethical Psychological Experiments:
<http://listverse.com/2008/09/07/top-10-unethical-psychological-experiments/>
3. The American Psychological Association:
<http://www.apa.org/>
4. Diverse contributors to the Field of Psychology
 - African Americans
<https://www.mhanational.org/black-pioneers-mental-health>
<https://www.apa.org/pi/oema/resources/ethnicity-health/african-american/prominent-psychologists>
<https://psychology.okstate.edu/museum/afroam/>
 - Asian Americans and Pacific Islanders
<https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists?tab=2>
<https://www.apa.org/pi/oema/resources/ethnicity-health/asian-american/women-firsts>
 - Hispanics, Latino
<https://psychology.okstate.edu/museum/hispanic/people.html>
 - Native Americans
<https://www.apa.org/pi/oema/resources/ethnicity-health/native-american/women-firsts>
 - Women
<https://www.apa.org/pi/women/iampsyched/timeline>

UNIT 2

Workings of Mind and Body (The Brain, Sensation and Perception)

Essential Question: How are our behavioral and psychological processes connected to our biological processes? How do our bodies and minds work together to create who we are?

Content Standards

CONTENT STANDARD 1

Structure and function of the nervous system and endocrine system in human and non-human animals

Students are able to (learning targets):

1.1. Identify the major divisions and subdivisions of the human nervous system and their functions

- 1.2. Identify the parts of the neuron and describe the basic process of neural transmission
- 1.3. Describe the structures and functions of the various parts of the central nervous system
- 1.4. Explain the importance of plasticity of the nervous system
- 1.5. Describe the function of the endocrine glands and their interaction with the nervous system
- 1.6. Identify methods and tools used to study the nervous system

CONTENT STANDARD 2

The interaction between biological factors and experiences

Students are able to (learning targets):

- 2.1. Describe concepts in behavioral genetics and epigenetics
- 2.2. Describe the interactive effects of heredity and environment
- 2.3. Explain general principles of evolutionary psychology

Sensation

CONTENT STANDARD 1

The functions of sensory systems

Students are able to (learning targets):

- 1.1. Explain the process of sensory transduction
- 1.2. Explain the basic concepts of psychophysics such as threshold and adaptation

CONTENT STANDARD 2

The capabilities and limitations of sensory processes

Students are able to (learning targets):

- 2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities**
- 2.2. Describe the visual sensory system
- 2.3. Describe the auditory sensory system
- 2.4. Describe chemical and tactile sensory systems

Perception

CONTENT STANDARD 1

The process of perception

Students are able to (learning targets):

1.1. Describe principles of perception

1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2

The interaction between the person and the environment in determining perception

Students are able to (learning targets):

2.1. Explain Gestalt principles of perception

2.2. Describe binocular and monocular depth cues

2.3. Describe perceptual constancies

2.4. Describe the nature of attention

2.5. Explain how diverse experiences and expectations

Focus Questions (Student Objectives):

1. What are the major parts of the brain?
2. What role does the brain play in human behavior?
3. What roles do sleep and dreams play in our lives as humans?
4. What are hypnosis and meditation?
5. How does drug use impact individuals and their brains?
6. How do we take in information through our senses?
7. How do we perceive the world around us?

Content (Scope and Sequence)

- The major parts of the brain and their functions
- The roles of the Right and Left hemispheres of the brain
- How the brain impacts our behavior
- Views on the purpose of sleep
- The stages of Sleep Cycle
- Sleep Disorders
- Dreams and Dream Interpretation
- Hypnosis and Meditation
- The effects of drugs on an individual and their brain
- Absolute Thresholds
- Sensory Adaptation
- The Gestalt Principles of Organization
- Perceptual Inference
- Optical Illusions and other Incorrect Perceptions

Skills

1. Create visual representations of the major parts of the brain and their functions
2. Determine which hemisphere of the brain is dominant
3. Demonstrate knowledge of the role the brain plays in human behavior
4. Analyze the difference between sensation and perception
5. Describe the basic mechanisms of hearing, sight, olfaction, and touch
6. Analyze how illusions affect human perception
7. Make connections between human motivation to their own lives
8. Demonstrate knowledge of consciousness and different levels of consciousness

Time Allocation – approximately 3 weeks

Instructional Strategies

Case Studies, Class discussion, Group Work, Guided readings and notes, Lecture, **Movie Analysis, Project, Role play, Research** through Technology, **Writing Prompts (reflections)**

Assured Assessments (Projects) Students may do one of the following activities:

1. Design a “Brain Collage.” Students will match pictures from online resources to their matching brain function.
2. Take a number of psychological quizzes to find their dominant hemisphere.
3. Research different optical illusions and explain why they work the way they do.
4. Experience blindness by blindfolding themselves, serving as a guide, and attempting easy tasks. A written reflection about the experience is assigned.
5. Keep a dream journal and interpret their dreams.

