



# Introduction to Human Behavior - Unit 1 - How Do I Better Understand Myself?

## Unit Focus

In this introductory unit, students will learn foundational skills and concepts used in the psychological field to understand human behavior. Students will begin to develop a more thorough understanding of how individuals learn, remember, problem-solve, and critically think. This will allow them to evaluate and analyze individual and societal issues from a psychological perspective. Students will also develop a deeper understanding of what drives, influences, and motivates human behavior through various activities, simulations, and case studies. The purpose of this unit is to impart on the student the value and necessity of thoroughly understanding how human emotions, behaviors, motivations, and thought processes impact their daily lives. Furthermore, students will be able to utilize their understanding to address current and future personal challenges.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>C3 Framework for Social Studies State Standards</b>  <b>Psychology</b>  <b>Influences on Thought and Behaviour</b>            Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. (D2.Psy.8.9-12)            Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. (D2.Psy.9.9-12)            Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. (D2.Psy.10.9-12)            Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world. (D2.Psy.12.9-12)  <b>Critical Thinking: Themes, Sources, and Evidence</b>            Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. (D2.Psy.13.9-12)            Use critical thinking skills to become better consumers of psychological knowledge. (D2.Psy.16.9-12)  <b>Applications of Psychological Knowledge</b>            Apply psychological knowledge to their daily lives. (D2.Psy.18.9-12)            Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues. (D2.Psy.19.9-12)            Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment. (D2.Psy.20.9-12)            Use psychological knowledge to promote healthy lifestyle choices. (D2.Psy.22.9-12)</p>	<p><i>Students will be able to independently use their learning to...</i>  <b>T1</b> Apply psychological reasoning to individual issues to better understand problems, predict, and/or develop solutions  <b>T2</b> Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose  <b>T3</b> Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<p><i>Students will understand that...</i>  <b>U1</b> Psychological knowledge is a way to understand a wide variety of behaviors  <b>U2</b> Biological, psychological, and sociocultural factors influence the behavior of individuals</p>	<p><i>Students will keep considering...</i>  <b>Q1</b> How can I better understand my actions and behaviors?  <b>Q2</b> How can I reflect on those actions and propose meaningful changes?  <b>Q3</b> How do internal and external forces influence the human experience?</p>
	<b>Acquisition of Knowledge and Skill</b>	
<b>Knowledge</b>	<b>Skill(s)</b>	
<p><i>Students will know...</i>  <b>K1</b> Personality theories  <b>K2</b> 7 psychological perspectives  <b>K3</b> Maslow's Hierarchy of Needs</p>	<p><i>Students will be skilled at...</i>  <b>S1</b> Assessing the validity of a study  <b>S2</b> Recognizing how to replicate a study</p>	

## Stage 1: Desired Results - Key Understandings

### Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

**K4** Asch Conformity Experiment  
**K5** Skinner experiments on conditioning  
**K6** Operant conditioning  
**K7** Classical conditioning  
**K8** Positive/negative reinforcement  
**K9** Reinforcement schedules  
**K10** Pavlov experiment  
**K11** Id, ego, superego

**S3** Asking questions about why two comparable studies might have different conclusions  
**S4** Evaluating how a study impacts understandings within the field of psychology  
**S5** Recognizing ethical dilemmas that exist when conducting research on humans