

# PSYCHOLOGY CURRICULUM



**Grade Level(s): 10-12**

**Curriculum Author(s):** Stephen Bunovsky

**Course Description:** This half-year course offers a comprehensive overview of the scientific study of behavior and mental processes. Students will explore key concepts, theories, and research methods in psychology, including the biological bases of behavior, learning and memory, cognition, personality, motivation and emotion, psychological disorders, therapy, and social psychology. Through engaging lessons and interactive activities, students will gain an understanding of how biological, cognitive, and social factors influence behavior, and will learn to apply psychological principles to real-world situations. By the end of the course, students will be equipped with a foundational knowledge of psychology, preparing them for further study and enhancing their understanding of human behavior.

**Year At A Glance**

<b>Unit Title</b>	<b>Overarching Essential Question</b>	<b>Overarching Enduring Understanding</b>	<b><u><a href="#">Vision of A Learner Attribute and Indicator</a></u></b>
<b><u><a href="#">Introduction/Biological Bases of Behavior</a></u></b>	How do the structure and function of the brain and nervous system influence our thoughts, feelings, and behaviors?	The brain and nervous system play fundamental roles in shaping human behavior and cognitive processes.	TCC1(9-12), CCE1(9-12), TI1(9-12), P2(9-12)
<b><u><a href="#">Learning and Conditioning</a></u></b>	What are the key principles of learning, and how do they explain changes in behavior?	Learning is a dynamic process that involves acquiring, retaining, and applying knowledge or skills, influenced by various factors such as experience, reinforcement, and memory processes.	TCC3(9-12), CCE3(9-12), TI3(9-12), P4(9-12), AA3(9-12)
<b><u><a href="#">Cognition and Memory</a></u></b>	How do cognitive processes such as memory, thinking, problem-solving, and decision making influence our behavior?	Cognitive processes such as perception, memory, learning, and decision-making are fundamental to understanding human behavior and experiences.	TCC1(9-12), TCC2 (9-12) CCE1(9-12), CCE4(9-12), TI4(9-12), P2(9-12)



<p><u><a href="#">Motivation, Emotion, and Personality</a></u></p>	<p>How do different theories of personality explain the unique and stable patterns of thoughts, feelings, and behaviors in individuals?</p>	<p>Personality encompasses enduring patterns of thoughts, feelings, and behaviors that shape individuals' unique psychological makeup and influence their interactions with the world.</p>	<p>TCC4 (9-12), CCE1 (9-12), DE2 (9-12), TI2 (9-12), AA1(9-12)</p>
<p><u><a href="#">Psychological Disorders and Their Treatments</a></u></p>	<p>What are the defining characteristics of psychological disorders, and how do they impact individuals and society?</p>	<p>Psychological disorders involve disruptions in cognition, emotion, and behavior that significantly impair individuals' functioning and quality of life, requiring understanding, diagnosis, and treatment.</p>	<p>TCC1(9-12), CCE1(9-12), TI3(9-12), TCC2(9-12), CCE4(9-12)</p>
<p><u><a href="#">Social Psychology</a></u></p>	<p>How do social influences shape individual behavior, attitudes, and perceptions in group settings?</p>	<p>Social psychology mechanisms, such as conformity, obedience, and persuasion, play pivotal roles in shaping individuals' behaviors, attitudes, and beliefs within social contexts.</p>	<p>TCC3(9-12), CCE3(9-12), TI3(9-12), P4(9-12), AA3(9-12)</p>



(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

## Unit 1 - Introduction/Biological Bases of Behavior

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut Secondary Social Studies Frameworks

- **INQ 9-12.1** Explain how a question reflects an enduring issue in the field.
- **INQ 9-12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- **INQ 9-12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

#### Common Core Standards

- **CCSS.ELA-Literacy.RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **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.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to...