RESOURCES:

1. The Secret life of the Brain (Web site and Video series)
<http://www.pbs.org/wnet/brain/>
2. Sleep Disorders Mayo Clinic <https://www.mayoclinic.org/diseases-conditions/sleep-disorders/symptoms-causes/syc-20354018>
3. The “Mouse Party” learn about the impact of drugs on your brain:
<https://learn.genetics.utah.edu/content/addiction/mouse/>
4. Online quizzes to determine which hemisphere of the brain is dominant:
http://www.wherecreativitygoestoschool.com/vancouver/left_right/rb_test.htm
<http://www.web-us.com/brain/braindominance.htm>

UNIT 3 Developmental Psychology

Essential Question: How does the physical, cognitive, and social changes impact human behavior as people develop?

Content Standards

Life Span Development

CONTENT STANDARD 1

Methods and issues in lifespan development

Students are able to (learning targets):

1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development

1.2. Explain issues of continuity/discontinuity and stability/change

1.3. Distinguish methods used to study development

1.4. Describe the role of sensitive and critical periods in development

CONTENT STANDARD 2

Physical, cognitive, and social development

across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)

Students are able to (learning targets):

2.1. Identify key features of physical development from prenatal through older adulthood

2.2. Identify key features of cognitive development from prenatal through older adulthood

2.3. Identify key features of social development from prenatal through older adulthood

Focus Questions (Student Objectives):

1. How do infants develop physically and perceptually?
2. How do infants develop language?
3. What are the stages of cognitive development?
4. What are the stages of emotional development?
5. How do different parenting styles impact a child's development?
6. How do people develop socially?

Content (Scope and Sequence)

- The nature (genetics) vs. nurture (learning) debate
- Capabilities of a newborn
- The development of infants through maturation and learning
- Depth perception
- The steps involved in learning language
- How a child's knowledge of the world changes over time
- Piaget's four stages of cognitive development
- Infant emotional attachment (Lorenz, Harlow)
- The four basic parenting styles (authoritarian, authoritative, permissive)
- The process of Socialization

- Erikson's theory of psychosocial development
- Kohlberg's theory of moral development

Skills:

1. Evaluate the nature and nurture sides of developmental theory
2. Analyze the different stages of Piaget's cognitive development
3. Illustrate knowledge of Erikson's theory of psychosocial development
4. Determine which stage of Kohlberg's theory of moral development they find themselves on
5. Interpret the importance of the infancy and childhood periods as it impacts the rest of human development
6. Evaluate which of the four basic parenting styles is the best

Time Allocation – approximately 2 weeks

Case Studies, Class discussion, **debate a moral dilemma**, Group Work, Guided readings and notes, Lecture, **Writing Prompts (reflections)**

Instructional Strategies

Assured Assessments (Projects) Students may do one of the following activities:

1. Illustrate the eight different developmental stages of Erik Erikson by drawing a picture illustrating the conflict one faces in each of the eight stages.
2. Design a children's toy demonstrating the different levels of cognitive development.
3. Complete a timeline of significant events in the lives of infants (or their own lives). The timeline would demonstrate the concepts of growth cycles, critical periods, imprinting, and language development.
4. Create several different moral decision scenarios and debate the decision. Students can then fit their decision into Kohlberg's stages of moral development.
5. Create their own punishments for given situations and discuss which parenting type they fit into. This can be used to better understand both childhood and adolescence.
6. Role-play difficult situations between parents and students to better understand the viewpoint of their parents.

RESOURCES:

1. This website contains lessons plans from Discovery Education about Developmental Psychology:
<http://teachinghighschoolpsychology.blogspot.com/2010/01/developmental-psychology-lesson-plans.html>
2. This website contains lesson plans that pertain to Developmental Psychology including a language development game:
<http://www.devpsy.org/teaching/index.html>

UNIT 4

Learning and Cognitive Psychology (Memory, Thinking and Language, Motivation and Emotion)

Essential Questions: How do people learn and process information?

Content Standards

Memory

CONTENT STANDARD 1

Processes of memory

Students are able to (learning targets):

1.1. Explain the processes of encoding, storage, and retrieval

1.2. Describe systems of memory (i.e., sensory, working, and long-term memory)

1.3. Differentiate types of memory (i.e., implicit and explicit)

CONTENT STANDARD 2

Factors influencing memory

Students are able to (learning targets):

2.1. Explain strategies for improving the encoding, storage, and retrieval of memories

2.2. Describe memory as a reconstructive process

2.3. Explain kinds of forgetting or memory failures

2.4. Identify disorders that impact memory

Language

CONTENT STANDARD 1

Structural features and development of language

Students are able to (learning targets):

1.1. Describe the structure of language from the level of speech sounds to communication of meaning

1.2. Describe the relationship between language and cognition

1.3. Explain the language acquisition process and theories

CONTENT STANDARD 2

Language and the brain

Students are able to (learning targets):

2.1. Identify the brain structures associated with language

2.2. Explain how damage to the brain may affect

Learning

CONTENT STANDARD 1

Classical Conditioning

Students are able to (learning targets):

1.1. Describe the processes of classical conditioning

1.2. Describe clinical and experimental examples of classical conditioning

CONTENT STANDARD 2

Operant Conditioning

Students are able to (learning targets):

