



Park Hill School District

Building Successful Futures • Each Student • Every Day

HS Psychology Curriculum

Course Description: This introductory course, based on the American Psychological Association's National Standard for High School Curricula, offers students a foundational understanding of psychology, the scientific study of behavior and mental processes. Students will explore key psychological concepts, principles, and theories, while also learning how psychology applies to everyday life. Topics include the history of psychology, brain and behavior, learning and memory, development across the lifespan, personality, psychological disorders, and social behavior. The course emphasizes critical thinking, scientific inquiry, and the ethical implications of psychological research. Through engaging activities, case studies, and discussions, students will develop a deeper understanding of themselves and others, preparing them for advanced studies and fostering empathy and self-awareness.

Source: [APA K12 educational standards](https://www.apa.org/education-career/k12/national-standards): <https://www.apa.org/education-career/k12/national-standards>

Scope and Sequence:

Timeframe	Unit	Instructional Topics
5-6 Blocks	History, Perspectives, and Research Methods	Topic 1: History in Psychology Topic 2: Psychological Perspectives Topic 3: Basics of Research/Ethics
16-17 Blocks	Biological Bases of Behavior	Topic 1: Nervous System Topic 2: Neurons and Basics of Neural Transmission Topic 3: The Brain/Studying the Brain Topic 4: Consciousness, Sleep and Dreams
6-7 Blocks	Memory and Intelligence	Topic 1: Encoding, storage, retrieval Topic 2: Multi-store model

		Topic 3: Forgetting and Memory Problems Topic 4: Intelligence
13-15 Blocks	Development and Learning	Topic 1: Physical Development and Gender Topic 2: Cognitive Development Topic 3: Adolescent Social Development Topic 4: Moral Development Topic 5: Aging and Grief Topic 6: Classical Conditioning Topic 7: Operant Conditioning
13-15 Blocks	Social Psych and Personality	Topic 1: Attribution theory Topic 2: Attitudes, Beliefs, Persuasion Topic 3: Group dynamics Topic 4: Attraction Topic 5: Aggression/Altruism Topic 6: Nature/Nurture Personality Topic 7: Theories of Personality Topic 8: Theories of Motivation
11-12 Blocks	Mental Health	Topic 1: Stress Topic 2: Psychological Disorders Topic 3: Treatments

Curriculum Revision Tracking

Spring, 2018

- Updated ISTE Standards
- Updated Teaching Tolerance Standards

Spring, 2025

- Course description was revised to reflect changes associated with the [APA's 2022 updates to the K12 educational standards](#)
- Standards changed and updated in accordance with the [APA's 2022 updates to the K12 educational standards](#)
- Priority standards broken down into student-centric learning targets to provide more clarity in learning for both teachers and students.
- Unit 2 adjusted to coincide with changes in APA's pillar model for introductory psychology courses
- Unit 3 adjusted to coincide with changes in APA's pillar model for introductory psychology courses
- Unit 4 adjusted to coincide with changes in APA's pillar model for introductory psychology courses
- Unit 5 adjusted to coincide with changes in APA's pillar model for introductory psychology courses
- Unit 6 adjusted to coincide with changes in APA's pillar model for introductory psychology courses
- Course reduced to 6 total units to coincide with changes in APA's pillar model for introductory psychology courses
- Removed ISTE and TT Standards

Unit 1: History, Perspectives, and Research Methods

Subject: HS Psychology

Grade: 10-12

Name of Unit: History, Perspectives, and Research Methods

Length of Unit: 5-6 blocks

Overview of Unit: This unit provides a foundational understanding of psychology, exploring its origins, key perspectives, and the principles of research and ethics. It sets the stage for deeper exploration into human thought and behavior by focusing on the historical development of psychology, major theoretical approaches, important people, and the methods used to study psychological phenomena.

Priority Standards for unit:

- APA.SIRM-1.1 Define psychology as a discipline and identify its goals as a science

Supporting Standards for unit:

- APA.SIRM-1.2 Differentiate scientific and non-scientific approaches to knowledge
- APA.SIRM-2.1 Describe research methods psychological scientists use
- APA.SIRM-3.1 Identify ethical requirements for research with human participants and non-human animals

Unwrapped Priority Standards for Unit 1:

APA.SIRM-1.1 Define psychology as a discipline and identify its goals as a science	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define psychology and identify and describe the seven modern perspectives of psychology.	2
	Understand
Students will explain how psychology is both a scientific discipline and how its goals help guide research and application of psychological knowledge.	3
	Apply

Essential Questions:

1. How did the field of psychology emerge, including its history and what key figures shaped its development?
2. How do each of the modern psychological perspectives help explain human behavior?
3. Why is scientific research essential in psychology, and how do ethical considerations impact the study of human behavior?

Enduring Understanding/Big Ideas:

1. The field of psychology emerged through the contributions of key figures and evolved from philosophical roots into a scientific discipline.
2. Modern perspectives, such as biological, cognitive, and behavioral, offer distinct ways to explain and understand human behavior.
3. Research is essential in psychology to develop evidence-based insights, ensuring accuracy and reliability in understanding behavior.
4. Ethical guidelines protect researchers and participants and uphold the integrity of psychological research and practice.

Unit Vocabulary:

- | | |
|--|-----------------------------|
| ● Psychology | ● Humanistic perspective |
| ● Behavior | ● Evolutionary perspective |
| ● Mental processes | ● Sociocultural perspective |
| ● Philosophy | ● Ethical guidelines |
| ● Scientific method | ● Case study |
| ● Introspection-historical perspective | ● Survey |
| ● Structuralism-historical perspective | ● Experiment |
| ● Functionalism-historical perspective | ● Placebo effect |
| ● Psychodynamic perspective | ● Naturalistic observation |
| ● Biological perspective | ● Longitudinal study |
| ● Behavioral perspective | ● Cross-sectional study |
| ● Cognitive perspective | |

Topic 1: History of Psychology Speed Dating

Engaging Experience 1

Title: History of Psychology Speed Dating

Suggested Length of Time: 1.5 Blocks

Standards Addressed

Priority:

- APA.SIRM-1.1 Define psychology as a discipline and identify its goals as a science

Supporting:

- APA.SIRM-2.1 Describe research methods psychological scientists use

Detailed Description/Instructions: Students will be assigned and/or pick an early influential person from the field of psychology. They will research their selected person's connection to psychology and any significant studies, research, etc., associated with that person. During the speed dating event, students will go on short 'dates' with other individuals to learn about their contributions to psychology.

[Speed dating assignment](#)

[Speed dating graphic organizer](#)

Topic 2: Perspectives in Psychology

Engaging Experience 1

Title: Perspectives in Psychology

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- APA.SIRM-1.1 Define psychology as a discipline and identify its goals as a science

Supporting:

- APA.SIRM-1.2 Differentiate scientific and non-scientific approaches to knowledge

Detailed Description/Instructions: To gain a better understanding of the 7 modern psych perspectives, lead the students in creating Mnemonic using their hand, a piece of paper, colored pencils, markers, etc. In the document attached, there are detailed instructions for leading your students through creating this Mnemonic.

[Modern Psychology Perspectives Hand Mnemonic](#)

Topic 3: Research Methods

Engaging Experience 1

Title: Research Methods

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- APA.SIRM-1.1 Define psychology as a discipline and identify its goals as a science

Supporting:

- APA.SIRM-2.1 Describe research methods psychological scientists use

Detailed Description/Instructions: Students will learn about the basics of psychological research, including types of research methods, the importance of ethical considerations, and how psychologists gather data.

Instructions:

1. Watch & Reflect (10-15 min):

- Watch a short **5–10-minute video** (teacher-selected or a YouTube clip) explaining the basics of psychological research methods (e.g., experiments, case studies, surveys, naturalistic observation).
- Take brief notes on key points from the video.

2. Quick Matching Activity (10 min):

- Match the following **research methods** to their **descriptions** (worksheet or online quiz).
- Example:
 1. **Survey** → "Uses questionnaires to gather data from a large group of people."
 2. **Experiment** → "Manipulates variables to determine cause-and-effect relationships."

3. Mini Research Scenario (15 min):

- Read the following scenario:
A psychologist wants to study how sleep affects test performance in high school students.
- Answer the following questions in a few sentences:
 1. What research method would be best for this study? Why?
 2. What is one **ethical consideration** the researcher should keep in mind?
 3. What **variables** might the psychologist need to control?

4. Exit Ticket (5 min):

- Write one **question** you still have about psychological research or one **interesting fact** you learned today.

Materials Needed:

- Video link (provided by the teacher)
- Matching worksheet or online quiz
- Printed or digital research scenario

Topic 4: Ethical Research

Engaging Experience 1

Title: Ethical Research

Suggested Length of Time: 1 block

Standards Addressed

Priority

- APA.SIRM-1.1 Define psychology as a discipline and identify its goals as a science

Supporting:

- APA.SIRM-3.1 Identify ethical requirements for research with human participants and non-human animals

Detailed Descriptions/Instructions: Students will explore ethical principles in psychological research and apply them to real-world scenarios.

Instructions:

1. Quick Read & Notes (10 min):
 - Read a short summary of the APA's Ethical Principles in psychological research, including:
 1. Informed Consent
 2. Confidentiality
 3. Protection from Harm
 4. Right to Withdraw
 5. Deception (when allowed)
 - Write down one sentence summarizing each principle.
2. Case Study Review (10 min):
 - Read a brief real-life research study summary (e.g., the Milgram Experiment, Stanford Prison Experiment, or Little Albert).
 - Answer the following:
 1. Which ethical principles were violated in this study?
 2. How could the study have been conducted more ethically?
3. Ethical Dilemma Scenario (10 min):
 - Imagine you are a psychologist conducting a study on social anxiety in teenagers.
 - Answer the following in 2-3 sentences:
 1. How would you ensure participants' rights are protected?
 2. What ethical concerns might arise in your study?
4. Exit Reflection (5 min):
 - Write one reason why ethical guidelines are important in psychology.

Materials Needed:

- Short reading on APA ethics (teacher-provided)
- Case study summary (teacher-selected)
- Ethical dilemma prompt (printed or digital)

Engaging Scenario

At the end of unit 1 students should be able to examine a particular behavior from the contemporary perspectives within psychology.

Example:

1. Identify a celebrity, professional athlete, or major historical figure and a highly publicized behavior of theirs. Imagine that you and each member of your team are a psychologist coming from a different perspective, analyze the behavior of your chosen "client" and explain how each of you would attempt to understand the causes of such behavior/incident based upon your chosen perspective:
 - Psychoanalytic
 - Evolutionary
 - Cognitive
 - Behavioral
 - Humanistic
 - Biological
 - Sociocultural

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience	Description	Suggested Length of Time
1	History of Psychology Speed Dating	Students will be assigned and/or pick an early influential person from the field of psychology. They will research their selected person's connection to psychology and any significant studies, research, etc., associated with that person. During the speed dating event, students will go on short 'dates' with other individuals to learn about their contributions to psychology.	1.5 blocks
2	Perspectives in Psychology	To gain a better understanding of the 7 modern psych perspectives, lead the students in creating Mnemonic using their hand, a piece of paper, colored pencils, markers, etc. In the document attached, there are detailed instructions for leading your students through creating this Mnemonic.	1 block
3	Research Methods	Students will learn about the basics of psychological research, including types of research methods, the importance of ethical considerations, and how psychologists gather data.	1 block
4	Ethical Research	Students will explore ethical principles in psychological research and apply them to real-world scenarios	1 block

Unit 2: Biological Basis of Behavior

Subject: HS Psychology

Grade: 10-12

Name of Unit: Biological Bases Behavior

Length of Unit: 16-17 Blocks

Overview of Unit: This unit explores how biological processes influence the human body, and behaviors. Students will examine the nervous system's structure and function, focusing on how neurons communicate and facilitate complex processes. The brain's role in regulating behavior and methods for studying it will also be covered. Finally, the unit dives into states of consciousness, including sleep, dreams, and their impact on mental and physical health. Through this exploration, students will gain a deeper understanding of the physiological underpinnings of human behavior.

Priority Standards for unit:

- APA.BBB-1.3 Describe the structures and functions of the various parts of the central nervous system

Supporting Standards for unit:

- APA.BBB-1.1 Identify the major divisions and subdivisions of the human nervous system and their functions
- APA.BBB-1.2 Identify the parts of the neuron and describe the basic process of neural transmission
- APA.BBB-1.6 Identify methods and tools used to study the nervous system
- APA.Con-1.1 Identify states of consciousness
- APA.Con-2.1 Describe the circadian rhythm and its relation to sleep
- APA.Con-2.2 Describe the sleep cycle
- APA.Con-2.3 Compare theories about the functions of sleep and of dreaming
- APA.Con-2.4 Describe types of sleep disorders
- APA.Con-3.3 Describe the physiological and psychological effects of psychoactive drugs

Unwrapped Priority Standards for Unit 2:

APA.BBB-1.3 Describe the structures and functions of the various parts of the central nervous system	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to identify the key structures of the CNS, including the brain and spinal cord, and describe their basic functions.	2
	Understand
Students will be able to describe the key structures of the CNS, including the brain and spinal cord, and their impact on behavior.	2
	Understand

Essential Questions:

1. How do the various components of the body's nervous systems affect behavior and functioning?
2. How are various methods used to study the brain's structures and functions?
3. What are the main functions of various brain parts?
4. What is the purpose of sleep and how do states of consciousness, including sleep and dreams, influence our physical and mental health?
5. How do various psychoactive drugs influence a person's functioning?

