Psychology Perspectives Curriculum

The purpose of Social Studies is to help young people recognize their roles as participants in a democratic society. By acquiring knowledge, developing skills and examining values. Seymour High School students will begin to understand themselves as individuals, family members, consumers, responsible citizens, and lifelong learners in a diverse society.

The purpose of this course is to expose students to the perspectives found in Psychology. The goal is to create an awareness of current views on human behavior and mental processes. Studying psychology allows students to connect human thought and action to the various perspectives that attempt to explain why?

This course will be comprised of four units. The instructor can sequence 2-3 in any order after the introduction. The introduction should last 2-4 Blocks. Biological Domain is the longest and will last 10 - 14 Blocks. Learning and Cognitive Domain Units will be 5-6 Blocks each.

Grade: 11-12	Subject: **Psychology Perspectives** **Unit 1: Introduction**

National Standards	Content
	    1. Development of psychology as an empirical science
	Performance
	    1.1 Define psychology as a discipline and identify its goals as a science.
	    1.2 Describe the emergence of psychology as a scientific discipline.
	    1.3 Describe perspectives employed to understand behavior and mental processes.
	    1.4 Recognize the evolving nature of psychology as a scientific discipline.

SHS Learning Expectations	Students will think critically Students will communicate effectively and creatively Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	● Psychology developed over time starting with Ancient Greek philosophers and continues to evolve today as perspectives are created to analyze human behavior and mental processes

Essential Questions	● What is Psychology? ● Who created Psychology? ● What are the perspectives in Psychology?
CSDE Content Themes:	Evaluating Sources and Using Evidence ● 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.

Performance Expectations (Student outcomes)	▪ Analyze primary and secondary sources
	▪ Drawing inferences from factual materials
	▪ Determine bias and point of view in sources
	▪ Develop informed opinions
	▪ Forming an academic vocabulary
	▪ Applying the vocabulary to real life circumstances
	▪ Peer evaluation
	▪ Google Skills
	    o Creating documents, slides and Sites
	    o Creating form quizzes
	    o Using Flubaroo to score form quizzes
	▪ Developing note-taking and organizational skills
	▪ Comparing/contrasting content in order to reach and justify a conclusion
	▪ Developing and composing informed arguments of cultural issues that emerge from the unit

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis	Textbook, Google Classroom, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials Content Outline	Free response, objective, long term projects, presentations, debates; webquests, Slides, Sites will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will

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	be formative and summative.

Grade: 11-12	**Subject:** **Psychology Perspectives** **Unit 2: Biopsychological Domain**

National Standards	**Brain, Nervous and Endocrine Systems**
	
	Content Standard 1: Structure and function of the nervous system in human and non-human animals
	
	Performance
	      1.1 Identify the major divisions and subdivisions of the human nervous system.
	      1.2 Identify the parts of the neuron and describe the basic process of neural transmission.
	      1.3 Differentiate between the structures and functions of the various parts of the central nervous system
	
	Content Standard: Structures and functions of our brain
	Performance
	      Identify the major divisions and subdivisions of the human brain.
	      Identify the parts of the brain
	      Differentiate between the structures and functions of the various parts of the brain
	      Discuss the overall integration of brain function
	
	Content Standard 2: Structure and function of the endocrine system
	Performance
	      2.1 Describe how the endocrine glands are linked to the nervous system.
	      2.2 Describe the effects of hormones on behavior and mental processes.
	Consciousness
	Content
	      1. The relationship between conscious and unconscious processes
	      2. Characteristics of sleep and theories that explain why we sleep and dream
	      3. Categories of psychoactive drugs and their effects
	      4. Other states of consciousness
	
	Performance
	      1.1 Identify states of consciousness.

	1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).
	
	Sleep and Dreams
	Characteristics of sleep and theories that explain why we sleep and dream
	Performance
	    2.1 Describe the circadian rhythm and its relation to sleep.
	    2.2 Describe the sleep cycle.
	    2.3 Compare theories about the functions of sleep.
	    2.4 Describe types of sleep disorders.
	    2.5 Compare theories about the functions of dreams.
	
	Sensation and Perception
	Content Standard 1: The processes of sensation and perception
	Content Standard 2: The capabilities and limitations of sensory processes
	Content Standard 3: Interaction of the person and the environment in determining perception
	Performance
	    1.1 Discuss processes of sensation and perception and how they interact.
	    1.2 Explain the concepts of threshold and adaptation.
	    2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
	    2.2 Describe the visual sensory system.
	    2.3 Describe the auditory sensory system.
	    2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesis (e.g., skin senses, kinesthesis, and vestibular sense).
	    3.1 Explain Gestalt principles of perception.
	    3.2 Describe binocular and monocular depth cues.
	    3.3 Describe the importance of perceptual constancies.
	    3.4 Describe perceptual illusions.
	    3.5 Describe the nature of attention.
	    3.6 Explain how experiences and expectations influence perception.

SHS Learning Expectations	Students will think critically Students will communicate effectively and creatively Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	● The way that a person thinks and acts is influenced by their biological makeup.

Essential Questions	● How does the nervous system influence our behavior? ● Which brain structures influence specific behaviors? ● How is our brain integrated? ● How does the brain use the nervous and endocrine systems to influence thought and action? ● What technologies have enabled us to map the brain?
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Performance Expectations (Student outcomes)	▪ Analyze primary and secondary sources
	▪ Drawing inferences from factual materials
	▪ Determine bias and point of view in sources
	▪ Develop informed opinions
	▪ Forming an academic vocabulary
	▪ Applying the vocabulary to real life circumstances
	▪ Peer evaluation
	▪ Google Skills
	    o Creating documents, slides and Sites
	    o Creating form quizzes
	    o Using Flubaroo to score form quizzes
	▪ Developing note-taking and organizational skills
	▪ Comparing/contrasting content in order to reach and justify a conclusion
	▪ Developing and composing informed arguments of cultural issues that emerge from the unit

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Grade: 11-12	Subject: **Psychology Perspectives** **Unit 3: Learning Domain**

National Standards	**Content Standard 1:** Classical conditioning
	Content Standard 2: Operant conditioning
	Content Standard 3: Observational and cognitive learning
	Performance
	    1.1 Describe the principles of classical conditioning.
	    1.2 Describe clinical and experimental examples of classical conditioning.
	    1.3 Apply classical conditioning to everyday life.
	    2.1 Describe the Law of Effect.
	    2.2 Describe the principles of operant conditioning.
	    2.3 Describe clinical and experimental examples of operant conditioning.
	    2.4 Apply operant conditioning to everyday life.
	    3.1 Describe the principles of observational and cognitive learning.
	    3.2 Apply observational and cognitive learning to everyday life.

SHS Learning Expectations	1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes

Enduring Understanding	● Experience influences how a person thinks and acts.
Essential Questions	● What is learning? ● What is conditioning? ● How do we learn? ● What are the researched conditioning methods?
CSDE Content Themes	Evaluating Sources and Using Evidence ● 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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Grade: 11-12	Subject: **Psychology Perspectives** **Unit 4: Cognitive Domain**

National Standards	Content Standard 1: Encoding of memory
	     1.1 Identify factors that influence encoding.
	     1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing.
	     1.3 Discuss strategies for improving the encoding of memory.
	Content Standard 2: Storage of memory
	     2.1 Describe the differences between working memory and long-term memory.
	     2.2 Identify and explain biological processes related to how memory is stored.
	     2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias).
	     2.4 Discuss strategies for improving the storage of memories.
	Content Standard 3: Retrieval of memory
	     3.1 Analyze the importance of retrieval cues in memory.
	     3.2 Explain the role that interference plays in retrieval.
	     3.3 Discuss the factors influencing how memories are retrieved.
	     3.4. Explain how memories can be malleable.
	     3.5 Discuss strategies for improving the retrieval of memories.
	Content Standard 1: Basic elements comprising thought

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	1.1 Define cognitive processes involved in understanding information. 1.2 Define processes involved in problem solving and decision making. 1.3 Discuss non-human problem-solving abilities. Content Standard 2: Obstacles related to thought 2.1 Describe obstacles to problem solving. 2.2 Describe obstacles to decision making. 2.3 Describe obstacles to making good judgments.
SHS Learning Expectations	1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	● How does cognition influence our thoughts and actions?
Essential Questions	● How do humans form memories, maintain and access memory? ● How accurate are our memories? ● How do we process information? ● How accurate is our processing?
CSDE Content Themes:	Evaluating Sources and Using Evidence ● 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.
Performance Expectations	● Analyze primary and secondary sources ● Drawing inferences from factual materials ● Determine bias and point of view in sources

(Student outcomes)	- Develop informed opinions - Forming an academic vocabulary - Applying the vocabulary to real life circumstances - Peer evaluation - Google Skills - Creating documents, slides and Sites - Creating form quizzes - Using Flubaroo to score form quizzes - Developing note-taking and organizational skills - Comparing/contrasting content in order to reach and justify a conclusion - Developing and composing informed arguments of cultural issues that emerge from the unit

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