



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Social Studies

Course: Introduction to Psychology

Grade Level: 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Maureen Dalessio, Program Supervisor: English Language Arts/Social Studies 7-12,
Gifted and Talented K-12**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Tina M. Scheitrum

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
**Introduction to Psychology
Grades 11-12**

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

Introduction to Psychology: Grades 11-12

PACING GUIDE

Unit	Title	Pacing
1	Psychological Perspectives & Research	5 classes
2	Learning	5 classes
3	Personality	10 classes
4	Sleep	5 classes
5	Development	10 classes
6	Social Psychology	13 classes
7	Biology & The Brain	7 classes
8	Psychological Disorders & Treatment	15 classes
9	Mental Health/Positive Psychology	10 classes
10	Sensation & Perception	5 classes
11	Careers in Psychology	5 classes

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 1: Psychological Perspectives & Research

Target Course/Grade Level: 11-12

Unit Summary: Students are introduced to various psychological perspectives. Students will learn to differentiate between research designs, identify the advantages and disadvantages of each, and determine why one research method should be used over another. Students will also learn which research methods and modes of questioning are appropriate for different fields of psychology.

Approximate Length of Unit: 5 classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Scientific Inquiry and Research Methods

CONTENT STANDARD 1 - The nature of psychological science

Students are able to (learning targets):

- 1.1. Define psychology as a discipline and identify its goals as a science
- 1.2. Differentiate scientific and non-scientific approaches to knowledge

CONTENT STANDARD 2 - Research methods and measurements used to study behavior and mental processes

Students are able to (learning targets):

- 2.1. Describe research methods psychological scientists use
- 2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists
- 2.3. Describe the importance of representative samples in psychological research and the need for replication

New Jersey Student Learning Standards:

Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. (AAH, AAPI, HG, LGBTQ/D)

- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (HG)
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. (HG)
- 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. (AAH, AAPI, HG, LGBTQ/D)

Career Readiness, Life Literacies, and Key Skills:

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards:

Science

- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

HSS.ID.A: Summarize, Represent, and Interpret Data on a Single Count or Measurement Variable

- HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- HSS.ID.A.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

HSS.IC.B: Make Inferences and Justify Conclusions from Sample Surveys, Experiments, and Observational Studies

- HSS.IC.B.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Psychology is based in science.
- Each type of research study has strengths and weaknesses.
- There are 7 psychological theoretical perspectives.

Unit Essential Questions:

- Why is psychology based in science?
- What are different types of research studies including their strengths/weaknesses?
- What are the different domains/perspectives of psychology?

Knowledge and Skills:

Students will know...

- Philosophical and physiological perspectives shaped the development of psychological thought
- Strengths and limitations of applying theories to explain behavior
- Types of research with regard to purpose, strengths, and weaknesses

Students will be able to...

- Describe and compare different theoretical approaches in explaining behavior
- Distinguish between the different domains/perspectives of psychology
- Explain why it is important for psychology to be based in scientific research
- Identify different types of research methods and their strengths and weaknesses

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment - Unit 1 Test
- Projects/Presentations via grading rubric
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & Slides
- Video Clips: Crash Course & YouTube
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- Projects/Presentations

RESOURCES

Teacher Resources:

- Introduction to Psychology Pacing Guide
- Textbook: *Psychology 14th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, June Gruber
- Myers' Teacher Resources
- YouTube
- Topic related credible websites

Equipment Needed:

- Chromebooks
- Textbooks
- Internet
- Projector
- White Board
- Speakers

UNIT 2 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 2: Learning

Target Course/Grade Level: 11-12

Unit Summary: This unit integrates knowledge about physiological processes and psychological concepts within the context of learning processes. Major learning theories are introduced, as well as the experiments that were conducted to refine these theories.