Enduring Understanding/Big Ideas

1. The structure and function of the nervous system, including neurons and the brain, are fundamental in regulating and influencing behavior.
2. Various scientific methods and tools, such as brain imaging and neuropsychological testing, are used to study the brain's structures and functions.
3. Sleep, dreams, and other states of consciousness play a significant role in mental and physical health, affecting overall well-being.
4. Psychoactive drugs can alter brain functions, impacting behavior, cognition, and emotional regulation.

Unit Vocabulary:

- | | |
|------------------------------------|---|
| ● Nervous System | ● Occipital Lobe |
| ● Central Nervous System (CNS) | ● Parietal Lobe |
| ● Peripheral Nervous System (PNS) | ● Temporal Lobe |
| ● Autonomic Nervous System (ANS) | ● Pituitary Gland |
| ● Somatic Nervous System | ● Circadian Rhythm |
| ● Sympathetic Nervous System | ● Sleep Cycle |
| ● Parasympathetic Nervous System | ● REM Sleep |
| ● Neurons | ● Non-REM Sleep |
| ● Axon | ● Sleep Deprivation |
| ● Dendrites | ● Insomnia |
| ● Synapse | ● Sleep Apnea |
| ● Neurotransmitters | ● Narcolepsy |
| ● Action Potential | ● Dreams |
| ● Electroencephalogram (EEG) | ● Consciousness |
| ● Magnetic Resonance Imaging (MRI) | ● Psychoactive Drugs |
| ● Neuroplasticity | ● Stimulants |
| ● Brainstem | ● Depressants |
| ● Cerebellum | ● Hallucinogens |
| ● Thalamus | ● Tolerance |
| ● Hypothalamus | ● Physical and Psychological Dependence |
| ● Cerebral Cortex | ● Withdrawal |
| ● Amygdala | ● Addiction |
| ● Hippocampus | ● Selected Neurotransmitters |
| ● Corpus Callosum | (Dopamine, Serotonin, Endorphins, Norepinephrine) |
| ● Frontal Lobe | |

Topic 1: The Human Nervous System and their Functions

Engaging Experience 1

Title: Nervous System Breakdown

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- APA.BBB-1.3 Describe the structures and functions of the various parts of the central nervous system

Supporting:

- APA.BBB-1.1 Identify the major divisions and subdivisions of the human nervous system and their functions
- APA.BBB-1.2 Identify the parts of the neuron and describe the basic process of neural transmission

Detailed Description/Instructions: Students will apply their understanding of the nervous system by identifying its role in everyday activities.

Instructions:

1. Nervous System Breakdown (10 min):

- In **your own words**, briefly describe the **Central Nervous System (CNS)** and **Peripheral Nervous System (PNS)** and their roles in the body.

2. Real-Life Connection (10 min):

- Think about an activity you do every day (e.g., drinking coffee, playing a sport, texting a friend).
- Write a **short paragraph (4-5 sentences)** explaining how different parts of the nervous system are involved in that activity.
 - Example: If you choose "playing basketball," explain how the **CNS** processes movement, how the **PNS** sends signals to muscles, and how reflexes help you react quickly.

3. Nervous System Challenge (10 min):

- Complete a short matching activity (worksheet or online) where you pair nervous system components (e.g., **sympathetic vs. parasympathetic**, **sensory neurons vs. motor neurons**) with their correct functions.

4. Exit Ticket (5 min):

- Answer in **one sentence**: *Why is the nervous system important for everything we do?*
-

Topic 2: The Brain

Engaging Experience 1

Title: Labeling the Brain

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- APA.BBB-1.3 Describe the structures and functions of the various parts of the central nervous system

Supporting:

- PA.BBB-1.6 Identify methods and tools used to study the nervous system

Detailed Description/Instructions: Students will identify, define and label major parts of the brain.

Instructions:

- Use this [link](#) as a template to label parts of the brain.

Topic 3: States of Consciousness and the Sleep Cycle

Engaging Experience 1

Title: States of Consciousness & Sleep Cycle

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- APA.BBB-1.6 Identify methods and tools used to study the nervous system

Supporting:

- APA.Con-1.1 Identify states of consciousness
- APA.Con-2.1 Describe the circadian rhythm and its relation to sleep
- APA.Con-2.2 Describe the sleep cycle

Detailed Description/Instructions: Students will collaborate to explore different states of consciousness and stages of sleep, then present their findings in a creative way.

Instructions:

1. Form Groups (3-4 students per group).
2. Assign Topics (10 min):
 - Each group will randomly draw or be assigned one of the following topics:
 - Stages of Sleep (NREM 1, NREM 2, NREM 3, REM)
 - Effects of Sleep Deprivation
 - Dream Theories (Freud, Activation-Synthesis, Cognitive)
 - Hypnosis & Meditation
 - Psychoactive Drugs & Their Impact on Consciousness
3. Research & Discussion (15 min):
 - Groups will research their topic using classroom materials, a textbook, or a short teacher-provided reading.
 - Each group should answer:
 - What is the key idea behind this topic?
 - How does it relate to states of consciousness?
 - Why is it important for understanding sleep or altered consciousness?
4. Creative Mini-Presentation (15 min):
 - Groups will present their topic in a creative way:
 - A quick skit (acting out a dream, sleep deprivation effects, hypnosis)
 - A short infographic/poster
 - A 1-minute news report explaining their topic
 - A fun, simple quiz for the class

5. Class Wrap-Up Discussion (5 min):

- Each group will share one surprising fact they learned.

Materials Needed:

- Short readings, textbook, or classroom resources
- Paper/markers for visuals (if needed)

Bloom's Levels: 1, 2, 5

Webb's DOK: 1, 2, 3

Topic 4: The Function of Sleep and Dreams and Sleep Disorders

Engaging Experience

Title: Sleep Disorders

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- APA.BBB-1.6 Identify methods and tools used to study the nervous system

Supporting:

- APA.Con-2.3 Compare theories about the functions of sleep and of dreaming
- APA.Con-2.4 Describe types of sleep disorders

Detailed Description/Instructions: Students will act as "sleep specialists" to diagnose and propose treatment for a fictional patient with a sleep disorder, using their knowledge of the sleep cycle and sleep disorders.

Instructions:

Day 1:

1. Introduction to Sleep Disorders (15 min):

- Begin by providing students with a brief overview of **common sleep disorders**, such as insomnia, sleep apnea, narcolepsy, sleepwalking, and restless leg syndrome.
- Students will take **notes on the symptoms, causes, and treatments** for each disorder.

2. Group Assignment (10 min):

- Split students into **groups of 3-4**. Each group will act as a team of doctors trying to solve a patient's sleep disorder.
- Assign each group a **fictional patient** with a set of symptoms related to one of the sleep disorders you discussed. For example:
 - **Patient 1 (insomnia):** Difficulty falling asleep for weeks, anxiety about sleep, excessive worrying at night.
 - **Patient 2 (sleep apnea):** Snoring loudly, excessive daytime fatigue, waking up gasping for air.
 - **Patient 3 (narcolepsy):** Uncontrollable episodes of falling asleep during the day, cataplexy (loss of muscle tone).
 - **Patient 4 (restless leg syndrome):** Uncomfortable sensations in legs, especially at night, the need to move legs to relieve discomfort.
- Groups will **review the patient's symptoms** and start to **research possible diagnoses** and treatments based on their knowledge of sleep disorders.

3. **Group Discussion & Research (25 min):**

- Groups will work together to research their patient's symptoms, identifying which sleep disorder they believe the patient is experiencing.
- They should use **class resources** (textbook, online resources, or notes) to:
 - **Diagnose** the sleep disorder.
 - **List possible causes** (biological, psychological, or environmental).
 - **Propose treatment options** (behavioral therapies, medication, lifestyle changes).
- Each group will prepare a **brief (1-page) written report** summarizing the diagnosis, causes, and treatment options for their patient.

Day 2:

4. **Presentation Preparation (15 min):**

- Groups will **prepare a presentation** for the class, acting as "doctors" explaining their diagnosis, causes, and treatment recommendations.
- They can include **visual aids** (PowerPoint, posters, handouts) or **role-play** aspects of the treatment process (e.g., how they would advise their patient to improve sleep hygiene).

5. **Group Presentations (30 min):**

- Each group will present their **diagnosis and treatment plan** to the class as if they are doctors explaining to the patient and their family.
- After each presentation, the class can ask questions about the treatment plan, and the presenting group should answer as if they are medical professionals.

6. **Reflection (10 min):**

- After all presentations, each student will **write a short reflection** (3-4 sentences) on which sleep disorder they found most interesting and why, and what they learned about the importance of sleep in mental and physical health.

Materials Needed:

- Textbook for class materials on sleep disorders
- Access to research resources (e.g., internet, printouts)
- Paper/markers for visuals or PowerPoint for presentations
- Patient symptom sheets (teacher-provided)

Topic 5: The Effects of Psychoactive Drugs

Engaging Experience

Title: Psychoactive Drugs

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- APA.BBB-1.6 Identify methods and tools used to study the nervous system

Supporting:

- APA.Con-3.3 Describe the physiological and psychological effects of psychoactive drugs

Detailed Description/Instructions: Students will research and present on the physiological and psychological effects of a psychoactive drug, demonstrating their understanding of how these substances impact both the body and mind.

Instructions:

1. Introduction (5 min):

- Briefly introduce the concept of **psychoactive drugs** and explain how they can influence the brain and behavior.
- Examples include substances like alcohol, nicotine, caffeine, marijuana, and more.
- Highlight that each drug has **both physiological (body) and psychological (mind)** effects.

2. Group Assignment (5 min):

- Divide students into **small groups** (3-4 students per group).
- Assign each group a **psychoactive drug**. Examples include:
 - Alcohol
 - Nicotine
 - Marijuana
 - Cocaine
 - LSD (Acid)
 - Ecstasy (MDMA)
 - Heroin
 - Prescription painkillers (e.g., Oxycodone)
 - Caffeine
 - Prescription medications (e.g., Adderall)

3. **Research and Preparation (15 min):**

- Each group will **research** the **physiological** and **psychological effects** of their assigned drug.
- They should focus on:
 - **Physiological Effects:** How the drug affects the body (e.g., heart rate, brain activity, organs, motor skills).
 - **Psychological Effects:** How the drug impacts mood, thinking, behavior, or perception.
 - **Short-Term vs. Long-Term Effects:** Immediate effects vs. consequences over time (e.g., addiction, cognitive decline).
- Use **class materials** or online resources to gather accurate information.

4. **Presentation Preparation (10 min):**

- Each group will create a **simple presentation** (poster, digital slide, or infographic).
 - Include key points:
 - Name of the drug.
 - Physiological effects.
 - Psychological effects.
 - Short-term and long-term impacts.
 - Be creative! Your presentation should **clearly explain** how the drug affects both the body and the mind.

5. **Group Presentations (15 min):**

- Each group will **present** their findings to the class. Presentations should be **2-3 minutes long**.
- Be sure to use your **visual aid** during the presentation to help explain the drug's effects.
- Encourage students to speak clearly and confidently as they explain their research.

6. **Class Discussion (5 min):**

- After all presentations, briefly discuss the **key takeaways** with the class.
 - Why is it important to understand both the physiological and psychological effects of drugs?
 - What did you learn about how these substances impact daily life and long-term health?

Engaging Scenario

Option 1: Students will complete the [celebrity brain project](#). In this engaging scenario, students will choose a fictional character to use as a topic to show their knowledge of the brain and its parts and functions. Students will explain behaviors related to the character in the context of brain parts.

Option 2: Students will complete the [zombie brain menu project](#). In this engaging scenario, students will create a menu for a restaurant that serves zombies. The dishes they come up with must include parts of the human brain.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience	Description	Suggested Length of Time
The Human Nervous System and their Functions	Nervous System Breakdown	Students will apply their understanding of the nervous system by identifying its role in everyday activities.	1 block
The Brain	Labeling Parts of the Brain	Students will identify, define and label major parts of the brain	1-2 blocks
States of Consciousness & Sleep Cycle	States of Consciousness & Sleep Cycle	Students will collaborate to explore different states of consciousness and stages of sleep, then present their findings in a creative way.	1 blocks
The Function of Sleep and Dreams and Sleep Disorders	Sleep Disorders	Students will act as "sleep specialists" to diagnose and propose treatment for a fictional patient with a sleep disorder, using their knowledge of the sleep cycle and sleep disorders.	2 days
The Effects of Psychoactive Drugs	Psychoactive Drugs	Students will research and present on the physiological and psychological effects of a psychoactive drug, demonstrating their understanding of how these substances impact both the body and mind.	1-2 blocks

Unit 3: Memory and Intelligence

Subject: HS Psychology

Grade: 10-12

Name of Unit: Memory and Intelligence

Length of Unit: 6-7 blocks

Overview of Unit: This unit examines how humans process, store, and retrieve information, providing insight into the mechanisms of memory and cognitive function. Students will explore the stages of memory—encoding, storage, and retrieval—along with the multi-store model, which breaks memory into sensory, short-term, and long-term components. The unit also addresses causes of forgetting and memory problems, including amnesia and interference. Finally, it dives into the concept of intelligence, exploring its definitions, measurements, and the controversies surrounding it. By understanding memory and intelligence, students gain tools to analyze human cognition and problem-solving abilities.

