

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Introduction to Psychology

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Introduction to Psychology

11th - 12th

This course introduces students to the field of psychology - the scientific study of the mind and human behavior. Students will be introduced to the scientific method, with an emphasis on developing a scientific attitude and critical thinking skills. Students will also be introduced to the key ideas and theorists in the field and will also have the opportunity to consider the ways in which psychological science can be applied to address a wide variety of issues from the personal to the global. Additional concepts to be explored include the biological bases of behavior, cognition, social interactions, individual variation, development, and learning.

Pacing Guide

Units	Class Periods
1. Scientific Foundations of Psychology	4 80-minute blocks
2. Biological Bases of Behavior	5 80-minute blocks
3. Learning	5 80-minute blocks
4. Memory	5 80-minute blocks
5. Developmental Psychology	5 80-minute blocks
6. Motivation and Emotion	6 80-minute blocks
7. Clinical Psychology	6 80-minute blocks
8. Social Psychology	5 80-minute blocks

Unit 1: Scientific Foundations of Psychology

Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
	<p><i>National Council for the Social Studies 3C Framework</i></p> <p>D2.Psy.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology.</p> <p>D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.</p>	
	<p>Evaluate research conclusions based on research design and ethical implications.</p> <p>Compare and contrast psychology's different approaches to explaining behavior.</p> <p>Identify strengths and weaknesses of research methods and identify the most appropriate research method to use for different research questions.</p>	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
<p>D2.Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.</p> <p>D2.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.</p> <p>D2.Psy.5.9-12. Explain how the validity and reliability of observations and measurements relate to data analysis.</p>	<p>Psychology seeks to study the mind and human behavior by applying the scientific method.</p> <p>Within psychology there are multiple frameworks for explaining thoughts and behavior.</p> <p>Psychology uses a variety of different research methods to study behavior and mental processes.</p> <p>Psychological knowledge directly relates to everyday life, and its application can benefit society and improve people's lives.</p>	<p>Which methods of research are appropriate for the study of different behaviors?</p> <p>How does the methodology of the research affect the outcome of a study?</p> <p>How do ethical guidelines impact psychological research?</p>

Acquisition		
D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • Theoretical approaches in explaining behavior. <ul style="list-style-type: none"> ○ Behaviorism ○ Humanism ○ Psychoanalytic/psychodynamic ○ Cognitive ○ Biological ○ Sociocultural • Types of research methodologies <ul style="list-style-type: none"> ○ Experiments ○ Correlational studies ○ Surveys ○ Interviews ○ Naturalistic observations • Operational definitions • Experimental designs <ul style="list-style-type: none"> ○ Independent variable ○ Dependent variable ○ Confounding variables ○ Controlling variables • American Psychological Association guidelines for the ethical treatment of human and animal subjects • Key figures in the development of psychological science <ul style="list-style-type: none"> ○ Wilhelm Wundt ○ William James ○ Charles Darwin ○ Sigmund Freud ○ B.F. Skinner ○ Abraham Maslow 	<ul style="list-style-type: none"> • Defining psychology as a discipline and identifying its goals as a science • Applying theoretical approaches to explain human behavior • Applying scientific methods to plan, conduct and interpret research results • Applying the American Psychological Association guidelines for the ethical treatment of human and animal subjects • Comparing quantitative (e.g. surveys, correlational studies, experiments) and qualitative (interviews, naturalistic observations) research methods • Differentiating types of research with regard to purpose, strengths, and weaknesses

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
1. T, M, A	1. Accurately applies each of psychology's six approaches to explaining behavior	PERFORMANCE TASK(S): 1. Behavior Analysis Students will analyze the behavior of a fictional character. Students may be given the opportunity to view an episode of a television show in class (popular options have included <i>The Office</i> , <i>Friends</i> , <i>Seinfeld</i> , or <i>The Grinch</i>) or can be asked to choose a character from a show they watch at home. Students will be asked to explain the character's behavior. Students will share their interpretations with their small groups. 2. Design a Research study Given a research question students will work in small groups to design a research study 3. Applying ethical guidelines Students will research various landmark psychological experiments that violated ethical guidelines or are considered ethically or morally controversial. Students will be tasked with identifying the various parts of the study (hypothesis, independent and dependent variable, etc.), as well as the specific ethical guidelines violated. Students will be engaged in higher order thinking skills by being asked to evaluate whether the benefit to scientific understanding outweighed the harm to the human or animal participants, and will be asked to create a new version of the experiment that addresses the same research question in an ethical way.
2. T, M, A	2. Accurately identifies all components of an experiment and follows protocols in experimental design.	
3. T, M, A	3. Accurately applies ethical guidelines from the American Psychological Association.	
1. T, A	1. Graded for accuracy	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> 1. Demonstrating proficiency on unit exam 2. Demonstrating progress on topic quizzes 3. Working in small groups to apply concepts to real-world scenarios
2. T, A	2. Graded for accuracy	
3. T, M, A	3. Monitored for accurate application and misconceptions	