2.1. Describe the processes of operant conditioning

2.2. Describe clinical and experimental examples of operant conditioning

CONTENT STANDARD 3

Observational learning, social learning theory, and mental processes in learning

Students are able to (learning targets):

3.1. Describe observational learning and social learning theory

3.2. Describe the role of mental processes in learning

Motivation and Emotion

CONTENT STANDARD 1

Influences of motivation

Students are able to (learning targets):

1.1. Explain biological, cognitive, and social factors that influence motivation

1.2. Explain the role of culture in human motivation

CONTENT STANDARD 2

Domains of motivated behavior in humans

Students are able to (learning targets):

2.1. Identify factors in motivation that influence eating and sexual behaviors

2.2. Identify motivational factors that influence achievement and affiliation

CONTENT STANDARD 3

Perspectives on emotion

Students are able to (learning targets):

3.1. Explain the biological and cognitive components of emotion

3.2. Describe the psychological research on basic human emotions

3.3. Differentiate among theories of emotion

CONTENT STANDARD 4

Emotional interpretation and expression (interpersonal and intrapersonal)

Students are able to (learning targets):

4.1. Explain how biological factors influence emotional interpretation and expression

4.2. Explain how culture and gender influence emotional interpretation and expression

4.3. Explain how other environmental factors influence emotional interpretation and expression

CONTENT STANDARD 5

Domains of emotional behavior

Students are able to (learning targets):

5.1. Identify biological and environmental influences on the expression and experience of negative emotions

5.2. Identify biological and environmental influences on the expression and experience of positive emotions

Focus Questions (Student Objectives):

1. What is Classical Conditioning?
2. What is Operant Conditioning?
3. What is Social Learning?
4. How do humans take in and store information?
5. How do humans retrieve information?
6. How do humans think and solve problems?
7. How do humans develop language?
8. What are different theories of motivation?
9. What are the biological and social motives that drive humans?
10. What are emotions and how do they impact us?

Content (Scope and Sequence)

- Ivan Pavlov and the four elements of Classical conditioning
- B.F. Skinner and the process of Operant conditioning
- Social learning: latent learning, modeling, and behavior modification
- The process of encoding, storing, and retrieving information
- Memory: sensory, short term, long term
- Memory: recall, forgetting
- Ways of improving memory
- The components of thought (images, symbols, concepts, prototypes, and rules)
- The different kinds of thinking
- Problem solving
- The elements of language (phonemes, morphemes, and syntax)
- B.F. Skinner vs. Noam Chomsky: the debate on language development
- Language acquisition
- The theories of motivation (instinct, drive-reduction, incentive, cognitive)
- The biological and social motives of humans
- Maslow's Hierarchy of Needs
- The elements of emotions (the physical, the behavioral, and the cognitive)

Time Allocation – approximately 3 weeks

Instructional Strategies

Case Studies, Class discussion, **Class experiments**, Group Work, Guided readings and notes, Lecture, **Movie Analysis**, **Role play**, **Research** through Technology, **Writing Prompts (reflections)**

Skills

- Analyze the differences between Classical and Operant Conditioning
- Illustrate the ways humans encode, store, and retrieve information
- Practice different memory enhancing techniques
- Evaluate the validity of various mnemonic device
- Identify the elements of language
- Discuss the various theories of language development and defend the view they believe is the strongest
- Analyze various movies (*Castaway*) and apply the content to Maslow's Hierarchy of Needs

Assured Assessments (Projects) Students may do one of the following activities:

1. Watch a movie (*Castaway*) and write a paper about how the movie illustrates Maslow's Hierarchy of Needs.
2. Host an in-class debate between the views of Skinner and Chomsky on language acquisition in children.
3. Students will partake in class experiments in both classical and operant conditioning and evaluate their effectiveness in controlling behavior.

RESOURCES:

1. Classical Conditioning
<https://www.verywellmind.com/classical-conditioning-2794859>
2. Operant Conditioning
<https://www.verywellmind.com/operant-conditioning-a2-2794863>
3. Psych Sim 6:
https://www.worthpublishers.com/BrainHoney/Resource/22292/sitebuilderuploads/shared_psychology/psychsim6/app.html?s=psychsim6-operant-conditioning

UNIT 5 Personality and Individuality

Essential Questions: What can we learn about ourselves through various intelligence tests and personality tests? How valid are the results?

Content Standards

Perception

CONTENT STANDARD 1

The process of perception

Students are able to (learning targets):

1.1. Describe principles of perception

1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2

The interaction between the person and the environment in determining perception

Students are able to (learning targets):

2.1. Explain Gestalt principles of perception

2.2. Describe binocular and monocular depth cues

2.3. Describe perceptual constancies

2.4. Describe the nature of attention

2.5. Explain how diverse experiences and expectations impact perception

Intelligence

CONTENT STANDARD 1

Perspectives on intelligence

Students are able to (learning targets):

1.1. Explain intelligence as a construct

1.2. Describe various conceptualizations of intelligence

1.3. Describe the effects of differences in intelligence on everyday functioning

CONTENT STANDARD 2

Assessment of intelligence

Students are able to (learning targets):

2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness

2.2. Identify current methods of assessing human cognitive abilities

2.3. Describe measures of and data on reliability and validity for intelligence test scores

CONTENT STANDARD 3

Issues in intelligence

Students are able to (learning targets):

3.1. Explain the complexities of interpreting scores on intelligence tests

3.2. Describe the influences of biological, cultural, and environmental factors on intelligence

Focus Questions (Student Objectives):

1. What are the characteristics of a Psychological Test?
2. What are different ways that intelligence is tested?
3. What is the difference between IQ and EQ?
4. How do you measure achievement, abilities, and interests?
5. What is personality testing?
6. What are some different personality theories?
7. How can we interpret our personality based on various personality theories?

