



Social Studies

Psychology

2025-2026

**Aligned with the College, Career, and
Civic Life (C3) Framework**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

Year-at-a-Glance

Grading Period 1 or 3	Unit 1. Psychological Inquiry	3 weeks	Unit 2. Learning, Cognition, and Development	6 weeks
	HMH <i>Psychology</i> Chapter 1. What is Psychology? - Learning Target 1 Chapter 2. Psychological Methods - Learning Target 1 Chapter 3. Biology and Behavior - Learning Target 2 Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.		HMH <i>Psychology</i> Chapter 6. Learning - Learning Target 3 Chapter 7. Memory and Thinking - Learning Targets 5 and 6 Chapter 8. Thinking and Language - Learning Target 4 Chapter 10. Infancy and Childhood - Learning Target 7 Chapter 11. Adolescence - Learning Target 7 Chapter 12. Adulthood - Learning Target 7	
Grading Period 2 or 4	Unit 3. Personality and Individuality	5 weeks	Unit 4. Social Psychology	4 weeks
	HMH <i>Psychology</i> Chapter 13. Motivation and Emotion - Learning Target 8 Chapter 14. Theories of Personality - Learning Target 9 Chapter 18. Psychological Disorders - Learning Target 10 Chapter 19. Methods of Therapy - Learning Target 10		HMH <i>Psychology</i> Chapter 20. Social Cognition - Learning Target 11 Chapter 21. Social Interaction - Learning Target 11 Chapter 16. Gender Roles - Learning Target 12	

Note: The learning targets for this course were developed by CCS based on the College, Career, and Civic Life (C3) Framework and the American Psychological Association National Standards for High School Psychology.

Scope and Sequence

Grading Period 1 or 3	Unit 1. Psychological Perspectives and Methods				3 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	HMH <i>Psychology</i> - Chapter 1. What is Psychology? Chapter 2. Psychological Methods	Psychology Domain: Scientific Inquiry 1a. Trace the development of psychology as an empirical science. 1b. Use psychological research methods to study behavior and mental processes.	Evidence <ul style="list-style-type: none"> How do we generate and investigate compelling questions? How do we know what to believe? What do we do when sources disagree? How do we think like psychologists? Should we question everything? How do we make a strong argument? 	<ul style="list-style-type: none"> Vocabulary word/concept map Graphic organizer on four goals of psychology Riddles on psychology specializations Types of research notecards Causation vs. correlation discussion 	
	HMH <i>Psychology</i> - Chapter 3. Biology and Behavior	Psychology Domain: Biopsychological 2. Explain the structure and functions of the nervous and endocrine systems, and the interaction between biological factors and experience.	Evidence <ul style="list-style-type: none"> How do we generate and investigate compelling questions? How do we know what to believe? What do we do when sources disagree? How do we think like psychologists? 	<ul style="list-style-type: none"> Vocabulary word/concept map Practice makes perfect neural activity Brain structure jigsaw Endocrine role-play activity Nature vs. nature personal characteristic 	

Unit 2. Learning, Cognition, and Development					6 weeks
Grading Period 1 or 3	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	HMH <i>Psychology</i> Chapter 6. Learning Chapter 7. Memory and Thinking Chapter 8. Thinking and Language	Psychology Domain: Development and Learning 3. Describe the principles of classical and operant conditioning, and observational and cognitive learning. 4. Explain the structural features of language, theories of language acquisition, and the relationship of brain structures and language. Psychology Domain: Cognition 5. Explain the factors that influence encoding, storage, and retrieval of memory. 6. Describe cognitive processes involved in understanding information, problem solving and decision making and the obstacles related to thought.	Change <ul style="list-style-type: none"> What are the causes and effects of psychological phenomena? How can we be involved in the change process? Evidence <ul style="list-style-type: none"> How do we think like psychologists? 	<ul style="list-style-type: none"> Brainstorm conditioned responses Classical conditioning example - aversion to Taco Bell Operant conditioning activity - rewarding plural nouns Eyewitness memory activity Graphic organizer on improving memory and practical examples Organization in information retrieval activity - writing the 12 months Duncker's Candle Problem as functional fixedness How-to graphic, presentation, or video on solving a problem Graphic organizer on structures of language components Bilingual student or adult experiences in learning a second language 	
	HMH <i>Psychology</i> Chapter 10. Infancy and Childhood Chapter 11. Adolescence Chapter 12. Adulthood	Psychology Domain: Development and Learning 7. Explain theories of lifespan development and describe changes at each stage of the lifespan.	Change <ul style="list-style-type: none"> What are the causes and effects of psychological phenomena? Evidence <ul style="list-style-type: none"> How do we think like psychologists? 	<ul style="list-style-type: none"> Adolescent development in TV shows or movies Kohlberg's theory - fictional moral choices based on stage of development 	

Grading Period 2 or 4	Unit 3. Personality and Individuality				5 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	HMH <i>Psychology</i> Chapter 13. Motivation and Emotion	Psychology Domain: Individual Variation 8. Explain theories of motivation, emotion, and factors that influence emotional interpretation and expression.	Change <ul style="list-style-type: none"> What are the causes and effects of psychological phenomena? Evidence <ul style="list-style-type: none"> How do we know what to believe? What do we do when sources disagree? How do we think like psychologists? How do we make a strong argument? 	<ul style="list-style-type: none"> TV commercials analysis - advertising and theories of motivation Stranded on a desert island diary entries - Maslow's hierarchy Analyzing a recent emotional experience 	
	HMH <i>Psychology</i> Chapter 14. Theories of Personality	Psychology Domain: Individual Variation 9. Analyze theories of personality, assessment, and influences related to personality.	Change <ul style="list-style-type: none"> What are the causes and effects of psychological phenomena? Evidence <ul style="list-style-type: none"> How do we know what to believe? What do we do when sources disagree? How do we think like psychologists? How do we make a strong argument? 	<ul style="list-style-type: none"> Vocabulary word/concept map What's in your pocket/backpack? - personality discussion Analyzing personality traits in sitcom characters 	
	HMH <i>Psychology</i> Chapter 18. Psychological Disorders Chapter 19. Methods of Therapy	Psychology Domain: Applications of Psychological Science 10. Analyze perspectives on and categories of psychological disorders and treatment.	Change <ul style="list-style-type: none"> What are the causes and effects of psychological phenomena? How can we be involved in the change process? 	<ul style="list-style-type: none"> Abnormal behavior brainstorm Normal v. abnormal discussion Guest speaker on common psychological problems in adolescence Graphic organizer on personality disorders The Way I Think cognitive therapy 	

Grading Period 2 or 4	Unit 4. Social Psychology				4 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	HMH <i>Psychology</i> Chapter 20. Social Cognition	Psychology Domain: Sociocultural Context <u>11. Describe the ways in which behavior is influenced by the situation, the presence of others, group and individual dynamics.</u>	Power <ul style="list-style-type: none"> Does might make right? How is power attained and maintained? Why is it important to speak truth to power? 	<ul style="list-style-type: none"> Vocabulary word/concept map Stanford Prison Experiment reading/discussion 	
	HMH <i>Psychology</i> Chapter 21. Social Interaction	Psychology Domain: Sociocultural Context <u>11. Describe the ways in which behavior is influenced by the situation, the presence of others, group and individual dynamics.</u>	Change <ul style="list-style-type: none"> How can we be involved in the change process? Power <ul style="list-style-type: none"> Does might make right? How is power attained and maintained? Why is it important to speak truth to power? 	<ul style="list-style-type: none"> What's in a label? stereotyping activity Asch's conformity experiment 	
	HMH <i>Psychology</i> Chapter 16. Gender Roles	Psychology Domain: Sociocultural Context <u>12. Analyze psychological research examining race, ethnicity, socioeconomic status, gender, gender identity, and sexual orientation.</u>	Diversity <ul style="list-style-type: none"> How can we achieve unity through diversity? What does it mean to value and respect diversity? How have diversity groups struggled for equality? Justice <ul style="list-style-type: none"> What happens when justice is denied? 	<ul style="list-style-type: none"> Cultural appropriation point/counterpoint articles Social media product on current issue of racial, ethnic, gender prejudice, or inequality 	

Curriculum and Instruction Guide

Unpacked Standards / Clear Learning Targets		
C3 Framework Dimension 1. Construct compelling questions that focus on enduring issues and concerns. <i>Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.</i>	Essential Understanding Beginning the inquiry process with compelling questions Extended Understanding Developing original compelling questions	Academic Vocabulary Tier 2 compelling questions enduring issues
Ultimate Learning Target Type: Skill	Broad Learning Target: <ul style="list-style-type: none"> The student can construct compelling questions that focus on enduring issues and concerns. Underpinning Knowledge Learning Target: <ul style="list-style-type: none"> The student can explain points of agreement and disagreement experts have about a compelling question. Underpinning Reasoning Learning Targets: <ul style="list-style-type: none"> The student can explain how a question reflects an enduring issue in the field. The student can explain how supporting questions contribute to an inquiry. The student can explain how, through engaging source work, new compelling and supporting questions emerge. Underpinning Skills Learning Target: <ul style="list-style-type: none"> The student can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. 	

Content Elaborations

From the *College, Career, and Civic Life Framework*:

Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

Instructional Strategies

Brainstorm a list of compelling questions students have about psychology. Sort and organize these compelling questions into categories. For each compelling question, create 2-3 supporting questions.

Use the Question Formulation Technique to help students learn to develop and ask their own questions about psychology.

Instructional Resources

College , Career, and Civic Life Framework (C3) Framework – <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

C3 Teachers – database of inquiries covering various topics in social studies: <http://www.c3teachers.org/inquiries/>

Compelling and Supporting Questions C3 Videos: <https://youtu.be/0MNeeJ4bpSM> and <https://youtu.be/3BUdJwYksns>

Right Question Institute – Using the Question Formulation Technique, students learn to develop and ask their own questions. <http://rightquestion.org/education/>

Points of View Reference Center (INFOhio) – An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. <https://www.infohio.org/resources/item/points-of-view>.

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 2. Apply disciplinary concepts and tools to address compelling questions.

Essential Understanding

Using disciplinary skills and tools of social and behavioral sciences

Extended Understanding

Application of skills and tools to address compelling questions

Academic Vocabulary

Tier 2

disciplinary concepts
compelling questions
psychology

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can apply disciplinary concepts and tools to address compelling questions.

Underpinning Knowledge Learning Targets:

- The student can describe biological, psychological, and sociocultural factors that influence individuals' behavior.
- The student can explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.

Underpinning Reasoning Learning Targets:

- The student can use existing evidence and formulate conclusions about psychological phenomena.
- The student can apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
- The student can suggest psychologically based ethical solutions to problems in education, business and industry, and the environment.
- The student can analyze ways in which the applications of psychology can address domestic and global issues.

Content Elaborations**From the *College, Career, and Civic Life Framework***

As the scientific study of behavior and mental processes, psychology examines all aspects of the human experience. Many of society's challenging issues involve human behavior, such as environmental change and the problems of violence, bullying, prejudice, and discrimination.

Psychology contributes to the understanding of these issues, and promotes improvement in health and wellbeing. Psychological literacy is a foundation for civic engagement and is necessary for citizens to make informed decisions about their daily lives.

Instructional Strategies

Use [K-W-L Charts](#) (Know, Want to Know, Learned) to support effective pre-reading, during reading, and post-reading analysis of primary and secondary sources.

Create a [Thesis-Proof Chart](#) to consider a thesis and look for information that either supports or refutes a thesis.

Have students use a [History Frame](#) to map out the elements of historical events: Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? how was it resolved? and so what?

Students analyze a variety of primary source types using a three step process: [observe, reflect, and question](#).

When conducting an OUT ([Opening Up the Textbook](#)), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and crosschecking sources.

Sample Assessments and Performance Tasks

Students can demonstrate the results of original research by writing a traditional research paper or investigation paper. An investigation paper is a written account of between 1,500 and 2,000 words divided into six sections: a plan of the investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a bibliography or list of sources.

Psych Science Fair – Students use the scientific method to investigate a question in psychology and use the science fair model to demonstrate the results of their research.

Create an original video documentary using primary and secondary sources, including photographs, texts, audio narration, and sound track.

Project Citizen - http://oclr.org/aws/OCLE/pt/sp/programs_projectcitizen or Civic Action Project (CAP) - <http://www.crfcap.org>. Students can complete a civic action project to address a psychological issue.

Instructional Resources

APA Teachers of Psychology in Secondary Schools - <http://www.apa.org/ed/precollege/topss/index.aspx>

Conducting Psychological Research for Science Fairs - <http://www.apa.org/education/k12/science-fair-manual.pdf>

Discovering Psychology Video Series (Annenberg Learner) - <https://www.learner.org/series/discovering-psychology/>

Crash Course Psychology - <https://thecrashcourse.com/courses/psychology>

Teach Psych Science - <http://www.teachpsychscience.org/>

Points of View Reference Center (INFOhio) – <https://www.infohio.org/resources/item/points-of-view>.

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 3. Gather and evaluate sources and use evidence to support claims.

Essential Understanding

Using sources for evidence to support claims

Extended Understanding

Evaluating sources and refining claims from evidence

Academic Vocabulary

Tier 2

evaluate
sources
claims

Ultimate Learning Target
Type: Skill

Broad Learning Target:

- The student can gather and evaluate sources and use evidence to support claims.

Underpinning Skills Learning Target:

- The student can gather relevant information from multiple sources representing a wide range of views.
 - The student can use the origin, authority, structure, context, and corroborative value of the sources to guide the selection of sources.
 - The student can evaluate the credibility of a source by examining how experts value the source.
 - The student can develop claims and counterclaims while pointing out the strengths and limitations of both.
 - The student can identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- The student can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Content Elaborations

From the *College, Career, and Civic Life Framework*:

Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

Instructional Strategies

Have students curate a collection of resources on a selected topic or issue. Based on a set of criteria, have students evaluate and rank the credibility of each source.

A [Structured Academic Controversy](#) is a discussion that moves students beyond either/or debates to a more nuanced historical synthesis. The SAC method provides an alternative to the "debate mindset" by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses.

In the [Philosophical Chairs](#) strategy, one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion.

[Defeating Counterarguments Class Challenge](#): Students are put into groups of three and the whole class is given an argument that they must defend along with a counterargument. The groups have three minutes to come up with the best response to the counterargument that they can muster.

Sample Assessments and Performance Tasks

What type of evidence would support the following claim: _____?

Read the statement below. Which claim does the statement support?

Read the sources below. Then, choose the claim that psychologists could make based on these sources.

Using the data provided, support or refute the following claim: _____.

Using the sources below, construct a claim about _____ and provide two pieces of evidence that support it.

Instructional Resources

Reading Like a Historian: Evaluating Sources - <http://sheg.stanford.edu/evaluating-sources>

Civic Online Reasoning (Stanford History Education Group) - <https://cor.stanford.edu/>

Points of View Reference Center (INFOhio) - <https://www.infohio.org/resources/item/points-of-view>.

Logic in Argumentative Writing - <https://owl.english.purdue.edu/owl/resource/659/01/>

The Writing Center at UNC-Chapel Hill: Evidence - <http://writingcenter.unc.edu/handouts/evidence/>

Thesis-Proof Chart (Reading Quest) - <http://www.readingquest.org/thesis.html>

Unpacked Standards / Clear Learning Targets

C3 Framework Dimension 4. Communicate conclusions and take informed action.

Essential Understanding

Communicate arguments with sound reasoning and evidence

Extended Understanding

Take informed action based on reasoned arguments

Academic Vocabulary

Tier 2

conclusions
evidentiary
claims
counterclaims
deliberative

Tier 3

individual action
collective action

**Ultimate Learning Target
Type: Skill**

Broad Learning Target:

- The student can communicate conclusions and take informed action.

Underpinning Skills Learning Targets:

- The student can construct arguments using precise claims, evidence and sound reasoning from multiple sources.
- The student can acknowledge counterclaims and evidentiary weaknesses of an argument.
- The student can critique the credibility and validity of claims, evidence and reasoning in arguments.
- The student can present arguments with meaningful ideas and perspectives on issues to a range of audiences outside the classroom.
- The student can use print and oral technologies and digital technologies to communicate ideas.

Underpinning Reasoning Learning Targets:

- The student can assess options for individual and collective action to address local, regional, and global problems.
- The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Content Elaborations

From the *College, Career, and Civic Life Framework*:

Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

Instructional Strategies

Invite a group of policy makers and community leaders to a class forum and discuss recent efforts to address issues of mental health.

Start a social media hashtag/campaign in support or opposition to a public policy.

Write an editorial or create a public service announcement highlighting a social problem in the community or nation.

Write a letter or email to a legislator on a pending bill.

Create print or digital posters for publication/distribution advocating for a particular public policy change.

Provide testimony to the city council or school board for how local officials can address issues related to psychological well-being.

Prepare and deliver lessons to introduce psychology to middle or elementary school students.

Sample Assessments and Performance Tasks

Identify two strategies that you could use to address mental health reform at the state or national level.

Which action below would be appropriate for addressing a social problem in your local community?

How could you use social media to take informed action on an issue related to psychological well-being?

Instructional Resources

PVLEGS - <http://pvlegs.com> - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed

C3 Teachers: Taking Informed Action video - https://youtu.be/PC6J4tc3_TY

Civic Action Project (Constitutional Rights Foundation) - <https://www.crfcap.org/mod/page/view.php?id=205>

Unit I. Psychological Perspectives and Methods

Unpacked Standards / Clear Learning Targets

<p>Psychology Domain: Scientific Inquiry</p> <p>Learning Target 1a. Trace the development of psychology as an empirical science.</p> <p>Learning Target 1b. Use psychological research methods to study behavior and mental processes.</p>	<p><u>Essential Understanding</u> Development of psychology as an empirical science</p> <p><u>Extended Understanding</u> Conducting psychological research</p>	<p><u>Academic Vocabulary</u> empirical psychology scientific method validity ethical qualitative quantitative statistics</p>
<p>Ultimate Learning Target Type: Skill</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> – The student can trace the development of psychology as an empirical science. – The student can use psychological research methods to study behavior and mental processes. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can explain how psychology evolved as a scientific discipline. – The student can define psychology as a discipline and identify its goals as a science. – The student can describe perspectives employed to understand behavior and mental processes. – The student can describe the major subfields of psychology. – The student can identify the important role psychology plays in benefiting society and improving people’s lives. – The student can describe the scientific method and its role in psychology. – The student can define systematic procedures used to improve the validity of research findings, such as external validity. – The student can identify ethical standards psychologists must address regarding research with human participants. – The student can define descriptive statistics and explain how they are used by psychological scientists. – The student can define forms of qualitative data and explain how they are used by psychological scientists. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can describe and compare a variety of quantitative and qualitative research methods. – The student can interpret graphical representations of data as used in both quantitative and qualitative methods. 	

Content Elaborations

From the *College, Career, and Civic Life Framework*:

Psychological Perspectives and Methods of Inquiry

Psychological knowledge is based on scientific methodology, the systematic, empirically-based investigation of phenomena through observations and measurements. Psychologists use scientific methods to establish knowledge and explain phenomena, and employ a variety of methods to observe and measure behavior. Broad psychological perspectives describe ways in which psychologists classify their ideas, and are employed to understand behavior and mental processes.

Critical Thinking: Themes, Sources, and Evidence

Psychological inquiry is based on a variety of sources and materials that students can read and analyze. The study of psychology brings together common themes that include ethics, diversity, scientific attitudes, and skills (e.g., critical thinking, problem solving). Informed by these themes and supported by sources, students can make evidence-based conclusions which in turn can lead to further questions and answers.

Instructional Strategies

Create vocabulary word/concept maps for the key vocabulary terms in this unit. Categories can include: definition in your own words, examples/non-examples, use it meaningfully in a sentence, and draw a picture or symbol.

Create a graphic organizer to summarize the four goals of psychology: description, explanation, prediction, and influence. Explain the importance and practical application of each goal.

Assign groups to specialize in one profession in psychology. Have groups create a series of riddles, using their assigned specialties as the answers. For example, “I study the development of self-esteem in children. Who am I?” (a developmental psychologist). Have the groups read their riddles to the class and have the class solve the riddles by identifying each group’s professional specialty. Another adaptation could involve students writing a job advertisement for a psychologist in one of the areas of specialization. Tell students to specify in their advertisements what the nature of the job will be but not to specify which type of specialist is being sought. Have students post their advertisements around the room, and have the class try to determine which type of psychologist best fits the job description.

Have students create a set of notecards, one for each type of research: naturalistic observation, case study, survey, longitudinal study, cross-sectional study. Read aloud examples of studies and have students hold up their notecard to indicate which type of study is described.

Discuss the difference between causation and correlation in research. Have students brainstorm a list of examples in which correlation is often confused with causation. One classic example is the idea that ice cream sales cause homicide because both ice cream sales and homicide rates increase in the summer. While the two are positively correlated, one does not cause the other--they have a third variable in common: heat.

Sample Assessments and Performance Tasks

Choose two professions within the field of psychology. Explain how their work is different.

Explain the four goals of psychology.

Decide which choices below are part of the scientific method. Select all the correct answers, then place them in the correct order.

Read the descriptions of each study below. What research method was used in each one?

How can a researcher avoid a biased sample?

Instructional Resources

HMH *Psychology* textbook, Chapter 1. What is Psychology? and Chapter 2. Psychological Methods

Perspectives in Psychological Science: A Three-Day Unit Lesson Plan for High School Psychology Teachers (American Psychological Association) - <https://www.apa.org/ed/precollege/topss/lessons/perspectives.pdf>

Research Methods and Statistics: A Unit Plan for High School Psychology Teachers (American Psychological Association) - <https://www.apa.org/ed/precollege/topss/lessons/research-methods-statistics.pdf>

Discovering Psychology Videos (Annenberg Learner)

- Past, Present, and Promise - <https://www.learner.org/series/discovering-psychology/past-present-and-promise/>
- Understanding Research - <https://www.learner.org/series/discovering-psychology/understanding-research/>

Crash Course Psychology Videos

- Intro to Psychology - <https://thecrashcourse.com/courses/intro-to-psychology-crash-course-psychology-1/>
- Research and Experimentation - <https://thecrashcourse.com/courses/psychological-research-crash-course-psychology-2/>

Unpacked Standards / Clear Learning Targets

<p>Psychology Domain: Biopsychological</p> <p>Learning Target 2. Explain the structure and functions of the nervous and endocrine systems, and the interaction between biological factors and experience.</p>	<p><u>Essential Understanding</u> Structure and functions of nervous and endocrine systems</p> <p><u>Extended Understanding</u> Interaction between biological factors and experience</p>	<p><u>Academic Vocabulary</u> biological nervous system neuron endocrine system genetic heredity</p>
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain the structure and functions of the nervous and endocrine systems, and the interaction between biological factors and experience. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify the major divisions and subdivisions of the human nervous system. - The student can identify the parts of the neuron and describe the basic process of neural transmission. - The student can explain how the endocrine glands are linked to the nervous system. - The student can explain the effects of hormones on behavior and mental processes. - The student can describe concepts in genetic transmission. - The student can identify tools used to study the nervous system. - The student can describe advances made in neuroscience. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can differentiate between the structures and functions of the various parts of the central nervous system. - The student can explain the interactive effects of heredity and environment. - The student can analyze issues related to scientific advances in neuroscience and genetics. 	

Content Elaborations

From the *College, Career, and Civic Life Framework*:

Influences on Thought and Behavior

There is no simple answer to the question, “What determines or constrains human behavior?” Psychologists have long considered the extent to which human behavior is malleable and the degree to which it varies between people and populations. Psychologists examine genetic predispositions to behavioral patterns, but human behavior is also influenced by the environment. Research has shown that biological, psychological, and sociocultural factors play important roles in shaping the way we see and react to the world around us.

From the *National Standards for High School Psychology Curricula*:

Biological Bases of Behavior

After concluding this unit, students understand:

1. Structure and function of the nervous system in human and non-human animals
2. Structure and function of the endocrine system
3. The interaction between biological factors and experience
4. Methods and issues related to biological advances

Instructional Strategies

Create vocabulary word/concept maps for the key vocabulary terms in this unit. Categories can include: definition in your own words, examples/non-examples, use it meaningfully in a sentence, and draw a picture or symbol.

Have students learn a new activity and spend at least 10 minutes a day practicing it for a week. Each day, have them evaluate their progress on a scale of 0 to 10 each day. Debrief student results and discuss how the concept of “practice makes perfect” relates to neural activity.

Brain structures jigsaw - Divide students into groups as home groups. Assign one student in each home group to become an expert on one structure of the brain. Have students move to their expert groups to research their assigned structure, researching questions such as: Where is it located? What does it look like? What are its major functions? What happens when it is damaged? Expert groups should brainstorm a creative way to communicate information about this structure to their home groups. Next, have students return to their home groups and share out while other members listen and take notes. Finally, have home groups discuss ways in which different structures are related.

Conduct a role-playing activity on the endocrine system. Have pairs of students act out a situation that shows the interaction of one gland (pituitary, thyroid, adrenal) and its hormones, without telling the class which gland they represent. For example, a pair representing the thyroid and thyroxine could act out hypothyroidism in which a person feels lazy and lethargic. The class should try to guess what is happening and which gland/hormone relationship is represented.

Discuss the nature vs. nurture debate by asking students to describe a characteristic they have, and whether they believe it is hereditary or environmental. Ask students to explain what evidence leads them to this conclusion.

Sample Assessments and Performance Tasks

Explain how messages travel to and from the brain through the nervous system.

Match the functions below with the correct lobe of the cerebral cortex. Move the functions to the correct column on the chart.

How are the messages of the endocrine system transmitted throughout the body?

How do twin studies help psychologists understand the influences of heredity and environment?

Instructional Resources

HMH *Psychology* textbook, Chapter 3. Biology and Behavior

Biological Bases of Behavior: A Seven-Day Unit Lesson Plan for High School Psychology Teachers (American Psychological Association) - <https://www.apa.org/ed/precollege/topss/lessons/biobases.pdf>

Discovering Psychology Videos (Annenberg Learner)

- The Behaving Brain - <https://www.learner.org/series/discovering-psychology/the-behaving-brain/>
- The Responsive Brain - <https://www.learner.org/series/discovering-psychology/the-responsive-brain/>

Crash Course Psychology Videos

- The Chemical Mind - <https://thecrashcourse.com/courses/the-chemical-mind-crash-course-psychology-3/>
- Know Your Brain - <https://thecrashcourse.com/courses/meet-your-master-getting-to-know-your-brain-crash-course-psychology-4/>

Unit 2. Learning, Cognition, and Development

Unpacked Standards / Clear Learning Targets

<p>Psychology Domain: Development and Learning</p> <p>Learning Target 3. Explain the principles of classical and operant conditioning, and observational and cognitive learning.</p> <p>Learning Target 4. Explain the structural features of language, theories of language acquisition, and the relationship of brain structures and language.</p>	<p><u>Essential Understanding</u> How classical and operant conditioning work</p> <p><u>Extended Understanding</u> Role of the brain in development and language</p>	<p><u>Academic Vocabulary</u> classical conditioning operant conditioning observational and cognitive learning</p>
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe the principles of classical and operant conditioning and cognitive learning. - The student can explain the structural features of language, theories of language acquisitions, and the relationship of brain structures and language. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain the principles of classical conditioning. - The student can explain the principles of operant conditioning. - The student can explain the principles of observational and cognitive learning. - The student can explain the process of language acquisition. - The student can identify the brain structures associated with language. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain the relationship between language and thought. - The student can evaluate theories of language acquisition. 	

Content Elaborations

From the *National Standards for High School Psychology Curricula*

Learning

After concluding this unit, students understand:

1. Classical conditioning
2. Operant conditioning
3. Observational and cognitive learning

Language

After concluding this unit, students understand:

1. Structural features of language
2. Theories and developmental stages of language acquisition
3. Language and the brain

Instructional Strategies

Have students brainstorm a list of conditioned responses (e.g., dentist drill, flashing police lights, smell of pizza). Discuss whether each stimulus causes tension or a favorable feeling. Discuss classical conditioning with the following illustration. Jalisa refuses to eat tacos because she got sick at Taco Bell last month. How does her reaction illustrate classical conditioning and generalization? She developed a taste aversion to tacos because she had an unpleasant experience. Generalization is illustrated because she will not eat tacos from anywhere, even though only Taco Bell made her sick. Will this aversion continue over time?

Conduct the following exercise to illustrate operant conditioning. Have the teacher and a student sit facing each other. The student is instructed to simply say all the words he or she can think of (no phrases or counting). The student is told to go slowly because the teacher is taking notes. Following every plural noun, the teacher immediately nods and says “Mm-hmm” or “good.” The teacher does not respond to any other words. Each time a plural noun is said the teacher makes a check mark on a notepad and tallies how many plural nouns are said. Continue this pattern for several short rounds. The subtle approvals by the teacher should cause the number of plural nouns to increase with each round.

Create a graphic organizer to summarize the structure components of language: phonemes, morphemes, syntax, semantics.

Ask a student who is bilingual (or invite a bilingual guest) to share their experiences in learning a second language.

Sample Assessments and Performance Tasks

Which statement below reflects the meaning of generalization in classical conditioning?

Which statements are true regarding operant conditioning? Select all the correct answers.

Consider the following sentences:

- “A mind is a terrible thing to waste.”
- “Do you mind if I sit next to you?”

The word *mind* is understood differently in the two sentences. How does this scenario illustrate semantics?

Instructional Resources

HMH *Psychology* textbook, Chapter 6. Learning and Chapter 8. Thinking and Language

Learning: A Five-Day Plan for High School Psychology Teachers (American Psychological Association) -

<https://www.apa.org/ed/precollege/topss/lessons/learning-lesson-plan.pdf>

Discovering Psychology Videos (Annenberg Learner)

- Language Development - <https://www.learner.org/series/discovering-psychology/language-development/>
- Learning - <https://www.learner.org/series/discovering-psychology/learning/>

Crash Course Psychology Videos

- How to Train a Brain - <https://thecrashcourse.com/courses/how-to-train-a-brain-crash-course-psychology-11/>
- Language - <https://thecrashcourse.com/courses/language-crash-course-psychology-16/>

Unpacked Standards / Clear Learning Targets

<p>Psychology Domain: Cognition</p> <p>Learning Target 5. Explain the factors that influence encoding, storage, and retrieval of memory.</p> <p>Learning Target 6. Describe cognitive processes involved in understanding information, problem solving and decision making and the obstacles related to thought.</p>	<p><u>Essential Understanding</u> How memory is encoded, stored, and retrieved Cognitive process in understanding, problem solving, decision making</p> <p><u>Extended Understanding</u> Strategies for improving memory Obstacles to thought</p>	<p><u>Academic Vocabulary</u> encoding storage retrieval cognitive process problem solving decision making</p>
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain the factors that influence encoding, storage, and retrieval of memory. - The student can describe cognitive processes involved in understanding information, problem solving and decision making and the obstacles related to thought. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify factors that influence encoding. - The student can describe strategies for improving the encoding of memory. - The student can explain the differences between working memory and long-term memory. - The student can discuss strategies for improving the storage of memories. - The student can explain the factors influencing how memories are retrieved. - The student can discuss strategies for improving the retrieval of memories. - The student can define cognitive processes involved in understanding information. - The student can define processes involved in problem solving and decision making. - The student can describe obstacles to problem solving, decision making, and making good judgments. 	

Content Elaborations

From the *National Standards for High School Psychology Curricula*:

Memory

After concluding this unit, students understand:

1. Encoding of memory
2. Storage of memory
3. Retrieval of memory

Thinking

After concluding this unit, students understand:

1. Basic elements comprising thought
2. Obstacles related to thought

Instructional Strategies

Create vocabulary word/concept maps for the key vocabulary terms in this unit. Categories can include: definition in your own words, examples/non-examples, use it meaningfully in a sentence, and draw a picture or symbol.

Explain that memory is a representation of what our senses perceive. However, when one or more eyewitness reports on an event, their reports are often significantly different. Show a quick, confusing action-scene video clip. Then ask students to write down what they saw. Student accounts will vary widely. This is because our mind actively fills in gaps in our memory with constructed material. How does this challenge relate to eyewitness testimony?

Create a graphic organizer to summarize strategies for improving memory. Give a practical example of when each strategy will help you in a school or life situation.

To demonstrate the importance of organization in information storage and retrieval, have students quickly write down the 12 months of the year. Time this exercise, and when all the students have finished, tell them how long it takes the class. Ask students in which type of order they listed the months. (chronological). Have students put away this sheet. Have them write down the 12 months in alphabetical order. Discuss why this exercise took much longer.

Use Duncker's Candle Problem to illustrate the concept of functional fixedness. Using the objects shown, describe how you would mount the candles to the wall. Most people start thinking of typical ways to use the objects, such as pinning the candle to the wall with tacks or lighting the candle and dripping wax onto the wall. The solution involves seeing the box of tacks as a potential platform for the candle. One can empty the box, use tacks to fasten the box to the wall, then drip some wax onto the box and mount the candle on the box.



Provide students with a set of problem-solving tasks from everyday life. Ask students to choose one task and explain a strategy (algorithm or heuristic) they would use to solve the problem. Have students present their strategies in a creative "how-to" graphic, presentation, or video.

Sample Assessments and Performance Tasks

What is the purpose of maintenance rehearsal? How does the process work?

Which situation below illustrates the primacy-recency effect?

Describe three strategies you can use to improve your memory.

Arrange the five units of thought from the boxes below in order of increasing complexity.

Which choice below represents the use of a heuristic to solve a problem?

How does functional fixedness interfere with problem solving?

Instructional Resources

HMH *Psychology* textbook, Chapter 7. Memory and Thinking

Memory: A Five-Day Unit Lesson Plan for High School Psychology Teachers (American Psychological Association) -

<https://www.apa.org/ed/precollege/topss/lessons/memory.pdf>

Discovering Psychology Videos (Annenberg Learner)

- Remembering and Forgetting - <https://www.learner.org/series/discovering-psychology/remembering-and-forgetting/>
- Cognitive Processes - <https://www.learner.org/series/discovering-psychology/cognitive-processes/>

Crash Course Psychology Videos

- Remembering and Forgetting - <https://thecrashcourse.com/courses/remembering-and-forgetting-crash-course-psychology-14/>
- How We Make Memories - <https://thecrashcourse.com/courses/how-we-make-memories-crash-course-psychology-13/>

Unpacked Standards / Clear Learning Targets

<p>Psychology Domain: Development and Learning</p> <p>Learning Target 7. Explain theories of lifespan development and describe changes at each stage of the lifespan.</p>	<p><u>Essential Understanding</u> Changes at each lifespan stage Principles of learning</p> <p><u>Extended Understanding</u> Interaction of environmental and biological factors in development</p>	<p><u>Academic Vocabulary</u> lifespan</p>
<p>Ultimate Learning Target Type: Knowledge</p>	<p><u>Broad Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain theories of lifespan development and describe changes at each stage of the lifespan. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe developmental changes in infancy and childhood. - The student can describe developmental changes in adolescence. - The student can describe developmental changes in adulthood. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. 	

Content Elaborations**From the *National Standards for High School Psychology Curricula*****Life Span Development**

After concluding this unit, students understand:

1. Methods and issues in life span development
2. Theories of life span development
3. Prenatal development and the newborn
4. Infancy (i.e., the first two years of life)
5. Childhood
6. Adolescence
7. Adulthood and aging

Instructional Strategies

Brainstorm examples of TV shows or movies that show the physical, personal, and social changes of adolescence. Have students discuss the ways in which a particular character reflects some of the descriptions of adolescent development in the textbook.

After reading about Kohlberg's theory, present students with a variety of fictional moral choices that individuals make and why they made those choices. Have students identify which stage is represented.

Sample Assessments and Performance Tasks

According to Erikson, building an identity is a task that is unique to which life span development stage?

What is an identity crisis?

Instructional Resources

HMH *Psychology* textbook, Chapter 10. Infancy and Childhood; Chapter 11. Adolescence; Chapter 12. Adulthood

Lifespan Development: A Six-Unit Plan for High School Psychology Teachers (American Psychological Association) - <https://www.apa.org/ed/precollege/topss/lessons/life-development.pdf>

Discovering Psychology Videos (Annenberg Learner)

- The Developing Child - <https://www.learner.org/series/discovering-psychology/the-developing-child/>

Unit 3. Personality and Individuality

Unpacked Standards / Clear Learning Targets

<p>Psychology Domain: Individual Variation</p> <p>Learning Target 8. Explain theories of motivation, emotion, and factors that influence emotional interpretation and expression.</p> <p>Learning Target 9. Analyze theories of personality, assessment, and influences related to personality.</p>	<p><u>Essential Understanding</u> Theories of motivation and emotion Theories of personality</p> <p><u>Extended Understanding</u> Evaluation of personality assessment techniques</p>	<p><u>Academic Vocabulary</u> motivation emotion personality</p>
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain theories of motivation, emotion, and factors that influence emotional interpretation and expression. - The student can analyze theories of personality, assessment, and influence related to personality. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain biological, cognitive, and humanistic theories of motivation. - The student can explain the biological and cognitive components of emotion. - The student can explain how biological factors, culture, gender, and other environmental factors influence emotional interpretation and expression. - The student can explain biological and situational influences on personality. - The student can discuss self-concept. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can evaluate trait, humanistic, and social-cognitive theories of personality. - The student can evaluate the reliability and validity of personal assessment techniques. 	

Content Elaborations

From the *National Standards for High School Psychology Curricula*:

Motivation

After concluding this unit, students understand:

1. Perspectives on motivation
2. Domains of motivated behavior in humans and non-human animals

Emotion

After concluding this unit, students understand:

1. Perspectives on emotion
2. Emotional interpretation and expression
3. Domains of emotional behavior

Personality

After concluding this unit, students understand:

1. Perspectives on personality
2. Assessment of personality
3. Issues in personality

Instructional Strategies

Create vocabulary word/concept maps for the key vocabulary terms in this unit. Categories can include: definition in your own words, examples/non-examples, use it meaningfully in a sentence, and draw a picture or symbol.

View a series of TV commercials or Internet ads. Have students note the way advertisers market the products to consumers. How do the methods of these advertisers relate to theories of motivation?

Have students imagine they have been shipwrecked alone on a desert island, with little chance for rescue. Have them write a series of short diary entries about life on the island. In the entries, students should explain how they go about satisfying the needs listed in Maslow's Hierarchy of Needs. Have volunteers share their entries. Which needs would students satisfy first? How would satisfying these needs help the students satisfy the higher needs in the hierarchy?

Ask students to consider a recent emotional experience. Have them list one or more emotions felt during the experience. Were these emotions positive or negative? Identify the physical, behavioral, and cognitive aspects involved with these emotions. Which theory of emotion do you think best explains your experience?

Have students select a few items from their pocket, purse, or backpack to show the class. Have each student and the class discuss what the objects say about the person. Does it reveal something about one's personality and lifestyle? Is there any one object that stands out as a reflection of some aspect of that person? Sometimes what is missing also says something about the person.

Trait psychologists have shown that five traits appear repeatedly in different studies: extraversion, agreeableness, conscientiousness, openness to experience, and emotional stability. Think of each trait as a continuum. Use a sitcom episode and have students choose one character to evaluate based on these traits.

Sample Assessments and Performance Tasks

Which statement reflects the difference between extrinsic motivation and intrinsic motivation?

Complete the graphic organizer below by moving the boxes to the correct level in Maslow's hierarchy.

Match the characteristics below with each of the five traits.

What is one advantage of using objective personality tests instead of projective personality tests?

Give an example of how the wording of an intelligence test might demonstrate cultural bias.

Instructional Resources

HMH *Psychology* textbook, Chapter 13. Motivation and Emotion

Motivation: A Unit Lesson Plan Plan for High School Psychology Teachers (American Psychological Association) - <https://www.apa.org/ed/precollege/topss/lessons/motivation.pdf>

Emotion: A Unit Lesson Plan for High School Psychology Teachers (American Psychological Association) - <https://www.apa.org/ed/precollege/topss/lessons/emotion.pdf>

Personality: A Six-Day Unit Lesson Plan for High School Psychology Teachers (American Psychological Association) - <https://www.apa.org/ed/precollege/topss/lessons/personality.pdf>

Discovering Psychology Videos (Annenberg Learner)

- Motivation and Emotion - <https://www.learner.org/series/discovering-psychology/motivation-and-emotion/>

Crash Course Psychology Videos

- The Power of Motivation - <https://thecrashcourse.com/video?id=9hdSLiHajz8>
- Measuring Personality - <https://thecrashcourse.com/video?id=sUrV6oZ3zsk>

Unpacked Standards / Clear Learning Targets

Psychology Domain: Applications of Psychological Science

Learning Target 10. Analyze perspectives on and categories of psychological disorders and treatment.

Essential Understanding

Perspectives on psychological disorders

Extended Understanding

Treatment of psychological disorders

Academic Vocabulary

disorders
abnormal
schizophrenic disorders
mood disorders
anxiety disorders
personality disorders

**Ultimate Learning Target
Type: Reasoning**

Broad Learning Target:

- The student can analyze perspectives on and categories of psychological disorders and treatment.

Underpinning Knowledge Learning Targets:

- The student can define psychologically abnormal behavior.
- The student can describe historical and cross-cultural views of abnormality.
- The student can describe major models of abnormality.
- The student can describe the classification of psychological disorders
- The student can describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
- The student can explain how psychological treatments have changed over time and among cultures.
- The student can identify biomedical and psychological treatments for disorders.

Underpinning Reasoning Learning Targets:

- The student can analyze the challenges associated with diagnosis.
- The student can explain the impact of psychological disorders on the individual, family, and society.
- The student can evaluate how different factors influence an individual's experience of psychological disorders.
- The student can match methods of treatment to psychological perspectives.
- The student can explain why psychologists use a variety of treatment options.
- The student can evaluate the efficacy of treatments for particular disorders.

Content Elaborations

From the *National Standards for High School Psychology Curricula*:

Psychological Disorders

After concluding this unit, students understand:

1. Perspectives on abnormal behavior
2. Categories of psychological disorders

Treatment of Psychological Disorders

After concluding this unit, students understand:

1. Perspectives on treatment
2. Categories of treatment and types of treatment providers
3. Legal, ethical, and professional issues in the treatment of psychological disorders

Instructional Strategies

Create vocabulary word/concept maps for the key vocabulary terms in this unit. Categories can include: definition in your own words, examples/non-examples, use it meaningfully in a sentence, and draw a picture or symbol.

Brainstorm a list of behaviors that are abnormal in some situations, but normal in other situations. Use this list to generate a discussion of normal v. abnormal. Relate the concept of abnormality not just to behavior, but to the intensity and the frequency of the behavior. Ask: What kind of behavior is abnormal in any situation? Who decides what is abnormal? Does it matter if the behavior is harmless or not, in making a decision about whether or not someone should have to undergo treatment for the behavior?

Invite the school nurse, psychologist or another nurse, clinical psychologist, counseling psychologist, or physician to speak to the class about the most common psychological problems they encounter among adolescents and how these are typically treated.

Create a graphic organizer summarizing types of personality disorders (antisocial, dependent, histrionic, obsessive-compulsive, paranoid, schizotypal). Imagine a party attended by individuals with these disorders. How might these individuals behave at a party? What kinds of things might they say? Have students think of a TV, movie, or book character that exhibits characteristics of personality disorders.

Use the activity [“The Way I Think”](#) to demonstrate samples of cognitive therapy techniques.

Have students search the Internet for local therapists or counselors. Based on information provided on their websites, try to identify what types of therapy they use for specific purposes. If students can't locate the information on the website, they could email to ask the information.

Sample Assessments and Performance Tasks

No single, accepted definition of abnormal behavior exists. What is one reason why it is difficult to define abnormal behavior?

Which statement below describes schizophrenia?

What are two symptoms associated with anxiety?

What is the goal of psychoanalysis? What does the therapist do to achieve this goal?

Match each type of therapy below with its description. Move the descriptions to the correct column on the chart.

Instructional Resources

HMH *Psychology* textbook, Chapter 18. Psychological Disorders and Chapter 19. Methods of Therapy

Psychological Disorders: A Unit Lesson Plan Plan for High School Psychology Teachers (American Psychological Association) - <https://www.apa.org/ed/precollege/topss/lessons/psychological-disorders.pdf>

Treatment of Psychological Disorders: A Six-Unit Lesson Plan for High School Psychology Teachers (American Psychological Association) - <https://www.apa.org/ed/precollege/topss/lessons/treatment.pdf>

Discovering Psychology Videos (Annenberg Learner)

- Psychopathology - <https://www.learner.org/series/discovering-psychology/psychopathology/>
- Psychotherapy - <https://www.learner.org/series/discovering-psychology/psychotherapy/>

Crash Course Psychology Videos

- Personality Disorders - <https://thecrashcourse.com/courses/personality-disorders-crash-course-psychology-34/>
- Psychological Disorders - <https://thecrashcourse.com/courses/psychological-disorders-crash-course-psychology-28/>
- Biomedical Treatments - <https://thecrashcourse.com/courses/biomedical-treatments-crash-course-psychology-36/>

Unit 4. Social Psychology

Unpacked Standards / Clear Learning Targets

<p>Psychology Domain: Sociocultural Context</p> <p>Learning Target 11. Describe the ways in which behavior is influenced by the situation, the presence of others, group and individual dynamics.</p> <p>Learning Target 12. Analyze psychological research examining race, ethnicity, socioeconomic status, gender, gender identity, and sexual orientation.</p>	<p><u>Essential Understanding</u> How groups influence behavior</p> <p><u>Extended Understanding</u> Research on race, ethnicity, socioeconomic status, gender, gender identity, and sexual orientation</p>	<p><u>Academic Vocabulary</u> stereotyping prejudice discrimination culture minority groups race ethnicity socioeconomic status gender and gender identity sexual orientation</p>
<p>Ultimate Learning Target Type: Reasoning</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> – The student can describe the ways in which behavior is influenced by the situation, the presence of others, group and individual dynamics. – The student can analyze psychological research examining race, ethnicity, socioeconomic status, gender, gender identity, and sexual orientation. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can describe the relationship between attitudes and behavior. – The student can identify persuasive methods used to change attitudes. – The student can describe the power of the situation. – The student can describe the nature and effects of stereotyping, prejudice, and discrimination. – The student can define culture and diversity. – The student can discuss psychological research examining race, ethnicity, socioeconomic status, and gender, gender identity, and sexual orientation. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> – The student can explain the effects of others' presence on individuals' behavior. – The student can explain how group dynamics influence behavior. – The student can explain how an individual influences group behavior. – The student can explain the relationship between culture and conceptions of self and identity. – The student can explain how privilege and social power structures relate to stereotypes, prejudice, and discrimination. – The student can analyze how perspectives affect stereotypes and treatment of minority and majority groups in society. 	

Content Elaborations

From the *National Standards for High School Psychology Curricula*:

Social Interactions

After concluding this unit, students understand:

1. Social cognition
2. Social influence
3. Social relation

Sociocultural Diversity

After concluding this unit, students understand:

1. Social and cultural diversity
2. Diversity among individuals

Instructional Strategies

Create vocabulary word/concept maps for the key vocabulary terms in this unit. Categories can include: definition in your own words, examples/non-examples, use it meaningfully in a sentence, and draw a picture or symbol.

Read and view videos about the [Stanford Prison Experiment](#) to study the psychological effects of becoming a prisoner or prison guard. Discuss how the social context of the situation (rather than inherent character traits) influenced the behavior of the prison guards, who became increasingly more cruel and sadistic in this six-day experiment. This is also a good opportunity to bring up the issue of ethics in research studies. *Note: Students may be familiar with this experiment if they have taken Sociology class.*

To demonstrate how stereotypes affect the self-perception and behavior of the person who is stereotyped, complete the activity [“The Effect of Stereotypes: What's in a Label?”](#). Reminders: 1) Participation is optional; only choose students who are comfortable with the activity. 2) Make it clear that labels are being assigned randomly and have nothing to do with students' attributes.

Ask seven volunteers to participate in a role play of [Asch's conformity experiment](#). Privately tell six student volunteers to give the same wrong answer when you ask them which of the three lines is the same length as a fourth. After all the volunteers have responded, explain to the class the rationale behind the study and ask the volunteer who did not receive the instruction to describe how it felt to agree (or disagree) with the others when they are wrong. Have students discuss what they learned about conformity from the demonstration.

Use the [Cultural Appropriation point/counterpoint articles](#) from the Points of View Reference Center to conduct a class discussion or debate on the statement: “Appropriating the cultural expressions of marginalized cultures is a form of exploitation and contributes to the oppression of minority cultures.”

Have students create a social media product (infographic, Twitter thread, blog, video, podcast) highlighting a current issue of racial, ethnic, or gender prejudice or inequality today.

Sample Assessments and Performance Tasks

Which factors below increase conforming behavior in individuals?

Why do people obey authority figures?

Explain two functions of attitudes.

Which statement explains how stereotypes and roles strengthen prejudice?

Explain the goal of brainwashing. How does brainwashing work?

Which statement explains the relationship between culture and conceptions of self and identity?

Instructional Resources

HMH *Psychology* textbook, Chapter 20. Social Cognition; Chapter 21. Social Interaction; Chapter 16. Gender Roles

Social Psychology: A Plan for High School Psychology Teachers (American Psychological Association) -

<https://www.apa.org/ed/precollege/topss/lessons/socialpsychology.pdf>

Discovering Psychology Videos (Annenberg Learner)

- Constructing Social Reality - <https://www.learner.org/series/discovering-psychology/constructing-social-reality/>
- Cultural Psychology - <https://www.learner.org/series/discovering-psychology/cultural-psychology/>

Crash Course Psychology Videos

- Social Thinking - <https://thecrashcourse.com/courses/social-thinking-crash-course-psychology-37/>
- Social Influence - <https://thecrashcourse.com/courses/social-influence-crash-course-psychology-38/>
- Prejudice and Discrimination - <https://thecrashcourse.com/courses/prejudice-discrimination-crash-course-psychology-39/>