Stage 3 – Learning Plan

Code	Pre-Assessment	
T, M, A	Give students a list of statements related to psychology (i.e. “Most teenagers get along with their parents” and “Memory is more accurate under hypnosis”), have students rate whether each item is true or false. Reveal the true answers and have students “grade” themselves. Discuss what this tells us about the need for a scientific attitude in psychology.	
T, M, A M, A T, M, A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study. Viewing slide presentations of key unit vocabulary, concepts and skills. Working cooperatively to solve problems in small groups for peer-guided practice of each concept and/or skill.	Progress Monitoring Teacher looks for engaged and varied responses from multiple students. Teacher looks for engaged and varied responses to scaffolded questions from multiple students. Teacher circulates to ensure that students are completing and understanding concepts and working cooperatively.

Unit 2: Biological Bases of Behavior

Stage 1 Desired Results		
ESTABLISHED GOALS <i>National Council for the Social Studies 3C Framework</i> D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. D2.Psy.18.9-12. Apply psychological knowledge to their daily lives. D2.Psy.19.9-12. Apply the major theoretical approaches in	Transfer	
	<i>Students will be able to independently use their learning to...</i> Identify basic processes and systems in the biological bases of behavior, including parts of the neuron. Describe the central nervous system and its functions. Discuss the influence of drugs on neurotransmitters. Evaluate the interplay of heredity, biology, and environment in determining human behavior.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> Our behavior is influenced by complex biological systems. Heredity plays a role in behavior. Nature and nurture interact to influence our behaviors and mental processes.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> How can biology influence our behavior and mental processes? How does damage to a biological process or part affect behavior? What happens biologically when we experience different states of consciousness?

	Acquisition	
<p>psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.</p> <p>D2.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.</p> <p><i>Common Core Literacy Standards</i></p> <p>WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Structures and functions of the various parts of the central nervous system <ul style="list-style-type: none"> Brain lateralization Hemispheric specialization Lobes Cortical areas Parts of a neuron Process of transmission of a signal between neurons Influence of drugs on neurotransmitters <ul style="list-style-type: none"> Agonists Antagonists Neuroplasticity Contributions of key researchers to the study of the brain and behavior <ul style="list-style-type: none"> Michael Gazzaniga Roger Sperry Charles Darwin Paul Broca Carl Wernicke Charles Darwin Research strategies that aid in understanding the brain and behavior <ul style="list-style-type: none"> Case studies Split-brain studies Imaging techniques Lesioning Autopsy Theories of sleep and dreaming 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying basic processes and systems in the biological bases of behavior, including parts of the neuron Explaining the basic process of transmission of a signal between neurons. Differentiating between the structures and functions of the various parts of the central nervous system Describing lateralization of brain functions Discussing the role of neuroplasticity in learning and traumatic brain injury

solve a problem.		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
1. M, A	1. Accurately identifies disorders associated with specific levels of neurotransmitters (i.e. low levels of serotonin linked to depression).	PERFORMANCE TASK(S): 1. Neurotransmitters and skittles Students will each be given a party-size package of skittles. Each color will represent a specific neurotransmitter. Based on the unique composition in their bag, the students will research how low or elevated levels of their specific neurotransmitters will affect human behavior. 2. Sidewalk neurons Students will construct a model of a neuron and create a video in which they explain the process of neural transmission. 3. Bad Night at the ER Students will be given “case files” for “patients” at an ER. Case files will include behavioral information as well as MRIs and accident history for each patient. Based on the information in the file, students will “diagnose” each patient based on their understanding of brain function and anatomy (i.e “this patient likely has a tumor on their amygdala”) 4. GRASPS - School start times letter Goal: Communicate scientific research on sleep and the teenage brain. Audience: Board of Education members or state representatives Situation: Students research data from multiple print and electronic sources, plan, and produce a letter that incorporates their findings and relates them to school start time. Product: Students will write a letter to the Board of Education or state representatives informing them about current research on the teenage brain, circadian rhythms, and sleep hygiene and how these relate to school start times.
2. T, M, A	2. Accurately identifies all of the components of a neuron and explains the concepts of neural transmission including all subject-specific vocabulary.	
T, M, A	3. Accurately identifies name, location, and function of all brain structures.	
T, M, A	4. Assignment-specific rubric	

