

# Fairfield Public Schools

## Social Studies Curriculum

### Psychology

#### Grade 12



**FAIRFIELD**  
**PUBLIC SCHOOLS**

## Psychology: Description

As the scientific study of behavior and mental processes, psychology examines all aspects of the human experience. This course incorporates a variety of tools and knowledge to further the understanding of the ways in which individuals think, behave, and live. Many of society's challenging issues involve human behavior, such as environmental change and the problems of violence, bullying, prejudice, discrimination, and leadership. Psychology contributes to the understanding of these issues, and promotes improvement in health and wellbeing. Psychological literacy, with inquiry and research methods at the center of the discipline, is a foundation for civic engagement and is important for citizens to make informed decisions about their daily lives.

Objectives and Standards:

**Psychology Understandings:** Shown as content objectives, these goals define what students should know about the discipline of Psychology upon completion of each unit. These understandings are drawn from the *C3 Social Studies for the Next Generation National Framework* (2013) and from the *National Standards for High School Psychology* (2011) developed by the American Psychological Association (APA). They provide students with the knowledge and skills required of an accurate, comprehensive, and developmentally appropriate introductory Psychology course.

**Critical Thinking / Inquiry Skills:** These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks* (2015) and the *C3 Social Studies for the Next Generation National Framework* (2013), these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

# Psychology: Overview

## Central Understandings

- Understand the primary concepts and skills of the discipline of psychology and interpret how it differs from other social sciences.
- Demonstrate a basic understanding of the scientific methods that are at the core of psychology.
- Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
- Discuss psychological theories, methodologies, and empirical findings necessary to plan, conduct, and interpret research.
- Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
- Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
- Apply psychological knowledge to promote healthy lifestyle choices and civic engagement.
- Analyze and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry.
- Analyze and evaluate sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret data.
- Compose arguments / positions, and participate in debates on different interpretations of the same events or concepts; synthesize primary and secondary sources to justify a claim.
- Develop open-ended questions that can be addressed through research and interpretation.

## Course Compelling Questions

- To what extent are current issues in Psychology rooted in their historical legacy?
- How do psychologists use research methods to understand and explain human behavior?
- How do we become who we are?
- How do psychologists explain the way the body and mind influence behavior and mental processes?
- What is normal? How does abnormal behavior impact the quality of life?
- How can psychological knowledge be useful in addressing issues in social and civic life?

## Psychology: Semester-at-a Glance

| Unit | Title                         | Unit Compelling Questions   |
|------|-------------------------------|---|
| 1    | The Psychological Perspective | <ul style="list-style-type: none"> <li>• What is psychology and how is it different from other social sciences?</li> <li>• What methods and measurements are used by psychologists to measure and predict behavior and mental processes?</li> <li>• What is the significance of ethics in psychological research?</li> <li>• How do psychologists know if information is valid and reliable?</li> </ul>   |
| 2    | Human Development             | <ul style="list-style-type: none"> <li>• What are the primary physical, cognitive, social, and moral developments at each stage of human development?</li> <li>• How do different theorists explain human development?</li> <li>• What are the social, cultural, and emotional issues in aging, death, and dying?</li> </ul>  |
| 3    | Mind and Body                 | <ul style="list-style-type: none"> <li>• What are the biological, psychological, and sociocultural factors that influence individual's cognition, perception, and behavior?</li> <li>• How does biology and experience (nature vs. nurture) influence our perception of our world as well as our behavior?</li> <li>• What are the brain structures and their functions? In what ways does our environment impact brain development?</li> <li>• How do differences in sensation and perception influence our behavior?</li> <li>• How do we both consciously and unconsciously process information and how do we distinguish between each?</li> <li>• What altered states of consciousness do humans commonly experience and what are the impacts?</li> </ul> |
| 4    | Cognition and Behavior        | <ul style="list-style-type: none"> <li>• What are the different ways in which individuals store and retrieve memories? How can memory disorders alter this process?</li> <li>• What are the various cognitive processes involved in understanding information, solving problems, and making decisions?</li> <li>• What are the ways in which individuals (human and nonhuman) learn?</li> <li>• How do psychologists explain and predict motivation?</li> <li>• What are the primary motivational elements for humans and non-humans and how do these elements impact our behavior?</li> </ul>  |
| 5    | Personality Theory            | <ul style="list-style-type: none"> <li>• How and why do psychologists assess personality?</li> <li>• What are the various psychological theories of personality?</li> <li>• What role do traits play in shaping personality?</li> </ul>   |
| 6    | Psychological Disorders       | <ul style="list-style-type: none"> <li>• What is normal behavior?</li> <li>• What are the ways in which psychologists and physicians diagnose and treat psychological disorders?</li> <li>• How do different factors influence an individual's experience of psychological disorders?</li> <li>• How does abnormal behavior impact the quality of life?</li> </ul>  |

## Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of psychological content; provide an accurate summary that makes clear the relationships among the key details and ideas (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.2).
2. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the content as a whole (INQ DIM 1-4; CCSS.ELA-LITERACY.RH11-12.1).
3. Evaluate differing points of view on the same psychological concept or issue by assessing various claims, reasoning, and evidence (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.6).
4. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.7)
5. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of a concept or issue, noting discrepancies among sources (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.2).
8. 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 (INQ DIM 1-4; CCSS.ELA-LITERACY.WHST.11-12.7).
9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively; avoid plagiarism and overreliance on any one source and follow a standard format for citation (INQ DIM 1-4; CSS.ELA-LITERACY.WHST.11-12.8).

# The Psychological Perspective

## Overview

This unit introduces students to the discipline of psychology, focusing on its history, the questions and scientific methods that characterize the field and what distinguishes it from other social science disciplines. Included in this introduction is the ongoing evolution of psychology as a discipline that is based on scientific methodology and the systematic, empirically-based investigation of phenomena through observations and measurements. Broad psychological perspectives describe ways in which psychologists classify their ideas, and are employed to understand behavior and mental processes. Students will explore the unique way of thinking and organizing knowledge that psychology offers. This introductory unit provides students with the foundational tools and concepts necessary to begin a widespread investigation of the discipline of psychology.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the development of psychology as an empirical science and explain the perspectives employed to understand behavior and mental processes.
- Demonstrate an understanding of research methods and measurements used to study behavior and mental processes.
- Demonstrate an understanding of the ethical issues in research with human and non-human animals.
- Demonstrate an understanding of the basic concepts of data analysis, including quantitative and qualitative data, descriptive statistics, correlation, and validity and reliability.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is psychology and how is it different from other social sciences?
- What methods and measurements are used by psychologists to measure and predict behavior and mental processes?
- What is the significance of ethics in psychological research?
- How do psychologists know if information is valid and reliable?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Psychology will individually and with others:

**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 especially interpret research results.

**PSY 4.9-12** Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.

**PSY 5.9-12** Explain how the validity and reliability of observations and measurements relate to data analysis.

**PSY 6.9-12** Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.

**PSY 8.9-12** Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

**PSY 9.9-12** Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

**PSY 11.9-12** Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.

**PSY 12.9-12** Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.

**PSY 13.9-12** Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.

**PSY 14.9-12** Use information from different psychological sources to generate research questions.

**PSY 15.9-12** Use existing evidence and formulate conclusions about psychological phenomena.

**PSY 16.9-12** Use critical thinking skills to become better consumers of psychological knowledge.

**PSY 17.9-12** Acknowledge the interconnectedness of knowledge in the discipline of psychology.

**PSY 18.9-12** Apply psychological knowledge to their daily lives.

**PSY 19.9-12** Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.

**PSY 20.9-12** Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.

**PSY 21.9-12** Discuss ways in which the applications of psychological science can address domestic and global issues.

**PSY 23.9-12** Apply psychological knowledge to civic engagement.

**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.



**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Human Development

## Overview

This unit introduces students to the key concepts surrounding human development and learning. In studying the methods, issues, and theories of life span development, students will investigate the physical, cognitive, social, and moral development through each stage of the human life span. Students will explore the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development, issues with stability and change, and analyze the various theories of life span development (i.e. cognitive, moral, and social).