Content (Scope and Sequence)

- The validity of Psychological Tests
- Different views of intelligence
- The development of Intelligence Tests (IQ)
- Howard Gardner's view of Multiple Intelligences
- Emotional Intelligence (EQ)
- Personality Testing
- The MMPI, the CPI, the Myers-Briggs, the Rorschach Inkblot, and the TAT tests
- Personality Theories (Psychoanalytic, Behaviorist, Social Learning, Cognitive, Humanist, and Trait theories)

Time Allocation – approximately 2 weeks**Instructional Strategies**

Class discussion, Guided readings and notes, Lecture, **Writing Prompts (reflections)**

Skills:

- Evaluate the validity of various Psychological tests
- Compare and contrast the different views of intelligence
- Outline the history of the development of IQ testing
- Demonstrate knowledge of personality and the many different theories of personality development
- Evaluate which personality theory best applies to the individual
- Explain how the personality theories affects an individual's growth and development

Assured Assessments (Projects) Students may do one of the following activities:

1. Take several different kinds of personality tests both online and in the classroom. Students will evaluate the accuracy and validity of these tests.
2. Take a test to determine which Multiple Intelligences they are strongest with and then use that intelligence to do a project to present to the class.
3. Write a paragraph defining their own personality and apply different personality theories to how they might have developed their own personality.

4. Invite experts in the field to discuss and share information about intelligence and personality theories. Students will have the opportunity to come up with questions they have for the expert and will write a reflection on their experience.

RESOURCES:

1. The Myers-Briggs Foundation:
<http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>
2. The Myers-Briggs Personality Test Online:
<https://www.16personalities.com/>
3. Online Inkblot Test:
<http://theinkblot.com/>
4. Online Multiple Intelligences Test:
<http://www.literacyworks.org/mi/assessment/findyourstrengths.html>

Unit 6: Abnormal Psychology

Essential Questions:

1. **How do psychologists, by looking at various attempts to define abnormal behavior, adjustments, and psychological health, draw the line between normal and abnormal behavior?**
2. **Is behavior influenced by nature or nurture?**
3. **How many different ways can treatment be approached?**

Content Standards

Disorders

CONTENT STANDARD 1

Perspectives of abnormal behavior

Students are able to (learning targets):

- 1.1. Define abnormal behavior
- 1.2. Describe cross-cultural views of abnormality
- 1.3. Describe major medical and biopsychosocial models of abnormality
- 1.4. Explain how stigma relates to abnormal behavior
- 1.5. Explain the impact of psychological disorders on the individual, family, and society

CONTENT STANDARD 2

Categories of psychological disorders

Students are able to (learning targets):

- 2.1. Describe the classification of psychological disorders**
- 2.2. Describe the challenges associated with diagnosing psychological disorders
- 2.3. Describe symptoms of psychological disorders**

Health

CONTENT STANDARD 1

Stress and coping

Students are able to (learning targets):

- 1.1. Define stress as a psychophysiological response to the environment
- 1.2. Explain sources of stress across the life span
- 1.3. Explain physiological and psychological consequences of stress for health and wellness
- 1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress

CONTENT STANDARD 2

Psychological science promotes mental and physical health and wellness

Students are able to (learning targets):

- 2.1. Describe factors that promote resilience and flourishing
- 2.2. Identify evidence-based strategies that promote health and wellness

Therapies

CONTENT STANDARD 1

Types of treatment

Students are able to (learning targets):

1.1. Describe different types of biomedical and psychological treatments

1.2. Explain why psychologists use a variety of psychological treatments

1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

CONTENT STANDARD 2

Legal, ethical, and professional issues in the treatment of psychological disorders

Students are able to (learning targets):

2.1. Identify differences among licensed mental health providers

2.2. Identify legal and ethical requirements for licensed mental health providers

2.3. Identify resources available to support individuals with psychological disorders and their families

Focus Questions (Student Objective):

At the completion of the unit, students will be able to answer:

1. How do psychologists define a psychological disorder?
2. How do psychologists distinguish between normality and abnormality?
3. What are the behavioral patterns that psychologists label as anxiety?
4. What causes anxiety disorders?
5. What are the behavioral patterns that psychologists label as somatoform disorders?
6. What are the symptoms of dissociative disorders?
7. What is schizophrenia?
8. What are several theories that try to explain mood disorders?
9. How do personality disorders differ from other psychological disorders?
10. How is drug abuse a psychological problem?
11. What is psychotherapy?
12. What is psychoanalysis and humanistic therapy?
13. What is cognitive and behavioral therapy?
14. What are the biological approaches to behavior?

