

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

Psychology Description:

Psychology is a popular college major and taken by almost all students who take courses after high school. This theory driven course introduces students to the field of studying human behavior. Students will learn the various types of psychologists, the research methodology that establishes the foundation to the field and how these theories have changed over time. The fundamental functions of learning, remembering, thinking, reasoning, problem solving, sleep and dreams, intelligence, gender roles and stress are explored through theories and research findings. A strong emphasis is placed on Human Development and how people grow and change physically, cognitively, emotionally and socially from birth to death. After students have learned the theories of normal development the final chapter will focus on abnormal behavior and the causes and treatment options for psychological disorders.

Units of Study:

- Unit 1: Introduction to Psychology
- Unit 2: Research Methods
- Unit 3: Consciousness
- Unit 4: Learning
- Unit 5: Memory
- Unit 6: Thinking and Language
- Unit 7: Intelligence
- Unit 8: Human Development
- Unit 9: Personality
- Unit 10: Gender Roles
- Unit 11: Stress
- Unit 12: Psychological Disorders



Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 1 week
Unit Title: Introduction to Psychology		
Unit Overview/Essential Understanding: Students will learn the definition of psychology and the various subspecialties of the field. Essential Questions: <ul style="list-style-type: none">• What is psychology?• What were the important trends in the history of psychology?		
Unit Objectives: <ul style="list-style-type: none">• Students will learn the definition of psychology and the various subspecialties of the field.• Students will learn what psychologists do.• Students will learn the various perspectives that influence how researchers ask questions.		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none">• Sl.a.1.1 - Define psychology as a discipline and identify its goals as a science• Sl.a.1.3 - Describe perspectives employed to understand behavior and mental processes• Sl.a.2.2 - Describe the major subfields of psychology		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.		
Misconceptions: <ul style="list-style-type: none">• Many people feel that all psychologists do is talk about feelings. In reality, psychology is a science that attempts to understand, investigate and predict human behavior.		

<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Psychology • Goals of Psychology • Social v. Natural Science • Empirical Methods • Psychiatrists • Clinical Psychology • Educational Psychology • Counseling Psychology • School Psychology • Personality Psychology • Experimental Psychology • Developmental Psychology • Sports Psychology • Industrial & Organizational Psychology • Environmental Psychology • Forensic Psychology • Health Psychology • Mathematical Psychology • Clinical Neuropsychology • Human Factors Psychology • Comparative Psychology • Community Psychology • Rehabilitation Psychology • Cross Cultural Psychology • Perspectives in Psychology 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Understand the field of Psychology as an empirical area of study • Learn what psychologists do and the various career subfields in Psychology • Understand the career opportunities for Psychology majors • Compare and contrast the various perspectives in Psychology both historically and in contemporary times 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Lecture, note taking and discussion.
<p>Assessments:</p> <ul style="list-style-type: none"> • Written Response - Students will write a response explaining which type of psychologist that they would choose to become. • Ticket out the Door 		



Interdisciplinary Connections:

- While Biology studies the physical components of human beings, this chapter allows students to consider the mental components.

Additional Resources:

- District approved textbook
- District approved online resources



Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 1 week
Unit Title: Research Methods		
Unit Overview/Essential Understanding: Students will learn the various methods that psychologists use to conduct research. They will learn the nomenclature of the research components and the strengths and weaknesses of various designs. Essential Questions: <ul style="list-style-type: none">• What methods / tools are used in the study of psychology?• What ethical concerns arise in psychological research?		
Unit Objectives: <ul style="list-style-type: none">• Students will learn how research influences the field of psychology. However, conducting research on human beings is a bit different than doing research in a regular science lab.• Students will learn the various ways to draw conclusions and the ethical limitations of working with people and animals.		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none">• SI.b.1.1 - Describe the scientific method and its role in psychology• SI.b.1.2 - Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods• SI.b.2.1 - Identify ethical standards psychologists must address regarding research with human participants• SI.b.2.2 - Identify ethical guidelines psychologists must address regarding research with non-human animals		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• CC.8.5.11-12.C - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain		

Misconceptions:

- Psychology is not a real science. In fact, with increases in technological advances we can map the brain and discover where the neurons are firing when we are talking, singing, sleeping, crying, etc. We can create scientifically sound research using the experimental method to draw conclusions that can define the how human behavior works.

Concepts/Content:

- Experimental Method
- Sample
- Random Sample
- Stratified Sample
- Volunteer Bias
- Surveys
- Methods of Observation
- Naturalistic Observation
- Cross Sectional Method
- Longitudinal Method
- Correlation
- Positive Correlation
- Negative Correlation
- Experimental Group
- Control Group
- Independent Variable
- Dependent Variable
- Placebo Effect
- Single Blind Study
- Double Blind Study
- Deception in Research
- Ethics
- Informed Consent
- Research with Animals

Competencies/Skills:

- Understand the steps of conducting scientific research
- Analyze the strengths and weaknesses of various observational methods
- Distinguish the power of the experimental method in conducting research
- Analyze the ethical issues involved with psychological research

Description of Activities:

- Lecture, note taking and discussion



Assessments:

- Vocabulary Quiz
- Ticket out the Door

Interdisciplinary Connections:

- Students have conducted experiments in Chemistry, Physics and Biology classes. They can extend the use of research methods to the field of Psychology.

Additional Resources:

- District approved textbook
- District approved online resources



Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 1 week
Unit Title: Consciousness		
Unit Overview/Essential Understanding: There are three levels of consciousness that people experience. We can be influenced by unconscious thoughts in our daily life. Sleep is essential for us to process information. During sleep there are changes in the brain activities that allow us to heal, grow and process information. Besides sleep, other altered states of consciousness are hypnosis, meditation, biofeedback and drugs. Essential Questions: <ul style="list-style-type: none">• What is the difference between waking consciousness and altered states of consciousness?• What are the stages of sleep?• What are the various states and levels of consciousness?• How do dreams reflect consciousness?		
Unit Objectives: <ul style="list-style-type: none">• The students will understand the consciousness involves more than we are currently aware. Some thoughts are easily accessible in consciousness while others are buried deeply. Because they are buried does not mean they do not influence behavior.• The students will learn the 5 stages of sleep, how REM sleep differs from the other 4 stages and how sleep is studied.• Students will understand how drugs, hypnosis, meditation and biofeedback influence consciousness.		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none">• BP.c.1.1 - Identify states of consciousness• BP.c.2.1 - Describe the circadian rhythm and its relation to sleep• BP.c.2.2 - Describe the sleep cycle• BP.c.2.3 - Compare theories about the functions of sleep• BP.c.2.4 - Describe types of sleep disorders• BP.c.2.5 - Compare theories about the functions of dreams• BP.c.3.1 - Characterize the major categories of psychoactive drugs and their effects• BP.c.4.1 - Describe meditation and relaxation and their effects		



- BP.c.4.2 - Describe hypnosis and controversies surrounding its nature and use

Important Standards Addressed in this Unit:

- CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

Misconceptions:

- Some students believe that not everyone dreams. The truth is that everyone dreams 4-5 times a night. However, we do not always remember our dreams.
- Because we are asleep our brain is not active. Sleep is a busy time for the brain to process and store information.
- Sleep is not optional. People who think that they can go without sleep are doing a disservice to their mind and body.

Concepts/Content:

- Meanings of Consciousness
- Levels of Consciousness
- Altered States of Consciousness
- Sleep Cycle
- Dreams
- Rem Sleep
- Sleep Deprivation
- Drugs and Consciousness
- Meditation
- Biofeedback
- Hypnosis

Competencies/Skills:

- Understand the meaning and levels of consciousness
- Understand the stages and value of sleep and the theories about why we dream.
- Understand the categories of sleep disorders and examine possible causes.
- Compare and contrast how drugs alter consciousness.
- Examine psychological ways to alter consciousness (e.g. meditation, biofeedback, & hypnosis).

Description of Activities:

- Lecture, note taking and discussion
- Read 2 articles about sleep

Assessments:

- Quiz



Interdisciplinary Connections:

- Health/Wellness - Understanding the importance of sleep can help students to perform better in school and function more completely in life.

Additional Resources:

- District approved textbook
- District approved online resources like:
 - Let Kids Sleep Later - CNN.com
 - Tween and Teen Health - MayoClinic.org



Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 1 week
Unit Title: Learning		
Unit Overview/Essential Understanding: Learning is a complicated process. Psychologists have identified that some things are learned by pairing stimuluses and responses. Some learning happens by observing others. Much of what we learn may also be a result of the consequences of our actions. Essential Questions: <ul style="list-style-type: none">• What are the components of and principles of classical and operant conditioning?• What are the factors involved in the process of learning?		
Unit Objectives: <ul style="list-style-type: none">• Students will understand Pavlov’s theory of Classical Conditioning, which laid the groundwork for learning theory.• Students will examine the Operant Conditioning and Cognitive and Social Learning theories. They will begin to understand how these apply to how humans learn.• Students will understand the similarities and differences in these explanations.• They will also apply these principles to everyday life.		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none">• DL.b.1.1 - Describe the principles of classical conditioning• DL.b.1.2 - Describe clinical and experimental examples of classical conditioning• DL.b.1.3 - Apply classical conditioning to everyday life• DL.b.2.2 - Describe the principles of operant conditioning• DL.b.2.3 - Describe clinical and experimental examples of operant conditioning• DL.b.2.4 - Apply operant conditioning to everyday life• DL.b.3.1 - Describe the principles of observational and cognitive learning• DL.b.3.2 - Apply observational and cognitive learning to everyday life		

Important Standards Addressed in this Unit:

- CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

Misconceptions:

- A common misconception is that learning is easy. There are many factors that influence how and why people learn at different rates.
- Also, many people do not realize how much learning is done by observation alone.

Concepts/Content:

- Learning
- Pavlov
- Unconditioned Response
- Unconditioned Stimulus
- Conditioned Response
- Conditioned Stimulus
- Operant Conditioning
- Positive Reinforcement
- Negative Reinforcement
- Shaping
- Bandura
- Observational Learning
- Cognitive Approaches to Learning
- Latent Learning

Competencies/Skills:

- Understand the principles of classical conditioning.
- Understand the principles of operant conditioning.
- Understand cognitive factors in learning.
- Apply the theories of learning to real life examples.

Description of Activities:

- Lecture, note taking and discussion
- Analysis activity on Classical Conditioning – students will view the Youtube Video on Classical Conditioning

Assessments:

- Quiz



Interdisciplinary Connections:

- Study Skills - Understanding the theories of how people learn can help students understand their learning styles to help them do better in all classes.

Additional Resources:

- District Approved Textbook
- District approved online resources like:
 - Classical Conditioning Video - YouTube.com



Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 1 week
Unit Title: Memory		
Unit Overview/Essential Understanding: The formulation of memories is essential for learning, thinking, reading and communicating in society. We do not remember everything that happens to us. As people age, they acquire a plethora of information to be potentially retrieved. Psychologists have identified how the memory process works and what we can do to optimize memory function. Essential Questions: <ul style="list-style-type: none">• What are the stages, processes and kinds of memory?• What are different ways of improving memory?• How do humans take in, store, and retrieve information?• What are the theories that explain forgetting?		
Unit Objectives: <ul style="list-style-type: none">• Students will learn how information is encoded, stored and retrieved.• Students will learn the three stages of memory.• Students will learn strategies to improve memory.• Students will differentiate between normal forgetting and memory loss that can lead to dependence on others.		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none">• CD.a.1.1 - Identify factors that influence encoding• CD.a.2.1 - Describe the differences between working memory and long-term memory• CD.a.2.3 - Discuss types of memory and memory disorders (e.g., amnesias, dementias)• CD.a.2.4 - Discuss strategies for improving the storage of memories• CD.a.3.1 - Analyze the importance of retrieval cues in memory• CD.a.3.2 - Explain the role that interference plays in retrieval• CD.a.3.3 - Discuss the factors influencing how memories are retrieved• CD.a.3.5 - Discuss strategies for improving the retrieval of memories		

Important Standards Addressed in this Unit:

- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Misconceptions:

- A common misconception is that as you get older your memories will decline. While many old people do suffer from Alzheimers and some memory loss, it is not a given that this will happen. There are many elderly people who have excellent memory skills.
- Many people do not realize that there are many strategies that are known to improve memory.

Concepts/Content:

- Memory
- Kinds of Memory
- Stages of Memory
- Forgetting
- Alzheimer’s Disease
- Improving Memory

Competencies/Skills:

- Identify the three processes of memory.
- Understand the three types of memory.
- Describe the three stages of memory.
- Compare and contrast memory to a computer.
- Analyze different kinds of forgetting.
- Identify and apply skills for improving memory.

Description of Activities:

- Lecture, note taking, and discussion
- Time Article on Memory

Assessments:

- Quiz

Interdisciplinary Connections:

- Health - This chapter helps students understand how memory works. They can learn skills to improve memory that can help them do better in all their other classes and in real life.

Additional Resources:

- District approved textbook
- District approved online resources



Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 1 week
Unit Title: Thinking and Language		
Unit Overview/Essential Understanding: Thinking is a mental activity that allows people to understand, reason and make decisions. Without thinking, it would impossible to speak or communicate. This unit will examine the underlying structures that allow people to think and communicate.		
Essential Questions: <ul style="list-style-type: none">• What are some methods of problem solving?• What factors go into decision making?• What is involved in thinking?• How does language evolve from thinking?		
Unit Objectives: <ul style="list-style-type: none">• Students will understand the various strategies used for problem solving, the difference between inductive and deductive reasoning and how decision-making strategies can influence behavior.• Students will understand the steps in language acquisition and the importance of bilingualism in the world today.		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none">• DL.c.1.1 - Describe the structure and function of language• DL.c.1.2 - Discuss the relationship between language and thought• DL.c.2.1 - Explain the process of language acquisition• DL.c.2.2 - Discuss how acquisition of a second language can affect language development and possibly other cognitive processes• CD.b.1.1 - Define cognitive processes involved in understanding information• CD.b.1.2 - Define processes involved in problem solving and decision making• CD.b.2.1 - Describe obstacles to problem solving• CD.b.2.2 - Describe obstacles to decision making		

- CD.b.2.3 - Describe obstacles to making good judgments

Important Standards Addressed in this Unit:

- CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

Misconceptions:

- Many students do not realize that thinking is a process that can be controlled and expanded up much like working out can improve your strength and stamina. There are obstacles to problem solving that can be overcome.

Concepts/Content:

- Language Development
- Critical Periods
- Problem Solving
- Decision Making
- Reasoning
- Inductive Reasoning
- Deductive Reasoning
- Heuristics
- Symbols
- Concepts
- Prototypes

Competencies/Skills:

- Analyze the basic elements of thought
- Compare and contrast different ways that people make decisions, solve problems and engage in reasoning
- Differentiate between inductive and deductive reasoning
- Identify obstacles to problem solving
- Understand the basic elements of language
- Understand the theories for language acquisition
- Make connections between thinking and language

Description of Activities:

- Lecture, note taking and discussion

Assessments:

- Quiz



Interdisciplinary Connections:

- Language Skills - Having an understanding of thinking, reasoning and problem solving can help students in all of their other classes. Understanding language development can assist students who are studying another language in not only learning that language but also realize the benefits of being bilingual.

Additional Resources:

- District approved textbook
- District approved online resources

Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 1 week
Unit Title: Intelligence		
Unit Overview/Essential Understanding: Intelligence sets humans apart from other creatures. The ability to think abstractly and to invent new things to expand our knowledge and abilities can be driven by intelligence. Defining and measuring intelligence is difficult, however. This unit will examine various theories of intelligence and explore ways that intelligence has been measured and defined.		
Essential Questions: <ul style="list-style-type: none"> • What is “intelligence”? • What types of intelligence are there? • What are some ways used to measure intelligence? 		
Unit Objectives: <ul style="list-style-type: none"> • Students will define intelligence and examine how it differs from achievement. • Students will examine theories of intelligence. • Students will explore various ways to measure intelligence. • Students will consider the factors that influence intelligence. 		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none"> • CD.c.1.1 - Discuss intelligence as a general factor • CD.c.1.2 - Discuss alternative conceptualizations of intelligence • CD.c.1.3 - Describe the extremes of intelligence • CD.c.2.2 - Identify current methods of assessing human abilities • CD.c.3.2 - Discuss the influences of biological, cultural, and environmental factors on intelligence 		
Important Standards Addressed in this Unit:		



