Psychology

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Psychology		
Course Title:	Psychology		
Prerequisite(s):	N/A		
Course Description: *Program of Studies*	This course provides an introduction to the scientific study of behavior and mental processes, examining the diverse perspectives that inform our understanding of the human experience. These perspectives include psychoanalytic, biological, behavioral, cognitive, humanistic, and socio-cultural approaches. Through various tools and foundational knowledge, this course aims to enhance students' understanding of how individuals think, feel, behave, and live. Students will examine and apply psychological theories, key concepts, and important research findings across units, such as psychological perspectives and research methods, the biological bases of behavior, human development and learning, personality, and mental and physical health. Furthermore, students will be encouraged to connect psychological concepts to their own lives and behaviors, fostering a deeper self-awareness and an appreciation for psychological principles.		
Course Essential Questions:	• In what ways do psychological perspectives help explain human behavior? • How do psychologists use research methods to understand and explain human behavior? • How do psychologists explain the way the body and mind influence behavior and mental processes? • In what ways do experiences shape our cognitive, psychosocial, and moral development throughout our lifespan?		

	● In what ways do humans learn? ● In what ways do psychologists explain and evaluate personality? ● In what ways do psychologists define, diagnose, and treat psychological disorders?	
Course Enduring Understandings:	● Psychological perspectives, such as biological, behavioral, psychological, humanistic, cognitive, and sociocultural, vary in their explanation of human behavior. ● The following research methods, which include experimentation, correlational studies, surveys, case studies, cross-sectional/longitudinal studies, and naturalistic observation, are used to systematically investigate and understand human behavior and mental processes. ● The interplay between our biological anatomy and cognitive functions forms the foundation of all behavior and mental processes. Psychologists explore this dynamic relationship through various perspectives, revealing that our thoughts, feelings, and actions are inseparable from our physiology, neurochemistry, the interplay between nature and nurture, and genetic predispositions. ● Throughout our lives, a continuous and diverse range of experiences profoundly shapes our cognitive abilities (how we think and learn), psychosocial development (how we interact with others and form our identity), and moral reasoning (our understanding of right and wrong). These experiences, both positive and negative, actively sculpt who we become across the lifespan. ● Human learning is a multifaceted process involving a variety of cognitive, behavioral, and social mechanisms through which individuals acquire new knowledge, skills, attitudes, and behaviors. These diverse methods of learning, such as classical conditioning, operant conditioning, and the social learning theory, allow us to adapt to our environment and develop throughout our lives. ● Psychologists utilize a variety of theoretical perspectives and methodological approaches to explain the complex and enduring patterns of thoughts, feelings, and behaviors that define an individual's personality. These diverse frameworks, ranging from psychodynamic to trait, offer different lenses through which personality is understood and assessed. ● Psychologists employ systematic frameworks, recognized within the Diagnostic and Statistical Manual for Psychological Disorders, to define, diagnose, and treat the diverse spectrum of psychological disorders.	
Duration: **Credit:**	☑ Semester ☐ Full-Year	☑ 0.5 Credit (s) ☐ 1.0 Credit(s)

		☐ 1.5 Credit(s)
Course Materials/Resources:	Blaire-Broeker, C. & Ernst, R. (2013). *Thinking about psychology: The Science of mind and behavior (5th. ed.).* Worth Publishers.	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance (Units):	**Unit 1:** The Psychological Perspectives and Research (~4-5 weeks) **Unit 2:** Biological Basis of Behavior (~4-5 weeks) **Unit 3:** Human Development and Learning (~4-5 weeks) **Unit 4:** Personality and Mental and Physical Health (~4-5 weeks)	

Unit Number and Title:	**Unit 1:** The Psychological Perspective and Research
Duration:	~4-5 weeks
Resource(s):	Blaire-Broeker, C. & Ernst, R. (2013). *Thinking about psychology: The Science of mind and behavior (5th. ed.).* Worth Publishers.
Unit Overview:	This unit introduces students to the diverse ways psychologists approach the study of human behavior and mental processes. Students will explore the major psychological perspectives, understanding how each offers a unique lens through which to explain why we think, feel, and act the way we do. The unit will also delve into the scientific methodologies employed by psychologists to systematically investigate these complex phenomena. Students will learn about various research methods, their strengths and limitations, and how they contribute to our empirical understanding of human experience.
Learning Goals	
Standard(s):	*NCSS C3 Framework Standards for Psychology:* D2.Psy.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology. D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. D2.Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results. D2.Psy.4.9-12. Adhere to and consider the impact of the American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants. D2.Psy.18.9-12. Apply psychological knowledge to their daily lives. D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. D2.Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. *National Council for the Social Studies Inquiry Standards:*