Priority Standards for unit:

- APA.M-1.2 Describe systems of memory (i.e., sensory, short-term, and long-term memory)
- APA.I-1.2 Describe various conceptualizations of intelligence

Supporting Standards for unit:

- APA.M-1.1 Explain the processes of encoding, storage, and retrieval
- APA.M-1.3 Differentiate types of memory (i.e., implicit and explicit)
- APA.M-2.1 Explain strategies for improving the encoding, storage, and retrieval of memories
- APA.M-2.3 Explain kinds of forgetting or memory failures
- APA.M-2.4 Identify disorders that impact the function of memory
- APA.I-2.1 Analyze the history of intelligence testing, including historical use and misuse in the context of fairness
- APA.I-2.2 Identify current methods of assessing human cognitive abilities
- APA.I-3.2 Describe the influences of biological, cultural, and environmental factors on intelligence

Unwrapped Priority Standards for Unit 3:

APA.M-1.2 Describe systems of memory (i.e., sensory, working, and long-term memory)	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to describe the basic features of the working memory model (sensory memory, working memory, and long-term memory).	1
	Understand
Students will describe the function of each memory system (e.g., sensory memory as a brief storage of sensory input, short term memory as active processing, and long-term memory as a permanent store for information).	1
	Understand
Students will compare the storage capacity, duration, and function of sensory, short term, and long-term memory, and analyze how information moves from one system to another (e.g., encoding information into long-term memory).	2
	Analyze
Students will describe various memory related problems such as forgetting and interference.	1
	Understand

APA.I-1.2 Describe various conceptualizations of intelligence	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to identify different conceptualizations of intelligence, including Intelligence Quotient (IQ), Spearman's g factor, and Gardner's multiple intelligences.	2
	Understand
Students will describe how intelligence is conceptualized in different theories, such as the Intelligence Quotient (IQ), Spearman's g factor, and Howard Gardner's multiple intelligences.	3
	Apply
Students will compare and contrast different measurements of intelligence including Stanford Binet and Weschler (WISC).	2
	Apply

Essential Questions:

1. How do the processes of encoding, storage, and retrieval shape our ability to remember and recall information?
2. What are the different types of memory, and how do they function to store and retrieve information?
3. What causes individuals to forget information?
4. How do different theories of intelligence (Intelligence Quotient, G Factors, Multiple Intelligences) impact our understanding of human cognitive abilities?
5. What factors influence intelligence, and how is intelligence assessed in both historical and modern contexts?

Enduring Understanding/Big Ideas:

1. The processes of encoding, storage, and retrieval are essential for transforming experiences into lasting memories, and they play a crucial role in how we recall and use information.
2. Different types of memory, including sensory, short-term, and long-term memory, work together to store and retrieve information, each serving a unique function in cognitive processing.
3. Forgetting occurs due to various factors, including interference, decay, and memory disorders, which can hinder our ability to retain and recall information accurately.
4. Different theories of intelligence, such as Intelligence Quotient (IQ), G-factor theory, and Multiple Intelligences, provide distinct frameworks for understanding and measuring human cognitive abilities, with both biological and cultural factors influencing intelligence.

Unit Vocabulary:

- | | |
|----------------------------|---|
| ● Encoding | ● Recall |
| ● Storage | ● Maintenance Rehearsal |
| ● Retrieval | ● Semantic Memory |
| ● Sensory Memory | ● Episodic Memory |
| ● Short-Term Memory | ● Misinformation Effect |
| ● Long-Term Memory | ● EyeWitness Testimony |
| ● Serial Position Effect | ● Hippocampus |
| ● Explicit Memory | ● Intelligence Quotient (IQ) |
| ● Implicit Memory | ● G-Factor |
| ● Retroactive Interference | ● Multiple Intelligences |
| ● Proactive Interference | ● Fluid Intelligence |
| ● Decay | ● Crystallized Intelligence |
| ● Retrograde Amnesia | ● Emotional Intelligence |
| ● Anterograde Amnesia | ● Heredity and Environment (Influences on Intelligence) |
| ● Infantile Amnesia | ● Cultural Bias in Intelligence Testing |
| ● Dementia | |
| ● Recognition | |

Topic 1: Human Memory System

Title: Memory Game Show

Suggested Length of Time: 1 class

Standards Addressed

Priority:

- APA.M-1.2 Describe systems of memory (i.e., sensory, short-term, and long-term memory)

Supporting:

- APA.M-1.1 Explain the processes of encoding, storage, and retrieval
- APA.M-1.3 Differentiate types of memory (i.e., implicit and explicit)
- APA.M-2.1 Explain strategies for improving the encoding, storage, and retrieval of memories

Detailed Description/Instructions: Students will actively engage with the different systems of memory through a series of interactive challenges that highlight encoding, storage, and retrieval, as well as the various types of memory. This hands-on approach will help students understand how memory works while reinforcing strategies to improve it.

Instructions:

1. Introduction (5 min):

- Briefly introduce the concept of the **human memory system**, highlighting the three key systems of memory:
 - **Sensory Memory**
 - **Short-Term Memory (STM)**
 - **Long-Term Memory (LTM)**
- Explain the processes of **encoding**, **storage**, and **retrieval** as well as the types of memory (**implicit** vs. **explicit**).

2. Activity Setup (5 min):

- The class will be divided into **5 teams** (3-4 students per team). Each team will compete to “unlock” the **secrets of memory** by completing challenges related to memory processes and types.

3. Memory Challenge Stations (30 min):

Set up **5 stations** in the classroom, each dedicated to a different aspect of memory. Students will rotate between stations in **5-minute intervals**. At each station, they will work as a team to complete the task.

- **Station 1: Sensory Memory – The Image Challenge**
 - Show a detailed image (e.g., a busy street, complex pattern, or a collection of random objects) for **10 seconds**.

- After the image is removed, students must **write down** as many details as they can remember.
 - **Goal:** This exercise demonstrates the fleeting nature of sensory memory.
 - **Station 2: Short-Term Memory – The Sequence Game**
 - Show students a **random sequence of 7 numbers** (e.g., 4-9-2-6-8-1-3).
 - After **30 seconds**, ask students to write the sequence from memory. If they succeed, add another number.
 - **Goal:** This demonstrates the limited capacity of short-term memory and the importance of rehearsal.
 - **Station 3: Long-Term Memory – The Story Recall**
 - Read a short **story** (2-3 sentences) aloud to the class.
 - Students will then take turns writing down as much of the story as they can recall. The team with the most details remembered wins.
 - **Goal:** This demonstrates how information is stored and retrieved from long-term memory.
 - **Station 4: Implicit vs. Explicit Memory – Memory Matching Game**
 - Provide a set of **cards**: One set with **explicit memories** (names, facts, events) and another with **implicit memories** (skills, habits, conditioned responses).
 - Teams will match the cards with the correct category.
 - **Goal:** This demonstrates the difference between implicit and explicit memory systems.
 - **Station 5: Memory Improvement – Strategy Relay**
 - Teams will come up with a **memory improvement strategy** (e.g., chunking, mnemonic devices, visualization) to help them memorize a list of **10 words**.
 - They'll be given **1 minute** to review the list, then will be tested on how many words they can recall.
 - **Goal:** This reinforces effective strategies for improving memory encoding and retrieval.
4. **The Memory Quiz Show (10 min):**
- After completing all 5 stations, bring the class back together and host a **Memory Quiz Show**.
 - Ask the teams questions related to what they learned at each station (e.g., “What is the duration of sensory memory?” or “How do you improve memory encoding?”).
 - **Teams earn points** for each correct answer, and the team with the most points at the end wins a small prize (e.g., extra credit, class points, or a fun memory-themed prize).

Materials Needed:

- Flashcards for the matching game (Station 4)
- Paper and pens for writing (for Station 1, 2, and 3)
- A timer
- Pre-prepared stories and number sequences (for Station 2 and 3)
- A list of 10 words for the Memory Improvement Station (Station 5)

Another option to introduce memory: Show the PBS Nova Episode: Memory Hackers with viewing guide: [Memory Hackers](#)

Bloom's Levels: 1, 2, 3

Webb's DOK: 1, 2

Topic 2: Memory Problems

Title: Memory Mystery

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- APA.M-1.2 Describe systems of memory (i.e., sensory, short-term, and long-term memory)

Supporting:

- APA.M-2.3 Explain kinds of forgetting or memory failures
- APA.M-2.4 Identify disorders that impact the function of memory

Detailed Description/Instructions: In this engaging experience, students will work together as detectives to **solve a "Memory Mystery"** by identifying the different causes of memory failure. Students will be introduced to the **types of memory** (sensory, short-term, and long-term), as well as the **disorders and types of forgetting** that can affect memory. This activity promotes critical thinking and a deeper understanding of memory problems.

Instructions:

1. Introduction to the Memory Mystery (10 minutes):

Begin by introducing the concept of memory failure and disorders that impact memory. Discuss the **different systems of memory** (sensory, short-term, and long-term memory) and common types of memory failures (e.g., **forgetting, blocking, absentmindedness**). Highlight some **memory disorders** like **amnesia, Alzheimer's disease, and Korsakoff's syndrome**.

2. The Mystery Scenario (5 minutes):

Present students with a **memory mystery** scenario. For example:

"A group of detectives is investigating a case where vital clues were **forgotten** by the witnesses. Some suspects experienced **memory loss** during the investigation. The goal is to uncover why the memory failures occurred and how they relate to specific memory systems and disorders."

3. Clue Investigation Stations (25 minutes):

Set up **4 stations** in the classroom, each representing a **type of memory failure or disorder**. Students will rotate between these stations in **5-minute intervals**. Each station will give them clues to solve the mystery.

Station 1: Sensory Memory Failure (Short-Term Forgetting)

- Present a **quick visual stimulus** (e.g., a complex image or a series of letters/numbers). Show it for **10 seconds** and then ask students to recall as many details as they can.

- **Clue:** "The witness couldn't remember the number plate of a car they saw in passing."
 - **Goal:** Understand how **sensory memory** is short-lived and how failure in this system leads to forgetting.
4. **Station 2: Short-Term Memory Failure (The Blocked Clue)**
- Show students a sequence of **7 random numbers** for **15 seconds**. Afterward, ask them to recall the sequence. Add distractions like background noise while the numbers are being shown.
 - **Clue:** "The detective couldn't recall the last phone number they wrote down after hearing it once."
 - **Goal:** Recognize how **short-term memory** can fail due to limited capacity or interference.
5. **Station 3: Long-Term Memory Failure (Memory Loss Over Time)**
- Give students a list of **10 words** to memorize for **1 minute**. Afterward, ask them to recall as many words as possible.
 - **Clue:** "A witness couldn't recall details of the crime scene even though they were there for hours."
 - **Goal:** Discuss how **long-term memory** can degrade over time or fail due to lack of retrieval cues.
6. **Station 4: Memory Disorders (Amnesia and Alzheimer's Disease)**
- Present students with a brief explanation of **amnesia** or **Alzheimer's disease**, including symptoms (e.g., **retrograde amnesia**, **anterograde amnesia**, difficulty forming new memories).
 - **Clue:** "The suspect was unable to remember events that occurred the day before the crime, even though they could remember older memories."
 - **Goal:** Identify how **memory disorders** can affect different aspects of memory, including the ability to recall past events or form new memories.
7. **Solving the Mystery (5 minutes):**
- After visiting all stations, have students work in teams to **identify the memory problem** based on the clues they've gathered from each station. Ask the teams to answer:
- **What type of memory failure occurred?**
 - **Which part of the memory system was affected?**
 - **What memory disorder might explain the memory issue?**
8. **Class Discussion and Wrap-Up (5 minutes):**
- Each team will present their findings, and the class will discuss the various causes of memory failure. The teacher will review how memory disorders and forgetting impact the ability to store and retrieve memories. Finally, discuss strategies for improving memory function and preventing memory failure.

Materials Needed:

- Pre-prepared lists of numbers, words, and images for memory stations
- Timer for timing stations
- Printed information on memory disorders (e.g., amnesia, Alzheimer's)
- Whiteboard/markers for team presentations

[Slippery Snakes activity](#): shows the difference between auditory and visual encoding of information. Fun demonstration in class.

Topic 3: Intelligence and Intelligence Assessment

Title: Battle of the Brains

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- APA.I-1.2 Describe various conceptualizations of intelligence

Supporting:

- APA.I-2.1 Analyze the history of intelligence testing, including historical use and misuse in the context of fairness
- APA.I-2.2 Identify current methods of assessing human cognitive abilities

Detailed Description/Instructions: Watch the program “BBC’s Battle of the Brains” and have students complete the viewing guide. This introduces students to the concept of IQ as well as other measures of intelligence. [Battle of the Brains](#)

Free intelligence tests:

[WAIS-IV-Weschler Adult Intelligence Scale](#)-takes 10-15 minutes

[Stanford-Binet IQ test](#)- 60 questions with 40 minute time limit

[Mensa IQ Challenge](#)-35 problems to be solved with a 25 minute limit

[Multiple Intelligence Test #1](#)-takes about 5-10 minutes

[Multiple Intelligence Test #2](#)-45 questions, maybe 10 minutes to complete

[Emotional Intelligence Test #1](#)-takes about 10 minutes

[Emotional Intelligence Test #2](#)-takes 45 minutes to complete

Bloom’s Levels: 4, 6

Webb’s DOK: 4

Topic 4: Factors that Influence Intelligence

Title: Intelligence Exploration – Nature vs. Nurture Debate

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- APA.I-1.2 Describe various conceptualizations of intelligence

Supporting:

- APA.I-3.2 Describe the influences of biological, cultural, and environmental factors on intelligence

Detailed Description/Instructions: In this engaging experience, students will dive into the complexities of intelligence and the factors that influence it, specifically focusing on the debate between nature vs. nurture. This activity provides students the opportunity to explore the biological, cultural, and environmental factors that contribute to the development and understanding of intelligence.

Instead of a direct experiment, this activity encourages critical thinking and debate, helping students apply their knowledge of psychology to real-world concepts and further explore the nature of intelligence.

Instructions:

1. Introduction to Intelligence (10 minutes):

Begin by providing a **brief lecture** or presentation on **intelligence**, covering various conceptualizations (e.g., **general intelligence**, **multiple intelligences**, **emotional intelligence**). Discuss how different factors such as **biological influences** (genetics, brain function), **cultural influences** (educational system, cultural definitions of intelligence), and **environmental factors** (socioeconomic status, upbringing) can impact intelligence.

