

Course: *Psychology*
Unit #: 1- Introduction to Psychology and Research

Year of Implementation: 2022-2023

Curriculum Team Members: *Dennis Sweeney* dsweeney@lrhsd.org, *Devon Cummings* dcummings@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

New Jersey Core Curriculum Content Standards

<https://www.state.nj.us/education/cccs/2020/>

New Jersey Core Curriculum Content Standards 21st Century Life and Careers

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

APA National Standards for High School Psychology Curriculum

<https://www.apa.org/education/k12/national-standards>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - **APA National Standards for Psychology:**
 - **Introduction**
 - 1.1 Define psychology as a discipline and identify its goals as a science.
 - 1.2 Describe the emergence of psychology as a scientific discipline.
 - 1.3 Describe perspectives employed to understand behavior and mental processes.
 - 1.4 Recognize the evolving nature of psychology as a scientific discipline.
 - **Scientific Inquiry Domain**
 - 2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.
 - 2.2 Describe the major subfields of psychology.
 - 2.3 Identify the important role psychology plays in benefiting society and improving people's lives.

- **21st Century Life & Career Standards**

- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures
- 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- **English Companion Standards**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words..

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>

- **Interdisciplinary Content Standards**

- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

- **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's

implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to analyze how psychology impacts their everyday lives according to the various approaches to psychology and how research methods can be used to examine human behavior.

As aligned with LRHSD Long Term Learning Goal(s):

- choose and analyze appropriate sources to gain content knowledge
- independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
- communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that. . .

EU 1

psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made.

EU 2

psychological knowledge can be applied to everyday life.

Essential Questions

EU 1

- How have discoveries made in the fields of genetics and neuroscience contributed to the evolution of psychological study?
- How does pop culture's fascination with the field of psychology influence the public's perception of psychology as a science?

EU 2

- How will knowledge of psychology impact and be applied to an individual's health, relationships, and future interactions?
- How can psychology be applied to all career paths?

<p><i>EU 3</i> there are multiple approaches by which psychologists study and explain human behavior.</p> <p><i>EU 4</i> heredity and environment interact in the development of an individual across the lifespan.</p> <p><i>EU 5</i> scientific evidence and empirical data are used to explain all findings in the field of psychology.</p>	<p><i>EU 3</i></p> <ul style="list-style-type: none"> • What is the best contemporary approach to analyze a case study? • What complications could arise from applying multiple approaches in analyzing behavior? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How do nature and nurture combine to influence human behavior and interact in the development of an individual across a lifespan? • How do different perspectives describe the relationship between nature and nurture? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • How do you know what research methods are appropriate to use for various studies? • How are research and ethics interrelated? • Does statistical analysis help psychological research?
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • current examples of research and discovery which impact the evolving field of psychology. (1.2, 1.4) • which specific, popular misconceptions about psychology are perpetuated by media sources and ‘pop’ psychology. (1.4) • societal stigmas surrounding the “soft science” of psychology. (2.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the definition of psychology. (1.1, 1.2) 	<p><u><i>Skills</i></u> <i>Students will be able to. . .</i></p> <p><i>EU 1, 2, 3, 4</i></p> <ul style="list-style-type: none"> • discuss various misconceptions in psychology and how they affect psychological research. (1.1) • compare and contrast multiple approaches, both historical and contemporary, in the field of psychology. (1.1, 1.2, 1.3, 1.4) • apply psychology to different career paths. (1.3, 2.3) • determine what areas of their lives are impacted by nature and nurture. (2.3) <p><i>EU 5</i></p> <ul style="list-style-type: none"> • recognize bias in research. (2.1, 2.2)

- the different careers available in psychology including clinical, counseling, and psychiatric positions. (1.1, 2.2, 2.3)
- ways in which knowledge of psychology is beneficial in many non-therapy related career paths (ie. Business, Education, Medical and just about any career). (2.3)

EU 3

- the principle features of each of the modern and historical approaches to psychology. (1.3)
- the pros and cons of each of the major approaches. (1.3, 2.2)
- the similarities and differences between the Contemporary Perspective, Psychoanalytic, Behavioral, Humanistic, Cognitive, Biological, Evolutionary, and Sociocultural Perspectives/Approaches. (1.3)

EU 4

- the difference between nature and nurture. (1.3, 1.4)
- the ways in which both nature and nurture influence an individual's characteristics and behavior. (1.3, 1.4)

EU 5

- the various research methods utilized in psychological study. (2.1, 2.2)
- the APA ethical standards of research. (2.1, 2.3)
- the difference between descriptive and inferential statistics. (2.1)

