

NOBLESVILLE SCHOOLS CURRICULUM  
**SOCIAL STUDIES**  
**Psychology**



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### **Psychology Curriculum Overview**

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

High school social studies standards, regardless of course level or content, have a shared goal of developing students' skills in critical thinking, inquiry, research, and participation in a democratic society. At the high school level, social studies standards have five content areas that make up the core curriculum: history, government, geography, economics; and Individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is generally the focus of a course while the other content areas play a more supporting role.

*Psychology* is the “scientific study of mental processes and behavior” (Indiana Department of Education, 2020). The Indiana standards for psychology as a course of study in high school comprise eight areas: history; scientific method; biological basis for behavior; cognition; personality and assessment; abnormal psychology; and socio-cultural dimensions of behavior. Students explore various aspects of clinical psychology, including an awareness of the critical thinking skills needed as a practicing psychologist. Discussion of human growth and development as they relate to the standards are embedded within each unit of instruction.

[The Social Studies Indiana Academic Standards for Psychology](#) serve as the foundation of our curriculum. These standards are supported in Noblesville Schools through the following primary curriculum materials: *Psychology for High School* (David Meyers, Bedford, Freeman, & Worth, 2017). For the most relevant and up-to-date information on your child's social studies curriculum pacing, please [enroll as a Parent Observer on Canvas](#).

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## Units of Study

*Table 1: Units of Study for Psychology*

| Unit                                                                      | Duration | Transfer Goals                                                      | Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Essential Questions<br><i>May include but are not limited to the following:</i>                                                                                                                                                                                |
|---------------------------------------------------------------------------|----------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1:<br/>Introduction to<br/>Psychology as a<br/>Social Science</b> | 3 weeks  | Identify the overall purpose of psychology as an empirical science. | <ol style="list-style-type: none"> <li>1. Modern Psychology has evolved from its roots in philosophy to scientific investigation.</li> <li>2. The field of psychology is an ever-changing social science that encompasses many different subtopics regarding human and animal behavior and cognitive processes.</li> <li>3. There are several perspectives from which psychologists examine behavior and mental processes.</li> <li>4. The study of psychology offers them insights into their own behaviors.</li> <li>5. Research is a critical element to the science of psychology.</li> </ol> | <ol style="list-style-type: none"> <li>1. Why study psychology?</li> <li>2. How does psychological theory contribute to an understanding of self?</li> <li>3. To what extent do different points of view influence our understanding of each other?</li> </ol> |

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| Unit                                                | Duration | Transfer Goals                                                                                | Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                            | Essential Questions<br><i>May include but are not limited to the following:</i>   |
|-----------------------------------------------------|----------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unit 2:<br/>Biological Bases<br/>of Behavior</b> | 3 weeks  | Identify the truth behind the phrase <i>“Everything that is psychological is biological.”</i> | <ol style="list-style-type: none"> <li>1. Discuss the major divisions and subdivisions of the nervous system and their role in behavior.</li> <li>2. Identify the components and function of a neuron.</li> <li>3. Explain the process of neurotransmission.</li> <li>4. Identify the major structures and functions of the brain.</li> <li>5. Describe the methods used to analyze neural form and function; include the MRI, FMRI, PET, CAT, and EEG.</li> </ol> | To what extent is it true that “Everything that is psychological, is biological?” |

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| Unit                                                                | Duration | Transfer Goals                                                                                | Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Essential Questions<br><i>May include but are not limited to the following:</i> |
|---------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Unit 3:<br/>Thinking<br/>Critically-History<br/>and Research</b> | 2 weeks  | Explain how psychologists conduct research; Explain ethical issues in psychological research. | <ol style="list-style-type: none"> <li>1. Explain how psychologists conduct research to describe, explain, predict, and control behavior.</li> <li>2. Describe the types of research methods used by psychologists.</li> <li>3. Identify the basic elements of an experiment; include independent and dependent variables, types of experimental control (blind/double-blind procedures, placebo controls).</li> <li>4. Explain the differences between a <i>correlation</i> and an <i>experiment</i>.</li> <li>5. Classify the types and uses of statistics in psychological research; include descriptive statistics and inferential statistics.</li> <li>6. Interpret graphic data representations.</li> <li>7. Explain ethical issues in psychological research.</li> </ol> | What are the ethics in human and animal research in the field of psychology?    |