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● Psychologists use several perspectives and research methods to help explain human behavior and mental processes.</li> <li>● Human behavior and mental processes are simultaneously biological, psychological, and social phenomena.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do the major perspectives in psychology help us understand human behavior and mental processes?</li> <li>● How do the structure and function of the brain and nervous system influence our thoughts, feelings, and behaviors?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● The definition of psychology and its terms and concepts.</li> <li>● The major perspectives in psychology (biological, cognitive, behavioral, psychodynamic, humanistic).</li> <li>● Common research methods used in psychology.</li> <li>● The parts of a neuron and their functions.</li> <li>● Major brain structures and their functions.</li> <li>● The central and peripheral nervous systems.</li> <li>● The role of neurotransmitters.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Explain the importance of different perspectives in psychology.</li> <li>● Compare and contrast various research methods.</li> <li>● Label the parts of the neuron and their functions.</li> <li>● Identify major brain structures and their functions.</li> <li>● Recognize the role of neurotransmitters.</li> </ul>
<p><b>Key Vocabulary:</b> psychology, behavior, mental processes, biopsychosocial model, neuron, neurotransmitter, central and peripheral nervous systems, synapse, action potential, brainstem, cerebral cortex, limbic system, neuroplasticity</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <p>Zombie Brain Project: <b>AA1, TCC1, CCE1, TI1, P2</b>  Superhero Brain Project <b>AA1, TCC1, CCE1, TI1, P2</b></p>	<p><b>Other Evidence:</b>  Interim options include:</p> <ul style="list-style-type: none"> <li>● Writing prompt: What's Wrong With This Study?,</li> <li>● Quiz or Poster Design: Neurons and Neurotransmitters</li> <li>● Socratic Seminar on an essential question from this unit. <b>AA1, TCC1, CCE1, TI1, P2</b></li> </ul>



## Learning Plan

Content-Based Vocabulary Assessment **P2**  
Experiment Analysis/Troubleshooting **P2**  
Formative assessment: Quiz on brain structures. **P2**  
Lecture and Direct Instruction **CCE1**  
Discussion and Socratic Seminar **CCE1**  
Projects and Presentations: Zombie Brain Project and/or Superheroes Project **AA1, CCE1**

**Teacher Resources:** *Psychology: Principles in Practice*, 40 Studies That Changed Psychology, DVD: *The Secret Life of the Brain*, Newsela

## Unit 2 - Learning and Conditioning

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut Secondary Social Studies Frameworks

- **INQ 9-12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.
- **INQ 9-12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

#### Common Core Standards

- **CCSS.ELA-Literacy.RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **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.RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

<p><b>Vision of A Learner Attributes:</b> Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>● <b>TCC3(9-12):</b> I can integrate relevant information to produce multiple valid solutions.</li> <li>● <b>CCE3(9-12):</b> I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.</li> <li>● <b>TI3(9-12):</b> I can formulate and investigate probing questions to further my learning.</li> <li>● <b>P4(9-12):</b> I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.</li> <li>● <b>AA3(9-12):</b> I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.</li> </ul>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>● The basics of classical and operant conditioning explain how we learn through association (like Pavlov’s dogs) and through rewards and punishments (like Skinner’s behavioral experiments).</li> <li>● Learning principles apply to everyday life, such as forming habits, changing behaviors, and understanding influences like advertising.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the key principles of learning, and how do they explain changes in behavior?</li> <li>● How can the principles of learning be applied in real-life situations to help people?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● The difference between classical and operant conditioning</li> <li>● Key concepts in classical conditioning</li> <li>● The principles of operant conditioning</li> <li>● The processes of observational learning</li> <li>● Cognitive factors in learning</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Explain how classical conditioning works using examples.</li> <li>● Discuss the principles of operant conditioning with real-life application</li> <li>● Compare positive and negative reinforcement</li> <li>● Analyze the impact of observational learning on behavior</li> <li>● Interpret the role of cognitive processes in learning</li> </ul>
<p><b>Key Vocabulary:</b> learning, classical conditioning, operant conditioning, reinforcement, punishment, observational learning, extinction, spontaneous recovery, generalization, discrimination</p>	



### Assessment Evidence

#### Performance Tasks:

#### Options can include:

- **Behavior Modification Project** - Students will design a theoretical behavior modification plan using principles of learning and conditioning. They will document the process and likely outcomes, and present their findings in a comprehensive report. Behavior Modification Project
- **Experiment/Commercial Design** Experiment Design (for lower-ability students) Create a commercial  
**TCC3, CCE3, TI3, P4, AA3**

#### Other Evidence:

#### Options include:

- **Socratic Seminar** - What have Pavlov, Watson, and Bandura taught us about learning?
- **Quiz** - positive/negative reinforcement and/or reinforcement schedules
- **Writing Prompt:** How do casinos use classical and operant conditioning to take your money?  
**TCC3, CCE3, TI3, P4, AA3**

### Learning Plan

- Content-Based Vocabulary Assessment **P2**
- Experiment Design **P2**
- Formative assessment: Quiz on Reinforcement Schedules **P2**
- Lecture and Direct Instruction **CCE4**
- Discussion and Socratic Seminar **CCE4**