- determine the most appropriate research method for various situations. (2.1, 2.2)
- create and interpret statistical data. (2.1, 2.2)
- test the validity of information using criteria such as source, objectivity, technical correctness and currency. (2.1, 2.2)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

Introduction to Psychology

- Teacher notes and PowerPoint presentations on key concepts. (A) (EU 1,2,3,4,5)
- Create a job posting for a position in the psychological field and create a resume applying for that job. (Google Drive) (A,T) (EU 2)
- Group activity on Nature vs Nurture: "What are normal behaviors of teenagers"? Students will work in groups and make a list of 10 behaviors that are normal and a list of 10 abnormal behaviors, write and discuss a class list on the whiteboard. (M) (EU 4)
- Hindsight bias activity. (Google Drive) (M) (EU 1, 2)
- Compare and contrast Basic and Applied Science and create examples of how each are used in psychology. (M) (EU 1, 5)
- Fill in a chart identifying the major foundational characteristics of each of the contemporary perspectives in psychology. (psychoanalysis, behaviorism, humanism, cognitivism, psychobiology, etc.). (A) (EU 3)
- Read the case study of "Billy" and complete the accompanying worksheet identifying how proponents of differing psychological perspectives would stress different factors in identifying the causes of Billy's behavior and possible treatments (Google Drive). (M, T) (EU 3)
- Using a case study, explain the behaviors by applying each of the historical and contemporary approaches (M) (EU 1, 3)
- Read or view a reading of "The Blind Men and the Elephant" poem on YouTube; discuss how this relates to the coexistence of differing contemporary approaches to psychology. (M) (EU 3)
- Group activity explaining alcoholism from each of the historical and contemporary approaches. (T) (EU 2)
- Read and watch videos on Lumen Learning (A) (EU 1, 2, 3, 4, 5)
- Watch 20/20 Waiting on the World to Change video and analyze the effects of nature and nurture on socioeconomic status and quality of life (link) (T) (EU 4)

Research Methods

- Research Project on Natural Observation/Field Studies. (Google Drive) (T) (EU 5)
- M&M Lab for statistical analysis, importance of sample size; Students receive one fun size pack of m&ms each, fill out chart to figure out percentage of each color in bag, activity then has students get into incrementally larger groups and recalculate

percentages to see that the larger the sample size, the more closely the percentages calculated replicate the actual percentages of each color the M&M Mars Corporation claims to produce. (M) (EU 5)

- Participate in experimental research to determine the effects of classical music on completing a maze. (M) (EU 5)
- Create a scatter plot to show data correlation. (M) (EU 5)
- Evaluate the ethics of past experiments on humans and animals. (M) (EU 1, 5)
- Complete problems on sample size, independent/dependent variables, and control/experimental groups. (M) (EU 5)
- Framing activity for survey wording. (Google Drive) (M) (EU 5)
- View “Human Experiments” video. (link). (A) (EU 2, 5)
- Reaction Time Experiment- hold your choice of object, have a student volunteer to test their reaction time to how quickly they can catch the object after you drop it. Collect data. (M) (EU 5)
- Identify the parts of an Experiment (Independent variable, Dependent variable, Experimental group, Control group) and create an original example (A, T) (EU 2, 5)
- View “A Class Divided” and discuss deception as a method in research in the field of psychology. (link) (M) (EU 2, 5)
- Conduct in-class experiments on caffeine’s effect on memory in order to discuss flaws in research design, bias, deception in research, single-blind versus double-blind experiments, control vs. experimental group, confounding variables. (M) (EU 2, 5)
- *Future Self Journal - journal for 30 days following the 5 steps of FSJ (A,M,T) (EU 5)*
- View “The Experimenter” (available online to purchase or Netflix/HULU) and discuss Milgram’s Experiment (A, M) (EU 1, 5)
- “Mindfield” series episodes (link) (A, M) (EU 1, 2, 3, 4, 5)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Introduction to Psychology and Research	30
2	Biological Bases of Behavior, Sensation, Perception and Altered States of Consciousness	30
3	Cognition - Memory, Thinking and Intelligence, Language and Learning	30
4	Motivation, Emotion, and Personality, Human Development	30
5	Stress, Psychological Disorders and Therapy	30
6	Social Psychology	30

Instructional Materials

- Scholastic Choices
- Meyer's Psychology AP Textbook
- ACC/CP- Hockenberry Psychology Textbook
- Lumen Learning
- Sprout videos
- Practical Psychology videos
- Mind field episodes

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.