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| Unit                                    | Duration | Transfer Goals                                                                                                                                                                                   | Enduring Understandings                                                                                                                                                                                                                                                                                                                                                          | Essential Questions<br><i>May include but are not limited to the following:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 4:<br/>Cognition and Memory</b> | 6 weeks  | Understand the bigger ideas of memory processing, especially as they relate to biology, attention, motivation, and environment, in order to use these for better memory health in our own lives. | <ol style="list-style-type: none"> <li>1. Identify and explain in detail both classic and operant conditioning.</li> <li>2. The definitions of and implications of social learning.</li> <li>3. The concept of and acquisition of memory, and the three systems therein.</li> <li>4. The malleability of memory and possible influences on the acquisition of memory.</li> </ol> | <ol style="list-style-type: none"> <li>1. How does the process of Classical Conditioning influence thoughts and behavior?</li> <li>2. How does the process of Operant Conditioning influence thoughts and behavior?</li> <li>3. How does the process of Social Learning influence thoughts and behavior?</li> <li>4. How do our sensory, short-term and long-term memory systems differ, and how does the process of memory relate to these different systems?</li> <li>5. How is memory encoding, storage and retrieval influenced by our biology, attention, motivation and environment?</li> </ol> |

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| Unit                           | Duration | Transfer Goals                                                                                                                                                                                                                      | Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Essential Questions<br><i>May include but are not limited to the following:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 5:<br/>Personality</b> | 2 weeks  | Apply a broad understanding of personality theory to improve upon interactions with others from different walks of life; recognize biological stress responses and reflect in an ongoing way on healthy ways of coping with stress. | <ol style="list-style-type: none"> <li>1. Some personality theorists believe our personality persists through life, while others believe it is possible to adapt different personalities as we age.</li> <li>2. The concept of defense mechanisms, such as repression and displacement.</li> <li>3. The field of psychoanalytic and its grounding theories.</li> <li>4. Various clinical approaches to personality tests. Psychologists primarily assess</li> <li>5. The psychological and physiological implications of stress on the body, and ways to cope.</li> <li>6. Psychological research regarding motivation.</li> <li>7. Expression and interpretation of universal emotions.</li> </ol> | <ol style="list-style-type: none"> <li>1. How do theorists differ regarding understanding our personality development?</li> <li>2. How do we use defense mechanisms to help alleviate some negative effects of stress and promote health?</li> <li>3. How does psychoanalytic theory relate to personality development?</li> <li>4. How do psychologists distinguish between personality types, and what are the different techniques of personality assessment?</li> <li>5. How does stress influence people both physiologically and psychologically, and how do we appropriately cope with stress?</li> <li>6. How does motivation control our actions?</li> <li>7. How are the basic motivations alike and different?</li> </ol> |

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| Unit                                                             | Duration | Transfer Goals                                                                                                     | Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                               | Essential Questions<br><i>May include but are not limited to the following:</i>                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 6:<br/>Psychological<br/>Disorders and<br/>Treatment</b> | 2 weeks  | Understand the social implications of mental health diagnoses and approach the subject with knowledge and empathy. | <ol style="list-style-type: none"> <li>1. Standardized method of diagnoses set forth by the American Psychological Association (APA).</li> <li>2. Many clients with mental disorders are misunderstood and carry with them stereotypes which can negatively impact their desire to seek out treatment.</li> <li>3. Techniques for treatment, including psychoanalytic, behavioral therapy, cognitive, humanistic, and biological/biomedical, and eclectic.</li> </ol> | <ol style="list-style-type: none"> <li>1. Why are behaviors considered “abnormal,” and how are psychological disorders classified?</li> <li>2. How does labeling an individual with a disorder stigmatize them, and what are the potential consequences?</li> <li>3. How many different techniques do psychologists and psychiatrists use to diagnose and treat disorders?</li> </ol> |