2. The Nature vs. Nurture Debate (10 minutes):

Introduce the **nature vs. nurture debate**, which centers around whether intelligence is primarily determined by **genetics** (nature) or by **environmental factors** (nurture). Explain how modern theories of intelligence recognize the role of both factors.

3. Intelligence Influences Worksheet (20 minutes):

Give students a **worksheet** that asks them to explore different factors that influence intelligence. The worksheet should include the following sections:

- **Biological Factors** (e.g., genetic inheritance, brain structure, nutrition)
- **Cultural and Environmental Factors** (e.g., access to education, family background, socioeconomic status)
- **Personal Reflection:** Have students think about their own environment and biological influences that could shape their intelligence.

- **Critical Question:** "Do you believe intelligence is more influenced by nature or nurture? Why?"
- 4. Students will individually **fill out the worksheet**, using both the information provided in class and their own thoughts on how intelligence is shaped.
- 5. **Group Reflection and Debate (5 minutes):**
After completing the worksheet, each student will write a brief reflection on their stance about the **nature vs. nurture** debate regarding intelligence. Encourage students to use their personal experiences, observations, and the research they have just learned to formulate their answers.
Reflection prompt:
"Do you believe that intelligence is largely inherited, or do you think it is shaped more by the environment you grew up in? Provide examples from your life or studies that support your answer."

Materials Needed:

- Worksheet for the intelligence influences activity
- Pen or pencil for writing reflections
- Whiteboard/markers for writing key points (optional)

Bloom's Levels: 1, 2, 4

Webb's DOK: 2, 4

Engaging Scenario

Overview:

In this 3-4 class period project, students will work as a **team of detectives** who are tasked with investigating an **identity theft case** that revolves around memory problems and the influences of intelligence. They will need to use their understanding of **memory systems, memory problems, and intelligence theories** to piece together the case and figure out who is behind the theft. Students will apply knowledge gained from their learning of **memory processes, memory disorders, types of forgetting**, and the **nature vs. nurture debate** regarding intelligence.

Class Period 1: Introduction to the Case and Memory Systems

1. Case Introduction (15 minutes):

- Introduce students to the investigation scenario: A renowned scientist has had their intellectual property stolen and erased from their memory. They can no longer recall critical details about their work, which has led to suspicions of foul play.
- The team (class) must determine whether the memory loss is due to **normal forgetting, a specific memory disorder, or intentional manipulation**.

2. Memory Game Show (30 minutes):

- Students participate in a “**Memory Game Show**” where they will be introduced to the **systems of memory** (sensory, short-term, and long-term memory) through interactive challenges. These challenges could involve:
 - **Encoding:** Students may be given a series of images or words to memorize and then recall after a short period.
 - **Storage:** Create a mini activity where they practice storing information (e.g., mnemonic devices, chunking).
 - **Retrieval:** Test students' ability to retrieve information in different scenarios.
- Discuss how encoding, storage, and retrieval relate to the memory problems in the case.

Class Period 2: Identifying Memory Failures and Disorders

1. Memory Mystery Challenge (15 minutes):

- Break students into smaller groups (or individual students) and give them a **memory mystery case** that includes different memory failures. For example:
 - **Sensory Memory Failure:** The scientist may have forgotten something they observed, and they cannot recall it.
 - **Short-term Memory Problems:** They may be unable to remember something they just learned or experienced.
 - **Long-term Memory Issues:** The scientist may forget critical events from their past.
- Students need to diagnose what caused the memory failures based on **types of forgetting** and potential **memory disorders** (e.g., **amnesia**, **Alzheimer's**, or **Korsakoff syndrome**). They will also need to relate this to the scientist's daily life and potential reasons behind memory loss.
- After discussing, they will present their conclusions to the class.

2. Case Investigation – Memory Disorder Diagnosis (15 minutes):

- Based on the scenario, students will analyze symptoms and propose potential memory disorders (e.g., **retrograde amnesia**, **anterograde amnesia**, or **dissociative amnesia**) and create a report to share their findings.

Class Period 3: Intelligence Exploration and Nature vs. Nurture Debate

1. Battle of the Brains Viewing (20 minutes):

- Watch an episode of BBC's **Battle of the Brain** with the students, where they will learn about intelligence testing and conceptualizations of intelligence. Students will complete a viewing guide that prompts them to consider the differences between **IQ** and other measures of intelligence.
- After the viewing, discuss the **types of intelligence** (e.g., **general intelligence**, **multiple intelligences**, and **emotional intelligence**) and how these might relate to the case of the scientist and their intellectual theft.

2. Nature vs. Nurture Debate (20 minutes):

- Divide the class into two groups: One will argue that **intelligence is more influenced by nature** (genetics, biological factors), and the other will argue that **nurture (environment, education, culture)** plays a greater role.
- Each group will use **evidence** from class discussions, the **Battle of the Brains** program, and personal experiences to support their argument. After the debate,

a final reflection on how **both nature and nurture** impact the scientist's memory and intelligence will be discussed.

Class Period 4: Final Investigation and Presentation

1. Investigative Report Writing (20 minutes):

- Students will now write a **final investigative report** summarizing their findings:
 - **Memory issues** that were uncovered during the case investigation (including types of memory failure, disorders, etc.).
 - **Intelligence-related insights** based on the nature vs. nurture debate and their conclusions about how the theft may have occurred (e.g., if the thief took advantage of the scientist's memory issues).
 - **Diagnosis** of the scientist's condition (if they have a memory disorder or intellectual problems) and a possible **solution** for the case.

2. Group Presentation (25 minutes):

- Each group will **present their findings** and theories to the class in a formal presentation. The goal is to solve the mystery using the evidence they've gathered about **memory systems**, **memory failures**, and **intelligence**. Each presentation should highlight the **connections** between the case details, **memory problems**, and **intelligence concepts**.
- **Peer Review:** After each presentation, the class will provide feedback and ask questions regarding the conclusions.

Materials Needed:

- Access to **BBC's Battle of the Brain** (or equivalent video resource)
- Worksheets for the **memory game show** and **memory mystery challenge**
- **Nature vs. Nurture debate** handouts and prompts
- **Final investigative report** template
- Presentation tools (optional: PowerPoint or poster materials)

Assessment Criteria:

- **Active Participation:** Students engage with all activities (game show, mystery solving, debate).
- **Critical Thinking:** Ability to apply memory concepts and intelligence theories to the case.
- **Problem Solving:** Diagnosing memory problems and explaining their relationship to intelligence.
- **Presentation Quality:** Clear, well-supported conclusions that tie together memory and intelligence concepts.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Human Memory System	Memory Game Show	Students will actively engage with the different systems of memory through a series of interactive challenges that highlight encoding, storage, and retrieval, as well as the various types of memory. This hands-on approach will help students understand how memory works while reinforcing strategies to improve it.	1 block
Memory Problems	Memory Mystery	In this engaging experience, students will work together as detectives to solve a "Memory Mystery" by identifying the different causes of memory failure. Students will be introduced to the types of memory (sensory, short-term, and long-term), as well as the disorders and types of forgetting that can affect memory. This activity promotes critical thinking and a deeper understanding of memory problems.	1 block
Intelligence and Intelligence Assessment	Battle of the Brains	Watch the program “BBC’s Battle of the Brain” and have students complete the viewing guide. This introduces students to the concept of IQ as well as other measures of intelligence . Battle of the Brains	1 block

Factors that Influence Intelligence	Intelligence Exploration – Nature vs. Nurture Debate	In this engaging experience, students will dive into the complexities of intelligence and the factors that influence it, specifically focusing on the debate between nature vs. nurture. This activity provides students the opportunity to explore the biological, cultural, and environmental factors that contribute to the development and understanding of intelligence. Instead of a direct experiment, this activity encourages critical thinking and debate, helping students apply their knowledge of psychology to real-world concepts and further explore the nature of intelligence.	1-2 blocks
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Unit 4: Development & Learning

Subject: HS Psychology

Grade: 10-12

Name of Unit: Development and Learning

Length of Unit: 13-15 Blocks

Overview of Unit: This unit explores the stages of human development and the factors that influence growth, learning, and behavior across the lifespan. Students will examine physical development, including gender differences and their biological and social implications. Cognitive development is discussed through key theories, such as those by Jean Piaget. The unit also delves into adolescent social development, focusing on identity formation and peer relationships, as well as moral development and the processes by which individuals develop a sense of right and wrong. Additionally, the unit explores aging and its effects on physical, cognitive, and emotional well-being, providing a comprehensive understanding of human development from birth to late adulthood. Finally students will be exposed to concepts of learning including classical and operant conditioning.

Priority Standards for unit:

- APA.LSD-2.1 Identify key features of physical development from prenatal through older adulthood
- APA.LSD-2.2 Identify key features of cognitive development from prenatal through older adulthood
- APA.LSD-2.3 Identify key features of social development from prenatal through older adulthood
- APA.Lrn-1.1 Describe the processes of classical conditioning
- APA.Lrn-2.1 Describe the processes of operant conditioning

Supporting Standards for unit:

- APA.LSD-1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
- APA.Lrn-1.2 Describe clinical and experimental examples of classical conditioning
- APA.Lrn-2.2 Describe clinical and experimental examples of operant conditioning
- APA.MAG-2.1 Compare and contrast sex, gender identity, and sexual orientation

Unwrapped Priority Standards for Unit 4:**APA.LSD-2.1 Identify key features of physical development from prenatal through older adulthood**

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to describe key physical changes that occur from prenatal development through older adulthood.	2
	Understand

APA.LSD-2.2 Identify key features of cognitive development from prenatal through older adulthood

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the stages of cognitive development from birth through older adulthood.	2
	Understand

APA.LSD-2.3 Identify key features of social development from prenatal through older adulthood

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the stages of social and moral development from birth through older adulthood.	2
	Understand

APA.Lrn-1.1 Describe the processes of classical conditioning	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will apply the process of Classical Conditioning including unconditioned stimulus, conditioned stimulus, unconditioned response, conditioned response, acquisition, extinction, stimulus generalization, stimulus discrimination,	2
	Apply
Students will analyze how classical conditioning can influence behavior in everyday situations, such as in advertising, phobias, or habit formation.	3
	Analyze

APA.Lrn-2.1 Describe the processes of operant conditioning	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will apply the process of operant conditioning including use of reinforcements and punishments.	2
	Apply
Students will explain how positive and negative reinforcement and punishment affect behavior in operant conditioning.	2
	Apply
Students will analyze how operant conditioning is used to shape behavior in real-world situations.	3
	Analyze

Essential Questions:

1. How do physical, cognitive, social, and moral development change across the lifespan, from prenatal stages to late adulthood?
2. How do parenting styles influence the development of a child?
3. What are the key theories of cognitive development, and how do they explain the growth of human thinking and problem-solving abilities?
4. How do factors like gender identity, biological sex, and sexual orientation shape personal development throughout the lifespan?
5. How do classical and operant conditioning influence human learning and behavior across different stages of life?

Enduring Understanding/Big Ideas:

1. Physical, cognitive, social, and moral development evolve through distinct stages, from prenatal development to late adulthood, with each stage contributing to the overall growth of an individual.
2. The way parents nurture and discipline their children significantly influences their emotional, social, and cognitive development, shaping personality and behavior.
3. Theories such as Piaget's stages of cognitive development provide a framework for understanding how individuals develop the ability to think, reason, and solve problems throughout different stages of life.
4. Classical and operant conditioning play a major role in shaping human learning and behavior, influencing responses to stimuli and reinforcing actions through rewards or punishments.
5. Gender, biological sex, and sexual orientation are key aspects of personal development, influencing self-concept and social interactions throughout life, with both biological and societal factors contributing to identity formation.

Unit Vocabulary:

- Physical Development
- Erikson's Social Development
- Kohlberg's Moral Development
- Lifespan Development
- Prenatal Development
- Adolescence
- Emerging Adulthood
- Middle Adulthood
- Late Adulthood
- Parenting Styles
 - Authoritarian
 - Authoritative
 - Permissive
 - Uninvolved
- Piaget's Stages of Cognitive Development
- Cognitive Growth
- Problem-Solving
- Gender Identity
- Biological Sex
- Sexual Orientation
- Behaviorism
- Classical Conditioning
- Unconditioned Stimulus
- Unconditioned Response
- Neutral Stimulus
- Conditioned Stimulus
- Conditioned Response
- Extinction
- Stimulus Generalization and Discrimination
- Taste Aversion
- Counterconditioning
- Operant Conditioning
- Positive Reinforcement
- Negative Reinforcement
- Positive Punishment
- Negative Punishment
- Shaping
- Identity Formation
- Socialization
- Moral Reasoning
- Attachment Theory
- Separation Anxiety
- Stages of Grief
- Developmental Milestones

Topic 1: Physical Development Across the Lifespan

Title: Timeline Creation

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- APA.LSD-2.1 Identify key features of physical development from prenatal through older adulthood

Supporting:

- APA.LSD-1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development

Detailed Description/Instructions: This 2-day activity will engage students in exploring physical development across the lifespan, focusing on how biological and environmental factors interact at various stages of life. Students will work collaboratively to create a "Development Timeline" that illustrates key milestones and physical changes throughout different life stages, from prenatal to older adulthood. This interactive activity will help students understand the major physical changes and how both genetic and environmental factors contribute to these changes.

Instructions:

Day 1: Physical Development Research and Timeline Creation

1. Introduction to Physical Development (15 minutes):

- **Lecture/Discussion:**

Briefly introduce the stages of physical development, explaining the major milestones and changes in each stage of life, from prenatal development to older adulthood.