		Standards and Criteria for Success: Letters are accurate and complete and contain a variety of information from high-quality academic sources.
1. T, A 2. T, A 3. T, M, A	1. Graded for accuracy 2. Graded for accuracy 3. Monitored for accurate application and misconceptions	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> 1. Demonstrating proficiency on unit exam 2. Demonstrating progress on topic quizzes 3. Working in small groups to apply concepts to real-world scenario

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M, A	“I want you to turn-off your brain for 2 minutes. Heads down on the desk.” (Wait 2 minutes) “Could you do it? What happened? Why not?” Discuss the many different roles that our brains play in consciousness, sensation, perception, and cognition.	
T, M, A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.	Progress Monitoring Teacher looks for engaged and varied responses from multiple students.
T, M, A	Engaging in GRASPS activity	Teacher evaluates student performance using assignment specific criteria.
M, A	Viewing slide presentations of key unit vocabulary, concepts and skills.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
T,M,A	Working cooperatively to solve and share problems in small groups for peer-guided practice of each concept and/or skill.	Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.

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Unit 3: Learning

Stage 1 Desired Results		
ESTABLISHED GOALS <i>National Council for the Social Studies 3C Framework</i> D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. D2.Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results. D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.	Transfer	
	<i>Students will be able to independently use their learning to...</i> Predict the effects of classical conditioning, operant conditioning, and observational learning. Predict how punishment, reinforcement, and motivation will influence learning and human behavior.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> There are many different kinds of learning. Learning principles can explain complex behaviors. Practice, schedules of reinforcement, and motivations will influence the quality of learning.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> How do psychologists define learning? How do our experiences influence our behaviors and mental processes?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● Key researchers in the psychology of learning. <ul style="list-style-type: none"> ○ Ivan Pavlov ○ Albert Bandura ○ B.F. Skinner ○ John B. Watson ● Social learning theory 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Explaining behavior in authentic contexts. ● Defining and applying concepts ● Analyzing psychological research studies. ● Describing classical conditioning, operant conditioning, and observational learning ● Predicting the effects of classical conditioning, operant conditioning, and observational

	<ul style="list-style-type: none"> ● Classical conditioning <ul style="list-style-type: none"> ○ Acquisition ○ Extinction ○ Spontaneous recovery ○ Generalization ○ Stimulus discrimination ○ Unconditioned stimulus ○ Unconditioned response ○ Conditioned stimulus ○ Conditioned response ● Operant conditioning <ul style="list-style-type: none"> ○ Positive reinforcement ○ Negative reinforcement ○ Positive punishment ○ Negative reinforcement ● Observational learning 	<p>learning</p> <ul style="list-style-type: none"> ● Applying principles of classical conditioning, operant conditioning, and observational learning to everyday life
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
1. T, M, A	1. Assignment-specific rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>1. Conditioning for persuasion Part one: Students will choose a brand they like (technology, clothing, food, etc.). They will analyze the words/adjectives/qualities that they think of when thinking of the product. Students should identify that our preferences are based on classical conditioning mechanisms of association - both ads, social norms/observation, and direct experience. Part two: Students will "brand" something that can be chosen by them or by the teacher. It can be an object, place, activity or even the class! Students will create an advertisement and give a presentation explaining how they used classical conditioning principles to create positive associations with their "product."</p>
2. T, M, A	2. Assignment-specific rubric	<p>2.GRASPS: Super Nanny Students will watch the first half of an episode of the show <i>SuperNanny</i>. This will introduce the students to a family that is struggling with the behavior of their children. Students will analyze the parents' behavior and explain how the responses from the parents might encourage or discourage poor behavior based on their understanding of operant conditioning. After, discussion students will create a behavior modification plan for the family.</p> <p>Goal: Apply principles of operant conditioning to authentic behavior.</p> <p>Role: Research best practices in behavior modification, develop and implement a behavior modification plan.</p> <p>Audience: The family from the episode of SuperNanny; other students in AP Psychology.</p> <p>Situation: Changing bad behavior using principles of operant conditioning.</p>