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the methods and issues in life span development.
- Explain and analyze the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- Explain and evaluate the theories of life span development, including cognitive, moral, and social development.
- Understand and analyze the physical and cognitive development of humans at each stage of the life cycle including prenatal and newborn, infancy, childhood, adolescence, adulthood, and aged.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the primary physical, cognitive, social, and moral developments at each stage of human development?
- How do different theorists explain human development?
- What are the social, cultural, and emotional issues in aging, death, and dying?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Psychology will individually and with others:

**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 especially interpret research results.

**PSY 4.9-12** Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.

**PSY 5.9-12** Explain how the validity and reliability of observations and measurements relate to data analysis.

**PSY 6.9-12** Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.

**PSY 7.9-12** Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

**PSY 8.9-12** Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

**PSY 9.9-12** Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

**PSY 10.9-12** Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

**PSY 11.9-12** Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.

**PSY 12.9-12** Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.

**PSY 13.9-12** Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.

**PSY 14.9-12** Use information from different psychological sources to generate research questions.

**PSY 15.9-12** Use existing evidence and formulate conclusions about psychological phenomena.

**PSY 16.9-12** Use critical thinking skills to become better consumers of psychological knowledge.

**PSY 17.9-12** Acknowledge the interconnectedness of knowledge in the discipline of psychology.

**PSY 18.9-12** Apply psychological knowledge to their daily lives.

**PSY 19.9-12** Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.

**PSY 20.9-12** Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.

**PSY 21.9-12** Discuss ways in which the applications of psychological science can address domestic and global issues.

**PSY 23.9-12** Apply psychological knowledge to civic engagement.

### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

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**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Mind and Body

## Overview

In this unit, students will explore the biological basis of behavior, sensation and perception, and concepts surrounding consciousness and unconsciousness. In investigating the structure and function of the nervous system in human and non-human animals, students will gain an understanding of the primary aspects of the nervous system and the endocrine system, including the basic process of neural transmission, the effects of hormones on behavior and mental processes, and the interactions between biological factors and experience. In the area of sensation and perception, students will explore the capabilities and limitations of sensory processes and the interaction of the person and the environment in determining perception. Finally, students will investigate the primary concepts and theories of consciousness, including the relationship between consciousness and unconsciousness, the characteristics of sleep and dreams, the categories and effects of psychoactive drugs, and the issues surrounding other states of consciousness.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the structure and function of the nervous system in human and non-human animals.
- Demonstrate an understanding of the structure and function of the endocrine system.
- Analyze the interaction between biological factors and experience.
- Analyze and interpret the methods and issues related to biological advances.
- Demonstrate an understanding of the processes of sensation and perception.
- Demonstrate an understanding of the capabilities and limitations of sensory processes.
- Analyze and interpret the interaction of the person and the environment in determining perception.
- Analyze and interpret the relationship between conscious and unconscious processes.
- Analyze the characteristics of sleep and the theories that explain why sleep and dream.
- Demonstrate an understanding of psychoactive drugs and their effects, and other states of consciousness (i.e. meditation, hypnosis, and flow states).

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the biological, psychological, and sociocultural factors that influence individual's cognition, perception, and behavior?
- How does biology and experience (nature vs. nurture) influence our perception of our world as well as our behavior?
- What are the brain structures and their functions? In what ways does our environment impact brain development?
- How do differences in sensation and perception influence our behavior?
- How do we both consciously and unconsciously process information and how do we distinguish between each?
- What altered states of consciousness do humans commonly experience and what are the impacts?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

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**PSY 5.9-12** Explain how the validity and reliability of observations and measurements relate to data analysis.

**PSY 6.9-12** Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.

**PSY 7.9-12** Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

**PSY 8.9-12** Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

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**PSY 10.9-12** Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

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It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

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**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and



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**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Cognition and Behavior

## Overview

This unit introduces students to the primary concepts surrounding cognition and human behavior, such as learning and motivation. In regards to cognition, students will investigate the encoding, storage, and retrieval of memory. Differentiating between shallow and deep processing and working and long-term memory are key aspects of this unit, as well as discussing types of memory disorders and strategies to improve memory. This unit will also introduce students to the principles and application of learning concepts including classical and operant conditioning, as well as observational and cognitive learning. Finally, students will investigate the clinical and experimental examples of each learning concept and apply each to everyday life. Finally, students will investigate the biological, cognitive, and humanistic based theories of motivation, as well as the role culture plays in human motivation.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the encoding, storage, and retrieval of memory.
- Evaluate various strategies for improving the encoding, storage, and retrieval of memory.
- Identify and analyze various types of memory and memory disorders.
- Demonstrate an understanding of the principles of classical and operant conditioning and observational and cognitive learning.
- Describe the clinical and experimental examples of classical and operant conditioning and observational and cognitive learning and apply each concept to everyday life.
- Demonstrate an understanding of the biological, cognitive, and humanistic based theories of motivation and the role of culture in human motivation.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the different ways in which individuals store and retrieve memories? How can memory disorders alter this process?
- What are the various cognitive processes involved in understanding information, solving problems, and making decisions?
- What are the ways in which individuals (human and nonhuman) learn?
- How do psychologists explain and predict motivation?
- What are the primary motivational elements for humans and non-humans and how do these elements impact our behavior?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Psychology will individually and with others:

**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 especially interpret research results.

**PSY 4.9-12** Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.

**PSY 5.9-12** Explain how the validity and reliability of observations and measurements relate to data analysis.

**PSY 6.9-12** Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.

**PSY 7.9-12** Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

**PSY 8.9-12** Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

**PSY 9.9-12** Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

**PSY 10.9-12** Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

**PSY 11.9-12** Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.

**PSY 12.9-12** Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.

**PSY 13.9-12** Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.

**PSY 14.9-12** Use information from different psychological sources to generate research questions.

**PSY 15.9-12** Use existing evidence and formulate conclusions about psychological phenomena.

**PSY 16.9-12** Use critical thinking skills to become better consumers of psychological knowledge.

**PSY 17.9-12** Acknowledge the interconnectedness of knowledge in the discipline of psychology.

**PSY 18.9-12** Apply psychological knowledge to their daily lives.

**PSY 19.9-12** Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.

**PSY 20.9-12** Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.

**PSY 21.9-12** Discuss ways in which the applications of psychological science can address domestic and global issues.

**PSY 23.9-12** Apply psychological knowledge to civic engagement.

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### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school Psychology will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances

of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.  
**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Personality Theory

## Overview

This unit explores the concept of personality in human beings. Students will investigate the various biological, situational, cultural influences on personality, with a particular focus on the interaction between biology and environment (nature vs. nurture) in shaping personality traits. A significant portion of this unit will also explore the differing psychological perspectives on human personality by evaluating the psychoanalytic, humanistic, trait, and social-cognitive theories. Finally, through this unit, students will survey the ways in which we assess personality.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the various psychological perspectives on personality and evaluate the various methods of assessing personality.
- Analyze how biological and situational factors influence personality and how personality influences health, work, and self-concept.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How and why do psychologists assess personality?
- What are the various psychological theories of personality?
- What role do traits play in shaping personality?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

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**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple

points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school Psychology will individually and with others:

**PSY 1.9-12** Demonstrate a basic understanding of the scientific methods that are at the core of psychology.

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**PSY 3.9-12** Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.

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**PSY 21.9-12** Discuss ways in which the applications of psychological science can address domestic and global issues.

**PSY 23.9-12** Apply psychological knowledge to civic engagement.

## **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

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# Psychological Disorders

## Overview

This unit focuses on psychological disorders and treatment. Students are introduced to the various perspectives on abnormal behavior, the categories of psychological disorders, and the various therapies utilized by each psychological perspective. Students will explore the historical and cross-cultural views of abnormality, discuss how stigma relates to abnormal behavior, and evaluate the impact of psychological disorders on the individual, family, and society. Furthermore, students will investigate the symptoms and causes of various disorders and the challenges associated with diagnosis and evaluate how different factors influence an individual's experience of psychological disorders.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of how psychologists define abnormal behavior and describe the classification of psychological disorders.
- Evaluate how stigma relates to abnormal behavior and describe the historical and cross-cultural views of abnormality.
- Analyze the impact of psychological disorders on the individual, family, and society.
- Identify and analyze the challenges associated with diagnosis and treatment of psychological disorders.
- Demonstrate an understanding of the symptoms and causes of major categories of psychological disorders (i.e. schizophrenic, mood, anxiety, and personality disorders).
- Evaluate how different factors influence an individual's experience of psychological disorders.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is normal behavior?
- What are the ways in which psychologists and physicians diagnose and treat psychological disorders?
- How do different factors influence an individual's experience of psychological disorders?
- How does abnormal behavior impact the quality of life?

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**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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