**Teacher Resources:** *Psychology: Principles in Practice*, 40 Studies That Changed Psychology, Newsela





## Unit 3 - Cognition and Memory

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut Secondary Social Studies Frameworks

- **INQ 9-12.11** Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information from data, while acknowledging the strengths and weaknesses of the explanation given its purpose.
- **INQ 9-12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

#### Common Core Standards

- **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.RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CCSS.ELA-Literacy.RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC1:** Ask questions and engage in problem solving.
- **TCC2:** Analyze data and resources from multiple perspectives.
- **CCE1:** Engage others in meaningful conversations while respecting multiple perspectives.
- **CCE4:** Express ideas in a variety of ways, according to context, purpose, and audience.
- **TI4:** Reflect to understand oneself, anticipate challenges, and drive self-improvement.
- **P2:** I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• Memory is a complex and dynamic process involving encoding, storage, and retrieval.</li> <li>• Cognition encompasses a variety of mental processes including perception, thinking, problem-solving, and decision-making</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do cognitive processes and memory systems influence our perception, learning, and decision-making?</li> <li>• What factors influence the accuracy and reliability of our memories and cognitive processes?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Key concepts and terminology (e.g., encoding, storage, retrieval, cognitive biases).</li> <li>• Prominent memory models and theories</li> <li>• Factors influencing memory accuracy and reliability (e.g., attention, emotions, context).</li> <li>• Types of memory (e.g., sensory, short-term, long-term, episodic, semantic).</li> <li>• Applications of cognitive psychology in real-world contexts (e.g., improving memory, understanding biases).</li> <li>• Sleep stages and common sleep disorders</li> <li>• The importance of REM sleep and its relationship with memory and learning abstract tasks.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Analyze and evaluate memory models and cognitive theories.</li> <li>• Design and conduct simple experiments on memory and cognition.</li> <li>• Apply cognitive strategies to enhance personal learning and decision-making.</li> <li>• Reflect on and improve their own cognitive processes and memory strategies.</li> <li>• Communicate findings and collaborate effectively with peers.</li> </ul>
<p><b>Key Vocabulary:</b> cognition, heuristics, biases, algorithm, concept, creativity, intelligence, memory, encoding, storage, retrieval, short-term memory, long-term memory, working memory</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b> Options can include:</p> <ul style="list-style-type: none"> <li>• Cognitive Process Portfolio Cognitive Process Portfolio or Poster <b>TCC3</b></li> <li>• Cognition Expo Project Cognition Expo Project <b>TI3</b></li> </ul>	<p><b>Other Evidence:</b> Options can include:</p> <ul style="list-style-type: none"> <li>• Cognitive Bias Reflection Prompt</li> <li>• Socratic Seminar: Should we trust our memories?</li> <li>• Writing Prompt on Clive Wearing</li> <li>• Dream journals (for a week)</li> </ul> <p><b>TCC1, TCC2, CCE1, CCE4, TI4, P2</b></p>



## Learning Plan

- Content-Based Vocabulary Assessment **P2**
- Formative assessment on Casinos **TCC1**
- Lecture and Direct Instruction **CCE4**
- Discussion and Socratic Seminar **CCE4**

**Teacher Resources:** *Psychology: Principles in Practice*, 40 Studies That Changed Psychology, Edpuzzle documentary on Clive Wearing, Newsela

## Unit 4 - Motivation, Emotion and Personality

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut Secondary Social Studies Frameworks:

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

#### Common Core Standards:

- **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.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.



- **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.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to...

- TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.
- TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

**Understandings:** Students will understand that...

- Emotions are complex and result from both physiological reaction and sometimes cognitive interpretations of situations.
- Personality has roots in both nature and nurture.

**Essential Questions:**

- How do different theories of motivation explain human behavior, and what factors influence an individual's motivation in various contexts?
- In what ways do emotions and personality traits shape an individual's experiences and interactions, and how can understanding these concepts improve personal and social well-being?