<ul style="list-style-type: none"> CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas 		
<p>Misconceptions:</p> <ul style="list-style-type: none"> Many students believe that intelligence is assigned at birth and that it is an unchanging dimension. Many students also think that the kind of book smart test taking intelligence is all that matters when in fact there are many kinds of intelligence and also theories that think that emotional intelligence is just as important as IQ. 		
<p>Concepts/Content:</p> <ul style="list-style-type: none"> Intelligence Theories of Intelligence Spearman Thurstone Gardner Goleman Sternberg Multiple Intelligence Emotional Intelligence 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> Analyze the definition of intelligence Compare and contrast theories of intelligence Discuss the role of environment and heredity in determining intelligence Understand the meanings of intelligence tests and labels such as gifted or retardation Discriminate between intelligence and creativity. 	<p>Description of Activities:</p> <ul style="list-style-type: none"> Lecture, note taking and discussion
<p>Assessments:</p> <ul style="list-style-type: none"> Quiz 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> Understanding the various kinds of intelligence can help students succeed in hands on classes like art or wood shop. Understanding that Emotional Intelligence is just as important as book smarts can help students redefine their abilities and enhance their self-esteem in all learning environments. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> District approved textbook District approved online resources 	

Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 3 weeks
Unit Title: Human Development		
Unit Overview/Essential Understanding: This unit will study the physical, social and cognitive development from birth until death. Research has identified the stages that people go through from infancy, adolescence, adulthood and old age. Students will understand the developmental tasks that are encountered at each stage.		
Essential Questions: <ul style="list-style-type: none">• What is developmental psychology and what methods are used in this study?• What are the developmental tasks of adolescence and what are some challenges faced by adolescents?• What are the developmental tasks of middle and late adulthood?• What are the stages involved with dying?		
Unit Objectives: <ul style="list-style-type: none">• Students will understand how children grow physically, socially and cognitively throughout their lifespan.• Students will examine the challenges of adolescence, adulthood and old age.• Students will discuss the theories of Jean Piaget and Elizabeth Kubler-Ross.		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none">• DL.a.7.3 - Discuss social, cultural, and emotional issues in aging• DL.a.6.3 - Describe identity formation• DL.a.6.4 - Discuss the role of family and peers in adolescent development• DL.a.7.1 - Identify major physical changes associated with adulthood and aging• DL.a.7.2 - Describe cognitive changes in adulthood and aging• DL.a.1.1 - Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development		

- DL.a.1.3 - Distinguish methods used to study development
- DL.a.1.4 - Describe the role of sensitive and critical periods in development
- DL.a.1.5 - Discuss issues related to the end of life
- DL.a.2.1 - Discuss theories of cognitive development
- DL.a.2.3 - Discuss theories of social development
- DL.a.3.1 - Describe physical development from conception through birth and identify influences on prenatal development
- DL.a.4.1 - Describe physical and motor development
- DL.a.4.2 - Describe how infant perceptual abilities and intelligence develop
- DL.a.4.3 - Describe the development of attachment and the role of the caregiver
- DL.a.4.4 - Describe the development of communication and language
- DL.a.5.1 - Describe physical and motor development
- DL.a.5.2 - Describe how memory and thinking ability develops
- DL.a.5.3 - Describe social, cultural, and emotional development through childhood
- DL.a.6.1 - Identify major physical changes

Important Standards Addressed in this Unit:

- CC.8.5.11-12.B- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

National HS Psychology Standards:

- DL.a.6.2 - Describe the development of reasoning and morality

Misconceptions:

- Many students believe that once you attain adulthood you have completed development of who you are and your personality. This unit will show that development continues throughout the lifespan.

Concepts/Content:

- Physical development
- Social development
- Cognitive development
- Infancy
- Adolescence
- Young Adulthood

Competencies/Skills:

- Compare physical development throughout the lifespan
- Discuss the role that parenting plays in physical, psychological, social and cognitive aspects of development

Description of Activities:

- Lecture, note taking and discussion



<ul style="list-style-type: none">• Middle Adulthood• Late Adulthood• Death and Dying• Piaget Cognitive Development• Kubler Ross Death & Dying	<ul style="list-style-type: none">• Understand Piaget's theory of cognitive development• Relate the developmental changes of adolescence to their own experience• Examine the developmental challenges of middle and late adulthood	
Assessments: <ul style="list-style-type: none">• Essay Test		
Interdisciplinary Connections: <ul style="list-style-type: none">• Health/Wellness - When students understand that many of the challenges that they are going through in adolescence require the successful resolution of developmental tasks, they will gain the confidence and skills that they need to succeed in all other subjects and aspects of their lives.	Additional Resources: <ul style="list-style-type: none">• District approved textbook• District approved online resources	

Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 2 weeks
Unit Title: Personality		
Unit Overview/Essential Understanding: This unit examines personality theory which attempts to explain patterns of behaviors and feelings that make people unique. The factors that influence personality development will be considered based on the approaches taken to define essential aspects of personality. Essential Questions: <ul style="list-style-type: none"> • What is personality? • What factors influence personality development? 		
Unit Objectives: <ul style="list-style-type: none"> • Students will define personality and consider both environmental and genetic factors that may influence its development. • Students will analyze Freud’s Psychoanalytic Approach to personality development. • Students will examine how the Learning Approach asserts personality develops. • Students will also consider the Humanistic and Sociocultural approaches to personality development. 		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none"> • IV.c.1.1 - Evaluate psychodynamic (biologically based) theories • IV.c.1.2 - Evaluate cognitive trait theories • IV.c.1.3 - Evaluate humanistic theories • IV.c.1.4 - Evaluate social-cognitive theories 		
Important Standards Addressed in this Unit: <ul style="list-style-type: none"> • CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas 		



Misconceptions: <ul style="list-style-type: none">• Personality is not easy to define or fixed. Many students do not realize that your personality can change and be influenced by many factors in your life.		
Concepts/Content: <ul style="list-style-type: none">• Adler• Cattell• Id• Ego• Superego• Freud's Psychosexual Theory of Personality• Freud's Defense Mechanisms• Erikson's Psychosocial Theory of Personality• Social Learning Theory• Humanistic Theory• Behaviorist Theory• Maslow• Rogers	Competencies/Skills: <ul style="list-style-type: none">• Understand the construct of traits as building blocks of personality and examine trait theories of personality• Compare and contrast the psychoanalytic, learning, humanistic and cognitive theories of personality• Analyze the role of environment, genetics and societal influences on personality development	Description of Activities: <ul style="list-style-type: none">• Lecture, note taking and discussion
Assessments: <ul style="list-style-type: none">• Quiz		
Interdisciplinary Connections: <ul style="list-style-type: none">• Health - Students will learn more about how their own personality develops and this can help them to understand themselves better to succeed in all other classes.	Additional Resources: <ul style="list-style-type: none">• District approved textbook• District approved online resources	

Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 3 days
Unit Title: Gender Roles		
Unit Overview/Essential Understanding: Gender roles are behaviors that society finds appropriate for males and females. This unit will examine what the psychological research has identified as actual differences based on sex and which ones are stereotypes. Essential Questions: <ul style="list-style-type: none"> • What are gender roles and how do they affect individuals? • How is the gender identity formed? • Why are there variations and how do they continue to change? 		
Unit Objectives: <ul style="list-style-type: none"> • Gender is no longer considered binary yet much of the psychological research examines differences between males and females. The students will understand that self-identification of gender is now acceptable and that identification is not always consistent with biological identification. • The students will examine actual differences defines by psychologists based on gender. 		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none"> • BPC.3.2 - Describe the interactive effects of heredity and environment • SC.b.2.4 - Discuss psychological research examining gender similarities and differences and the impact of gender discrimination 		
Important Standards Addressed in this Unit: <ul style="list-style-type: none"> • CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas 		
Misconceptions:		

<ul style="list-style-type: none"> • Gender is not binary or always identifiable by your genetic makeup. • There are many stereotypes related to gender that are not proven by psychological research. 		
Concepts/Content: <ul style="list-style-type: none"> • Gender • Gender Roles • Actual Gender Differences 	Competencies/Skills: <ul style="list-style-type: none"> • Define gender roles • Evaluate gender roles and differentiate stereotypes from actual gender differences 	Description of Activities: <ul style="list-style-type: none"> • Lecture, note taking and discussion
Assessments: <ul style="list-style-type: none"> • Quiz 		
Interdisciplinary Connections: <ul style="list-style-type: none"> • Health - Understanding gender identity can help the students in all other classes and aspects of life when they encounter people who do not traditionally identify as cisgender. This understanding may also help students who are dealing with their own gender identity. 	Additional Resources: <ul style="list-style-type: none"> • District approved textbook • District approved online resources 	

Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 1 week
Unit Title: Stress		
Unit Overview/Essential Understanding: Stress is an inevitable part of life. In this unit students will define stress and understand common causes of stress. They will also learn ways to manage stress in their daily lives. Essential Questions: <ul style="list-style-type: none"> • What is stress? • What are the physical, mental and emotional effects of stress? • What may determine how an individual responds to stress? 		
Unit Objectives: <ul style="list-style-type: none"> • Students will define stress. • Students will identify factors that cause stress. • Students will learn stress triggers and how to avoid stress. • Students will learn stress management techniques. 		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none"> • APS.b.1.1-Define stress as a psychophysiological reaction • APS.b.1.2-Identify and explain potential sources of stress • APS.b.1.3-Explain physiological and psychological consequences for health • APS.b.1.4-Identify and explain physiological, cognitive, and behavioral strategies to deal with stress 		
Important Standards Addressed in this Unit: <ul style="list-style-type: none"> • CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas 		



Misconceptions: <ul style="list-style-type: none">The biggest misconception about stress is that stress happens to you or that someone else causes you to feel stress. Stress is a reaction and how you react can be changed if you understand the process.		
Concepts/Content: <ul style="list-style-type: none">StressStimulusResponseEustressDistressCauses of StressStress Management	Competencies/Skills: <ul style="list-style-type: none">Understand that stress is a response to eventsIdentify common causes of stressUnderstand the psychological and physical symptoms of stressInvestigate ways to reduce and cope with stress	Description of Activities: <ul style="list-style-type: none">Lecture, note taking and discussion
Assessments: <ul style="list-style-type: none">Quiz		
Interdisciplinary Connections: <ul style="list-style-type: none">Health/Mental Wellness - Everyone can benefit in every class and aspect of their lives if they can identify their stress triggers and come up with strategies to reduce stress. Students can learn to lessen test anxiety or how to reduce the consequences by avoiding actions that may cause more stress.	Additional Resources: <ul style="list-style-type: none">District approved textbookDistrict approved supplemental resources	

Subject: Psychology	Grade: 11 & 12	Suggested Timeline: 2 weeks
Unit Title: Personality Disorders		
Unit Overview/Essential Understanding: Psychological disorders are behaviors that interfere with a person’s ability to function in everyday life. There is some evidence of both environmental and biological causes of these behaviors. In this unit, the most common disorders will be identified and possible treatments options will be explored.		
Essential Questions: <ul style="list-style-type: none"> • What types of psychological disorders have been identified? • What are the suspected causes of psychological disorders? • How are disorders assessed, diagnosed, and treated? 		
Unit Objectives: <ul style="list-style-type: none"> • The students will study the definition, causes and classifications of psychological disorders. • The students will analyze Anxiety and Mood Disorders and understand that the level of discomfort is beyond the anxiety or sadness a normal person may experience. • Students will also examine the symptoms and causes of Dissociative, Somatoform, Personality Disorders and Schizophrenia. • Students will understand the treatment options for people with psychological disorders. 		
Focus Standards Addressed in this Unit: National HS Psychology Standards: <ul style="list-style-type: none"> • IV.d.1.1 - Define psychologically abnormal behavior • IV.d.2.1 - Describe the classification of psychological disorders • IV.d.2.3 - Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders) 		

Important Standards Addressed in this Unit:

- CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

Misconceptions:

- People who commit suicide do it suddenly. Often there are recognizable signs and symptoms. Many people with mental illness will consider this option.

Concepts/Content:

- DSM V
- Psychological Disorders
- Anxiety Disorders
- Dissociative Disorders
- Somatoform Disorders
- Mood Disorders
- Personality Disorders
- Schizophrenia
- Causes of Disorders
- Treatments

Competencies/Skills:

- Understand the origins of abnormal behavior
- Understand how psychological disorders are identified and defined
- Differentiate the types of anxiety disorders
- Examine the types of dissociative disorders
- Understand the symptoms of Somatoform disorders
- Examine the causes and symptoms of mood disorders
- Understand the types and symptoms of schizophrenia
- Examine the types and symptoms of personality disorders
- Examine treatments options of psychological disorders

Description of Activities:

- Lecture, note taking and discussion

Assessments:

- Quiz



Interdisciplinary Connections:

- Health/Wellness - This chapter will differentiate between somewhat normal sadness and will help students to be aware of signs and symptoms of serious depression that can lead to suicide. Having this knowledge can help students understand the importance of getting help for themselves or others.

Additional Resources:

- District approved textbook
- District approved online resources