

Psychology Special Topics 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 specific issues found in Psychology. The goal is to allow students to go into depth with the topics. Studying psychology allows students to connect human thought and action to the various perspectives that attempt to explain why?

This course will be divided into six units intended to be taught in chronological order. The Introduction can take 2-4 Blocks while each subsequent unit will be 6-10 blocks depending on the emphasis of the summative assessment that concludes the unit.

Grade: 11-12	Subject: Psychology Special Topics Unit 1: Introduction
National Standards	<p>Content</p> <ol style="list-style-type: none"> 1. Development of psychology as an empirical science <p>Performance</p> <ol style="list-style-type: none"> 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	<p>Students will think critically</p> <p>Students will communicate effectively and creatively</p> <p>Students will access, evaluate, and use information for a variety of tasks and purposes</p>
Enduring Understanding	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● What is Psychology? ● Who created Psychology? ● What are the perspectives in Psychology? 		
CSDE Content Themes:	<p>Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> ● 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)	<ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ○ 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 		
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Textbook, Google Classroom, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p> <p>Content Outline: Special Topics</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; webquests, Slides, Sites will be used at the teacher's discretion based on student need.</p> <p>Teachers will design assessments to accommodate various learning styles which will</p>	

		be formative and summative.
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<p>Grade: 11-12</p>	<p style="text-align: center;">Subject: Psychology Special Topics Unit 2: Development Domain</p>
<p>National Standards</p>	<p>Content Standard 1: Methods and issues in lifespan development Students are able to (performance standards):</p> <ul style="list-style-type: none"> 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. 1.2 Explain issues of continuity/discontinuity and stability/change. 1.3 Distinguish methods used to study development. 1.4 Describe the role of sensitive and critical periods in development. 1.5 Discuss issues related to the end of life. <p>Content Standard 2: Theories of lifespan development Students are able to (performance standards):</p> <ul style="list-style-type: none"> 2.1 Discuss theories of cognitive development. 2.2 Discuss theories of moral development. 2.3 Discuss theories of social development. <p>Content Standard 3: Prenatal development and the newborn Students are able to (performance standards):</p> <ul style="list-style-type: none"> 3.1 Describe physical development from conception through birth and identify influences on prenatal development. 3.2 Describe newborns' reflexes, temperament, and abilities. <p>Content Standard 4: Infancy (i.e., the first two years of life) Students are able to (performance standards):</p> <ul style="list-style-type: none"> 4.1 Describe physical and motor development. 4.2 Describe how infant perceptual abilities and intelligence develop. 4.3 Describe the development of attachment and the role of the caregiver. 4.4 Describe the development of communication and language. <p>Content Standard 5: Childhood Students are able to (performance standards):</p> <ul style="list-style-type: none"> 5.1 Describe physical and motor development. 5.2 Describe how memory and thinking ability develops. 5.3 Describe social, cultural, and emotional development through childhood.

	<p>Content Standard 6: Adolescence Students are able to (performance standards):</p> <ul style="list-style-type: none"> 6.1 Identify major physical changes. 6.2 Describe the development of reasoning and morality. 6.3 Describe identity formation. 6.4 Discuss the role of family and peers in adolescent development. <p>Content Standard 7: Adulthood and aging Students are able to (performance standards):</p> <ul style="list-style-type: none"> 7.1 Identify major physical changes associated with adulthood and aging. 7.2 Describe cognitive changes in adulthood and aging. 7.3 Discuss social, cultural, and emotional issues in aging.
SHS Learning Expectations	<p>Students will think critically</p> <p>Students will communicate effectively and creatively</p> <p>Students will access, evaluate, and use information for a variety of tasks and purposes</p>
Enduring Understanding	<ul style="list-style-type: none"> ● Development continues across the lifespan influencing how we think and act.
Essential Questions	<ul style="list-style-type: none"> ● How can prenatal development influence our behavior? ● Which developmental milestones should a parent / guardian be aware of? ● How Nature and Nurture influence development? ● How can family style impact development?
CSDE Content Themes:	<p>Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ▪ Analyze primary and secondary sources ▪ Drawing inferences from factual materials

(Student outcomes)

- 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
 - 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

Strategies/Modes (examples)

Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis

Materials/Resources (examples)

Textbook, Google Classroom, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials
[Content Outline: Special Topics](#)

Assessments (examples)

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 be formative and summative.

Grade: 11-12	<p style="text-align: center;">Subject: Psychology Special Topics Unit 3: Individual Variation Domain - Personality</p>
National Standards	<p>Content Standard 1: Perspectives on personality Students are able to (performance standards):</p> <ol style="list-style-type: none"> 1.1 Evaluate psychodynamic theories. 1.2 Evaluate trait theories. 1.3 Evaluate humanistic theories. 1.4 Evaluate social-cognitive theories. <p>Content Standard 2: Assessment of personality Students are able to (performance standards):</p> <ol style="list-style-type: none"> 2.1 Differentiate personality assessment techniques. 2.2 Discuss the reliability and validity of personality assessment techniques. <p>Content Standard 3: Issues in personality Students are able to (performance standards):</p> <ol style="list-style-type: none"> 3.1 Discuss biological and situational influences. 3.2 Discuss stability and change. 3.3 Discuss connections to health and work. 3.4 Discuss self-concept. 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.
SHS Learning Expectations	<ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> ● Experience influences how a person thinks and acts.
Essential Questions	<ul style="list-style-type: none"> ● What is learning? ● What is conditioning?