- Discuss the role of **biological factors** (e.g., genetics, brain development) and **environmental factors** (e.g., nutrition, social environment, physical activity) at each stage.
- Emphasize how both factors work together to shape physical development throughout the lifespan.

2. Group Activity: Creating a "Development Timeline" (30 minutes):

- **Instructions:**

Divide students into small groups. Each group will focus on a specific stage of physical development:

- Group 1: **Prenatal Development**
- Group 2: **Infancy**
- Group 3: **Childhood**
- Group 4: **Adolescence**

- Group 5: **Adulthood**
- Group 6: **Older Adulthood**
- Each group will research their assigned stage, focusing on:
 - Key physical milestones (e.g., motor skills, physical changes)
 - Environmental and biological factors that influence development during that stage
 - Major changes in the brain, if applicable
- Use online resources, textbooks, or classroom materials to gather information.

3. **Timeline Creation:**

- After research, students will create a **visual timeline** that includes:
 - Key physical developments at their assigned life stage
 - A brief description of the biological and environmental factors influencing development
 - Visual representations (e.g., images, drawings, or graphs) to illustrate key milestones and changes.
- Students will organize their timeline on a large sheet of paper, adding relevant details and imagery.

Day 2: Presentations and Class Reflection

1. **Group Presentations (30 minutes):**

- Each group will present their section of the **Development Timeline** to the class. The presentation should include:
 - An overview of key physical changes at the assigned life stage
 - A description of biological and environmental influences
 - Visual aids (images, drawings, etc.)
- As each group presents, the other students will take notes on the different stages of development and how environmental and biological factors interact during each phase.

2. **Class Reflection and Discussion (15 minutes):**

- After all groups have presented, facilitate a **class discussion** reflecting on the following questions:
 - How do environmental and biological factors interact at different stages of development?
 - At which stages do you think environmental factors play the most significant role? Why?

- How might physical development in one stage influence later stages (e.g., how childhood development affects adulthood)?
- Are there specific cultural or societal factors that could influence physical development differently across various populations?

3. Individual Reflection (10 minutes):

- For the last 10 minutes, ask students to write a **short reflection** answering these questions:
 - What new information did you learn about physical development across the lifespan?
 - How do you think your own physical development has been influenced by both biological and environmental factors?

Bloom's Levels: 1, 2, 3

Webb's DOK: 2, 3

Topic 2: Social, Moral, & Cognitive Development

Title: Social, Moral, & Cognitive Development

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- APA.LSD-2.2 Identify key features of cognitive development from prenatal through older adulthood
- APA.LSD-2.3 Identify key features of social development from prenatal through older adulthood

Supporting:

- APA.LSD-1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development

Detailed Description/Instructions:

1. After teaching about Piaget's theory of cognitive development, have students complete the Cognitive Development Toys activity. This requires students to bring in or locate toys that would be appropriate for children at each stage of development according to Piaget.
 - a. [Cognitive Development and Toys](#)
2. Before teaching about Kohlberg's theory of moral development, have students answer honestly how they would respond to various moral dilemmas. Several examples are linked here. Provide students with several of these moral dilemmas, then have them respond on the paper as to how they would act in the situation. Students should discuss with their neighbors to see any similarities/differences. After teaching about the levels of moral development proposed by Kohlberg, have students determine which level of moral development their responses indicate.
 - a. [Kohlberg pre-activity 1](#) [Kohlberg pre-activity 2](#)
3. After teaching about Erikson's theory of psychosocial development, have students complete an activity where they create unique memes related to the stages of social development during childhood and adolescence.
 - a. [Psychosocial development memes](#)

Bloom's Levels: 1, 2, 3

Webb's DOK: 2, 3

Topic 3: Classical Conditioning

Title: Classical Conditioning

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- APA.Lrn-1.1 Describe the processes of classical conditioning

Supporting:

- APA.Lrn-1.2 Describe clinical and experimental examples of classical conditioning

Detailed Description/Instructions: In this fun and interactive activity, students will explore classical conditioning in real life by identifying examples of it in their own experiences or pop culture. Students will create their own "Conditioned Response Challenge," applying the principles of classical conditioning to both their personal lives and famous examples from psychology. This engaging activity will deepen their understanding of how classical conditioning works and its real-world applications.

Instructions:

1. Introduction to Classical Conditioning (10 minutes):

- **Brief Lecture/Discussion:**

Begin by explaining the concept of **classical conditioning** using Pavlov's famous experiment with dogs. Outline the key components:

- **Unconditioned Stimulus (UCS):** A stimulus that naturally triggers a response (e.g., food).
- **Unconditioned Response (UCR):** A natural, unlearned response (e.g., salivation from food).
- **Conditioned Stimulus (CS):** A neutral stimulus that, after association with the UCS, triggers a learned response (e.g., bell).
- **Conditioned Response (CR):** A learned response to the previously neutral stimulus (e.g., salivation from the bell).
- Explain that classical conditioning can be seen in many aspects of everyday life, not just in labs.

2. Student "Conditioned Response Challenge" (25 minutes):

- **Instructions:** Students will work individually or in pairs to complete the following:
 - **Step 1: Identify an example of classical conditioning** in their own life. (e.g., a song that makes them feel happy because it reminds them of a fun memory or a fear of dentists due to past experiences.)

- Students should identify the UCS, UCR, CS, and CR in their example.
- **Step 2: Create a new "conditioned response" experiment:**
 - Students will come up with an original, fun example of classical conditioning that could happen in real life (e.g., using a specific color, sound, or word to elicit a reaction like excitement, calmness, or fear).
 - They will briefly explain how they would set it up and what the expected response would be.
 - If students have time, they can attempt to act out or demonstrate their experiment (using themselves or props), showing how the association would work.

3. Classroom Sharing (10 minutes):

- After the "Conditioned Response Challenge," students will share their examples with the class. They should present:
 - Their original experience of classical conditioning and break down the UCS, UCR, CS, and CR.
 - Their creative experiment and how they would apply classical conditioning to create a new response.

Classical conditioning demonstration: [The spray bottle experiment](#)

Bloom's Levels: 1, 2, 3

Webb's DOK: 2, 3

Topic 4: Operant Conditioning

Title: Operant Conditioning

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- APA.Lrn-2.1 Describe the processes of operant conditioning

Supporting

- APA.Lrn-2.2 Describe clinical and experimental examples of operant conditioning

Detailed Description/Instructions: In this activity, students will explore operant conditioning by creating a chart or diagram that illustrates how behaviors are influenced by rewards and punishments. They will identify real-life examples of operant conditioning and demonstrate how reinforcement and punishment can be applied to increase or decrease behaviors. This activity will allow students to visually connect the theory of operant conditioning to practical examples they encounter in daily life.

Instructions:

1. Introduction to Operant Conditioning (10 minutes):

- **Brief Lecture/Discussion:**

Introduce the basic concepts of **operant conditioning**, as developed by B.F. Skinner. Key components include:

- **Reinforcement:** Any consequence that strengthens a behavior.
 - **Positive Reinforcement:** Adding a pleasant stimulus to increase a behavior (e.g., giving a reward).
 - **Negative Reinforcement:** Removing an unpleasant stimulus to increase a behavior (e.g., stopping nagging when a task is completed).
- **Punishment:** Any consequence that weakens a behavior.
 - **Positive Punishment:** Adding an unpleasant stimulus to decrease a behavior (e.g., giving extra chores).
 - **Negative Punishment:** Removing a pleasant stimulus to decrease a behavior (e.g., taking away screen time).
- Discuss real-world examples of reinforcement and punishment (e.g., in schools, workplaces, at home).

2. **Create a Chart or Diagram (25 minutes):**

- **Instructions:** Students will create a **chart or diagram** that illustrates the four key processes of operant conditioning: **Positive Reinforcement, Negative Reinforcement, Positive Punishment, and Negative Punishment**. They should:
 - Draw the chart or diagram in a way that clearly shows each type of reinforcement or punishment.
 - For each process, students should:
 - Provide a **definition**.
 - Provide **one real-life example** of that type of conditioning.
 - The chart or diagram should be neat and organized. Students can use symbols, colors, or visuals to make the information more engaging.

3. **Classroom Discussion (10 minutes):**

- After students complete their charts or diagrams, they will share their examples with the class (voluntarily). This allows students to hear different real-life applications of operant conditioning and helps reinforce their understanding.

Operant Conditioning Application: [Conditioning the Teacher](#)

Engaging Scenario

Project Title: "Exploring Human Development: From Birth to Adulthood"

Suggested Length of Time: 4 Class Periods

Overview:

This 4-day project will combine multiple areas of psychology to help students explore how individuals develop across the lifespan, focusing on physical, cognitive, social, and moral development. Students will engage in activities related to Piaget's stages of cognitive development, Kohlberg's moral development, classical conditioning, operant conditioning, and physical development across the lifespan. They will synthesize their understanding into a collaborative presentation that ties these concepts together. This project will allow students to analyze how various stages of development are influenced by biological and environmental factors and how learning theories apply throughout a person's life.

Objective:

By the end of this project, students will:

- Create a comprehensive developmental timeline that illustrates physical, cognitive, and moral milestones throughout the lifespan.
- Understand how Piaget's theory of cognitive development and Kohlberg's theory of moral development explain stages of human growth.
- Apply classical and operant conditioning principles to real-life scenarios, analyzing their impact on development.
- Synthesize their understanding of human development through a group presentation.

Day 1: Introduction to Development & Physical Development Timeline

1. Introduction to Physical Development (30 minutes):

- **Lecture/Discussion:** Review the physical changes that occur throughout the lifespan (from prenatal to older adulthood) and discuss the interaction of genetic and environmental factors in physical development.

2. Development Timeline Creation (30 minutes):

- **Activity:** In groups of 3-4, students will work to create a "**Development Timeline**" on poster boards, illustrating key physical milestones in each stage of life. They will include details such as physical growth, puberty, aging, and changes in the brain. Each group will be assigned a life stage to focus on (Prenatal, Infancy, Childhood, Adolescence, Adulthood, Older Adulthood).

3. Group Reflection (15 minutes):

- After finishing their timelines, students will reflect on how both biological and environmental factors play a role in the milestones they charted.

Day 2: Cognitive & Moral Development (Piaget and Kohlberg)

1. Introduction to Cognitive Development (30 minutes):

- **Lecture/Discussion:** Introduce Piaget's stages of cognitive development and discuss cognitive milestones for each age group.

2. Cognitive Development and Toys Activity (30 minutes):

- **Activity:** Students will bring or search for toys that match the cognitive developmental stages defined by Piaget (Sensorimotor, Preoperational, Concrete Operational, Formal Operational). They will describe how these toys align with the cognitive abilities of each stage.

3. Moral Development & Kohlberg's Theory (30 minutes):

- **Activity:** Introduce Kohlberg's stages of moral development. Students will respond to moral dilemmas and then compare their responses to Kohlberg's levels (Pre-conventional, Conventional, Post-conventional). Students will determine which moral stage their own responses align with.

4. Group Reflection and Discussion (15 minutes):

- Reflect on how moral development can vary based on cognitive development and societal influences. Discuss how students' responses to moral dilemmas may change as they mature.

Day 3: Classical & Operant Conditioning

1. Classical Conditioning (30 minutes):

- **Activity:** Students will work in pairs to identify **real-life examples of classical conditioning** in their own lives or popular media. They will create their own "Conditioned Response Challenge," where they apply classical conditioning principles to change a behavior or response in their life (e.g., associating a particular sound with a pleasant feeling).

2. Operant Conditioning (30 minutes):

- **Activity:** In groups, students will create a **chart or diagram** illustrating how behaviors are shaped by reinforcement and punishment. They will choose a behavior (e.g., a classroom behavior, a pet's trick, or a family behavior) and demonstrate how positive/negative reinforcement or punishment influences that behavior. Students will present their chart or diagram to the class.

3. Group Reflection (15 minutes):

- Discuss how classical and operant conditioning are used in everyday life to influence behavior, including in child-rearing, education, and therapy.

Day 4: Final Project Presentation

1. Group Synthesis (45 minutes):

- **Activity:** Each group will prepare a final **presentation** that combines all the topics from the previous days:
 - Present their **Development Timeline**, highlighting key physical milestones.
 - Discuss how **Piaget's cognitive stages** align with the physical and moral development at each life stage.
 - Analyze how **classical conditioning** and **operant conditioning** can influence behaviors at various stages of development.
 - Apply **Kohlberg's stages of moral development** to real-life scenarios at different ages.

2. Group Presentations (45 minutes):

- Each group will present their timeline, cognitive and moral development analysis, and conditioning applications to the class. They should explain the interactions of biological, environmental, cognitive, and moral factors across the lifespan.

3. Peer Review (15 minutes):

- After each presentation, students will fill out a feedback form, offering constructive criticism and noting the key takeaways from each group's presentation.

