



Course Overview

High School | Social Studies | Introduction to Psychology - Last Updated on April 3, 2025

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Social Studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies instruction which involves interdisciplinary applications, deep understandings, concepts, and skills from the disciplines.
- Young people require analytic, strategic, chronological, and critical thinking skills to prepare for participating in democratic decision-making.
- Social studies instruction directly and explicitly connects to the Common Core State Standards for English Language Arts.

Course Description

This elective psychology course offers an in-depth exploration of the field as a social science, focusing on key psychological concepts such as personality, motivation, emotion, learning, memory, and abnormal psychology. Students will engage in various instructional methods and activities that build a comprehensive understanding of psychological theories and research. The course covers topics like classical and operant conditioning, the principles of motivation, emotional theories, states of consciousness, and abnormal behavior. Through hands-on learning and analysis, students will also write a research paper, demonstrating their ability to evaluate and synthesize information, develop a thesis, and adhere to MLA formatting standards.

Throughout the course, students will analyze major psychological theories and schools of thought, such as Freud’s psychoanalytic theory, Maslow’s hierarchy of needs, and cognitive-behavioral approaches to treatment. They will also explore the physiological, social, and psychological factors influencing human behavior. Key units include the study of learning and memory, personality development, emotional intelligence, and abnormal psychology, as well as child development and moral reasoning. By the end of the course, students will be able to critically evaluate psychological concepts and their applications, while gaining practical skills for research and writing. This 90-minute quarter course is designed for juniors, seniors, and advanced sophomores.

STANDARDS

American Psychological Association (APA) - High School - Biopsychology (2011)

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|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| A.1. | A.1.1 | A.1.2 | A.1.3 | A.1.4 | A.1.5 | A.2. | A.2.1 | A.2.2 | A.2.3 | A.3. |
| A.3.1 | A.3.2 | A.3.3 | A.4. | A.4.1 | A.4.2 | A.4.3 | B.1. | B.1.1 | B.1.2 | B.2. |
| B.2.1 | B.2.2 | B.2.3 | B.2.4 | B.3. | B.3.1 | B.3.2 | B.3.3 | B.3.4 | B.3.5 | B.3.6 |



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- C.1.
- C.1.1
- C.1.2
- C.2.
- C.2.1
- C.2.2
- C.2.3
- C.2.4
- C.2.5
- C.3.
- C.3.1
- C.3.2
- C.3.3
- C.3.4
- C.4.
- C.4.1
- C.4.2
- C.4.3

American Psychological Association (APA) - High School - Applications of Psychological Science (2011)

- A.1.
- A.1.1
- A.1.2
- A.1.3
- A.2.
- A.2.1
- A.2.2
- A.2.3
- A.2.4
- A.2.5
- A.2.6
- A.3.
- A.3.1
- A.3.2
- B.1.
- B.1.1
- B.1.2
- B.1.3
- B.1.4
- B.2.
- B.2.1
- B.2.2
- B.2.3
- C.1.
- C.1.1
- C.1.2
- C.2.
- C.2.1
- C.2.2
- C.3.
- C.3.1
- C.3.2

American Psychological Association (APA) - High School - Scientific Inquiry (2011)

- A.1.
- A.1.1
- A.1.2
- A.1.3
- A.1.4
- A.2.
- A.2.1
- A.2.2
- A.2.3
- B.1.
- B.1.1
- B.1.2
- B.1.3
- B.1.4
- B.2.
- B.2.1
- B.2.2
- B.3.
- B.3.1
- B.3.2
- B.3.3
- B.3.4
- B.3.5
- B.3.6

American Psychological Association (APA) - High School - Development and Learning (2011)

- A.1.
- A.1.1
- A.1.2
- A.1.3
- A.1.4
- A.1.5
- A.2.
- A.2.1
- A.2.2
- A.2.3
- A.3.
- A.3.1
- A.3.2
- A.4.
- A.4.1
- A.4.2
- A.4.3
- A.4.4
- A.5.
- A.5.1
- A.5.2
- A.5.3
- A.6.
- A.6.1
- A.6.2
- A.6.3
- A.6.4
- A.7.
- A.7.1
- A.7.2
- A.7.3
- B.1.
- B.1.1
- B.1.2
- B.1.3
- B.2.
- B.2.1
- B.2.2
- B.2.3
- B.2.4
- B.3.
- B.3.1
- B.3.2
- C.1.
- C.1.1
- C.1.2
- C.2.
- C.2.1
- C.2.2
- C.2.3
- C.3.
- C.3.1
- C.3.2

American Psychological Association (APA) - High School - Cognition (2011)

- A.1.
- A.1.1
- A.1.2
- A.1.3
- A.2.
- A.2.1
- A.2.2
- A.2.3
- A.2.4
- A.3.
- A.3.1
- A.3.2
- A.3.3
- A.3.4
- A.3.5
- B.1.
- B.1.1
- B.1.2
- B.1.3
- B.2.
- B.2.1
- B.2.2



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B.2.3 C.1. C.1.1 C.1.2 C.1.3 C.2. C.2.1 C.2.2 C.2.3 C.3. C.3.1

C.3.2

American Psychological Association (APA) - High School - Sociocultural Context (2011)

A.1. A.1.1 A.1.2 A.1.3 A.2. A.2.1 A.2.2 A.2.3 A.2.4 A.3. A.3.1

A.3.2 A.3.3 A.3.4 B.1. B.1.1 B.1.2 B.1.3 B.1.4 B.1.5 B.1.6 B.2.