Content (Scope and Sequence):

- Approaches to defining abnormality
- Psychiatric use of the DSM-IV
- Generalized Anxiety, Phobia, Post-Traumatic Stress, Obsessive-Compulsive Disorder, Panic Disorder
- Somatoform Disorders
- Dissociative Disorders
- Types of schizophrenia
- Major depressive disorder, bipolar disorder, seasonal affective disorder

- Personality disorders
- Drug addiction
- Psychological Treatments and Therapies

Skills:

1. Differentiate between normal and abnormal behavior
2. Describe the major symptoms of each of the mental disorders
3. Analyze the classification system for diagnosing mental disorders as found in the DSM-IV
4. Evaluate treatment methods for different mental disorders
5. Recognize major symptoms of different mental disorders
6. Demonstrate reasoned judgment
7. Analyze case studies
8. Make comparisons
9. Apply concepts

Time Allocation: Approximately 3-4 weeks

Instructional Strategies

Case Studies, Class discussion, Group Work, Guided readings and notes, Lecture, **Movie Analysis, Research Project, Writing Prompts (reflections)**

Assured Assessments (Projects): Students may do one of the following activities:

1. Brainstorm the definition of abnormal behavior and create their own criteria for defining abnormal behavior.
2. Research the symptoms of a mental disorder and present the disorder and its major symptoms to the class.
3. Read different case studies and define the disorder presented.
4. View a major motion picture that includes a character with a mental disorder. They can create their own case study of that character. They can also note the way the movie industry portrays mental illness and analyze how realistic the portrayal of the disorder is (See appendix).
5. Write their opinions of which therapy methods would work best for different mental illnesses.
6. Keep reflective journals.
7. Debate the ethics of treatment and/or the validity of the insanity defense.
8. Compare and contrast definitions of abnormality across cultures.
9. Analyze case studies and “diagnose” disorders.
10. Create brochures to advertise treatment centers and therapy.
- 11. Provide students with local and state resources for mental health services**

RESOURCES:

1. DSM-V
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3683251/>

2. National Institute of mental health
<https://www.nimh.nih.gov/>
3. The World of Abnormal Psychology Videos
<https://www.learner.org/series/the-world-of-abnormal-psychology/>
4. CT Department of Mental Health and Addiction Services
<https://portal.ct.gov/dmhas>
<https://www.ctmentalhealthservices.com/>
5. Town of Trumbull Mental Health Services
<https://www.trumbull-ct.gov/205/Counseling-Center>
6. Trumbull High School Mental Health Services
<https://www.trumbulps.org/thhs/mental-health-resources.html>

Unit 7 Social Psychology

Essential Questions:

1. **How and why do we interact with others the way we do?**
2. **How are we influenced by the presence of and our interactions with others?**
3. **What effect do the groups to which you belong have on how you think, act and feel?**

Content Standards

Social

CONTENT STANDARD 1

Social cognition

Students are able to (learning targets):

- 1.1. Describe attributional explanations of behavior
- 1.2. Explain how experiences shape attitudes and beliefs**
- 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

CONTENT STANDARD 2

Social influence

Students are able to (learning targets):

- 2.1. Explain how the presence of other people can affect behavior**
- 2.2. Describe how intergroup dynamics influence behavior**
- 2.3. Explain how persuasive methods affect behavior and beliefs
- 2.4. Identify factors influencing attraction and relationships
- 2.5. Identify factors influencing aggression and conflict
- 2.6. Identify factors influencing altruism and helping behaviors

Focus Questions (Student Objectives):

At the completion of the unit, students will be able to answer:

1. What is social perception?
2. What are the factors involved in choosing friends?
3. How do we use schemas and first impressions?
4. How are social perceptions formed and changed?
5. What are some problems and issues in forming impressions of people and situations?
6. What is the relationship between attribution, stereotypes, prejudice and discrimination?
7. What are several factors that influence how we view others' behaviors?
8. In which ways can groups influence an individual's behavior?
9. Why do most people tend to obey an authority figure?
10. What are causes of group conflict and cooperation?
11. How do group dynamics promote or restrain altruism and aggression?

Content (Scope and Sequence):

- Social perceptions
- Attitudes and behavior
- Attraction and relationships
- Conformity-Asch's Conformity Experiment

- Gender-role stereotyping
- Group Influence
- Altruism

Skills:

Students will:

1. Reflect on those situations where your first impressions of someone have either proven to be correct or false.
2. Discuss with students the various types of stereotyping, prejudice and discrimination that exist at all of the levels.
3. Evaluate their friendships and identify which rewards they get from different friendships.
4. Analyze which social psychology theory best explains aggression.
5. Critically evaluate information about our social behavior and its impact on our daily lives.
6. Examine the Stanford Prison Experiment and Milgrim's Study on Obedience and identify their impact on social psychological theories.