Approximate Length of Unit: 5 classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Learning

CONTENT STANDARD 1 - Classical Conditioning

Students are able to (learning targets):

- 1.1. Describe the processes of classical conditioning
- 1.2. Describe clinical and experimental examples of classical conditioning

CONTENT STANDARD 2 - Operant Conditioning

Students are able to (learning targets):

- 2.1. Describe the processes of operant conditioning
- 2.2. Describe clinical and experimental examples of operant conditioning

CONTENT STANDARD 3 - Observational learning, social learning theory, and mental processes in learning

Students are able to (learning targets):

- 3.1. Describe observational learning and social learning theory
- 3.2. Describe the role of mental processes in learning

New Jersey Student Learning Standards:

Social Studies

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- HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

HSS.IC.B: Make Inferences and Justify Conclusions from Sample Surveys, Experiments, and Observational Studies

- HSS.IC.B.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Learning requires both physiological and psychological processes to work together.
- Some psychological theories focus on observable behaviors and how those behaviors can be changed or reinforced.
- Some psychological theories study how the individual's observations of other peoples' behaviors influence changes in that individual's mental processes and resulting behaviors.

Unit Essential Questions:

- How do we learn?
- How do our experiences influence our behaviors and mental processes?

- What are the best learning strategies?

Knowledge and Skills:

Students will know...

- Contributions of key researchers and studies in the psychology of learning (AAH) (AAPI)
- Differences between principles of classical conditioning, operant conditioning, and observational learning
- Strategies that are best for their learning processes

Students will be able to...

- Explain how classical conditioning applies to behavior and mental processes.
- Explain how operant conditioning applies to behavior and mental processes.
- Apply learning strategies to coursework

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment - Unit 2 Test
- Projects/Presentations via grading rubric
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & Slides
- Video Clips: Crash Course & YouTube
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- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- Projects/Presentations

RESOURCES

Teacher Resources:

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- Textbook: *Psychology 14th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, June Gruber
- Myers' Teacher Resources
- YouTube
- Topic related credible websites

Equipment Needed:

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- Textbooks
- Internet
- Projector
- White Board
- Speakers

UNIT 3 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 3: Personality

Target Course/Grade Level:

Unit Summary: This unit focuses on individual differences in various aspects of personality. Students will learn how to identify and explain how biological structures and physiological processes help explain behavior or mental processes in relation to personality. Students will also be able to identify theories and perspectives about personality, describe their strengths and weaknesses, and explain how they apply to behavior and mental processes.

Approximate Length of Unit: 10 classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Personality

CONTENT STANDARD 1 - Empirical approaches to studying and understanding personality

Students are able to (learning targets):

- 1.1. Explain how biological and environmental factors interact to influence personality
- 1.2. Explain social-cognitive approaches to understanding personality
- 1.3. Explain trait-based approaches to understanding personality
- 1.4. Describe methods used to study personality scientifically
- 1.5. Define self-concept

CONTENT STANDARD 2 - Assessment of personality

Students are able to (learning targets):

- 2.1. Differentiate personality assessment techniques
- 2.2. Describe the reliability and validity of personality assessment techniques
- 2.3. Analyze how personality researchers address issues of stability and change

New Jersey Student Learning Standards:

Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
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contemporary American culture over different time periods. (AAH, AAPI, HG, LGBTQ/D)

- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
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- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (AAH, AAPI, HG, LGBTQ/D)
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- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (AAH, AAPI, HG, LGBTQ/D)
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- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
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- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. (AAH, AAPI, HG, LGBTQ/D)

Career Readiness, Life Literacies, and Key Skills:

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards:

Science

- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

HSS.ID.A: Summarize, Represent, and Interpret Data on a Single Count or Measurement Variable

- HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
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- HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

HSS.IC.B: Make Inferences and Justify Conclusions from Sample Surveys, Experiments, and Observational Studies

- HSS.IC.B.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Psychologists have differing views on motivation and personality based on different psychological perspectives.
- Some theories focus on what motivates us and/or our emotional responses to experiences to understand our individual differences.
- Some theories focus on personality, including why different personalities exist, how they are developed, and if and how they change.
- The study of personality involves consideration of behavior and mental processes and how they interact to produce an individual's personality.

Unit Essential Questions:

- What motivates us to think and act the way we do?
- What is the correlation between behaviors, cognitions, and emotions?
- What are the major theories of personality?

Knowledge and Skills:

Students will know...

- Contributions of major researchers in personality theory (AAH) (AAPI)
- How cultural context can facilitate or constrain personality development, especially as it relates to self-concept (LGBTQ/D)
- Various types of defense mechanisms and why they occur

Students will be able to...

- Describe and compare research methods that psychologists use to investigate personality
- Compare and contrast how the psychodynamic theory of personality defines and assesses personality.
- Explain how the social cognitive theory of personality defines and assesses personality
- Compare and contrast how the humanistic theory of personality defines and assesses personality.
- Explain how trait theories of personality define and assess personality.
- Identify frequently used assessment strategies and evaluate relative test quality based on reliability and validity of the instruments
- Identify various types of defense mechanisms, explain why they happen, and develop healthier coping strategies

EVIDENCE OF LEARNING

Assessment:

- Introduction to Psychology Pacing Guide
- End of Unit Assessment - Unit 3 Test
- Projects/Presentations via grading rubric
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & Slides
- Video Clips: Crash Course & YouTube
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- Projects/Presentations

RESOURCES

Teacher Resources:

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- Textbook: *Psychology 14th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, June Gruber
- Myers' Teacher Resources
- YouTube
- Topic related credible websites

Equipment Needed:

- Chromebooks
- Textbooks
- Internet
- Projector
- White Board
- Speakers

UNIT 4 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 4: Sleep

Target Course/Grade Level: 11-12

Unit Summary: This unit will focus on the importance of sleep, examining the negative impact of sleep deprivation on physical and mental processes. Students will learn tips on how to improve sleep quality.

Approximate Length of Unit: 5 classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Consciousness

CONTENT STANDARD 2 - Characteristics and functions of sleep and theories that explain why we sleep and dream

Students are able to (learning targets):

- 2.1. Describe the circadian rhythm and its relation to sleep
- 2.2. Describe the sleep cycle
- 2.3. Compare theories about the functions of sleep and of dreaming
- 2.4. Describe types of sleep disorders

New Jersey Student Learning Standards:

Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (HG)
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (AAH, AAPI, HG, LGBTQ/D)

- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. (HG)
- 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. (AAH, AAPI, HG, LGBTQ/D)

Career Readiness, Life Literacies, and Key Skills:

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Interdisciplinary Connections and Standards:

Science

- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

- HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
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- HSS.IC.B.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Sleep deprivation can negatively impact mental, physical, and behavioral processes

Unit Essential Questions:

- What are the different states of consciousness and sleep stages?
- Why do we sleep?

Knowledge and Skills:

Students will know...

- States of consciousness and their impact on behavior
- Aspects of sleep and dreaming
- The importance of quality sleep and how it affects the brain and body
- Different types of sleep disorders and their effects
- How to improve their own sleep and the appropriate amount of sleep for all age groups

Students will be able to...

- Explain how the sleep/wake cycle affects behavior and mental processes throughout the day and night

- Identify and explain sleep disorders and their effects
- Understand how sleep deprivation affects the brain and body
- Describe ways to improve sleep

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment - Unit 4 Test
- Projects/Presentations via grading rubric
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & Slides
- Video Clips: Crash Course & YouTube
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- Projects/Presentations

RESOURCES

Teacher Resources:

- Introduction to Psychology Pacing Guide
- Textbook: *Psychology 14th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, June Gruber
- Myers' Teacher Resources
- YouTube
- Topic related credible websites

Equipment Needed:

- Chromebooks
- Textbooks
- Internet
- Projector
- White Board
- Speakers

UNIT 5 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 5: Development

Target Course/Grade Level: 11-12

Unit Summary: Students will pull together aspects of physiological, cognitive, and psychological development to understand how behavior and mental processes change over the course of a person's life. This includes the role of adolescent development and the decline of adults as they age. Students will reinforce biological, cognitive, and cultural perspectives while discussing theories of stage development and continuous development.

Approximate Length of Unit: 10 classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: LifeSpan Development

CONTENT STANDARD 1 - Methods and issues in lifespan development

Students are able to (learning targets):

- 1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
- 1.2. Explain issues of continuity/discontinuity and stability/change
- 1.3. Distinguish methods used to study development
- 1.4. Describe the role of sensitive and critical periods in development

CONTENT STANDARD 2 - Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)

Students are able to (learning targets):

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

STANDARD AREA: Multiculturalism and Gender

CONTENT STANDARD 1 - Psychological constructs of culture

Students are able to (learning targets):

- 1.1. Define culture and describe its role in individual and group characteristics
- 1.2. Describe the relationship between culture and conceptions of self and identity development
- 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination (AAH) (AAPI)

1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity (AAH) (AAPI)

CONTENT STANDARD 2 - Psychological constructs of gender and sexual orientation (LGBTQ/D)

Students are able to (learning targets):

- 2.1. Compare and contrast sex, gender identity, and sexual orientation
- 2.2. Describe diversity of gender identity and sexual orientation
- 2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation

New Jersey Student Learning Standards:

Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
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Interdisciplinary Connections and Standards:

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Unit Understandings:

Students will understand that...

- Sex and gender influence socialization and other aspects of development. (LGBTQ/D)
- Major areas of emphasis include prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.
- Developmental psychology examines the processes that contribute to behavioral change throughout a person's life.
- Developmental psychologists seek to understand how changes in our biology and social situations over a lifespan influence our behaviors and mental processes.
- Development can be studied from several different perspectives, including biological or cognitive perspectives.

Unit Essential Questions:

- How do we perceive and understand ourselves in terms of developmental stages?
- What are the different theories of development?
- How can parenting styles influence development?

Knowledge and Skills:

Students will know...

- Process of conception and gestation, including factors that influence successful prenatal development
- Contributions of major researchers in developmental psychology in the area of social and cognitive development in childhood (AAH) (AAPI)
- How parenting styles influence development
- Contributions of key researchers in the area of adulthood and aging (AAH) (AAPI)

Students will be able to...

- Explain how physical development before birth, infancy, adolescence, and adulthood applies to behavior and mental processes.
- Identify how enduring themes inform developmental psychology.
- Describe the influence of temperament and other social factors on attachment and appropriate socialization
- Explain how theories of cognitive development apply to behavior and mental processes.
- Explain how social development relates to behavior and mental processes.
- Identify the maturation of cognitive abilities (Piaget's stages, Information process)

- Characterize the development of decisions related to intimacy as people mature
- Describe how sex and gender influence socialization and other aspects of development (LGBTQ/D)
- Explain how societal inequities can impact development and sense of self (AAH) (AAPI)

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment - Unit 5 Test
- Projects/Presentations via grading rubric
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & Slides
- Video Clips: Crash Course & YouTube
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Teacher Resources:

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Equipment Needed:

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UNIT 6 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 6: Social Psychology

Target Course/Grade Level: 11-12

Unit Summary: Students will be able to describe and explain behavior and mental processes within the context of social psychological theories. Students will understand the history of social psychology is filled with studies that are no longer considered ethical and be able to identify the unethical practices.

Approximate Length of Unit: 13 classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Social

CONTENT STANDARD 1 - Social cognition

Students are able to (learning targets):

- 1.1. Describe attributional explanations of behavior
- 1.2. Explain how experiences shape attitudes and beliefs
- 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

CONTENT STANDARD 2 - Social influence

Students are able to (learning targets):

- 2.1. Explain how the presence of other people can affect behavior
- 2.2. Describe how intergroup dynamics influence behavior
- 2.3. Explain how persuasive methods affect behavior and beliefs
- 2.4. Identify factors influencing attraction and relationships
- 2.5. Identify factors influencing aggression and conflict
- 2.6. Identify factors influencing altruism and helping behaviors

STANDARD AREA: Multiculturalism and Gender

CONTENT STANDARD 1 - Psychological constructs of culture

Students are able to (learning targets):

- 1.1. Define culture and describe its role in individual and group characteristics
- 1.2. Describe the relationship between culture and conceptions of self and identity development
- 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination (AAH, AAPI)
- 1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity (AAH, AAPI)

CONTENT STANDARD 2 - Psychological constructs of gender and sexual orientation (LGBTQ/D)

Students are able to (learning targets):

- 2.1. Compare and contrast sex, gender identity, and sexual orientation
- 2.2. Describe diversity of gender identity and sexual orientation
- 2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation

New Jersey Student Learning Standards:

Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
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- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. (HG)
- 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. (AAH, AAPI, HG, LGBTQ/D)

Career Readiness, Life Literacies, and Key Skills:

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards:

Science

- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

HSS.ID.A: Summarize, Represent, and Interpret Data on a Single Count or Measurement Variable

- HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
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HSS.IC.B: Make Inferences and Justify Conclusions from Sample Surveys, Experiments, and Observational Studies

- HSS.IC.B.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Social psychology is the study of how other people and groups influence behavior and mental processes as well as how behavior and mental processes influence our experiences in social situations. (AAH) (AAPI) (HG) (LGBTQ/D)
- Our perceptions of social situations impact how we interact with others and how others interact with us.
- Social psychologists may focus on one aspect of social situations or interactions and may do so from a variety of theoretical perspectives, including other integrative perspectives.

Unit Essential Questions:

- How does the bias of a researcher affect their conclusions?
- How can social and cultural factors impact self-concept and interactions with others? (AAH) (AAPI) (LGBTQ/D)
- What is the correlation between cognitions, emotions, and behavior?
- What are some major issues with popular studies about obedience, compliance, and conformity?
- How can others influence your behaviors, attitudes, or beliefs?

Knowledge and Skills:

Students will know...

- The impact of social and cultural categories on self-concept and relations with others
- The potential impact of self-fulfilling prophecy on behavior
- Important figures and research in the areas of attitude formation and change (AAH) (AAPI)
- Contributions of key researchers in the areas of conformity, compliance, and obedience (AAH) (AAPI)
- Variables that contribute to altruism and aggression
- Variables that contribute to attraction

Students will be able to...

- Describe how attribution theory applies to behavior and mental processes.
- Explain how locus of control (internal and external) applies to behavior and mental processes.
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance (AAH) (AAPI) (HG) (LGBTQ/D)
- Explain how person perception applies to behavior and mental processes.
- Explain how individuals respond to social situations and expectations of others, including groupthink, conformity, and obedience to authority (AAH) (AAPI) (HG) (LGBTQ/D)
- Discuss how being in a group can affect an individual's behavior and mental processes.
- Predict the impact of the presence of others on individual behavior
- Describe processes that contribute to differential treatment of group members
- Explain how stereotypes and implicit attitudes contribute to the behaviors and mental processes of prejudice and discrimination.
- Explain how belief perseverance and cognitive dissonance apply to attitude formation and change.
- Identify how prosocial behavior affects behavior and mental processes.

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment - Unit 6 Test
- Projects/Presentations via grading rubric
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & Slides
- Video Clips: Crash Course & YouTube
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- Projects/Presentations

RESOURCES

Teacher Resources:

- Introduction to Psychology Pacing Guide
- Textbook: *Psychology 14th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, June Gruber
- Myers' Teacher Resources
- YouTube
- Topic related credible websites

Equipment Needed:

- Chromebooks

- Textbooks
- Internet
- Projector
- White Board
- Speakers

UNIT 7 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 7: Biology & The Brain

Target Course/Grade Level: 11-12

Unit Summary: This unit focuses on blending knowledge about physiological processes and psychology to provide better explanations of behavior and mental processes. Students will learn how biological and anatomical structures play an active role in an individual's mental and behavioral development.

Approximate Length of Unit: 7 classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Biological Bases of Behavior

CONTENT STANDARD - 1 Structure and function of the nervous system and endocrine system in human and non-human animals

Students are able to (learning targets):

- 1.1. Identify the major divisions and subdivisions of the human nervous system and their functions
- 1.2. Identify the parts of the neuron and describe the basic process of neural transmission
- 1.3. Describe the structures and functions of the various parts of the central nervous system
- 1.4. Explain the importance of plasticity of the nervous system
- 1.5. Describe the function of the endocrine glands and their interaction with the nervous system

New Jersey Student Learning Standards:

Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (HG)

- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
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Interdisciplinary Connections and Standards:

Science

- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation

of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

- HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

HSS.ID.A: Summarize, Represent, and Interpret Data on a Single Count or Measurement Variable

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HSS.IC.B: Make Inferences and Justify Conclusions from Sample Surveys, Experiments, and Observational Studies

- HSS.IC.B.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Both heredity and environment play an important role in our behaviors.
- Neural communication is a key contributor to various body and brain functions.
- Each part of the brain has its own specific function for our physical and psychological processes.

Unit Essential Questions:

- How do neurons communicate with each other?
- What are the different parts of the brain and their functions?
- How can biology influence our behavior and mental processes?
- How do biological and environmental factors interact to influence our behaviors and mental processes?

Knowledge and Skills:

Students will know...

- How heredity, environment, and evolution work together to shape behavior
- Key research contributions of scientists in the area of heredity and environment (AAH) (AAP1)

- Effects of the endocrine system on behavior
- Contributions of key researchers to the study of the brain (AAH) (AAPJ)
- The role of neuroplasticity in traumatic brain injury and key contributors

Students will be able to...

- Describe the nervous system and its subdivisions and functions
- Explain how the structures and functions of typical neurons in the central nervous system affect behavior and mental processes.
- Identify basic processes and systems in the biological bases of behavior, including parts of the neuron
- Identify the basic process of transmission of a signal between neurons
- Explain how the basic process of neural transmission is related to behavior and mental processes
- Describe the nervous system and its subdivisions and functions in the brain
- Explain how the structures and functions of the brain apply to behavior and mental processes
- Explain the parts of the endocrine system and their functions

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment - Unit 7 Test
- Projects/Presentations via grading rubric
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & Slides
- Video Clips: Crash Course & YouTube
- Practice Worksheets
- Classroom Activities/Demonstrations
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- DO NOW/Exit Ticket Activities
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RESOURCES

Teacher Resources:

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Equipment Needed:

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- Textbooks
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- Projector
- White Board
- Speakers

UNIT 8 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 8: Psychological Disorders & Treatment

Target Course/Grade Level: 11-12

Unit Summary: Students will evaluate many of the psychological concepts, theories, and perspectives through the lens of psychological disorders and their treatments. Students will learn how to evaluate biological, psychological, and sociocultural theories in relation to abnormality. They will be introduced to a survey of psychological disorders and dive deeper into some of the more common disorders and their treatments. Over all this unit will provide students with real-world application of course content to people's authentic experiences of psychological health, illness, and wellness.

Approximate Length of Unit: 15 classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Disorders

CONTENT STANDARD 1 - Perspectives of abnormal behavior

Students are able to (learning targets):

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

CONTENT STANDARD 2 - Categories of psychological disorders

Students are able to (learning targets):

- 2.1. Describe the classification of psychological disorders
- 2.2. Describe the challenges associated with diagnosing psychological disorders
- 2.3. Describe symptoms of psychological disorders

STANDARD AREA: Therapies

CONTENT STANDARD 1 - Types of treatment

Students are able to (learning targets):

- 1.1. Describe different types of biomedical and psychological treatments
- 1.2. Explain why psychologists use a variety of psychological treatments
- 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

New Jersey Student Learning Standards:

Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
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- HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

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- HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Each psychological perspective attempts to explain the origin of a disorder and/or determine the best method for treatment.

- Observing behavior and engaging in discussion that illuminates a client's thought process, psychologists can gather information and draw conclusions in order to best help the client.
- Some psychologists use an integrated perspective approach to understand and treat psychological disorders.

Unit Essential Questions:

- Why is psychological perspective necessary in the treatment of disorders?
- What are the distinguishing criteria for each category of psychological disorders?
- What are the positive and negative consequences of diagnostic labels?
- How are psychological disorders treated?
- What is the effectiveness of different types of treatment?

Knowledge and Skills:

Students will know...

- The Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association is the primary reference for making diagnostic judgments
- Contemporary and historical conceptions of what constitutes psychological disorders
- Positive and negative consequences of diagnostic labels
- Central characteristics of psychotherapeutic intervention
- Contributions of major figures in psychological treatment (AAH) (AAPI)
- Effectiveness of specific treatments used to address specific problems (including specifically from a biological perspective)

Students will be able to...

- Describe and evaluate the strengths and limitations of various approaches to explaining psychological disorders
- Explain how psychological perspectives define psychological disorders.
- Explain how interaction models define psychological disorders.
- Describe the symptoms and possible causes of selected neurodevelopmental disorders, schizophrenic spectrum disorders, depressive disorders, bipolar disorders, anxiety disorders, obsessive-compulsive disorders and related disorders, dissociative disorders, trauma and stressor-related disorders, feeding and eating disorders, and personality disorders.
- Describe research and trends in the treatment of psychological disorders.
- Explain ethical principles in the treatment of psychological disorders.
- Compare/contrast and describe techniques used with psychological therapies.
- Explain how group therapy is different from individual therapy.
- Describe interventions derived from the biological perspective.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment)

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment - Disorder Project
- Projects/Presentations via grading rubric
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & Slides
- Video Clips: Crash Course & YouTube
- Practice Worksheets
- Classroom Activities/Demonstrations
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- DO NOW/Exit Ticket Activities
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RESOURCES

Teacher Resources:

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- Myers' Teacher Resources
- YouTube
- Topic related credible websites

Equipment Needed:

- Chromebooks
- Textbooks
- Internet

- Projector
- White Board
- Speakers

UNIT 9 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 9: Mental Health/Positive Psychology

Target Course/Grade Level: 11-12

Unit Summary: Students will be introduced to positive psychology and how it explores factors related to mental health and happiness, focusing on positive emotions, cognitions, and experiences. Students will examine the impact of emotions, stress, and stressors on mental and physical health, developing healthy coping strategies.

Approximate Length of Unit: 10 classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Motivation and Emotion

CONTENT STANDARD 3 - Perspectives on emotion

Students are able to (learning targets):

- 3.1. Explain the biological and cognitive components of emotion
- 3.2. Describe the psychological research on basic human emotions
- 3.3. Differentiate among theories of emotion

CONTENT STANDARD 4 - Emotional interpretation and expression (interpersonal and intrapersonal)

Students are able to (learning targets):

- 4.1. Explain how biological factors influence emotional interpretation and expression
- 4.2. Explain how culture and gender influence emotional interpretation and expression
- 4.3. Explain how other environmental factors influence emotional interpretation and expression

CONTENT STANDARD 5 - Domains of emotional behavior

Students are able to (learning targets):

- 5.1. Identify biological and environmental influences on the expression and experience of negative emotions
- 5.2. Identify biological and environmental influences on the expression and experience of positive emotions

STANDARD AREA: Health

CONTENT STANDARD 1 - Stress and coping

Students are able to (learning targets):

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

- 1.2. Explain sources of stress across the life span
- 1.3. Explain physiological and psychological consequences of stress for health and wellness
- 1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress

CONTENT STANDARD 2 - Psychological science promotes mental and physical health and wellness

Students are able to (learning targets):

- 2.1. Describe factors that promote resilience and flourishing
- 2.2. Identify evidence-based strategies that promote health and wellness

New Jersey Student Learning Standards:

Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
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- 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
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Career Readiness, Life Literacies, and Key Skills:

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
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- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards:

Science

- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

HSS.ID.A: Summarize, Represent, and Interpret Data on a Single Count or Measurement Variable

- HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- HSS.ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- HSS.ID.A.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- HSS.ID.A.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

HSS.IC.B: Make Inferences and Justify Conclusions from Sample Surveys, Experiments, and Observational Studies

- HSS.IC.B.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

- HSS.IC.B.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Reaction to stress and stressors have an impact on mental and physical health.
- Exercise, mindfulness, meditation, and gratitude can improve overall well-being.
- Developing healthy coping strategies to stress and stressors can improve mental and physical health

Unit Essential Questions:

- Why do some people respond to stress in a healthier way than others?
- How does positive psychology affect behavior and mental processes as well as well-being?
- What is the correlation between behaviors, cognitions, and emotions?

Knowledge and Skills:

Students will know...

- Theories of stress and the effects of stress on psychological and physical health
- Positive psychology approaches to mental health and their benefits on overall well-being

Students will be able to...

- Explain how health psychology addresses issues of physical health and wellness as they apply to behavior and mental processes.
- Describe how stress applies to behavior and mental processes.
- Explain how reactions to stress apply to behavior and mental processes.
- Analyze how the ways that people cope with stress applies to behavior and mental processes.
- Explain how positive psychology approaches the study of behavior and mental processes.
- Explain how positive subjective experiences apply to behavior and mental processes.
- Explain how theories of emotion apply to behavior and mental processes.
- Discuss how social norms and experiences influence the expression of emotions.
- Develop healthy coping strategies related to stress, stressors, and emotions
- Understand their own emotions and learn strategies for self reflection and regulation

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment - Unit 9 Test
- Projects/Presentations via grading rubric

- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & Slides
- Video Clips: Crash Course & YouTube
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- Projects/Presentations

<i>RESOURCES</i>

Teacher Resources:

- Introduction to Psychology Pacing Guide
- Textbook: *Psychology 14th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, June Gruber
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Equipment Needed:

- Chromebooks
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- White Board
- Speakers

UNIT 10 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 10: Sensation & Perception

Target Course/Grade Level: 11-12

Unit Summary: This unit builds on the progress toward understanding the brain, sensory organs, and central nervous system highlights the physiological processes involved in an individual's perception of their surroundings. Students will be able to describe examples of anatomical structures, physiological processes, and psychological concepts related to sensation and perception. Students will also increase their understanding of scientific investigation, furthering their understanding of the physiological process of energy transduction as it relates to chemical senses.

Approximate Length of Unit: 5 classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Sensation

CONTENT STANDARD 1 - The functions of sensory systems

Students are able to (learning targets):

- 1.1. Explain the process of sensory transduction
- 1.2. Explain the basic concepts of psychophysics such as threshold and adaptation

CONTENT STANDARD 2 - The capabilities and limitations of sensory processes

Students are able to (learning targets):

- 2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities
- 2.2. Describe the visual sensory system
- 2.3. Describe the auditory sensory system
- 2.4. Describe chemical and tactile sensory systems

STANDARD AREA: Perception

CONTENT STANDARD 1 - The process of perception

Students are able to (learning targets):

- 1.1. Describe principles of perception
- 1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2 - The interaction between the person and the environment in determining perception

Students are able to (learning targets):

- 2.1. Explain Gestalt principles of perception
- 2.2. Describe binocular and monocular depth cues
- 2.3. Describe perceptual constancies
- 2.4. Describe the nature of attention
- 2.5. Explain how diverse experiences and expectations influence perception

New Jersey Student Learning Standards:

Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
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Science

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- HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

Interpreting Categorical and Quantitative Data

- A. Summarize, represent, and interpret data on a single count or measurement variable
 1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
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Making Inferences and Justifying Conclusions

- B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies
 3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
 4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Using input from our senses, we perceive, process, and interpret information about the environment around us.
- Our perceptions based on sensory information, influence how we think and behave.
- Sensation and perception provide a bridge between the biological and cognitive perspectives.

Unit Essential Questions:

- How do we process the information we receive from our environment?
- How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?

Knowledge and Skills:

Students will know...

- Research contributions of major historical figures in sensation and perception (AAH) (AAPJ)
- Basic principles of sensory transduction, including absolute threshold, difference threshold, and sensory adaptation
- How experience and culture can influence perceptual processes
- How sensory systems and perception relate to behavior and mental processes
- Common sensory conditions

Students will be able to...

- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world
- Explain the role of attention in behavior
- Identify how visual perceptual processes produce correct or incorrect interpretations of stimuli.
- Describe the role of top-down processing in producing vulnerability to illusion
- Explain how the structures and functions of the visual sensory system, auditory sensory system, chemical sensory systems, touch sensory system, and pain sensory system relate to behavior and mental processes.
- Explain how the structures and functions that maintain balance (vestibular) and body movement (kinesthetic) relate to behavior and mental processes.
- Discuss how internal and external factors influence perception.

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment - Unit 10 Test
- Projects/Presentations via grading rubric
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & Slides
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Equipment Needed:

- Chromebooks
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- Internet

- Projector
- White Board
- Speakers

UNIT 11 OVERVIEW

Content Area: Introduction to Psychology

Unit Title: Unit 11: Careers in Psychology

Target Course/Grade Level: 11-12

Unit Summary: Students will explore various careers in psychology, researching educational criteria, job descriptions, and salaries.

Approximate Length of Unit: 5 classes

LEARNING TARGETS

STANDARD AREA: Scientific Inquiry and Research Methods

CONTENT STANDARD 1 - The nature of psychological science

Students are able to (learning targets):

- 1.4. Identify careers individuals can pursue in psychological science
- 1.5. Identify ways individuals can use psychological science in any career

STANDARD AREA: Therapies

CONTENT STANDARD 2 - Legal, ethical, and professional issues in the treatment of psychological disorders

Students are able to (learning targets):

- 2.1. Identify differences among licensed mental health providers
- 2.2. Identify legal and ethical requirements for licensed mental health providers
- 2.3. Identify resources available to support individuals with psychological disorders and their families

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Unit Understandings:

Students will understand that...

- There are various career opportunities within the field of psychology

Unit Essential Questions:

- What are career options in psychology?
- What degree is needed for a career in psychology?

Knowledge and Skills:

Students will know...

- The educational credentials for various careers in psychology
- Career options within the field of psychology

Students will be able to...

- Explain various types of careers within the field of psychology and the educational pathways required for each career

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment - Psychological Careers Project
- Projects/Presentations via grading rubric
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
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Learning Activities:

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