B.2.1 B.2.2 B.2.3 B.2.4 B.2.5 B.2.6 B.2.7

American Psychological Association (APA) - High School - Individual Variations (2011)

A.1. A.1.1 A.1.2 A.1.3 A.1.4 A.2. A.2.1 A.2.2 A.2.3 A.2.4

B.1. Perspectives B.1.1 B.1.2 B.1.3 B.2. B.2.1 B.2.2 B.2.3 B.3. B.3.1

B.3.2 C.1. C.1.1 C.1.2 C.1.3 C.1.4 C.2. C.2.1 C.2.2 C.3. C.3.1

C.3.2 C.3.3 C.3.4 C.3.5 D.1. D.1.1 D.1.2 D.1.3 D.1.4 D.1.5 D.2.

D.2.1 D.2.2 D.2.3 D.2.4

American Psychological Association (APA) - High School - Social and Personality Pillar (2022)

A.1: A.1.1 A.1.2 A.1.3 A.2: A.2.1 A.2.2 A.2.3 A.2.4 A.2.5 A.2.6

B.1: B.1.1 B.1.2 B.1.3 B.1.4 B.1.5 B.2: B.2.1 B.2.2 B.2.3 C.1:

C.1.1 C.1.2 C.1.3 C.1.4 C.2: C.2.1 C.2.2 C.2.3 D.1: D.1.1 D.1.2

D.2: D.2.1 D.2.2 D.3: D.3.1 D.3.2 D.3.3 D.4: D.4.1 D.4.2 D.4.3

D.5: D.5.1 D.5.2

American Psychological Association (APA) - High School - Mental and Physical Health Pillar (2022)



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A.1: A.1.1 A.1.2 A.1.3 A.1.4 A.1.5 A.2: A.2.1 A.2.2 A.2.3 B.1:

B.1.1 B.1.2 B.1.3 B.1.4 B.2: B.2.1 B.2.2 C.1: C.1.1 C.1.2 C.1.3

C.2: C.2.1 C.2.2 C.2.3

American Psychological Association (APA) - High School - Biological Pillar (2022)

A.1: A.1.1 A.1.2 A.1.3 A.1.4 A.1.5 A.1.6 A.2: A.2.1 A.2.2 A.2.3

B.1: B.1.1 B.1.2 B.2: B.2.1 B.2.2 B.2.3 B.2.4 C.1: C.1.1 C.1.2

C.1.3 C.1.4 C.2: C.2.1 C.2.2 C.2.3 C.2.4 C.3: C.3.1 C.3.2 C.3.3

American Psychological Association (APA) - High School - Cognition Pillar (2022)

A.1: A.1.1 A.1.2 A.2: A.2.1 A.2.2 B.1: B.1.1 B.1.2 B.1.3 B.2:

B.2.1 B.2.2 B.2.3 B.2.4 C.1: C.1.1 C.1.2 C.2: C.2.1 C.2.2 C.2.3

C.2.4 C.2.5 D.1: D.1.2 D.1.1 D.1.3 D.2: D.2.1 D.2.2 D.2.3 D.3:

D.3.1 D.3.2

American Psychological Association (APA) - High School - Development and Learning Pillar (2022)

A.1: A.1.1 A.1.2 A.1.3 A.1.4 A.2: A.2.1 A.2.2 A.2.3 B.1: B.1.1

B.1.2 B.2: B.2.1 B.2.2 B.3: B.3.1 B.3.2 C.1: C.1.1 C.1.2 C.1.3

C.2: C.2.1 C.2.2

American Psychological Association (APA) - High School - Scientific Inquiry & Research Methods (2022)

1: 1.1 1.2 1.3 1.4 1.5 2: 2.1 2.2 2.3 2.4 2.5 3: 3.1

3.2 4: 4.1 4.2 4.3



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COURSE OBJECTIVES

Objectives for this course are aligned to American Psychological Association (APA) Pillars for Psychology.

ASSESSMENT TYPES

The following assessment types will be used during the course:

- Curriculum-based Measures
- Formative Assessments
- Summative Assessments

SUGGESTED METHODS OF INSTRUCTION

Below is a list of suggested strategies for high-quality instruction in Social Studies:

- Instructional components outlined in the *Framework for Teaching*
- Lecture/discussion
- Directed research
- Demonstrations
- Inquiry-based instruction

RESOURCES