	<ul style="list-style-type: none"> • How do we learn? • What are the researched conditioning methods? 		
CSDE Content Themes	<p>Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ○ 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 		
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p> <p style="text-align: center;"><u>Content Outline: Special Topics</u></p>	<p style="text-align: center;">Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; webquests, Google Slides and Sites will be used at the teacher's discretion based on student need.</p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>	

<p>Grade: 11-12</p>	<p style="text-align: center;">Subject: Psychology Special Topics Unit 4: Individual Variation Domain - Psychological Disorders</p>
<p>National Standards</p>	<p>Content Standard 1: Perspectives on abnormal behavior Students are able to (performance standards):</p> <ol style="list-style-type: none"> 1.1 Define psychologically abnormal behavior. 1.2 Describe historical and cross-cultural views of abnormality. 1.3 Describe major models of abnormality. 1.4 Discuss how stigma relates to abnormal behavior. 1.5 Discuss the impact of psychological disorders on the individual, family, and society. <p>Content Standard 2: Categories of psychological disorders Students are able to (performance standards):</p> <ol style="list-style-type: none"> 2.1 Describe the classification of psychological disorders. 2.2 Discuss the challenges associated with diagnosis. 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenia, mood, anxiety, and personality disorders). 2.4 Evaluate how different factors influence an individual's experience of psychological disorders.
<p>SHS Learning Expectations</p>	<ol style="list-style-type: none"> 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
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● Humans become functioning members of society through socialization. ● In industrialized societies, adolescence is a distinct stage of the life cycle. ● In each stage of adult development people adapt to changing roles and statuses.

Essential Questions	<ul style="list-style-type: none"> ● How do humans become functioning members of society through socialization? ● How do people adapt to changing roles and statuses in each stage of adult development? ● Why is adolescence a distinct stage of the life cycle? 		
CSDE Content Themes:	<p>Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> ● 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)	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ 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 		
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Textbook, Google classroom, primary and secondary source documents.</p> <p>Content Outline: Special Topics</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Free response, objective, long term projects, presentations, debates; webquests, Google Slides and Sites will be used at the teacher's discretion based on student need.</p>	

Teachers will design assessments to accommodate various learning styles which will be formative and summative.

<p>Grade: 11-12</p>	<p style="text-align: center;">Subject: Psychology Special Topics Unit 5 Individual Variation Domain - Treatment of Psychological Disorders</p>
<p>Standards ** These mirror what we currently due and are not reflected in NHS Standards **</p>	<p>Content Standard 1: Treatments of abnormal behavior Students are able to (performance standards):</p> <ul style="list-style-type: none"> 1.1 Explain connection between treatment type and the perspectives within psychology 1.2 Describe historical and cross-cultural views of treatment. 1.3 Describe major models of treatment. 1.4 Discuss the impact of treating psychological disorders on the individual, family, and society. (including schizophrenic, mood, anxiety, and personality disorders).
<p>SHS Learning Expectations</p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> ● Treatments can help people normalize their life 		
Essential Questions	<ul style="list-style-type: none"> ● What is the difference between treating and curing a disorder? ● What types of treatment are effective working with what types of disorders? 		
CSDE Content Themes:	<p>Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> ● 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)	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ 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 		
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)	

<p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p>Textbook, Google classroom, primary and secondary source documents and maps. Content Outline: Special Topics</p>	<p>Free response, objective, long term projects, presentations, debates; webquests, Google Slides and Sites will be used at the teacher's discretion based on student need. Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p>
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<p>Grade: 11-12</p>	<p style="text-align: center;">Subject: Psychology Special Topics Unit 6 Social Cultural Context Domain</p>
<p>National Standards</p>	<p>Content Standard 1: Social cognition Students are able to (performance standards):</p> <ol style="list-style-type: none"> 1.1 Describe attributional explanations of behavior. 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior. 1.3 Identify persuasive methods used to change attitudes. <p>Content Standard 2 : Social influence Students are able to (performance standards):</p> <ol style="list-style-type: none"> 2.1 Describe the power of the situation. 2.2 Describe effects of others' presence on individuals' behavior. 2.3 Describe how group dynamics influence behavior. 2.4 Discuss how an individual influences group behavior. <p>Content Standard 3: Social relations Students are able to (performance standards):</p> <ol style="list-style-type: none"> 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination. 3.2 Describe determinants of prosocial behavior. 3.3 Discuss influences upon aggression and conflict.

	3.4 Discuss factors influencing attraction and relationships.
SHS Learning Expectations	<ol style="list-style-type: none"> 4. Students will think critically 5. Students will communicate effectively and creatively 6. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> ● Peer influence and group membership influence how we think and act and are viewed by others
Essential Questions	<ul style="list-style-type: none"> ● How attribution theory leads to the fundamental attribution error? ● How do attitudes form? ● How do attitudes influence actions? ● What is the likelihood of pro and antisocial behavior taking place? ● How prejudice may and may not reflect discrimination?
CSDE Content Themes:	<p>Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> ● 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)	<ul style="list-style-type: none"> ● 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

- 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

Strategies/Modes (examples)

Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis

Materials/Resources (examples)

Textbook, Google classroom, primary and secondary source documents and maps.

[Content Outline: Special Topics](#)

Assessments (examples)

Free response, objective, long term projects, presentations, debates; webquests, Google Slides and Sites will be used at the teacher's discretion based on student need.

Teachers will design assessments to accommodate various learning styles which will be formative and summative.