Assessment Criteria:

- **Timeline:** Accurate depiction of physical development milestones and clear interaction between biological and environmental factors.
- **Cognitive and Moral Development Analysis:** Accurate application of Piaget's and Kohlberg's theories, with real-world examples.
- **Conditioning Activities:** Clear and correct understanding of classical and operant conditioning principles in applied examples.
- **Presentation:** Clear, well-organized group presentation with strong connections between the stages of development and conditioning theories.
- **Reflection:** Thoughtful reflection on the factors influencing human development, as shown in the timeline and activities.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Physical Development Across the Lifespan	Timeline Creation	This 2-day activity will engage students in exploring physical development across the lifespan, focusing on how biological and environmental factors interact at various stages of life. Students will work collaboratively to create a "Development Timeline" that illustrates key milestones and physical changes throughout different life stages, from prenatal to older adulthood. This interactive activity will help students understand the major physical changes and how both genetic and environmental factors contribute to these changes.	2 blocks
Social, Moral, & Cognitive Development	Social, Moral, & Cognitive Development	After teaching about Piaget's theory of cognitive development, have students complete the Cognitive Development Toys activity. This requires students to bring in or locate toys that would be appropriate for children at each stage of development according to Piaget. Cognitive Development and Toys Before teaching about Kohlberg's theory of moral development, have students answer honestly how they would respond to various moral dilemmas. Several examples are linked here. Provide students with several of these moral dilemmas, then have them respond on the paper as to how they would act in the situation. Students should discuss with their neighbors to see any similarities/differences. After teaching about the levels of moral development proposed by Kohlberg, have students determine which level of	3 blocks

		moral development their responses indicate. Kohlberg pre-activity 1 Kohlberg pre-activity 2	
Classical Conditioning	Classical Conditioning	In this fun and interactive activity, students will explore classical conditioning in real life by identifying examples of it in their own experiences or pop culture. Students will create their own "Conditioned Response Challenge," applying the principles of classical conditioning to both their personal lives and famous examples from psychology. This engaging activity will deepen their understanding of how classical conditioning works and its real-world applications.	1 block
Operant Conditioning	Operant Conditioning	In this activity, students will explore operant conditioning by creating a chart or diagram that illustrates how behaviors are influenced by rewards and punishments. They will identify real-life examples of operant conditioning and demonstrate how reinforcement and punishment can be applied to increase or decrease behaviors. This activity will allow students to visually connect the theory of operant conditioning to practical examples they encounter in daily life.	1 block

Unit 5: Social Psychology & Personality

Subject: HS Psychology

Grade: 10-12

Name of Unit: Social Psychology and Personality

Length of Unit: 13-15 Blocks

Overview of Unit: This unit examines how individuals interact with others and how personality shapes thoughts, emotions, and behavior. Students will explore attribution theory to understand how people explain the actions of themselves and others. Topics include attitudes, beliefs, and the power of persuasion, along with the dynamics of group behavior and relationships, such as attraction and aggression versus altruism. The unit also explores the interplay of nature and nurture in personality development, theories of personality (e.g., Psychodynamic, Needs Hierarchy, Big Five), and theories of motivation, offering insights into what drives human behavior. This comprehensive exploration highlights the intricate balance between individual traits and social influences.

Priority Standards for unit:

- APA.Soc-1.2 Explain how experiences shape attitudes and beliefs
- APA.Soc-2.2 Describe how intergroup dynamics influence behavior
- APA.Per-1.1 Explain how biological and environmental factors interact to influence personality
- APA.Per-1.4 Describe methods used to study personality scientifically
- APA.ME-1.1 Explain biological, cognitive, and social factors that influence motivation

Supporting Standards for unit:

- APA.ME-1.2 Explain the role of culture in human motivation
- APA.Soc-1.1 Describe attributional explanations of behavior
- APA.Soc-1.3 Explain how attitudes, biases, and beliefs affect behavior and relationships with others
- APA.Soc-2.1 Explain how the presence of other people can affect behavior
- APA.Soc-2.3 Explain how persuasive methods affect behavior and beliefs
- APA.Soc-2.4 Identify factors influencing attraction and relationships
- APA.Soc-2.5 Identify factors influencing aggression and conflict
- APA.Soc-2.6 Identify factors influencing altruism and helping behaviors
- APA.Per-1.3 Explain trait-based approaches to understanding personality
- APA.Per-1.5 Define self-concept
- APA.Per-2.1 Differentiate personality assessment techniques

Unwrapped Priority Standards for Unit 5:

APA.Soc-1.2 Explain how experiences shape attitudes and beliefs	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify how attitudes and beliefs are formed and describe how personal experiences influence their development.	2
	Apply
Students will analyze how contrasting experiences, such as exposure to different cultures or education, can alter attitudes and beliefs toward particular social topics or stereotypes	3
	Analyze

APA.Soc-2.2 Describe how intergroup dynamics influence behavior	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe in-group and out-group behavior and identify examples of group behavior.	1
	Understand
Students will explain how individuals behave differently when interacting with in-group members versus out-group members.	2
	Apply
Students will analyze how stereotypes and prejudices impact behavior in settings like workplaces, schools, or communities.	3
	Analyze

APA.Per-1.1 Explain how biological and environmental factors interact to influence personality

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify examples of biological factors (nature), such as genetics, and environmental factors (nurture), such as parenting style.	2
	Apply
Students will explain how nature and nurture interact to influence an individual's personality.	2
	Apply
Students will analyze how identical twins raised in different environments can develop distinct personalities despite sharing the same genetic makeup.	3
	Analyze
Students will evaluate twin and family studies to determine the relative influence of genetics and environmental factors on personality development.	3
	Evaluate

APA.Per-1.4 Describe methods used to study personality scientifically

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will list scientific methods for studying personality, such as surveys, experiments, and case studies	1
	Understand
Students will explain how self-report inventories assess traits and how case studies provide in-depth insight into individual personalities	2
	Understand
Students will analyze the differences between observational methods and experimental methods in terms of validity and control.	3
	Analyze
Students will evaluate how well methods like self-report inventories, the big 5 personality inventory, Myers-Briggs, MMPI, Rorschach inkblot, etc.	3
	Evaluate

APA.ME-1.1 Explain biological, cognitive, and social factors that influence motivation	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify various motivational influences.	1
	Understand
Students will evaluate the role of biological factors in motivation.	3
	Evaluate
Students will evaluate the role of social factors in motivation.	3
	Evaluate
Students will evaluate the role of cognitive factors in motivation.	3
	Evaluate

Essential Questions:

1. How do social interactions and group dynamics influence individual behavior, attitudes, and beliefs?
2. In what ways do biological and environmental factors shape our personalities and motivations?
3. How can we explain and predict human behavior through theories of personality and motivation?
4. What role do persuasion, attraction, aggression, and altruism play in human relationships and social behavior?
5. How do people use various attributions to describe the behavior of others and their own?
6. How did major research studies contribute to our understanding of behavior in social situations?

Enduring Understanding/Big Ideas:

1. People's attitudes, beliefs, and behaviors are heavily influenced by the presence of others, including the dynamics of groups, societal norms, and the need for belonging or approval.
2. Our personalities are influenced by both innate biological factors and environmental experiences, creating a unique blend that drives our actions, emotions, and interactions.
3. People make attributions (explanations for behavior) based on internal or external factors, and these attributions can shape their perceptions of others and influence their actions.
4. Motivation stems from a combination of biological, cognitive, and social factors, and can be influenced by cultural contexts, needs, and personal goals.
5. The behaviors of attraction, aggression, and altruism are essential to understanding how people form and maintain relationships, navigate conflicts, and engage in prosocial actions within society.

Unit Vocabulary:

- Attribution Theory (situational vs. dispositional)
- Attitude
- Attraction
 - Proximity
 - Reciprocity
 - Similarity
- Hindsight Bias
- Confirmation Bias
- Belief
- Groupthink
- Conformity
- Obedience
- Social Facilitation
- Social Loafing
- Discrimination
- Prejudice
- Stereotype
- Bystander Effect
- Altruism
- Milgram Study-obedience
- Asch Study-compliance
- Stanford Prison Experiment-roles
- Aggression
- Persuasion
 - Central Route
 - Peripheral Route
 - Foot in the Door
 - Door in the Face
- Cognitive Dissonance
- Social Norms
- Self-Concept
- Personality Assessments
 - Rorschach
 - MBTI
 - Big 5
 - MMPI
- Personality
- Trait Theory
- Psychodynamic Theory
 - Id
 - Ego
 - Superego
 - Ego Defense Mechanisms
- Hierarchy of Needs
- Learned Helplessness and Locus of Control
- Big Five Personality Traits
- Motivation
- Self-Serving Bias
- Fundamental Attribution Error
- Social Identity
- In-group/Out-group
- Collectivism
- Individualism

Topic 1: Attitudes and Beliefs

Title: Attitudes and Beliefs in Action: Analyzing Real-World Influences

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- APA.Soc-1.2 Explain how experiences shape attitudes and beliefs
- APA.Soc-2.2 Describe how intergroup dynamics influence behavior

Supporting:

- APA.Soc-1.1 Describe attributional explanations of behavior
- APA.Soc-1.3 Explain how attitudes, biases, and beliefs affect behavior and relationships with others
- APA.Soc-2.3 Explain how persuasive methods affect behavior and beliefs

Detailed Description/Instructions: Students will apply their understanding of how attitudes, beliefs, and biases shape behavior and relationships by analyzing real-world examples. They will explore the role of personal experiences, intergroup dynamics, and persuasive methods in the formation and change of attitudes and beliefs.

Introduction (10 minutes):

- Briefly review the following concepts:
 - **Attitudes and Beliefs:** How they are shaped by our experiences, biases, and relationships.
 - **Attribution Theory:** Explains how we attribute reasons for others' behavior.
 - **Intergroup Dynamics:** How group membership affects interactions and behavior.
 - **Persuasion:** Methods used to influence beliefs and attitudes.

Activity - Case Study Analysis (20 minutes):

- **Part 1:** Students will be given a brief case study or video clip that demonstrates a situation where attitudes, beliefs, or biases impact behavior. Examples can include:
 - A political debate and the influence of persuasive speech.
 - A scenario of intergroup conflict where group membership influences behavior (e.g., two different social groups interacting).
 - A situation of bias or stereotyping in a workplace or school setting.
- **Part 2:** After reviewing the case, students will answer the following questions on a worksheet:
 - **How did the characters' experiences shape their attitudes and beliefs?**
 - **What type of attributional reasoning (dispositional vs. situational) is being used?**
 - **How do intergroup dynamics play a role in conflict or interaction?**

- What persuasive techniques (e.g., appeal to emotion, authority, etc.) are used to influence attitudes or beliefs?
- How could these attitudes and beliefs affect behavior and relationships in the future?

Group Discussion (10 minutes):

- In small groups, students will share their responses and discuss the following:
 - Are there any real-world examples they can think of where attitudes or beliefs influenced behavior?
 - What methods of persuasion do they see being used in their daily lives or in the media?

Reflection (5 minutes):

- Students will write a short reflection (3-5 sentences) about how understanding attitudes and beliefs could help them navigate real-world situations, particularly in relationships or group settings.

Attribution demonstration: [The Attribution Scale](#). In this activity students will be asked to circle a trait from an either or list which more represents them (calm vs. intense). Then they will be given the same choices for their psych instructor. This should demonstrate the fundamental attribution error. Students will most likely explain their own behavior based on the situation, whereas students will be most likely to explain the behavior of their psych instructor as internal.

Bloom's Levels: 2, 3, 4, 5

Webb's DOK: 2, 3, 3, 3

Topic 2: Group Dynamics

Title: Exploring Group Dynamics: Attraction, Aggression, and Altruism

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- APA.Soc-2.2 Describe how intergroup dynamics influence behavior

Supporting:

- APA.Soc-2.4 Identify factors influencing attraction and relationships
- APA.Soc-2.5 Identify factors influencing aggression and conflict
- APA.Soc-2.6 Identify factors influencing altruism and helping behaviors

Detailed Description/Instructions: Students will explore how group dynamics influence behavior, particularly focusing on attraction, aggression, and altruism. Through research and reflection, they will apply key concepts from social psychology to real-world examples, enhancing their understanding of how groups impact individuals and their behavior.

1. Introduction (5-10 minutes):

Briefly introduce key concepts:

- Intergroup Dynamics: How group membership can influence individual behavior.
- Attraction: What factors make individuals feel drawn to others in group settings (e.g., proximity, similarity, physical attractiveness).
- Aggression: Factors that contribute to aggression and conflict in groups (e.g., competition, frustration, group norms).
- Altruism: What factors encourage helping behaviors within groups (e.g., empathy, social norms, group cohesion).

1. Activity – Group Dynamics Case Study (30 minutes):

- Choose or assign a real-world case or pop culture example for each of the three categories: attraction, aggression, and altruism.
 - For example:
 - Attraction: The dynamics of friendships and relationships in a high school setting.
 - Aggression: Group conflicts or aggression in sports, online communities, or social media.
 - Altruism: Acts of charity or helping behaviors after a natural disaster or in a community.
 - Students will research one case from each category (students can use the internet, textbooks, or personal knowledge). They should answer the following questions for each case:

- What were the key group dynamics involved?
- What factors influenced the attraction, aggression, or altruism in this case?
- How did group membership impact individual behavior?

Part 2: Reflection and Application (Day 2 - 45 minutes)

3. Personal Reflection (15 minutes):

- Have students write a brief reflection on the following:
 - Personal Experience: Can you recall a situation where group dynamics influenced your behavior in terms of attraction, aggression, or altruism? Describe the situation.
 - Influence of Group Membership: How did being part of a specific group (e.g., sports team, friend group, workplace) affect your actions and interactions with others?

4. Group Discussion (15 minutes):

- In a whole-class discussion, have students share their reflections and thoughts. Guide the conversation around the following:
 - How does belonging to a group impact our behavior in terms of helping others, becoming aggressive, or forming relationships?
 - Can these dynamics be positive or negative? Provide examples.
 - How do these behaviors manifest in different environments (e.g., school, workplace, social media)?

5. Final Application (15 minutes):

- Create a Visual Representation (Poster, Infographic, or Diagram):
 - Students will create a visual representation summarizing the factors influencing attraction, aggression, and altruism in group dynamics. This could be a poster or infographic that includes:
 - Key factors influencing each of the three behaviors.
 - Real-world examples of how group dynamics affect these behaviors.
 - Any strategies or solutions to encourage positive group dynamics (e.g., fostering cooperation to reduce aggression).