**Students will know...**

- Major theories of motivation
- Major theories of emotion
- The brain regions involved in emotion
- The sympathetic nervous system's role in emotion
- The trait theory of personality (esp. Big 5 personality dimensions)
- The role of nature vs. nurture in personality development

**Students will be able to...**

- Explain and differentiate between major theories of motivation, emotion, and personality
- Conduct research on psychological topics, including finding credible sources, synthesizing information, and presenting findings.
- Write structured essays that discuss psychological concepts, support arguments with evidence, and demonstrate understanding of the subject matter.
- Create and deliver presentations on psychological topics, effectively communicating ideas to an audience.
- Interpret and analyze data from psychological studies,

	understanding research methods, and drawing informed conclusions from empirical evidence
<b>Key Vocabulary:</b> motivation, drive, homeostasis, intrinsic motivation, extrinsic motivation, emotion, arousal, James-Lange Theory, Cannon-Bard Theory, Two-Factor Theory, personality, trait theory, temperament, Big 5 Personality Dimensions, psychodynamic personality theory	
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> Summative Options: <ul style="list-style-type: none"> <li>• Essay: Big 5 Self-Assessment Reflective Essay Self-Assessment Using the Big 5</li> <li>• Reflective Essay: Motivation, Emotion, and Personality Reflective Essay: Motivation, Emotion, and Personality <b>TCC4</b></li> </ul>	<b>Other Evidence:</b> Interim options can include: <ul style="list-style-type: none"> <li>• Myers-Briggs Type Indicator Activity</li> <li>• TAT-style writing response</li> <li>• Reflection: The Hero's Journey Reflection: The Hero's Journey</li> <li>• Writing Prompt: What motivates me? <b>TCC4</b></li> </ul>
<b>Learning Plan</b>	
<p><b>Quizzes:</b> 1.Motivation/Emotion and 2. Personality Theories <b>AA1</b></p> <p><b>Exit Tickets:</b> To check for understanding of key terms and concepts <b>TCC4</b></p> <p><b>Think-Pair-Share:</b> Students can reflect and discuss how their experiences can be explained by the unit's major theories <b>CCE1</b></p> <p><b>Socratic Seminar/Class Discussions:</b> The role of nature/nurture in personality development - "How did you become you?" <b>DE2, CCE1</b></p> <p><b>Self and Peer Assessments:</b> Using the Big 5 Personality Dimensions <b>CCE1, TI2</b></p>	
<b>Teacher Resources:</b> Open source simulations of major personality tests, <i>Psychology: Principles in Practice</i> , 40 Studies That Changed Psychology, Newsela	



## Unit 5 - Psychological Disorders and Their Treatments

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut Secondary Social Studies Frameworks:

- **INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- **INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

#### Common Core Standards:

- **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.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.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC1(9-12):** I can ask purposeful, insightful questions to find a variety of innovative solutions.
- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE1(9-12):** I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **TI3(9-12):** I can formulate and investigate probing questions to further my learning.

<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• Students will understand that psychological disorders are complex conditions with varying symptoms, causes, and impacts, and that they can affect individuals differently depending on a range of biological, psychological, and social factors.</li> <li>• Students will understand that there are multiple approaches to treating psychological disorders, including psychotherapy, medication, and lifestyle changes, and that effective treatment often requires a personalized, multi-faceted approach tailored to the individual's specific needs and circumstances.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the major psychological disorders, and how do their symptoms, causes, and impacts vary among individuals?</li> <li>• What treatment options are available for psychological disorders, and how do different therapeutic approaches address the diverse needs of individuals?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• The criteria for abnormal behavior</li> <li>• The major categories and treatments of psychological disorders</li> <li>• The causes and symptoms of major psychological disorders</li> <li>• Ethical issues in treatment</li> <li>• The effectiveness of various treatment approaches</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Identify and describe major psychological disorders and their symptoms.</li> <li>• Explain the potential causes of psychological disorders, including biological, psychological, and social factors.</li> <li>• Compare and contrast different treatment approaches for psychological disorders</li> <li>• Analyze case studies to determine appropriate diagnoses and suggest potential treatment plans.</li> <li>• Evaluate the effectiveness of various treatments based on research and evidence, considering factors such as side effects, accessibility, and individual differences.</li> </ul>
<p><b>Key Vocabulary:</b> psychological disorder, anxiety disorder, mood disorder, schizophrenia, personality disorder, obsessive-compulsive disorder, post-traumatic stress disorder, diagnosis, DSM-5, stigma, labeling, psychotherapy, cognitive-behavioral therapy, psychoanalysis, group therapy, humanistic therapy, biomedical therapy, medication, electroconvulsive therapy (ECT), effectiveness, Therapeutic Alliance</p>	



### Assessment Evidence

#### Performance Tasks:

- **Inquiry Research Project/Presentation** on a psychological disorder of student's choice. Inquiry Research Project **TI3, CCE4, TCC1, TCC2, CCE1**