		<p>Product: Behavior modification plan and presentation.</p> <p>Standards and criteria for success: Adequate application of research in behavior modification and principles of learning, clearly articulated plan, thoughtful reflection with clear recommendations.</p>
1. T, A 2. T, A 3. T, M, A	1. Graded for accuracy 2. Graded for accuracy 3. Monitored for accurate application and misconceptions	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ol style="list-style-type: none"> 1. Demonstrating proficiency on unit exam 2. Demonstrating progress on topic quizzes 3. Working in small groups to apply concepts to real-world scenarios

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, A	Provide students with a list of behaviors and ask them to write down which behaviors are examples of learning.	
T, M, A T, M, A A A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.</p> <p>Engage in GRASPS activity</p> <p>Viewing slide presentations of key unit vocabulary, concepts and skills.</p> <p>Working cooperatively to solve and share problems in small groups for peer-guided practice of each concept and/or skill.</p>	<p>Progress Monitoring</p> <p>Teacher looks for engaged and varied responses from multiple students.</p> <p>Teacher evaluates student performance using assignment specific criteria.</p> <p>Teacher looks for engaged and varied responses to scaffolded questions from multiple students.</p> <p>Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.</p>

Unit 4: Memory

Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Explain common errors in memory encoding, storage, and retrieval.</p> <p>Explain strategies for enhancing memory encoding, storage, and retrieval.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Memory is influenced by many different physiological and psychological factors</p> <p>Memory is malleable and prone to different types of errors throughout the process of encoding, storage, and retrieval.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do humans encode, store, and retrieve information from memory?</p> <p>How can humans enhance memory encoding, storage, and retrieval?</p>

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> ● Effortful versus automatic processing ● Deep versus shallow processing ● Selective versus divided attention ● Metacognition ● Psychological and physiological systems of memory <ul style="list-style-type: none"> ○ Short-term memory ○ Implicit memory (procedural) ○ Long-term memory ○ Sensory memory ○ Explicit memory ○ Physiological systems ● Key researchers in cognitive psychology <ul style="list-style-type: none"> ○ Hermann Ebbinghaus ○ Elizabeth Loftus ○ George A. Miller ● Principles that underlie construction and encoding of memories ● Strategies for retrieving memories ● Strategies for memory improvement and typical memory errors ● Psychological and physiological systems of short- and long-term memory. 	<ul style="list-style-type: none"> ● Defining and applying concepts. ● Analyzing psychological research studies. ● Describing the differences between working memory and long-term memory ● Identifying and explaining biological processes related to how memory is stored ● Discussing types of memory disorders ● Discussing strategies for improving the storage of memories ● Discussing the factors influencing how memories are retrieved ● Explaining how memories can be malleable ● Discussing strategies for improving the retrieval of memories

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
1. T, M, A	1. Accurate completion of graphic organizer summarizing the characteristics of each type of memory.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>1. Jigsaw: Types of memory Assign students as groups as “experts” on types of memory. Students will then form new groups, with the experts ensuring that all other students understand the type of memory that they are responsible for teaching.</p> <p>2. GRASPS: Memory and distractions Part One: Students will participate in a memory lab demonstrating the negative effect of distractions (in this case cell phones) on memory encoding, storage and retrieval. Part Two: After analyzing the data from the memory lab, students will conduct further research on distractions and memory as well as strategies to focus attention for optimal learning. Finally, they will create informational posters featuring research on distractions and memory to be displayed in the LLC or the hallway to inform their fellow-students.</p> <p>Goal: Create informational posters detailing the negative effect of cell phones and other distractions on memory and offering suggestions for optimal memory retention.</p> <p>Audience: NMHS students - posters will be displayed in hallway or LLC.</p> <p>Situation: Informing students about the negative effect of distractions on learning and memory.</p> <p>Product: Informational poster</p> <p>Standards and Criteria for Success: Adequate application of research in memory, clearly communicated with clear recommendations and professional formatting.</p>
2. T, M, A	2. Assignment-specific rubric.	

1. T, A	1. Graded for accuracy	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> <ol style="list-style-type: none"> 1. Demonstrating proficiency on unit exam 2. Demonstrating progress on topic quizzes 3. Working in small groups to apply concepts to real-world scenarios
2. T, A	2. Graded for accuracy	
3. T, M, A	3. Monitored for accurate application and misconceptions	

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	Have students draw a bicycle from memory. Have students share their pictures. Laugh. Then have students create a list of factors that influenced their ability to do this task.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T, M, A	Daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.	Teacher looks for engaged and varied responses from multiple students.
T, M, A	Engaging in GRASPS activity	Teacher evaluates student performance using assignment specific criteria.
A	Viewing slide presentations of key unit vocabulary, concepts and skills.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
A	Working cooperatively to solve and share problems in small groups for peer-guided practice of each concept and/or skill.	Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.

Unit 5: Developmental Psychology

Stage 1 Desired Results		
ESTABLISHED GOALS <i>National Council for the Social Studies 3C Framework</i> D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. D2.Psy.12.9-12. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.	Transfer <i>Students will be able to independently use their learning to...</i> Describe how physical, cognitive, and moral development progresses throughout the lifespan. Evaluate the role that nature and nurture play in physical, cognitive, social, and moral development. Describe how sex and gender influence socialization and other aspects of development.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> The interaction of nature and nurture (including cultural variations), as well as physical development play a role in the determination of behavior. Physical and cognitive changes emerge through the lifespan and steps can be taken to maximize function. Optimal development includes physical, social, and moral dimensions.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> How do people grow and develop physically, intellectually, socially, and morally throughout the lifespan? How do physiological and environmental factors influence development? How can we maximize functioning throughout the lifespan?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • Nature versus nurture • Temperament • Attachment styles • Identify the contributions of major researchers in developmental psychology <ul style="list-style-type: none"> ○ Diana Baumrind ○ Jean Piaget ○ Erik Erikson ○ Mary Ainsworth ○ Lawrence Kohlberg ○ Sigmund Freud • Parenting styles <ul style="list-style-type: none"> ○ Authoritative ○ Authoritarian ○ Permissive ○ Rejecting/neglecting • Piaget's stages of cognitive development <ul style="list-style-type: none"> ○ Sensorimotor ○ Preoperational ○ Concrete operations ○ Formal operations • Models of moral development <ul style="list-style-type: none"> ○ Lawrence Kohlberg ○ Carol Gilligan • Impact of sex and gender on socialization and development 	<ul style="list-style-type: none"> • Applying theories and perspectives in authentic context • Explaining behavior in authentic context. • Defining and/or applying concepts • Analyzing psychological research studies. • Discussing the interaction of nature and nurture in the determination of behavior • Describing how sex and gender influence socialization and other aspects of development • Explaining the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development • Distinguishing methods used to study development • Describing the role of sensitive and critical periods in development • Identifying major physical changes associated with infancy, childhood, adolescence, and adulthood

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
1. A	1. Correctly identifies key characteristics of each stage of Jean Piaget's cognitive developmental framework and provides compelling justification for their recommendations.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> 1. Children's toy lab. The teacher will bring in a variety of toys appropriate for children of different ages. A toy catalog may also be used, but the real toys add joy to the learning. Students will complete a graphic organizer making recommendations for which age group the toys are most appropriate for by applying Piaget's cognitive developmental stages.
2. T, M, A	2. Graded for accuracy and completion.	2. Humans of New Milford This project will ask students to apply Erik Erikson's stages of psychosocial development and will also connect them to their local community. Students will interview people of different ages around the school or town and take their photograph similar to the popular "Humans of New York" social media account. Students will also complete a reflection in which they connect quotes from the interviews to Erikson's stages of psychosocial development.
3. T, M, A	3. Assignment-specific rubric.	3. Design a school Students will complete a project to design a school that will optimize student's development by applying what they have learned about physical, cognitive, social, and moral development. This project will also provide students with an opportunity to apply concepts from their earlier study of learning principles, motivation, emotion, and memory.

1. T, A	1. Graded for accuracy	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> <ol style="list-style-type: none"> 1. Demonstrating proficiency on unit exam 2. Demonstrating progress on topic quizzes 3. Working in small groups to apply concepts to real-world scenario
2. T, A	2. Graded for accuracy	
3. T, M, A	3. Monitored for accurate application and misconceptions	

Stage 3 – Learning Plan		
Code M	Pre-Assessment What do you think the ideal age is and why? Based on student responses construct a list of students' perceived characteristics of different stages of life - infancy, childhood, adolescence, early adulthood, and late adulthood.	
T, M, A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.	Progress Monitoring Teacher looks for engaged and varied responses from multiple students.
A	Viewing slide presentations of key unit vocabulary, concepts and skills.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
A	Working cooperatively to solve and share problems in small groups for peer-guided practice of each concept and/or skill.	Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.

Unit 6: Motivation and Emotion

Stage 1 Desired Results		
ESTABLISHED GOALS <i>National Council for the Social Studies 3C Framework</i> D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior. D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. D2.Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.	Transfer	
	Students will be able to independently use their learning to... Apply motivational concepts to explain and predict behavior. Discuss factors that influence emotion including context and culture.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> Cultural influences shape emotional expression, including variations in body language. There are many conflicting theories in the field of psychology concerning motivation, emotion, and personality.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> What motivates us to think and act the way we do? Why do some people respond to stress in a healthier way than others?
	Acquisition	
	Students will know... <ul style="list-style-type: none"> • Motivational theories <ul style="list-style-type: none"> ○ Intrinsic versus extrinsic motivation ○ Self-efficacy ○ Achievement motivation ○ Maslow's theory ○ Cognitive dissonance theory • Key researchers in the psychological field of motivation and emotion. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Analyzing psychological research studies • Defining and applying concepts • Applying theories and perspectives in authentic contexts • Applying basic motivational concepts to understand the behavior of humans and other animals • Comparing and contrasting motivational theories, including the strengths and

<p>D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices.</p>	<ul style="list-style-type: none"> ○ Abraham Maslow ○ Stanley Schachter ○ Hans Seyle ● Theories of emotion <ul style="list-style-type: none"> ○ Paul Ekman's research on cross-cultural displays of emotion ○ Facial feedback hypothesis ● Theories of stress ● Effects of stress on psychological and physical well-being. 	<p>weaknesses of each.</p> <ul style="list-style-type: none"> ● Explaining cognitively based theories of motivation ● Explaining humanistic theories of motivation ● Discussing achievement motivation ● Explaining the biological and cognitive components of emotion ● Discussing psychological research on basic human emotions ● Explaining how biological factors influence emotional interpretation and expression ● Explaining how culture and gender influence emotional interpretation and expression
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
1. T, M, A	1. Students demonstrate clear understanding of each theory of motivation and can apply motivational concepts to the songs of their choice.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>1. Motivational theories playlist Students will construct a playlist of their choosing. For each song, students will write a paragraph (including specific lyrics) explaining how this song exemplifies the chosen theory of motivation.</p>
2. T, M, A	2. Assignment-specific rubric	<p>2. GRASPS: Stress and coping posters High school is a stressful time, and learning to cope with stress is an important life skill that will aid students in succeeding in high school and beyond. Students will research theories of stress and the effects of stress on physical and psychological well being. Students will use this information to create informational posters to be displayed in the hallways or in the LLC to inform their classmates about stress and coping.</p> <p>Role: Students will become experts on theories of stress and the effects of stress on wellbeing.</p> <p>Audience: Other NMHS students. The teacher can display posters in the hall or LLC.</p> <p>Situation: Students will work individually or with groups to research and communicate theories of stress and research-based strategies for coping and resilience.</p> <p>Product: Informational poster</p> <p>Standards and criteria for success: Student work will be assessed using an assignment-specific rubric. Students should incorporate a significant quantity of accurate research on stress, coping, and resilience.</p>

		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
1. T, A	1. Graded for accuracy	1. Demonstrating proficiency on unit exam
2. T, A	2. Graded for accuracy	2. Demonstrating progress on topic quizzes
3. T, M, A	3. Monitored for accurate application and misconceptions	3. Working in small groups to apply concepts to real-world scenarios

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	Have students make a list of things they have done that day and explain what motivated them to perform these actions. Then students will compare their lists in small groups and try to find commonalities and divide the lists by theme.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T, M, A	Daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.	Teacher looks for engaged and varied responses from multiple students.
T, M, A	Engaging in GRASPS activity	Teacher evaluates student performance using assignment specific criteria.
A	Viewing slide presentations of key unit vocabulary, concepts and skills.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
A	Working cooperatively to solve and share problems in small groups for peer-guided practice of each concept and/or skill.	Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.

Unit 7: Clinical Psychology

Stage 1 Desired Results		
ESTABLISHED GOALS <i>National Council for the Social Studies 3C Framework</i> D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior. D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational,	Transfer <i>Students will be able to independently use their learning to...</i> Identify most appropriate therapies for clinical disorders. Identify common symptoms of categories of clinical disorders. Evaluate the strengths and limitations of various approaches to explaining psychological disorders. Describe prevention strategies that build resilience and promote competence.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> Diagnostic labels have both positive and negative consequences. Clinical disorders can be diagnosed using criteria in the DSM. Personal, cultural, and ethnic factors influence the success of treatment.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> How do psychologists measure and define abnormal behavior? How are psychological disorders treated? What impact do these psychological disorders have on individuals, families, communities, and society?

emotional, political, ethical, motivational, organizational, personal, and social issues.	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> ● Diagnostic and Statistical Manual of Mental Disorders (DSM) ● Diagnostic categories <ul style="list-style-type: none"> ○ schizophrenia spectrum ○ psychotic disorders ○ anxiety disorders ○ bipolar and related disorders ○ depressive disorders ○ obsessive-compulsive and related disorders ○ dissociative disorders ○ somatic symptom and related disorders ○ trauma- and stressor-related disorders ● Major figures in psychological treatment <ul style="list-style-type: none"> ○ Aaron Beck ○ Albert Ellis ○ Sigmund Freud ○ Mary Cover Jones ○ Joseph Wolpe ○ B.F. Skinner ○ Carl Rogers ● Major treatment orientations <ul style="list-style-type: none"> ○ Behavioral ○ Cognitive ○ Humanistic ○ Psychodynamic ○ Cognitive-behavioral ○ Sociocultural 	<ul style="list-style-type: none"> ● Applying theories and perspectives in authentic contexts ● Defining and applying concepts ● Applying theories and perspectives in authentic contexts ● Analyzing psychological research studies. ● Describing contemporary and historical conceptions of what constitutes psychological disorders ● Identifying the positive and negative consequences of diagnostic labels. ● Summarizing effectiveness of specific treatments used to address specific problems ● Describing prevention strategies that build resilience and promote competence ● Comparing and contrasting different treatment methods

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	1. Socratic seminar rubric	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> 1. Socratic seminar - Rosenhan study Students will read paired texts <i>Being Sane in Insane Places</i> by David Rosenhan as well as a contemporary criticism of Rosenhan's research. Students will discuss the value of diagnostic labels and consider how Rosenhan's work impacted social views on psychiatric treatment. 2. Case study analysis Given a set of twenty case studies, students will accurately apply diagnostic criteria to diagnose a clinical disorder and propose a treatment method. 3. Treating mental disorders in perspective Students will analyze causes of mental disorders from each of psychology's theoretical perspectives and identify how each perspective would approach treatment of psychological disorders.
T, M, A	2. Assignment-specific rubric	
T, M, A	3. Assignment-specific rubric	
T, A	1. Graded for accuracy	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> 1. Demonstrating proficiency on unit exam 2. Demonstrating progress on topic quizzes 3. Working in small groups to apply concepts to real-world scenarios
T, A	2. Graded for accuracy	
T, M, A	3. Monitored for accurate application and misconceptions	

Stage 3 – Learning Plan

Code	Pre-Assessment	
M	Give students a description of an individual with unusual behaviors. Have students determine if the student's behavior is just unusual or clinically abnormal. After they have decided and discussed as a class, students will develop a list of criteria for abnormal behavior. Discuss as a whole class and introduce psychological concepts of clinical abnormality.	
T, M, A A A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.</p> <p>Viewing slide presentations of key unit vocabulary, concepts and skills.</p> <p>Working cooperatively to solve and share problems in small groups for peer-guided practice of each concept and/or skill.</p>	<p>Progress Monitoring</p> <p>Teacher looks for engaged and varied responses from multiple students.</p> <p>Teacher looks for engaged and varied responses to scaffolded questions from multiple students.</p> <p>Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.</p>

Unit 8: Social Psychology

Stage 1 Desired Results		
ESTABLISHED GOALS <i>National Council for the Social Studies 3C Framework</i> D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior. D2.Psy.6.9-12. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics. D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior D2.Psy.12.9-12. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world. D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.	Transfer <i>Students will be able to independently use their learning to...</i> Use attribution theory to explain and predict behavior. Discuss attitude formation and change, including persuasion strategies and cognitive dissonance. Predict the impact of the presence of others on individual behavior Describe the variables that contribute to altruism and aggression.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> Social and cultural categories impact individuals' self-concept and relations with others. Psychological principles can help explain how we form and change attitudes. Presence of others impacts individuals' behavior and mental processes.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> How do groups influence our thoughts and behaviors? How do people explain (or attribute) the behavior of others? Under what conditions do people obey, conform, make friendships, find love, and help others?

Acquisition		
<i>Common Core Literacy Standards</i>	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<p>WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> ● Attribution theory <ul style="list-style-type: none"> ○ Fundamental attribution error ○ Self-serving bias ○ False consensus effect ○ Confirmation bias ○ Just-World Hypothesis ○ Halo Effect ○ Self-fulfilling prophecy ● Key figures in social psychology <ul style="list-style-type: none"> ○ Leon Festinger ○ Solomon Asch ○ Stanley Milgram ○ Phillip Zimbardo ● Conformity ● Obedience ● Groupthink ● Bystander Effect ● Group polarization ● Deindividuation ● Diffusion of responsibility ● In-groups and out-groups ● Social norms ● Prisoner's Dilemma ● Conflict resolution ● Prejudice ● Bias ● Discrimination 	<ul style="list-style-type: none"> ● Applying theories and perspectives in authentic contexts ● Explaining behavior in authentic context ● Analyzing psychological research studies ● Applying attribution theory to explain motives ● Explaining how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority ● Predicting the impact of the presence of others on individual behavior ● Describing the power of the situation ● Discuss the nature and effects of stereotyping, prejudice, and discrimination

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
1. T, M, A	1. Assignment-specific rubric.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>1. Breaking a social norm project Students will choose an innocuous social norm to violate (i.e. facing backwards in an elevator, violating personal space). The teacher may choose to have students create a video of the norm violation. After violating the norm, students will write a reflection that incorporates subject-specific vocabulary and evaluates how social norms influence behavior.</p> <p>2. Jonestown case study Students will read a selection of primary and secondary sources about Jim Jones and Jonestown, Guyana. After reading, students will participate in a Socratic seminar where they apply terms and concepts in social psychology to explain why individuals joined and remained members of the Peoples Temple. Students will connect themes to their lives and society and consider whether a tragedy like Jonestown could happen again.</p> <p>3. Research paper - Stanford Prison Experiment Have students read about the Stanford Prison Experiment or watch an excerpt from the documentary. Students will be asked to identify the research methods described and evaluate the ethics of the experiment. Students will conduct independent research on modern critiques of the experiments. They will then write an essay in which they evaluate the merits, ethics, and critiques of the experiment. Their essay should answer the question: In light of recent critiques - what does this landmark case have to teach us about social psychology?</p>
2. T, M, A	2. Socratic seminar rubric.	
3. T, M, A	3. Assignment-specific writing rubric	

		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
1. T, A	1. Graded for accuracy	1. Demonstrating proficiency on unit exam
2. T, A	2. Graded for accuracy	2. Demonstrating progress on topic quizzes
3. T, M, A	3. Monitored for accurate application and misconceptions	3. Working in small groups to apply concepts to real-world scenarios

Stage 3 – Learning Plan		
Code M	Pre-Assessment Make a list of three norms at NMHS: 1) A norm you are glad exists and think most people should follow. 2) A norm you wish didn't exist and think leads to more trouble than good. 3) A norm that you don't quite understand/didn't come to NMHS with but have adopted/ had to learn once you got here. Have students share their lists and discuss. Discuss how people learn norms? Why do we follow them? What would happen if we refused to follow the norm?	
T, M, A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.	Progress Monitoring Teacher looks for engaged and varied responses from multiple students.
T, M, A	Engage in GRASPS activities	Teacher evaluates student performance using assignment specific criteria.
A	Viewing slide presentations of key unit vocabulary, concepts and skills.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
A	Working cooperatively to solve and share problems in small groups for peer-guided practice of each concept and/or skill.	Teacher circulates to ensure that students are completing and understanding components to practice problems and working cooperatively.