Time Allocation: Approximately 2 weeks

Instructional Strategies

Case Studies, Class discussion, **Group Work**, Guided readings and notes, Lecture, **Role play**, **Writing Prompts (reflections)**

Assured Experiences (Projects): Students many do one of the following activities:

1. Research and debate the topic of stereotypes & prejudice with a debate on affirmative action as a university admissions policy.
2. Media Study: Analysis and interpretation- Given a series of images, ask students to describe what processes are involved in forming understandings about the people and the situations.
3. Group Activity: Mental schema- Given a series of images of people, places and objects, develop a schema for each to illustrate that schema are social constructions using the processes of anchoring and objectification.
4. Role play: Social cognition - Invite small groups of students to create a mime illustrating various judgment forming situations (e.g., romantic, intimidation, arrogance, argumentative, stubbornness, danger, fear, worry, cooperative, competitive, power, intimate, friendship). The other students should be able to guess what the situation is through the actions and body language of the actors.
5. Group activity: Mental schema- Given a visual of a small aspect of a country or city (e.g., countryside, factories, highways, city or slums), ask students to write a paragraph about what they think that country or city is like.

Online Resources and Activities:

APA-Social Psychology - <https://www.apa.org/education-career/guide/subfields/social>

Psychology Tutorials - <http://psych.hanover.edu/krantz/tutor.html>

Social Psychology Network - <http://www.socialpsychology.org/>

Very Well Mind - <https://www.verywellmind.com/social-psychology-4157177>

Name _____ Period _____ Date _____

Group Names: _____

Topic: _____

Psychology Survey Project-100 points – QUIZ GRADE (Group Project)

The task is to create and conduct a survey of randomly selected students at Trumbull High School. Your group is to pick a single topic, create the survey questions, and then conduct your primary research survey, which will be completed on your own electronic device. Your survey must include a **minimum of five questions that support your hypothesis** (approved by the teacher) and you must include **at least 25 randomly-selected students**. You may also submit your survey questions through social media if you would like more responses. Please develop multiple choice questions or checklist questions since it will be easier for you to calculate your results. Please include options for:

- Grade (9th-12th) or age
- Female or Male

Format: The survey questions, interviews, and reports will be completed on *Google Apps*. You will create a *Google Form* to collect your data. A *Google Spreadsheet* will be used to create your statistical reports. The final summary will be completed on a *Google Document*, which will include the chart and a summary. You must share the entire project with your teacher through Google. It is not necessary to print out the report. **You will share your results with the class.**

Grading:

1. Write a **one-two page summary** (group activity) of the results of your survey. This summary must be typed. Make sure to include the following information: (70 points)
 - **Introduction**
 - **Question: What are you trying to understand about human behavior?**
 - **Hypothesis** (your expectations about the results)
 - **Was your hypothesis supported by the survey?**
 - **Why do you think your results turned out the way they did? What did your group learn from the experience of conducting a survey? Identify the items in your survey that you would change if you had the opportunity to conduct the survey again; why and how would you change these items?**
 - **Conclusion**
2. You must also **include a statistical report of your results by creating number charts, pie charts, bar graphs, etc.** The Google Form will NOT automatically create your spreadsheet or charts. (25 points)
3. Share the link to your form and spreadsheet on your summary report with me through Google Classroom. (5 points).

TOTAL POINTS: _____

Brain Collage & the New Superheroes Project 100 Points

Part A: Brain Collage

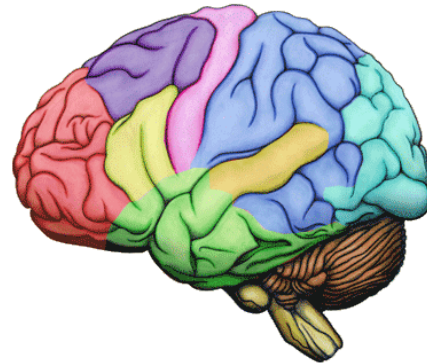
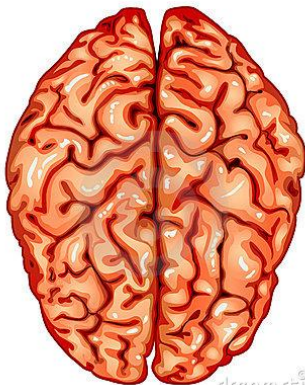
Purpose:

The purpose of this assignment is to create an accurate visual representation of the brain with a focus on **function**. The construction of this project will help to facilitate a deeper understanding of the specific functions of each area of the brain as well as familiarize you with the location of each area. You may work independently or with up to two partners (no more than three to a group).

For the first part of this assignment you must create a visual representation of the brain that must include the following:

1. The Collage must include the following areas of the brain: Medulla, Reticular Formation, Cerebellum, Thalamus, Hypothalamus, Amygdala, Pituitary Gland, Cerebral Cortex (it's 4 lobes), Corpus Callosum, and the Hippocampus.
2. Two pictures for each area should be included and demonstrate the area's function.
3. All areas of the brain must be labeled.
4. All areas must provide a brief and accurate written summary of the function of the area.
5. The project should be well organized, clearly presented and neat.
6. Your collage may be presented on a technological tool such as Prezi, Power Point, or Google Slides. You may also make a "Brain Book" if you choose that will contain the same information in a book format.