#### Interim ideas can include:

- **Socratic Seminar** - The negative effects of "labeling" **TCC1, CCE4, CCE1**
- **Writing Prompt** - Why do you think teens are increasingly affected by anxiety and depression? **TCC1, CCE4**

### Learning Plan

**Exit Tickets/Think-Pair-Share:** Use on a daily basis to check for understanding of key terms and concepts **TCC2(9-12)**

**Graphic Organizers:** given a list of disorders, students should fill in the major classification, type of disorder, symptoms, and treatments **TCC1(9-12)**

**Socratic Seminar/Class Discussions:** Why do you think teens are increasingly affected by anxiety and depression? **CCE4(9-12), TI3(9-12):**

**Quick Writes:** Introduce this unit's writing prompt the day before with a quick write about teens and anxiety/depression to generate ideas **CCE4(9-12)**

**Teacher Resources:** Open sources and school databases for inquiry project, NoodleTools, *Psychology: Principles in Practice*, 40 Studies That Changed Psychology, Newsela, Video: *Back from Madness*, DVD: *Depression: Out of the Shadows*, DVD: *A Beautiful Mind*



## Unit 6 - Social Psychology

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut Secondary Social Studies Frameworks:

- **INQ 9–12.1** Explain how a question reflects an enduring issue in the field.
- **INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

#### Common Core Standards:

- **CCSS.ELA-Literacy.RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CCSS.ELA-Literacy.RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **CCSS.ELA-Literacy.RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to...

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• People’s behavior is heavily influenced by social factors such as conformity, compliance, and obedience.</li> <li>• Our perceptions and interpretations of ourselves and others in social situations shape our behavior and judgements.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent do social situations influence our behavior and mental processes?</li> <li>• How do ethics in human experimentation limit what psychologists were able to do in the past, and is what we learned worth the cost?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Key principles of group behavior</li> <li>• Factors that influence interpersonal relationships (attraction, aggression, prosocial behavior)</li> <li>• The causes of prejudice and discrimination</li> <li>• The impact of social influences on behavior</li> <li>• Principle of group behavior (conformity, obedience, group dynamics)</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Identify and describe major experiments in social psychology.</li> <li>• Explain the potential psychological and social factors that influenced participant’s behaviors in famous experiments.</li> <li>• Compare and contrast the validity of different psychological experiments</li> <li>• Analyze the causes of prejudice and discrimination</li> <li>• Evaluate the ethical considerations of experiments in social psychology.</li> </ul>
<p><b>Key Vocabulary:</b> social psychology, conformity, obedience, group dynamics, social loafing, social facilitation, prejudice, discrimination, attribution theory, cognitive dissonance</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• <b>Social Psychology Portfolio:</b> Students will create a portfolio that demonstrates their understanding of key social psychology concepts through a variety of reflective and analytical tasks.</li> <li>• <b>Social Psychology in the News Social Psychology in the News</b></li> </ul> <p><b>TCC3, CCE3, TI3, P4, AA3</b></p>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>Socratic Seminar</b> - pertaining to what we learned from famous experiments in social psychology or the ethics of famous experiments in social psychology Social Psychology Socratic Seminar <b>CCE1</b></li> <li>• <b>Writing Prompt:</b> Explain what each of the major experiments in social psychology tells us about either conformity or obedience to authority. Use examples from real life to support your answers. Social Psychology Writing Prompt <b>CCE4</b></li> </ul>



## Learning Plan

**Quizzes:** Short, frequent quizzes to check for understanding of key concepts and theories related to the current unit of study. **TCC2(9-12)**

**Exit Tickets:** Check for understanding of terms and concepts at the end of lessons. **TCC2(9-12)**

**Think-Pair-Share:** Utilize with key vocabulary to ask students to think of real-life examples of terms and concepts. Ex. What are ways that prejudice and discrimination are taught? **CCE1(9-12)**

**Socratic Seminar/Class Discussions:** Do the benefits of famous experiments in social psychology outweigh the costs? **CCE1(9-12. CCE4(9-12)**

**Quick Writes:** Ask students what were the major take-aways from famous experiments in social psychology. **CCE1(9-12)**

**Teacher Resources:** Open sources and school databases, NoodleTools, *Psychology: Principles in Practice*, Edpuzzle Original Footage of *Stanford Prison/Milgram's Shock Experiment/Asch's Conformity Experiment*, 40 Studies That Changed Psychology, Newsela