	CG.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new, compelling, and supporting questions emerge when engaging sources that represent varied perspectives. CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	● In what ways do psychological perspectives help explain human behavior? ● How do psychologists use research methods to understand and explain human behavior?
Enduring Understanding(s):	● Human behavior is explained in diverse ways by various psychological viewpoints, including biological, behavioral, psychodynamic, humanistic, cognitive, and sociocultural perspectives. ● Research methods, which include experimentation, correlational studies, surveys, case studies, cross-sectional/longitudinal studies, and naturalistic observation, are used to systematically investigate and understand human behavior and mental processes.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the core tenets and main focus of various perspectives on human behavior. ○ biological ○ behavioral ○ psychodynamic ○ humanistic ○ cognitive ○ sociocultural ● the similarities and differences between any two given psychological perspectives in their approach to explaining human behavior. ● that psychological perspectives can be applied to interpret and understand real-world psychological phenomena and contemporary issues. ● the fundamental characteristics, purpose, and typical design of various research methods. ○ cross-sectional ○ experimentation ○ correlational studies ○ surveys

	○ case studies ○ naturalistic observation ○ longitudinal studies ● the distinction between independent and dependent variables within an experimental design. ● the specific strengths and limitations of each major research method when applied to psychological questions. ● the appropriate application of each research method for investigating various psychological hypotheses or phenomena. ● the essential ethical considerations. ○ informed consent ○ confidentiality ○ debriefing ○ protection from harm **Skills:** (Students will be able to…) ● define the core tenets and main focus of each psychological perspective (biological, behavioral, psychodynamic, humanistic, cognitive, and sociocultural). ● explain how a specific human behavior or mental process (e.g., aggression, anxiety, learning, decision-making) would be interpreted or explained by each of the different psychological perspectives, providing specific examples for each. ● compare and contrast psychological perspectives based on their explanations of behavior, their views on human nature, their key concepts, or their typical areas of focus. ● evaluate the relative strengths and limitations of each psychological perspective in explaining human behavior. ● apply their knowledge of psychological perspectives to real-world scenarios or contemporary issues, demonstrating how different viewpoints lead to different interpretations or interventions. ● describe the fundamental characteristics, purpose, and typical design of each major research method (experimentation, correlational studies, surveys, case studies, cross-sectional/longitudinal studies, and naturalistic observation). ● identify the independent and dependent variables in an experimental study, and the variables

	being measured in correlational research. ● differentiate between the various research methods based on their ability to establish cause-and-effect relationships, their level of control, and their generalizability. ● analyze a given research scenario or study description and determine which research method is being utilized. ● evaluate the strengths and limitations of each research method for investigating specific psychological questions or phenomena. ● propose an appropriate research method to investigate a given psychological hypothesis or question, justifying their choice based on the method's strengths and limitations. ● interpret basic findings from studies utilizing different research methods (e.g., identifying a positive or negative correlation, describing experimental results). ● recognize and explain the importance of ethical considerations (e.g., informed consent, confidentiality, debriefing) across all research methods.

Unit Number and Title:	**Unit 2:** Biological Basis of Behavior
Duration:	~4-5 weeks
Resource(s):	Blaire-Broeker, C. & Ernst, R. (2013). *Thinking about psychology: The Science of mind and behavior (5th. ed.).* Worth Publishers.
Unit Overview:	This unit explores the fundamental principle in psychology that our thoughts, feelings, and actions are deeply rooted in our biological makeup and the intricate connection between our physical body and our mental experiences. Students will delve into the structure and function of the nervous system, the role of neurochemicals, the influence of genetics, and the impact of the endocrine system. Students will also examine the dynamic relationship between the mind and the body, exploring how psychological states can affect physical health and vice versa.
Learning Goals	
Standard(s):	*NCSS C3 Framework Standards for Psychology:* D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. D2.Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices. D2.Psy.18.9-12. Apply psychological knowledge to their daily lives. *National Council for the Social Studies Inquiry Standards:* CG.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new, compelling, and supporting questions emerge when engaging sources that represent varied perspectives. CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Essential Question(s):	● How do psychologists explain the way the body and mind influence behavior and mental processes?
Enduring Understanding(s):	● The interplay between our biological anatomy and cognitive functions forms the foundation of all behavior and mental processes. Psychologists explore this dynamic relationship, revealing that our thoughts, feelings, and actions are inseparable from our physiology, neurochemistry, the interplay between nature and nurture, and genetic predispositions.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the structure and function of the neuron as the basic unit of the nervous system. ● the process of neural communication. ○ action potentials ○ synaptic transmission ● the organization and primary functions of the central nervous system (CNS). ○ the brain ○ spinal cord ● the organization and primary functions of the peripheral nervous system (PNS). ○ somatic divisions ○ autonomic divisions ○ the roles of the sympathetic and parasympathetic nervous systems ● the location and specialized functions of major brain structures. ○ cerebral cortex lobes ○ limbic system ○ brainstem ○ cerebellum ● the role of key neurotransmitters in regulating mood, cognition, and behavior. ○ dopamine ○ serotonin ○ norepinephrine ○ GABA

	○ acetylcholine ● the basic components and functions of the endocrine system. ● how hormones influence psychological states and behavior. ● the intricate nature of the mind-body connection, demonstrating how psychological states can affect physical health and vice versa. ● common research methodologies used to investigate the mind and body. ○ MRI ○ PET scans ○ EEG **Skills:** (Students will be able to…) ● describe the basic structure and function of the neuron and the process of neural communication. ● identify and explain the major divisions and functions of the nervous system (CNS and PNS, including somatic, autonomic, sympathetic, and parasympathetic). ● locate and describe the primary functions of key brain structures (e.g., lobes, subcortical structures like the hippocampus, amygdala, thalamus, hypothalamus). ● explain the role of major neurotransmitters (e.g., dopamine, serotonin, norepinephrine, GABA, acetylcholine) in influencing behavior and mental processes. ● outline the basic functions of the endocrine system and the impact of key hormones on behavior and mental states. ● analyze how evolutionary principles may explain certain universal human behaviors and cognitive processes. ● illustrate the relationship between mental states (e.g., stress, emotion, belief) and physiological responses. ● relate biological concepts to real-world examples of psychological phenomena (e.g., addiction, mood disorders, stress response). ● evaluate research methods commonly used to study the biological bases of behavior (e.g., brain imaging).

Unit Number and Title:	**Unit 3:** Human Development and Learning
Duration:	~4-5 weeks
Resource(s):	Blaire-Broeker, C. & Ernst, R. (2013). *Thinking about psychology: The Science of mind and behavior (5th. ed.).* Worth Publishers.
Unit Overview:	This unit explores the dynamic process of human development across the lifespan, emphasizing the continuous influence of experiences on our cognitive, psychosocial, and moral growth. Students will investigate how interaction with our environment, relationships, cultural contexts, and life events shape who we become, from infancy through old age. Additionally, we will evaluate the psychological processes by which humans acquire new knowledge, skills, and behaviors from experience. We will explore the major theories and principles of learning, including classical conditioning, operant conditioning, and observational learning. Students will understand how associations are formed through conditioning, how consequences shape behavior, and how we learn by observing others.
Learning Goals	
Standard(s):	*NCSS C3 Framework Standards for Psychology:* D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. D2.Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices. D2.Psy.18.9-12. Apply psychological knowledge to their daily lives. *National Council for the Social Studies Inquiry Standards:* CG.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new, compelling, and supporting questions emerge when engaging sources that represent varied perspectives.

	CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
	● In what ways do experiences shape our cognitive, psychosocial, and moral development throughout our lifespan? ● In what ways do humans learn?
Enduring Understanding(s):	● Throughout our lives, a continuous and diverse range of experiences profoundly shapes our cognitive abilities (how we think and learn), psychosocial development (how we interact with others and form our identity), and moral reasoning (our understanding of right and wrong). These experiences, both positive and negative, actively sculpt who we become across the lifespan. ● Human learning is a multifaceted process involving a variety of cognitive, behavioral, and social mechanisms through which individuals acquire new knowledge, skills, attitudes, and behaviors. These diverse methods of learning, such as classical conditioning, operant conditioning, and the social learning theory, allow us to adapt to our environment and develop throughout our lives.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the major theories of cognitive development. ○ Piaget's stages of cognitive development ○ Vygotsky's sociocultural theory ○ the role of experience ● theories of psychosocial development. ○ Erik Erikson's stages ● how resolution of psychosocial crises at each stage impacts personality and social functioning. ● the stages and principles of moral development. ○ Kohlberg's stages ○ the factors that influence moral reasoning ● the influence of early childhood experiences on later psychosocial and cognitive outcomes. ○ attachment

	○ parenting styles ● the processes of social learning and observational learning in shaping behavior and development. ● key developmental milestones and challenges. ○ infancy ○ childhood ○ adolescence ○ early adulthood ○ middle adulthood ○ late adulthood ● the impact of various social contexts on individual development. ● the ongoing nature-nurture debate within the context of human development. ● the fundamental definition of learning as a relatively permanent change in behavior or knowledge due to experience. ● the basic components and processes of classical conditioning as well as operant conditioning. ○ acquisition ○ extinction ○ spontaneous recovery ○ generalization ○ discrimination ● the key figures and experiments associated with classical conditioning. ○ Pavlov ● the core principles of operant conditioning. ○ Thorndike's Law of Effect ○ Skinner's contributions. ● the differences between reinforcement and punishment and their effects on behavior. ● the four types of consequences in operant conditioning. ○ positive reinforcement ○ negative reinforcement ○ positive punishment ○ negative punishment

	● the various schedules of reinforcement and their impact on response rates. ○ continuous ○ fixed-ratio ○ variable-ratio ○ fixed-interval ○ variable-interval ● the fundamental principles of observational learning. ○ modeling ● the work of Albert Bandura and his Bobo doll experiment. ● real-world applications of learning principles in areas such as education, therapy, and behavioral modification. **Skills:** (Students will be able to…) ● describe the major theories of cognitive development and explain how experiences drive these changes. ● explain how social learning and environmental interactions influence the development of personality and identity throughout the lifespan. ● outline and apply theories of psychosocial development to explain how specific experiences and crises at each stage contribute to identity formation and social relationships. ● analyze the progression of moral reasoning and discuss how personal experiences, social interactions, and cultural norms contribute to moral development. ● discuss the influence of parenting styles, peer relationships, and broader social contexts on psychosocial development. ● examine the impact of significant life transitions on adult development. ● evaluate the relative contributions of nature and nurture to various aspects of human development. ● connect developmental concepts to real-world issues such as education, child-rearing, and aging. ● define learning and differentiate it from temporary changes in behavior.

	● explain the principles of classical conditioning, identifying the unconditioned stimulus (UCS), unconditioned response (UCR), neutral stimulus (NS), conditioned stimulus (CS), and conditioned response (CR) in novel examples. ● describe the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination in classical conditioning. ● explain the principles of operant conditioning, including the law of effect. ● differentiate between positive reinforcement, negative reinforcement, positive punishment, and negative punishment, providing examples of each. ● identify and explain the effects of different schedules of reinforcement (continuous, fixed-ratio, variable-ratio, fixed-interval, variable-interval). ● describe the process of shaping and its application in teaching new behaviors. ● explain the principles of observational learning (modeling). ● apply principles of learning to analyze and propose solutions for real-world behavioral issues.

Unit Number and Title:	**Unit 4:** Personality and Mental and Physical Health
Duration:	~4-5 weeks
Resource(s):	Blaire-Broeker, C. & Ernst, R. (2013). *Thinking about psychology: The Science of mind and behavior (5th. ed.).* Worth Publishers.
Unit Overview:	This unit delves into the fascinating and complex question of how an individual's personality makes them unique. Students will explore a variety of theoretical perspectives that psychologists utilize to explain the enduring patterns of thoughts, feelings, and behaviors that define a person. Additionally, this unit also provides students with a comprehensive understanding of psychological disorders, the frameworks used to define and diagnose them, and the diverse evidence-based treatment approaches available. They will learn how psychologists employ systematic frameworks, primarily guided by the Diagnostic and Statistical Manual of Mental Disorders (DSM), to classify and understand the varied spectrum of mental health conditions.
Learning Goals	
Standard(s):	*NCSS C3 Framework Standards for Psychology:* D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. D2.Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices. D2.Psy.18.9-12. Apply psychological knowledge to their daily lives. *National Council for the Social Studies Inquiry Standards:* CG.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new, compelling, and supporting questions emerge when engaging sources that represent varied perspectives.

	CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	● In what ways do psychologists explain and evaluate personality? ● In what ways do psychologists define, diagnose, and treat psychological disorders?
Enduring Understanding(s):	● Psychologists utilize a variety of theoretical perspectives and methodological approaches to explain the complex and enduring patterns of thoughts, feelings, and behaviors that define an individual's personality. These diverse frameworks, ranging from psychodynamic to trait, offer different lenses through which personality is understood and assessed. ● Psychologists employ systematic frameworks, recognized within the Diagnostic and Statistical Manual for Psychological Disorders to define, diagnose, and treat the diverse spectrum of psychological disorders.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the definition and core components of personality as a stable set of characteristics. ● the foundational principles and key concepts of the psychodynamic perspective. ○ id ○ ego ○ superego ○ defense mechanisms ○ psychosexual stages ○ contributions of neo-Freudians ● the leading trait theories of personality, particularly the Big Five factors. ○ openness ○ conscientiousness ○ extraversion ○ agreeableness ○ neuroticism ● the biological considerations of personality, including genetic influences and the role of

	temperament. ● the strengths and limitations associated with each personality theory and assessment technique. ● the criteria and historical context for defining "atypical" behavior and psychological disorders. ● the purpose, structure, and limitations of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) as a diagnostic tool. ● the various theoretical models that attempt to explain the etiology of psychological disorders. ○ the medical model ○ biopsychosocial model ● the defining symptoms, prevalence, and potential causes (from various perspectives) of psychological disorders. ○ major-anxiety-related disorders ○ major depressive and bipolar disorders ○ schizophrenia-spectrum and other psychotic disorders ○ dissociative identity disorder ○ key personality disorders ● the fundamental principles and techniques of various psychotherapy approaches. ○ psychodynamic-therapy ○ humanistic/client-centered-therapy ○ behavioral therapies ○ cognitive therapies ○ cognitive-behavioral-therapy (CBT) ○ group and-family therapies ● the major categories and mechanisms of action of psychopharmacology and other biological treatments. ○ antidepressants ○ Electroconvulsive Therapy (ECT) ● the relative effectiveness, common uses, and limitations of different therapeutic modalities. ● the impact of stigma on individuals with psychological disorders and approaches to reduce it. **Skills:** (Students will be able to…)

	● define personality and differentiate it from related concepts like temperament or character. ● describe the core tenets, key concepts, and major theorists associated with the psychodynamic perspective (e.g., Freud, Jung, Adler). ● identify and explain the main approaches within trait theories of personality (e.g., Big Five factors). ● compare and contrast the major theoretical perspectives on personality based on their views of human nature, developmental influences, and explanations of behavior. ● evaluate the strengths and limitations of each personality theory and assessment method. ● define psychological disorder and discuss criteria for abnormal behavior (e.g., deviance, distress, dysfunction, danger). ● explain the purpose and structure of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) in classifying disorders. ● describe the major theoretical perspectives on the causes of psychological disorders (e.g., biological, psychodynamic, behavioral, cognitive, sociocultural, biopsychosocial model). ● identify the primary symptoms and characteristics of major categories of psychological disorders. ● compare and contrast the effectiveness, goals, and techniques of different therapeutic approaches. ● discuss the ethical considerations and societal stigmas associated with psychological disorders and their treatment. ● analyze case studies to identify potential diagnoses and appropriate treatment strategies. ● evaluate the strengths and limitations of different diagnostic and treatment approaches.