Also your group will need to find a minimum of two maps of the brain so you can properly label the parts of the brain. You will need to find a **side** view and a **top** view. You may choose to find additional views as well if it helps to add clarity to your labeling.



The Brain Superheroes



In addition to your group creating the brain collage you are also required to create a team of three superheroes. Your group must pretend it is possible for these three superheroes to have their powers by magnifying the abilities in selective parts of the human brain.

Identify the area of the brain that would have to be altered to accomplish the special skills of each superhero.

Then do the following:

On a piece of computer paper:

- Draw/Design a picture of your superhero with his/her name written out as well

On the back of the same paper answer the following:

- Explain what super-abilities your superhero possesses
- Explain what part of the brain structure has been altered to accommodate their special powers

(Each superhero will be worth 5 points)



Brain Assignment Rubric

Below you will find the specifics on how you will be graded for each part of this assignment. Be sure to meet each parameter so that you can get full credit.

1. The collage includes all **13** sections of the brain. These include the Medulla, Reticular Formation, Cerebellum, Thalamus, Hypothalamus, Amygdala, Pituitary Gland, Cerebral Cortex (it's 4 lobes), Corpus Callosum, and the Hippocampus. **(13 points)**.
Pts _____
2. Two pictures that clearly demonstrate an understanding of the function of each area. **(13 points)**
Pts _____
3. Each area is correctly labeled and provides an accurate summary of the area's function and is in your own words. **(29 points)**
Pts _____
4. The whole project is neat. **(10 points)**
Pts _____
5. Color is used to differentiate each area. **(10 points)**
Pts _____
6. Presentation- The whole project is well organized and clearly presented. **(10 points)**
Pts _____
7. You have successfully created a team of three superheroes **(15 points)**
Pts _____

Total points earned - Pts _____

Psychology Ψ

Psychological and Developmental Disorders Project 2022 – 100 points

1. Alcohol and Drug Addiction
2. Amnesia and Fugue
3. Anxiety Disorders
4. Autism spectrum disorder
5. Child Abuse
6. Dementia disorders (Alzheimer's)
7. Dissociative Identity Disorder (multiple personalities)
8. Domestic Abuse
9. Eating disorders (anorexia, bulimia, pica)
10. Lewy Body Dementia (Robin Williams)
11. Munchausen by Proxy
12. Mood Disorder (depression, bipolar)
13. Narcissistic Personality Disorder
14. Obsessive-Compulsive Disorder (OCD)
15. Parkinson's
16. Personality Disorders (borderline, psychopath, sociopath)
17. Post-Traumatic Stress Disorder
18. Schizophrenia
19. Somatoform Disorders (conversion, hypochondriasis)

Task: You may work individually or in a group of 2.

Your group will be responsible to research your assigned Psychological Disorder and prepare a Google Slide presentation for the class. Your Google Slides must be submitted to www.turnitin.com.

Each presentation will require the following elements. Please do not write in paragraphs.

1. Causes of the disorder
2. Symptoms of the disorder
3. How the disorder will impact an individual's life and the lives of loved ones
4. Treatments for the disorder, including mental health organizations in the region. Please be very specific. You may include links to the organizations.
5. How the mental disorder is portrayed in the media. Are there any famous people who have shared their disorder with the American public? You may include an article or a video clip.
6. Works Cited Page – MLA format, and please cite your pictures.

Grading:

- Causes of the disorder **(15 points)**
- Symptoms of the disorder **(15 points)**
- Impact on individual's life and the lives of loved ones **(15 points)**
- Treatments for the disorder, including mental health organizations in the region **(15 points)**
- How the mental disorder is portrayed in the media. Are there any famous people who have shared their disorder with the American public? **(15 points)**
- Quality of Google Slides and Presentation **(15 points)**
 - Does it look good? Organized? Helps deliver information?
 - Did everyone speak? Did you read off the slides too much? Was it interesting?
- Works Cited Page – MLA format **(10 points)**

100-point TEST grade

Psychological Disorders Project Rubric - 100 points

Assigned Disorder:

Group Member Names:

- Causes of the disorder **(15 points)**
- Symptoms of the disorder **(15 points)**
- Impact on the individual and loved one's life **(15 points)**
- Treatments for the disorder and resources in the area **(15 points)**
- How mental health disorder is portrayed in the media **(15 points)**
- Quality of Google Slides and Presentation **(15 points)**
- Works Cited page (images too) **(10 points)**

Final Grade: _____

Comments:

Psychology – Experiment Research Project and Reflection – 200 points total

ESSENTIAL QUESTIONS: How do psychologists attempt to understand human behavior, and why is that important? How has this experiment impacted society then and now?