Altruism activity: [Altruism Study and Journal](#). In this activity, students are tasked with breaking positive social norms to do something good (altruistic). This requires students to do something good that they wouldn't normally do. Many examples are provided in the assignment.

Bloom's Levels: 1, 4, 5

Webb's DOK: 1, 2, 3

Topic 3: Human Behavior

Title: Human Behavior

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- APA.Soc-2.2 Describe how intergroup dynamics influence behavior

Supporting:

- APA.Soc-2.4 Identify factors influencing attraction and relationships
- APA.Soc-2.5 Identify factors influencing aggression and conflict
- APA.Soc-2.6 Identify factors influencing altruism and helping behaviors

Detailed Description/Instructions: Students will identify and analyze how intergroup dynamics influence human behavior, specifically focusing on attraction, aggression, and altruism. They will complete tasks that explore these factors in different scenarios.

Activity 1: Group Dynamics Case Studies

(30-40 minutes)

- **Instructions:**

Read each of the following brief case studies and answer the questions related to how group dynamics influence behavior. Focus on the factors that influence attraction, aggression, and altruism in each scenario.

- **Case Study 1: Attraction**

A new student joins a high school class and becomes friends with a small group of people who share common interests. Over time, the group grows closer, and the new student feels welcomed and comfortable. The group members spend time together outside of school, and they often support each other.

- **Questions to answer:**

- What factors contributed to the attraction between the new student and the group members?
 - How did shared interests and group activities influence the bond between them?

- **Case Study 2: Aggression**

During a sports game, two teams become very competitive. One team feels the referee's calls are unfair, leading to frustration and aggressive behavior, which escalates into pushing and shouting. The aggression between the teams increases as they compete.

- **Questions to answer:**

- What factors contributed to the aggression between the teams?
 - How did competition and frustration play a role in the conflict?

- **Case Study 3: Altruism**

A community comes together to help a family whose house was damaged in a fire. Neighbors, local businesses, and strangers all contribute, bringing food, clothes, and other donations to support the family. Some people even offer to help rebuild the house.

- **Questions to answer:**

- What factors motivated people to engage in altruistic behaviors to help the family?
 - How did the group's sense of community and empathy influence their actions?

Activity 2: Scenario Application

(30-40 minutes)

- **Instructions:**

Choose one of the following scenarios. Write a brief response (3-5 sentences) for each of the questions based on how intergroup dynamics could influence the behavior of individuals involved.

- **Scenario 1: School Club Dynamics**

A student joins a new school club but finds it difficult to connect with other members. They feel like they are being excluded and are unsure how to become involved in group activities.

- How might intergroup dynamics (in-group vs. out-group) influence the student's feelings and behavior?
 - What factors could make the student feel more included in the group?

- **Scenario 2: Online Forum Conflict**

Members of an online forum begin arguing over a heated topic. A group of individuals strongly supports one side, while another group defends the opposite side. The debate turns aggressive, and personal insults are exchanged.

- How might group identity and the anonymity of the online environment contribute to aggression in this situation?
 - How could the groups de-escalate the conflict and encourage more productive discussions?

Bloom's Levels: 2, 3, 5

Webb's DOK: 2, 3, 3

Topic 4: Persuasion

Title: Persuasion

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- APA.Soc-2.2 Describe how intergroup dynamics influence behavior

Supporting:

- APA.Soc-2.4 Identify factors influencing attraction and relationships
- APA.Soc-2.5 Identify factors influencing aggression and conflict
- APA.Soc-2.6 Identify factors influencing altruism and helping behaviors

Detailed Description/Instructions: Students will explore the principles of persuasion by creating a persuasive campaign on a topic of their choice. This will involve researching persuasive techniques, applying them to their campaign, and presenting their findings in a clear and engaging way.

1. Introduction to the Central and Peripheral Routes (15-20 minutes)

- **Objective:** Students will learn about the two routes of persuasion: the central route and the peripheral route.
- **Activity:**
 - Teacher-led discussion on both routes to persuasion:
 - **Central Route:** Involves persuasion through rational arguments, logical evidence, and critical thinking. The audience is engaged and motivated to process information deeply.
 - **Peripheral Route:** Relies on superficial cues, such as attractiveness, emotional appeals, and endorsements. The audience is persuaded with less effort and attention to the actual content.
 - Provide examples from advertising, social media, or famous speeches to highlight the difference between the two routes.
- **Assignment:** Students will choose a topic for their persuasive campaign. It can be a product, a social cause, a political idea, or a personal opinion.

2. Research Phase (25-30 minutes)**Objective:** Students will research their topic and determine how they can use both the central and peripheral routes in their campaign.

Instructions:

- **Central Route:** Gather logical evidence, facts, statistics, and expert opinions to support their argument.

- **Peripheral Route:** Consider how they can incorporate emotional appeals, endorsements, or attention-grabbing visuals that may influence the audience without focusing on the content itself.
- **Deliverable:** A brief outline of their persuasive campaign, including:
 - Ideas for central route strategies (logical reasoning, evidence).
 - Ideas for peripheral route strategies (emotional appeals, superficial cues).

Day 2: Campaign Creation and Presentation

3. Campaign Creation (40 minutes)

- **Objective:** Students will create a persuasive campaign that integrates both the central and peripheral routes to persuasion.
- **Instructions:**
 - Students will design a poster, video, social media post, or PowerPoint presentation to communicate their persuasive message. They should incorporate both central and peripheral route strategies.
 - The campaign should include:
 - **Central Route:** Logical, fact-based content that appeals to the audience's reasoning.
 - **Peripheral Route:** Emotional appeals, celebrity endorsements, visual cues, or other elements that influence the audience through less thoughtful processing.
- **Deliverable:** A completed persuasive campaign ready for presentation, incorporating both central and peripheral routes.

4. Presentation of Persuasive Campaign (20-30 minutes)

- **Objective:** Students will present their persuasive campaigns to the class, explaining how they used both the central and peripheral routes.
- **Instructions:**
 - Each student will present their campaign in 5-7 minutes, explaining how they applied both the central and peripheral routes to persuade the audience.
 - They should justify their use of each route and explain how each influences the target audience's beliefs and behaviors.
- **Assessment Criteria:**
 - Clarity of explanation and use of central and peripheral persuasion routes.
 - Creativity and engagement of the campaign.
 - Understanding of how the target audience is influenced by both rational and emotional appeals.

Bloom's Levels: 1, 2, 3

Webb's DOK: 1, 2, 3

Topic 5: Personality

Title: Personality

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- APA.Per-1.1 Explain how biological and environmental factors interact to influence personality

Supporting:

- APA.Per-1.3 Explain trait-based approaches to understanding personality
- APA.Per-1.5 Define self-concept

Detailed Description/Instructions: Students will explore how biological and environmental factors influence personality development, as well as learn about trait-based approaches to understanding personality and the concept of self-concept. The assignment will involve reflecting on their own personalities and identifying how different factors may have shaped who they are.

Step 1: Personality Reflection (30 minutes)

1. Self-Assessment:

- Begin by taking a personality quiz that is based on the Five-Factor Model (also known as the Big Five personality traits). You can find a free, reliable quiz online, or use a worksheet provided by the teacher. Record your results.
- Reflect on the results of the quiz and answer the following questions in your own words:
 - Which traits were you rated the highest in? What does this say about your personality?
 - Which traits were you rated the lowest in? How might this explain certain behaviors or tendencies in your life?
 - How much do you agree with the results? Why or why not?

2. Reflection on Biological and Environmental Factors:

- Write a short reflection (3-4 sentences) explaining how you think your personality has been influenced by both biological and environmental factors.
 - Biological factors might include genetics, temperament, or innate qualities.
 - Environmental factors might include family dynamics, culture, life experiences, or education.

Step 2: Exploring Self-Concept (20 minutes)

- Define self-concept in your own words, then write a short paragraph (3-5 sentences) answering the following questions:
 - How would you describe your self-concept? What factors (biological, environmental, or social) have influenced how you see yourself?
 - How do you think your personality traits relate to your self-concept?

Step 3: Group Discussion (10 minutes)

- After completing your reflections, pair up with a classmate (or small group) to discuss:
 - What are the biggest influences on personality development in your opinion: biology or environment?
 - How do your personalities compare with those of your peers, and do you think they are more influenced by traits or environment?

Bloom's Levels: 2, 3, 4

Webb's DOK: 2, 3, 3

Topic 6: Motivation

Title: Motivation

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- APA.ME-1.1 Explain biological, cognitive, and social factors that influence motivation

Supporting:

- APA.ME-1.2 Explain the role of culture in human motivation

Detailed Description/Instructions: Motivation Debate: Cash for grades? Play this [short interview](#) from the Stephen Colbert Show with Economist Roland Fryer who has studied the impacts of paying students for various school related behaviors. Then have students prepare to debate the topic. Assign students the graphic organizer included here. Students must research and come up with arguments for and against paying students for school related behaviors. This can be turned into a [philosophical chairs discussion](#) or more like a choose a side. Students should be assessed on their preparation and participation in the debate. This could also be done virtually or via ‘back-channel’ without actual in-class debating. [Cash for grades: A Debate](#)

Engaging Scenario

Assignment Title: "How Life Events Shape Personality"

Objective:

Students will complete a personality test, then write an essay reflecting on how significant events in their lives have influenced their personality development. This activity allows students to connect their personal experiences to psychological theories on personality and explore how different factors shape who they are.

Assignment Instructions:

Step 1: Take a Personality Test

1. Personality Test:

- Take a personality test based on a recognized model (e.g., the Big Five Personality Test). You can find many free quizzes online. Some suggested options are:
 - **Big Five Personality Test** (OCEAN Model: Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism)
 - **Myers-Briggs Type Indicator (MBTI)**
- Record your results carefully, noting the strengths and weaknesses in each of the personality traits assessed.

Step 2: Write a Life Events Essay

1. Essay Prompt:

- Write a 1–2-page essay reflecting on your personality test results. Consider the following points as you write your essay:
 - What were your personality test results (i.e., what traits were you rated highly in, and which were lower)?
 - What life events or experiences have shaped your personality? Think about significant moments in your life such as:
 - Family dynamics (e.g., relationships with parents, siblings, or other family members)
 - Education or school experiences
 - Friendships and social interactions

- Significant events (e.g., moving to a new place, a family member's illness, personal accomplishments, or failures)
- Cultural or environmental influences
- How have these events or experiences shaped your personality traits as measured by the test? Reflect on how your environment and life history have impacted your development in areas such as:
 - Openness to new experiences
 - Conscientiousness and work ethic
 - Extraversion vs. introversion
 - Agreeableness and relationships
 - Emotional stability or neuroticism

2. Structure of the Essay:

- **Introduction (1 paragraph):** Briefly introduce your personality test results and explain what personality traits you scored highly in or low in.
- **Body (2-3 paragraphs):** Describe life events or experiences that have contributed to the development of your personality. Make connections between your personality test results and how you've been shaped by life circumstances.
- **Conclusion (1 paragraph):** Summarize how your life events and experiences have influenced your current personality and how you see yourself.

Step 3: Submit the Assignment

- Submit both your personality test results and your Life Events Essay.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Attitudes and Beliefs	Attitudes and Beliefs in Action: Analyzing Real-World Influences	Students will apply their understanding of how attitudes, beliefs, and biases shape behavior and relationships by analyzing real-world examples. They will explore the role of personal experiences, intergroup dynamics, and persuasive methods in the formation and change of attitudes and beliefs.	1 block
Group Dynamics	Exploring Group Dynamics: Attraction, Aggression, and Altruism	Students will explore how group dynamics influence behavior, particularly focusing on attraction, aggression, and altruism. Through research and reflection, they will apply key concepts from social psychology to real-world examples, enhancing their understanding of how groups impact individuals and their behavior.	2 blocks
Human Behavior	Human Behavior	Students will identify and analyze how intergroup dynamics influence human behavior, specifically focusing on attraction, aggression, and altruism. They will complete tasks that explore these factors in different scenarios	1-2 blocks
Persuasion	Persuasion	Students will explore the principles of persuasion by creating a persuasive campaign on a topic of	2 blocks

		their choice. This will involve researching persuasive techniques, applying them to their campaign, and presenting their findings in a clear and engaging way.	
Personality	Personality	Students will explore how biological and environmental factors influence personality development, as well as learn about trait-based approaches to understanding personality and the concept of self-concept. The assignment will involve reflecting on their own personalities and identifying how different factors may have shaped who they are.	1 block
Motivation	Motivation	Motivation Debate: Cash for grades? Play this short interview from the Stephen Colbert Show with Economist Roland Fryer who has studied the impacts of paying students for various school related behaviors. Then have students prepare to debate the topic. Assign students the graphic organizer included here. Students must research and come up with arguments for and against paying students for school related behaviors. This can be turned into a philosophical chairs discussion or more like a choose a side. Students should be assessed on their preparation and participation in the debate. This could also be done virtually or via ‘back-channel’ without actual in-class debating. Cash for grades: A Debate	2 blocks

Unit 6: Mental & Physical Health

Subject: HS Psychology

Grade: 10-12

Name of Unit: Mental and Physical Health

Length of Unit: 11-12 Blocks

Overview of Unit: This unit focuses on understanding mental health, its challenges, and approaches to treatment. Students will begin by exploring stress—its causes, effects on the body and mind, and coping mechanisms. The unit then delves into psychological disorders, examining their symptoms, classifications, and potential causes through the lens of the DSM-5. Finally, students will study various treatment methods, including therapy, medication, and alternative approaches, highlighting how mental health can be managed and improved. This unit provides a foundation for recognizing the importance of mental well-being and addressing mental health issues effectively.

Priority Standards for unit:

- APA.H-1.1 Define stress as a psychophysiological response to the environment
- APA.D-2.1 Describe the classification of psychological disorders
- APA.T-1.1 Describe different types of biomedical and psychological treatments

Supporting Standards for unit:

- APA.H-1.2 Explain sources of stress across the life span
- APA.H-1.3 Explain physiological and psychological consequences of stress for health and wellness
- APA.H-1.4 Explain physiological, cognitive, and behavioral strategies to deal with stress
- APA.T-1.2 Explain why psychologists use a variety of psychological treatments
- APA.T-1.3 Describe appropriate treatments for different populations, including historical use and misuse of treatment
- APA.T-2.1 Identify differences among licensed mental health providers
- APA.D-1.1 Define abnormal behavior
- APA.D-1.2 Describe cross-cultural views of abnormality
- APA.D-1.4 Explain how stigma relates to abnormal behavior
- APA.D-1.5 Explain the impact of psychological disorders on the individual, family, and society
- APA.D-2.3 Describe symptoms of psychological disorders

Unwrapped Priority Standards for Unit 6:

APA.H-1.1 Define stress as a psychophysiological response to the environment	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe stress and its relationship to the body and mind.	1
	Understand
Students will identify strategies for managing stress.	2
	Apply
Students will analyze how stress involves both physiological and psychological factors.	3
	Analyze
Students will evaluate how prolonged stress can lead to chronic health problems, such as heart disease, hypertension, etc.	3
	Evaluate

APA.D-2.1 Describe the classification of psychological disorders	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe how the DSM-V provides criteria for diagnosing psychological disorders.	2
	Apply
Students will describe how disorders are grouped based on shared symptoms.	2
	Apply
Students will examine how the DSM-V ensures diagnostic consistency but may result in the development of stigma once an individual is labeled.	3
	Analyze
Students will evaluate how varied cultural norms influence the inclusion of disorders in the DSM-V.	3
	Evaluate

APA.T-1.1 Describe different types of biomedical and psychological treatments	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify various biomedical treatments for psychological disorders.	1
	Understand
Students will identify various psychotherapy treatments for psychological disorders.	1
	Understand
Students will analyze the approach of combining treatments for psychological disorders (Cognitive-Behavioral Therapy, Medicine and Psychotherapy, etc).	3
	Analyze

Essential Questions:

1. How does stress impact mental and physical health, and what strategies can be used to manage it effectively?
2. How are psychological disorders explained by the various modern psychological perspectives?
3. What are the different approaches to treating mental health disorders, and how do they vary across populations?
4. How do societal perceptions, stigma, and cultural beliefs influence the understanding and treatment of mental health conditions?
5. How do various psychological disorders (e.g anxiety, mood, psychotic, and personality) affect behavior?

Enduring Understanding/Big Ideas:

1. Stress is a psychophysiological response that can have both short-term and long-term effects on mental and physical health, but it can be managed through various coping strategies.
2. Mental health disorders result from a complex interaction of biological, psychological, and environmental factors, and they vary in symptoms and severity.
3. The DSM-5 provides a framework for diagnosing and classifying psychological disorders, helping professionals identify appropriate treatment options.
4. Mental health treatment includes biomedical, psychological, and alternative approaches, and effective care depends on the individual's needs and cultural context.
5. Societal attitudes and cultural beliefs influence perceptions of mental illness, often affecting individuals' willingness to seek help and the quality of care they receive.

6. Modern psychological perspectives, including biological, cognitive, behavioral, psychodynamic, and sociocultural approaches, offer different explanations for the causes and development of mental health disorders.
7. Disorders such as anxiety, mood, psychotic, and personality disorders can significantly impact an individual's daily life, relationships, and ability to function, demonstrating the importance of early diagnosis and proper treatment.

Unit Vocabulary:

- Stress
- Coping Mechanisms
- Psychophysiological Response
- Fight-or-Flight Response
- Psychological Disorder
- DSM-5 (Diagnostic and Statistical Manual of Mental Disorders)
- Anxiety Disorders
- Generalized Anxiety Disorder (GAD)
- Panic Disorder
- Phobias
- Obsessive-Compulsive Disorder (OCD)
- Post-Traumatic Stress Disorder (PTSD)
- Mood Disorders
- Major Depressive Disorder
- Bipolar Disorder
- Schizophrenia spectrum disorder
- Personality Disorders
- Cognitive-Behavioral Therapy (CBT)
- Psychotherapy
- Stigma
- Cultural Perspectives on Mental Health
- Abnormal Behavior
- Personality Disorders:
 - Antisocial Personality Disorder
 - Paranoid Personality Disorder
 - Schizoid Personality Disorder
 - Borderline Personality Disorder
 - Histrionic Personality Disorder
 - Narcissistic Personality Disorder
 - Avoidant Personality Disorder
 - Dependent Personality Disorder

Topic 1: The Impacts of Stress

Engaging Experience 1

Title: The Impact of Stress

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- APA.H-1.1 Define stress as a psychophysiological response to the environment

Supporting:

- APA.H-1.2 Explain sources of stress across the life span
- APA.H-1.3 Explain physiological and psychological consequences of stress for health and wellness
- APA.T-1.3 Describe appropriate treatments for different populations, including historical use and misuse of treatment

Detailed Description/Instructions: [Holmes & Rahe Non-Adult Stress Scale](#). Have students complete the non-adult stress scale. It can be a handout or done as a presentation to the whole class. It asks students to identify which of the life stressors they have experienced in the last 12 months. They then sum the corresponding numbers for each life stressor. A scale is explained for what their total number represents.

To cope with stress, introduce students to mindfulness and mediation. These emotion-focused coping strategies are beneficial for reducing stress and preventing illness. [Mindfulness Meditation for Kids](#)

Bloom's Levels: 2, 3

Webb's DOK: 2, 3

Topic 2: Abnormal Behavior

Title: Abnormal Behavior

Suggested Length of Time: 4 days

Standards Addressed

Priority:

- APA.D-2.1 Describe the classification of psychological disorders

Supporting

- APA.D-1.1 Define abnormal behavior
- APA.D-1.2 Describe cross-cultural views of abnormality
- APA.D-1.4 Explain how stigma relates to abnormal behavior
- APA.D-1.5 Explain the impact of psychological disorders on the individual, family, and society

Detailed Description/Instructions:

Students will research abnormal behavior, focusing on its definitions and cross-cultural perspectives. Through independent research, students will develop a deeper understanding of how abnormal behavior is viewed and treated in different cultures, and how it is defined within psychological frameworks.

Step 1: Research Abnormal Behavior (Class Period 1)

1. Define Abnormal Behavior:

- Begin by researching the definition of abnormal behavior. What constitutes "abnormal" behavior in psychological terms? Consider the following aspects as you search:
 - Statistical rarity (what is uncommon or rare in a population)
 - Social norms (behavior that violates societal expectations)
 - Dysfunctional behavior (behavior that impairs an individual's daily functioning)
 - Distress (behavior causing emotional pain to the individual or others)
 - Harmful behavior (actions that pose a risk to oneself or others)

2. Cross-Cultural Perspectives on Abnormal Behavior:

- Next, research how abnormal behavior is viewed across different cultures. What is considered abnormal in one culture might be viewed as normal or even valued in another. Look for information on:
 - Mental health disorders and how they are perceived in various countries or cultures (e.g., depression, anxiety, psychosis, etc.)
 - Cultural concepts of abnormality (e.g., cultural syndromes like "susto" in Latino culture or "taijin kyofusho" in Japan)

- The role of culture in shaping the treatment of abnormal behaviors (e.g., medical vs. spiritual approaches)

Step 2: Write a Research Paper (Class Period 2-3)

1. Paper Structure:

- Write a 3–4-page research paper based on your findings. Your paper should include the following sections:
 - **Introduction (1 paragraph):** Provide a brief overview of the concept of abnormal behavior, mentioning its broad definitions and common themes.
 - **Definition of Abnormal Behavior (1 paragraph):** Explain the different criteria used to define abnormal behavior, referencing academic sources to support your explanation.
 - **Cross-Cultural Perspectives (2-3 paragraphs):** Discuss how abnormal behavior is viewed in different cultural contexts. Highlight specific examples of cultural differences in the perception and treatment of abnormal behavior.
 - **Conclusion (1 paragraph):** Reflect on how understanding the cultural context of abnormal behavior can influence the way mental health disorders are treated or understood in society.

2. Sources:

- Utilize credible academic sources (books, peer-reviewed journal articles, etc.) to support your research. Ensure that your references are properly cited using APA format.

Step 3: Present Your Findings (Optional or as an Extension)

- If time allows or as an optional extension, prepare a short (5-minute) individual presentation summarizing your research findings. This can be done as a brief class sharing session or a digital presentation (PowerPoint, Google Slides, etc.)

Topic 3: Approaches to Treatment

Title: Approaches to Treatment

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- APA.T-1.1 Describe different types of biomedical and psychological treatments

Supporting:

- APA.T-1.2 Explain why psychologists use a variety of psychological treatments
- APA.T-1.3 Describe appropriate treatments for different populations, including historical use and misuse of treatment
- APA.T-2.1 Identify differences among licensed mental health providers

Detailed Description/Instructions: In this assignment, students will explore different approaches to treating psychological disorders. They will research various therapeutic methods, including psychotherapy, behavioral therapy, cognitive therapy, and biomedical treatments. The goal is to understand how these approaches are used in real-life treatment for mental health conditions.

Instructions:

Step 1: Research (30 minutes)

1. Choose an Approach to Treatment:

Select one of the following therapeutic approaches to research. You may choose any of the following or propose a different one for approval:

- Psychodynamic Therapy: Focuses on unconscious processes and childhood experiences.
- Cognitive-Behavioral Therapy (CBT): Addresses maladaptive thinking patterns and behaviors.
- Humanistic Therapy: Centers on the individual's capacity for self-actualization and personal growth.
- Behavioral Therapy: Uses reinforcement and punishment to change behavior.
- Biomedical Treatments: Involves the use of medication and other medical interventions to treat psychological disorders (e.g., antidepressants, antipsychotics).
- Group Therapy: Involves treatment of multiple individuals in a group setting, often used in addition to individual therapy.

2. Research Key Aspects of the Chosen Therapy:

Using credible sources (books, journal articles, or academic websites), research the following about your chosen therapy:

- **Theoretical Basis:** What is the underlying theory behind this approach? What assumptions does it make about the nature of psychological disorders?
- **Treatment Methods:** What specific techniques or methods are used in this approach? For example, CBT uses cognitive restructuring and exposure therapy.
- **Effectiveness:** Discuss the effectiveness of this therapy in treating specific psychological disorders (e.g., anxiety, depression, PTSD).
- **Advantages and Disadvantages:** What are the strengths and weaknesses of this approach?

Step 2: Write a Summary (15 minutes)

1. Summary of Findings:

Write a 1-2 page summary of your research, addressing the following points:

- **Overview of the Therapy:** Briefly explain the key concepts of the therapeutic approach you researched.
- **Methods of Treatment:** Describe the techniques used in therapy and how they aim to treat psychological disorders.
- **Effectiveness:** Summarize the evidence for the efficacy of this therapy and provide examples of disorders it is commonly used to treat.
- **Pros and Cons:** Discuss the advantages and disadvantages of this approach.

Step 3: Class Discussion (Optional)

- If time allows, be prepared to briefly share your findings with the class in a group discussion. You can highlight the key aspects of your therapy, including its strengths and weaknesses.

Bloom's Levels: 1, 3, 5

Webb's DOK: 1, 2, 3

Engaging Scenario

DSM-V Dinner Party

Step-By-Step Procedures

- 1) Each student should be given a folded slip of paper with a DSM-IV definition of a psychological disorder.
- 2) Upon receiving the disorder, students should begin to organize the characteristics of their particular disorder. NO discussion should take place.
- 3) Students should create a new persona that they will take on during the party— complete with name, occupation, likes, dislikes, behaviors, and past. Students should create at least 10 bits of information.
- 4) Let the party begin. This year's setting is a New Year's Eve party at Mr. Rogers house. Students should stay in character for 10-15 minutes, talking to as many people as possible during the party
- 5) Debrief and class discussion.

Directions: As you meet with people, fill in the chart below. Explain the characteristics of each person you talk to. (You may not be able to fill out the entire chart)

Disorder	Characteristics- DSM-V Definition	Classmate(s) At the Party
Phobia		
Obsessive Compulsive Disorder		
Dissociative Identity Disorder		
Hypochondriasis		
Bipolar Disorder		
Paranoid Schizophrenia		
Antisocial Personality Disorder		
Borderline Personality Disorder		
Histrionic Personality Disorder		

Narcissistic Personality Disorder		
Avoidant Personality Disorder		
Dependent Personality Disorder		
Tourette's Syndrome		
Attention-Deficit Hyperactivity Disorder		

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Impact of Stress	The Impact of Stress	<u>Holmes & Rahe Non-Adult Stress Scale</u> . Have students complete the non-adult stress scale. It can be a handout or done as a presentation to the whole class. It asks students to identify which of the life stressors they have experienced in the last 12 months. They then sum the corresponding numbers for each life stressor. A scale is explained for what their total number represents.	1 block
Abnormal Behavior	Abnormal Behavior	Students will research abnormal behavior, focusing on its definitions and cross-cultural perspectives. Through independent research, students will develop a deeper understanding of how abnormal behavior is viewed and treated in different cultures, and how it is defined within psychological frameworks.	4 blocks
Approaches to Treatment	Approaches to Treatment	In this assignment, students will explore different approaches to treating psychological disorders. They will research various therapeutic methods, including psychotherapy, behavioral therapy, cognitive therapy, and biomedical treatments. The goal is to understand how these approaches are used in real-life treatment for mental health conditions.	1-2 blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.