



ANSONIA PUBLIC SCHOOLS

Psychology (Grades 10-12)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

Ansonia's Vision of a Graduate

Content Area: Social Studies	Course: Psychology
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for Social Studies 1. Inquiry: Developing questions, conducting investigations, evaluating evidence, and communicating conclusions 2. History: Understanding change over time, multiple perspectives, evidence, and historical argumentation 3. Geography: Analyzing places, environments, populations, and global connections 4. Economics: Examining decision-making, markets, resources, and economic systems 5. Civics: Exploring institutions, civic participation, democratic processes, and the rule of law
Unit Titles	
Unit 1: The Psychological Perspective	
Unit 2: Human Development	
Unit 3: Cognition and Behavior	
Unit 4: Personality Theory	
Unit 5: Psychological Disorders	

Course Overview:
Psychology is an elective course that introduces students to the scientific study of human behavior and mental processes. Through the exploration of psychological theories, research methods, and real-world applications, students examine how biological, cognitive, social, cultural, and environmental factors influence the way people think, feel, and behave. Major topics include psychological perspectives, human development, cognition and behavior, personality theory, and psychological disorders. Throughout the course, students analyze research, evaluate evidence, examine diverse viewpoints, and apply psychological concepts to everyday life. Through discussions, case studies, research activities, and collaborative projects, students develop critical thinking, communication, and inquiry skills while gaining a deeper understanding of themselves and others. The course emphasizes scientific inquiry, evidence-based reasoning, and an appreciation for human diversity and individual differences.

Unit 1: The Psychological Perspective

Priority Standards:	Supporting Standards:
PSY 1.9-12: Demonstrate a basic understanding of the scientific methods that are at the core of psychology. PSY 2.9-12: Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. PSY 3.9-12: Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and interpret psychological research. PSY 8.9-12: Explain the complexities of human thought and behavior, as well as factors related to individual differences among people. PSY 9.9-12: Describe biological, psychological, and sociocultural factors that influence cognition, perception, and behavior. MW.Inq.3.b.: Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). MW.Inq.4.a.: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Big Ideas	Essential Questions

● Psychology is the scientific study of behavior and mental processes. ● Human behavior can be understood through multiple psychological perspectives. ● Scientific research methods help psychologists investigate, explain, and predict behavior. ● Biological, psychological, social, cultural, and environmental factors interact to influence human thoughts and actions. ● Individual differences are shaped by both heredity and experience.	● What is psychology and how does it differ from other social sciences? ● What methods do psychologists use to study, explain, and predict behavior and mental processes? ● How do different psychological perspectives explain human behavior? ● How do biological, psychological, and sociocultural factors influence the way people think and act? ● To what extent do nature and nurture shape human development and behavior?
AHS Expectations	
● Apply critical thinking skills to solve problems. ● Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. ● Read effectively for a variety of purposes. ● Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
● Define and apply key psychological concepts and vocabulary. ● Explain how psychology differs from other social sciences. ● Identify and compare major psychological perspectives, including biological, cognitive, behavioral, humanistic, and sociocultural perspectives. ● Apply the scientific method to psychological research. ● Formulate hypotheses and identify variables in psychological studies. ● Analyze and interpret quantitative and qualitative data. ● Differentiate among research methods used in psychology. ● Evaluate the reliability and validity of psychological research findings. ● Explain the influence of biological, environmental, cultural, and socioeconomic factors on behavior. ● Analyze the relationship between nature and nurture and its impact on human development. ● Use evidence from research to support claims about human behavior and mental processes. ● Reflect on personal beliefs about behavior and compare them to psychological explanations based on scientific evidence.	

Unit 2: Human Development

Priority Standards:	Supporting Standards:
PSY 9.9-12: Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. PSY 2.9-12: Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. PSY 10.9-12: Explain the interaction of biology and experience and its influence on behavior. INQ 9-12.5: Determine the kinds of sources that will be helpful in answering compelling questions, considering multiple perspectives and source validity. PSY 1.9-12: Apply psychological concepts, theories, and research to real-world situations. PSY 5.9-12: Use scientific reasoning to interpret psychological research and data.	CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Big Ideas	Essential Questions
Human development is shaped by a complex interaction of biological, cognitive, social, and environmental factors that influence behavior and learning across the lifespan.	- How do environmental and biological factors influence human development? - What are the primary physical, cognitive, social, and moral developments that occur across the stages of life? - How do different psychological theories explain human development and behavior? - Why do individuals develop at different rates, and what factors account for variability in development?
AHS Expectations	
- Apply critical thinking skills to solve problems. - Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. - Read effectively for a variety of purposes.	

- Work independently, reflectively, and/or collaboratively to accomplish goals.

Skills (I will be able to...)

- Explain the relationship between nature and nurture and its impact on human development.
- Investigate human behavior using biological, cognitive, behavioral, and sociocultural perspectives.
- Evaluate sources for credibility and multiple perspectives on human development.
- Analyze physical, cognitive, social, and moral development across the human lifespan.
- Compare and contrast major developmental theories and theorists.
- Communicate findings through written, oral, and digital formats using evidence-based reasoning.

Unit 3: Cognition and Behavior

Priority Standards:	Supporting Standards:
PSY 2.9-12: Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. PSY 7.9-12: Explore multicultural and global perspectives that recognize how diversity is important in explaining human behavior. PSY 8.9-12: Explain the complexities of human thought and behavior, as well as factors related to individual differences. PSY 9.9-12: Describe biological, psychological, and sociocultural factors that influence cognition, perception, and behavior. PSY 19.9-12: Apply major theoretical approaches in psychology to real-world educational, emotional, political, behavioral, motivational, and social issues. INQ 9-12.8: Identify and evaluate evidence from multiple sources to detect inconsistencies and revise or strengthen claims.	CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.11-12.2: Determine central ideas of a source and summarize accurately. CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information in diverse formats. CCSS.ELA-Literacy.RH.11-12.8: Evaluate claims, reasoning, and evidence across sources. CCSS.ELA-Literacy.RH.11-12.9: Integrate information from multiple sources into a coherent understanding.
Big Ideas	Essential Questions
Human cognition and behavior are shaped by complex interactions between biological processes, environmental influences, cultural context, and individual differences in learning, memory, and motivation.	- How do our experiences influence our behaviors and mental processes? - How do biological and environmental factors influence cognition and behavior? - How do culture and society shape the way individuals think, learn, and behave? - Why do individuals interpret and respond to the same experiences differently?
AHS Expectations	

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Skills (I will be able to...)

- Analyze biological, cognitive, behavioral, and sociocultural influences on memory and cognition.
- Evaluate how culture and society shape behavior and learning.
- Compare how cultural norms and expectations differ across societies.
- Investigate how individuals learn and how learning processes impact behavior.
- Evaluate theories of motivation using clinical and experimental examples.
- Analyze and critique primary and secondary sources to support or challenge behavioral theories.
- Apply psychological theories to real-world cognitive and behavioral issues.

Unit 4: Personality Theory

Priority Standards:	Supporting Standards:
PSY 7.9-12: Explore multicultural and global perspectives that recognize how diversity is important in explaining human behavior. PSY 10.9-12: Explain the interaction of biology and experience (nature vs. nurture) and its influence on behavior. PSY 11.9-12: Identify the role psychological science plays in understanding differences in individual cognitive and physical abilities. PSY 12.9-12: Explain how social, cultural, gender, and economic factors influence behavior and human interactions globally. INQ 9-12.10: Construct arguments using precise claims, evidence from multiple sources, and acknowledge counterclaims and weaknesses.	CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.11-12.2: Determine central ideas of a source and summarize accurately. CCSS.ELA-Literacy.RH.11-12.6: Evaluate differing perspectives and point of view across sources. CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information in diverse formats. CCSS.ELA-Literacy.RH.11-12.8: Evaluate claims, reasoning, and evidence across texts.
Big Ideas	Essential Questions
• Personality is shaped by a combination of biological factors, environmental influences, and psychological processes that interact to form unique patterns of behavior, thinking, and emotion.	• What motivates us to think, feel, and act the way we do? • How do we develop an understanding of ourselves and others? • To what extent is personality shaped by nature versus nurture? • How do psychological theories explain differences in personality across individuals and cultures?
AHS Expectations	
• Apply critical thinking skills to solve problems.	

- Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology.
- Read effectively for a variety of purposes.
- Work independently, reflectively, and/or collaboratively to accomplish goals.

Skills (I will be able to...)

- Analyze biological, environmental, situational, and cultural influences on personality development.
- Explain the role of nature vs. nurture in shaping personality traits.
- Compare major psychological perspectives on personality.
- Describe how external factors influence personality development.
- Evaluate methods used to assess personality (objective vs. projective tests).
- Construct arguments supported by evidence about personality theories and assessments.
- Apply personality theories to real-world examples and case studies.

Unit 5: Psychological Disorders

Priority Standards:	Supporting Standards:
PSY 3.9-12: Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and interpret psychological research. PSY 7.9-12: Explore multicultural and global perspectives that recognize how diversity is important in explaining human behavior. PSY 12.9-12: Explain how social, cultural, gender, and economic factors influence behavior and human interactions globally. PSY 15.9-12: Use existing evidence and formulate conclusions about psychological phenomena. INQ 9-12.2: Explain points of agreement and disagreement among experts regarding interpretations and applications of disciplinary concepts.	CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.11-12.2: Determine central ideas of a source and summarize accurately. CCSS.ELA-Literacy.RH.11-12.6: Evaluate differing expert perspectives on psychological concepts. CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information across formats. CCSS.ELA-Literacy.RH.11-12.8: Evaluate claims, reasoning, and evidence across sources.
Big Ideas	Essential Questions
Psychological disorders are defined, classified, and understood differently across historical periods and cultures, and are influenced by biological, psychological, and sociocultural factors that shape diagnosis, interpretation, and treatment.	- How do cultural and historical factors influence perceptions of normal and abnormal behavior? - How do psychologists define, diagnose, and classify psychological disorders? - How do stigma and societal beliefs influence treatment and understanding of mental illness? - What challenges exist in accurately diagnosing and treating psychological disorders?

AHS Expectations

- Apply critical thinking skills to solve problems.
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- Read effectively for a variety of purposes.
- Work independently, reflectively, and/or collaboratively to accomplish goals.

Skills (I will be able to...)

- Explain how psychologists define and classify abnormal behavior.
- Evaluate how stigma and cultural perspectives influence definitions of abnormality.
- Analyze the impact of psychological disorders on individuals, families, and society.
- Interpret data used in diagnosing and treating psychological disorders.
- Identify and describe major categories of psychological disorders and their symptoms.
- Evaluate research-based evidence related to psychological disorders.
- Compare different psychological perspectives used to explain mental illness.