Common Core Standards

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 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.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TASK:

You will **conduct research** on one psychological experiment, and create a **Google Slide presentation with 100 points** (at least 12 slides), demonstrating the history and the application of the experiment, and discussing its current relevance to today's society. Please include the following in your slide project:

Background of the psychologist(s) **(10 points)** (1 slide) (Include at least 2 images)

Historical context and motivation for conducting the experiment **(10 points)** (1 slide) (Include at least 2 images)

Describe **experiment** using the **scientific method (80 points) (10 slides)**

1. **Question:** What question(s) did the experiment set out to answer? (1 slide)

2. **Hypothesis:** What was the hypothesis of the scientist(s) involved? (1 slide)
3. **Procedure:** Bullet the procedure taken (1 slide)
4. **Materials:** Bullet the materials used (1 slide)
5. **Participants:** Describe the participants. Was there a control group or not? (1 slide)
6. **Data:** Provide tables or bulleted information on the findings/data from the experiment (1 slide)
7. **Conclusion:** What conclusion did the experiment produce? There could be more than one. (1 slide)
8. **Experiment's impact** then and now on society: How did this experiment influence the time period it occurred in? (one slide) How might this experiment's findings still impact us today? (a separate slide)
9. **Works Cited Page/Citations** for images (deductions if missing or incomplete) (1 slide)
These can be urls.

#1-9 information above should appear on individual slides totaling 10 slides.

ALL slides except the Works Cited slide should have at **least 2 pictures** that support or complement the information on the slide.

TITLE each slide described above with the BOLD title listed.

If working with a partner, you must put your own initials on every slide you do.

Part 2 – 100 points

INDIVIDUAL REFLECTION ON THE EXPERIMENT (Submitted separately in a Google doc paragraph) 20 points (5 pts each dark bullet)

- What did you learn from the experiment?
- Were there any flaws in the experiment? Every experiment has flaws so you can't say there were none.
- Based on the needs of society today, how would you update/modify or change the experiment for the 21st century?
- Describe your process:
 - What did you do well in this project?
 - What part of the project was more challenging?
 - How could you have made the project better?

PROJECT PRESENTATION GRADE 20 points

- Project Preparation and Organization
- Presentation Preparation and Organization
- Knowledge of Content and Expression of Ideas
- Elaboration of Content Beyond the Slide Show Bullets
- Clear Speaking Voice and Volume
- Appropriate Presentation Tone
- Accuracy in answering teacher or student questions about your project

APPLICATION OF PROJECT TOPICS 20 points (Submitted as separate assignments in Google Classroom)

- Project Note Taking Chart for ALL projects 20 points

FINAL EXAM – Completed during final exam period 40 points

Choose **FOUR** experiment presentations, and write a summary form the handouts and notes that you took watching the presentations. Explain the four experiments impacting society today.

TOTAL RESEARCH PROJECT GRADE: 100 points possible

Your grade:

TOTAL INDIVIDUAL REFLECTION GRADE: 20 points possible

Your grade:

TOTAL PRESENTATION GRADE: 20 points possible

Your grade:

APPLICATION OF PROJECT TOPICS GRADE: 20 points possible

Your grade:

FINAL EXAM 40 points possible

Your grade

PROJECT TOPICS:

1. A Class Divided – eye color test (Jane Elliott)
2. Asch Experiment
3. Bandura-Bobo Doll
4. Bystander Effect
5. CIA Mind Control Experiment
6. Halo Effect
7. Kenneth and Mamie Clark Doll Test
8. Little Albert Experiment
9. Matina Horner's Fear of Success Experiment
10. Pseudo Patient Experiment (Rosenhan)
11. Robber's Cave Experiment (conflict between groups)
12. Rorschach Inkblot Test
13. Skinner Box
14. Stanford Prison Experiment
15. The Good Samaritan Experiment
16. The Hawthorne Effect
17. The Magical Seven Experiment
18. The Marshmallow Test
19. The Milgram Experiment
20. Tuskegee Study
21. Washoe Experiment (Allen and Beatrix Gardner)

Trumbull High School School-Wide Reading Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straight forward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : <ul style="list-style-type: none"> • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text 	Student is able to interpret text by : <ul style="list-style-type: none"> • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text 	Student is able to interpret text by : <ul style="list-style-type: none"> • Guided reflection and/or revision of initial understanding • Summarizing some main ideas of text • Guided interpretation of text by answering questions locating answers in text 	Student demonstrates limited ability to interpret text as evidenced by : <ul style="list-style-type: none"> • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> • text to text • text to self • text to world 	Demonstrates specific connections <ul style="list-style-type: none"> • text to text • text to self • text to world 	Demonstrates general connections <ul style="list-style-type: none"> • text to text • text to self • text to world 	Struggles to make connections <ul style="list-style-type: none"> • text to text • text to self • text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> • Critical analysis to create a conclusion supported by the text • Perceptive judgments about the quality of the text <ul style="list-style-type: none"> • Synthesis of text • Express a personal opinion. 	Evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> • critical analysis to form a conclusion from the text • thoughtful judgments about the quality of the text • Evaluation of text to express personal opinion(s) 	A general evaluation of the text by one or more of the following elements: <ul style="list-style-type: none"> • Forms a superficial conclusion from the text • Assesses the quality of the text • Uses text to express personal opinion(s) 	Struggles to evaluate the text by any of the following elements: <ul style="list-style-type: none"> • Forming a conclusion from the text • Assessing the quality of the text • Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Purpose X_____	Student work: <ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	Student work: <ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	Student work: <ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	Student work: <ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning