

# Psychology I Semester Course - 2019

## Unit 1 Foundations of Psychology Field

| Estimated Unit Time Frames | Big Ideas   | Essential Questions   | Concepts (Know)  | Competencies (Do)  | Lessons/ Suggested Resources   | Vocabulary   | Standards/ Eligible Content  |
|----------------------------|---|---|--|--|--|--|--|
| 8 Days                     | Historical contributions to the field of psychology | How are the foundations of Psychology connected to Student experience?<br><br>In what ways can you contrast the schools and contributors? | Schools of Psychology<br><br>Major Contributors to the field<br><br>Methods of studying humans | Identify and Conduct Psychology methods of observation to collect data.<br><br>Categorize schools and contributions with leading psychologist<br><br>Determine by traits, identifying in visual observation.<br><ul style="list-style-type: none"> <li>School of Psychology applicable</li> <li>Theorist</li> </ul> Practice field methods of study <ul style="list-style-type: none"> <li>Discussion</li> <li>Critical Thinking</li> <li>Observation</li> <li>APA Citation</li> </ul> | Video resources<br><br>Research schools and founders via internet  | 5 schools of psychology<br>8 major contributors<br>Sigmund Freud<br>Carl Jung<br>Abraham Maslow<br>Gestalt<br>Humanistic | Reading<br>1.6.12<br>1.8.12<br>1.9.12<br><br>Science<br>3.1.12B6<br><br>RWSL<br>1.1.12<br>1.2.12<br>1.6.12<br>1.8.12<br>1.9.12 |
|                            | Career fields and paths of education                | What careers are based in psychology degrees?<br><br>How do psychology majors impact human life?  | University Program guides and course description as a resource                                 | Research career path interests <ul style="list-style-type: none"> <li>Field professions</li> <li>Course descriptions and explorations</li> <li>Careers in the news</li> <li>Trends in career fields</li> <li>Level of education</li> <li>Reflect career field of interest</li> </ul>   | Local university program guides<br><br>Wheel of sociology/psychology careers handout<br><br>Careers in the news current events | List determined by student interest in various fields  | RWSL<br>1.1.12<br>1.2.12<br>1.6.12<br>1.8.12<br>1.9.12   |

## Psychology I Semester Course - 2019

### Unit 2 Motivations

| Estimated Unit Time Frames | Big Ideas  | Essential Questions | Concepts (Know)   | Competencies (Do)  | Lessons/ Suggested Resources  | Vocabulary  | Standards/ Eligible Content   |
|----------------------------|--|---------------------|---|--|---|---|---|
| 5 Days                     | Human Motivation and desires originate from operation and survival needs | Why?                | <p>Maslow's Hierarchal Needs</p> <p>Freud's states of consciousness</p> | <p>Identify layers of Hierarchal needs</p> <p>Define concepts and layers</p> <p>Apply concept to own scenario</p> <p>Analyze subjects possible hierarchal motivation</p> | <p>Hierarchal Pyramid personalization</p> <p>Freud Iceberg graphic organizer</p> <p>Life moment scenario analysis</p> | <p>Hierarchal theory</p> <p>Hiarchal components:</p> <p>Physiobiological, safety, love, esteem, cognitive, asthetic, self-actualization, transformation</p> <p>Freud's theories of motivation and unconsciousness:</p> <p>Layers of consciousness and thought process/desires occurring at layers</p> | <p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p> |

# Psychology I Semester Course - 2019

## Unit 3 Social Psychology - Interactions

| Estimated Unit Time Frames | Big Ideas  | Essential Questions   | Concepts (Know)   | Competencies (Do)  | Lessons/ Suggested Resources   | Vocabulary   | Standards/ Eligible Content    |
|----------------------------|--|---|---|--|--|--|--------------------------------|
| 15 Days                    | Culture as a driving and unifying force in society | In what ways are we defined by culture?<br><br>What makes us Americans? | Culture traits<br>Culture components  | Identify culture traits<br><br>Define components<br><br>Written Reflection:<br>What does my culture consist of?<br><br>Discuss self : Attitudes, Ethnic Identity, Prejudice  | Vocabulary worksheet<br><br>Graphic organizer of components/ personal examples<br><br>Self-Analysis: Culture People Project  | Culture<br>Culture traits<br>Culture components<br>Ethnocentrism<br>Rules of Society<br>Norms<br>Folkways<br>Moore's<br>Subculture<br>Counterculture | Geography<br>7.3.12 B          |
|                            | Human geography                                    | How does psychological factors impact cultural appreciation?            | Psychological impact on cultural understanding  | Identify personal bias resulting from geography effect<br><br>Identify local, regional and national geographic effects<br><br>Discussion:<br><ul style="list-style-type: none"> <li>Utilize vocabulary</li> <li>Compare psychological elements of Culture</li> </ul> | Research :What people believe about Americans in other countries<br>Vs.<br>What we believe about people from other countries | Taboo<br>Attitudes<br>Ethnic Identity<br>Stereotypes<br>Prejudice<br>Cultural divide   | Geography<br>7.3.12<br>7.4.12A |
|                            | Positioning in society                             | What indicates you have reached social success?                         | Groups, Roles, Status<br><br>Psychologically we need to be in groups<br><br>Psychologically | Identify levels of grouping in society <ul style="list-style-type: none"> <li>Determine group membership</li> </ul> Identify the difference between role and status <ul style="list-style-type: none"> <li>Determine personal roles and status of</li> </ul>         | I am statements activity<br>Ch 4 note organizer<br><br>Personal space experiment/observation                                 | Roles<br>Groups<br>Status<br>Achieved<br>Ascribed<br>Personal space<br>Affiliation<br>Social Comparison theory                                       |                                |

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|  |                               |  | humans need personal space  | <p>roles</p> <p>Determine traits of achieved vs. ascribed status</p> <p>Reflect on personal roles, status and group membership</p>  |  | Social Exchange theory   |   |
|  | Social interaction formations | What role is the best role to have in a group?                               | <p>Interaction capacities that stabilize society</p> <p>Interaction that disrupts society</p> <p>People have multiple roles that often conflict</p>                             | <p>Identify types of interaction</p> <p>Identify group purposes and longevity</p> <p>Analyze group membership dynamics</p> <p>Observe 3 groups and identify group dynamics and members</p> <p>Self-Analysis: Where do my conflicts exist?</p> | <p>Group membership dynamics article</p> <p>Group survival activities</p> <p>Group Rules article</p> | <p>Exchange</p> <p>Competition</p> <p>Conflict</p> <p>Cooperation</p> <p>Accommodation</p> <p>Role conflict</p> <p>Role assimilation</p> <p>Group</p> <p>Disobedience</p> <p>dissent</p>   | <p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p> |
|  | Psychological Conformity      | <p>Why do people want to belong?</p> <p>What is the purpose of Deviance?</p> | <p>Hierarchal needs traits and definitions</p> <p>Conformity is the result of Hierarchal needs</p> <p>Group membership categories</p> <p>Deviance Theories and interactions</p> | <p>Identify Maslow Hierarchy needs by observation of individuals actions in group setting</p> <p>Analyze using Maslow's Hierarchal needs assessment</p> <p>Identify through observation group member roles</p>                                | Personalize graphic organizer of Hierarchy needs   | <p>Maslow Hierarchy of needs</p> <p>Self-Disclosure</p> <p>Over Disclosure reciprocity</p> <p>Self-Handicapping</p> <p>Conformity</p> <p>Compliance</p> <p>Disunity</p> <p>Group/Mob Mentality</p> <p>Social influence</p> <p>Group sanctions</p> <p>Unanimity</p> <p>Social power</p> <p>Coercive power</p> |   |

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|  | Defense mechanisms for Role conflict and social interaction | In what ways can a person psychologically cope with role conflict? | Freudian Defense Mechanisms<br><br>Role Conflict coping strategies               | Identify Psychological defense mechanisms and theories<br><br>Compare Freudian Defense Mechanisms to Maslow's motivation of Hierarchal needs<br><br>Analyze types of Defense Mechanisms, uses for protection and deflection<br><br>Research psychological techniques for Role Conflict Methods | Graphic organizer defining mechanisms, align to hierarchy needs<br><br>Self-Analysis of defense Mechanisms by type<br><br>Subject Observation of defense mechanism application in social setting<br><br>APA source current articles research | Legitimate power<br>Expert power<br>Obedience<br>Compartmentalization<br>Avoidance<br>Projection<br>Denial<br>Sublimation<br>Displacement<br>Repression<br>Projection<br>Rationalization<br>Reaction Formation<br>Aggressor<br>Identification | RWSL<br>1.1.12<br>1.2.12<br>1.6.12<br>1.8.12<br>1.9.12 |
|  | Social Movements  | What elements of Psychology assist social movement momentum        | Social Media Power<br><br>Civil Disobedience<br><br>Racial group movements in US | Identify Group theories for change<br><br>Analyze social media impact on changing society<br><br>Analyze power of public perception as motivating factors in social movements  | Current Events: Presidential tweets vs private conscious beliefs, psychological lessons of 2016 campaign in US<br><br>Ted talk: impact of social media vs truth<br><br>Social movements for change in society                                |   |  |

# Psychology I Semester Course - 2019

## Unit 4 Personality Development

| Estimated Unit Time Frames | Big Ideas             | Essential Questions                                 | Concepts (Know)   | Competencies (Do)  | Lessons/ Suggested Resources   | Vocabulary   | Standards/ Eligible Content   |
|----------------------------|-----------------------|---|---|--|--|--|---|
| 10 Days                    | Theorist contribution | Whose theory best explains personality development? | <p>Erik Erickson's theory</p> <p>Maslow's Hierarchy of development</p> <p>Sigmund Freud's theory</p> <p>Myers-Briggs measures multiple elements</p> <p>Jung's OCEAN metric</p> <p>Gender Development &amp; Stereotypes</p> <p>Parenting effects on child psyche</p> | <p>Identify stages of personality development theory –Erik Erickson</p> <p>Research sociology theories and their contributing theorist</p> <p>Research psychology theories and their contributing theorist</p> <p>Self-evaluate personality traits</p> <p>Reflect on personal stage development process</p> <p>Compare parenting styles and theory effects on child developmental stages</p> | <p>Graphic organizers</p> <p>Survey samples</p> <p>Data charts</p> <p>Interactive session with sociologist/psychologist in specialization</p> <p>Inside Out: The enduring Self – Personality (28 min)</p> <p>Myers-Briggs personality diagnostic interactive tool</p> <p>OCEAN personality diagnostic interactive tool</p> | <p>Looking-Glass Self</p> <p>Tabula Rasa</p> <p>Social Labeling theory</p> <p>Erik Erikson's stage development vernacular</p> <p>Parenting theories</p> <p>Myers-Briggs components</p> <p>OCEAN components</p> | <p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p> |

# Psychology I Semester Course - 2019

## Unit 5 Adolescents

| Estimated Unit Time Frames | Big Ideas                        | Essential Questions                  | Concepts (Know)   | Competencies (Do)  | Lessons/ Suggested Resources  | Vocabulary  | Standards/ Eligible Content                            |
|----------------------------|----------------------------------|--------------------------------------|---|--|---|---|--|
| 5 Days                     | Generational experiences         | Has the adolescent stage changed?    | Adolescent Ego is universal<br><br>Parental expectations and conflict   | Analyze experiences from multiple generation reflections<br><br>Discuss universal experiences<br><br>Reflect on Parental relationship and experience as an adolescent  | Interview 3 generations on experience<br><br>Discussion<br><br>reflection     | Adolescent Ego<br>Adolescent Identity Crisis<br>Search for Independence<br>Leaving the family |  |
|                            | Dangerous behaviors & Challenges | Why is it so difficult to be a teen? | Drug use has roots in adolescents<br>Social Pressures to be sexually active<br>Maturity to handle emotional health and seek help<br>Role Conflict is heightened during this stage<br>Social Acceptance is internally important<br>Parental expectations | Identify dangerous behaviors <ul style="list-style-type: none"> <li>• Drama</li> <li>• Drugs</li> <li>• Eating Disorders</li> <li>• Separations &amp; Connections</li> <li>• Sex</li> <li>• Suicide</li> </ul> Discuss social pressures to participate in dangerous behaviors<br><br>Research current statistics and data on teen behaviors<br><br>Analyze the impact of social media trends on adolescents<br><br>Reflect on personal maturity level and capability to handle pressures | Research statistics<br><br>Observational study<br><br>Discussion & Reflection | Imaginary audiences<br>Identity search<br>Social markers                                      | RWSL<br>1.1.12<br>1.2.12<br>1.6.12<br>1.8.12<br>1.9.12 |

# Psychology I Semester Course - 2019

## Unit 6 Healthy Relationships

| Estimated Unit Time Frames | Big Ideas                           | Essential Questions  | Concepts (Know)   | Competencies (Do)   | Lessons/ Suggested Resources  | Vocabulary  | Standards/ Eligible Content                 |
|----------------------------|-------------------------------------|--|---|---|---|---|---|
| 15 Days                    | History of Dating                   | Is Dating different today?                                   | Relationship life stages<br><br>Dating trends and acceptable behavior norms have changed                                | Identify stages of relationships<br><br>Research to determine <ul style="list-style-type: none"> <li>Dating trends</li> <li>Dating abuse</li> <li>Standards of social norms</li> <li>Communication styles</li> </ul>  | Worksheets for discussion prompts & reflection  |   | History<br>8.1.12A<br>8.2.12A, C<br>8.3.12A |
|                            | Healthy vs. Unhealthy Relationships | In what ways do Healthy (Unhealthy) relationships impact us? | RAM Module Traits<br><br>FACES<br><br>DESIRE vs. DESIST characteristics<br><br>PACE<br><br>Dating Abuse among teenagers | Identify the categories of the RAM Module and depth of interaction <ul style="list-style-type: none"> <li>Know, Trust, Rely, Commit, Touch</li> <li>Situational, Personal Pattern, Intimate</li> </ul> Discuss anagrams with personal reflection of example relationships <ul style="list-style-type: none"> <li>Healthy examples</li> <li>Unhealthy examples</li> </ul> Determine signs of dating abuse among partners<br><br>Categorize example relationship examples as Healthy or Unhealthy<br><br>Reflection: Evaluate any personal relationship utilizing the RAM Module and anagrams | “How to avoid falling in love with a Jerk(ette)” Dr. John VanEpp materials and book<br><br>Utilize current celebrity relationships as models scenarios<br><br>Loveisrespect.org |   |   |
|                            | Communication techniques            |  | Active Listening Techniques<br><br>Assertive Communication  | Identify the steps of communication techniques<br>Emulate the steps during guided practice <ul style="list-style-type: none"> <li>I feel</li> </ul>   |   | Active Listening<br>Assertive Communication<br>Empathic Listening |   |



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|--|--|--|---|--|---------------------|--|---|
|  |  |  | <p>Techniques</p> <p>Emphatic Listening</p>   | <ul style="list-style-type: none"> <li>• I hear you say</li> <li>• I think you are feeling</li> <li>• Repeat what is heard for confirmation</li> </ul> <p>Analyze strengths and weakness of their communication skills</p> <ul style="list-style-type: none"> <li>• Family patterns</li> <li>• Personal</li> <li>• Peer groups</li> </ul> <p>Discuss the process and what is to be gained from better communication skills</p> |                     |  |   |
|  | Conflict & Problem solving in a relationship |  | <p>I statements</p> <p>Conflict resolution steps</p>  | <p>Apply conflict resolution steps to scenarios</p> <ul style="list-style-type: none"> <li>• Provided conflict</li> <li>• Personal conflict</li> <li>• Friends conflict</li> <li>• Utilize I statements</li> </ul>   |                     |  |   |
|  | Break up Safe                                |  | <p>Outreach resources available for unhealthy relationships</p> <p>Break up signs</p> <p>Steps to break up safely</p> | <p>Identify signs of impending break up</p> <p>Apply unhealthy markers to determine sustainable or damaged relationships</p> <p>Research experts in field</p> <ul style="list-style-type: none"> <li>• Steps to break up safely</li> </ul> <p>Role play break up techniques</p> <p>Reflection on break up process and expert advise</p>  | Love is respect.org |  | <p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p> |

# Psychology I Semester Course - 2019

## Unit 7 The Psychological Brain Function

| Estimated Unit Time Frames | Big Ideas                      | Essential Questions                                   | Concepts (Know)                        | Competencies (Do)  | Lessons/ Suggested Resources   | Vocabulary   | Standards/ Eligible Content   |
|----------------------------|--------------------------------|---|--|--|--|--|---|
| 5 Days                     | Brain components and functions | Why is studying the brain important to psychologist ? | Components of brain and their function | <p>Explore components of the brain</p> <ul style="list-style-type: none"> <li>• Lobes</li> <li>• Capacity</li> <li>• Webbing</li> <li>• Stem</li> <li>• Water content</li> </ul> <p>Identify the function and control of each section/structure</p> <p>Apply brain functions from locations in brain</p> <p>Discussion various activities of application</p> <p>Reflect on Brain exercises and experiences</p> <p>Utilize research to interpret student dreams</p> | <p>Student driven menu PowerPoint of brain study</p> <p>Brain Games episodes</p> <p>PBS Nova How the Brain Works Series</p> <p>Labs/Activities:</p> <ul style="list-style-type: none"> <li>• Senses</li> <li>• Optical illusions</li> <li>• Morality</li> <li>• Split brain</li> <li>• Dream interpretations</li> <li>• sleep patterns</li> </ul> <p>TedTalks luminosity</p> | <p>Brain anatomy</p> <p>Brain function theories</p> <p>Mental States</p> <p>Levels of Consciousness</p> <p>Senses &amp; Perception</p> | <p>3.1.7.A7</p> <p>S7.B.1.1.2</p> <p>RWSL</p> <p>1.1.12</p> <p>1.2.12</p> <p>1.6.12</p> <p>1.8.12</p> <p>1.9.12</p> |

# Psychology I Semester Course - 2019

## Unit 8 Intelligence & Emotions

| Estimated Unit Time Frames | Big Ideas         | Essential Questions   | Concepts (Know)  | Competencies (Do)   | Lessons/ Suggested Resources   | Vocabulary   | Standards/ Eligible Content                            |
|----------------------------|-------------------|---|--|---|--|--|--|
| 15 Days                    | Intelligence      | What drives the capacity for intelligence?                        | Intelligence Capacity markers<br><br>Multiple intelligence theories  | Identify brain capacity centers for intelligence<br><br>Compare left brain to right brain activity<br><br>Analyze self-intelligence utilizing MI theory   | Brain mapping<br><br>Left brain vs. Right brain<br><br>MI organizer/evaluation tool                                      | Intelligence theories  | RWSL<br>1.1.12<br>1.2.12<br>1.6.12<br>1.8.12<br>1.9.12 |
|                            | Learning & Memory | Why some people are perceived as more intelligent than others?    | Operant Condition vs Classical Conditioning<br><br>Social Learning theory<br><br>Cognitive Theorists<br><br>Power of suggestion<br><br>Three Theories of Memory<br>Mental reconstruction | Compare Conditioning styles<br><br>Analyze learning theories<br><br>Apply learning theories<br><br>Evaluate role of learning and memory in intelligence metrics<br><br>Identify special education learning challenges to mental capacity<br><br>Self-analysis of metacognition, learning capacity, memory abilities | Memory recall<br>Learning styles activity<br>Special education definition disorders essay                                | Learning components of brain<br><br>Memory capacitors of brain<br><br>Various learning/ memory disorders |  |
|                            | Emotions          | What drives one's emotion or is emotion the psychological driver? | Emotions<br>Leading theorists in emotion psychology<br>Leading theories  | Identify emotions through theory application<br><br>Analyze life moment emotions as driving forces for action   | Emotions organizer with self-reflection utilizing Maslow hierarchy to justify plus 6 theories<br><br>Subject application | Emotions<br>6 major theories of emotions   |  |

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|--|--------|---|--|---|---|---|--|
|  |        |   |  |   | analysis  |   |  |
|  | Dreams | What are dreams made of?<br><br>How do you dream? | Dream Theories<br><br>Dream Analysis<br><br>Dream Interpretation | Identify Dream theories and use in therapeutic settings<br><br>Analyze components of dreams<br><br>Synthesize dream element meanings<br><br>Evaluate dream on psychological components and representation | Dream theory organizer<br><br>Dream Diaries<br><br>Dream self-diagnostic exercise<br><br>Dream art exercise<br><br>Dream Interpretation peer sessions | Psychoanalytic<br>Problem-focused<br>Housekeeping<br>Activation-synthesis | RWSL<br>1.1.12<br>1.2.12<br>1.6.12<br>1.8.12<br>1.9.12 |

## Psychology I Semester Course - 2019

### Project Based Assessment - Final

| Estimated Unit Time Frames | Big Ideas                                       | Essential Questions  | Concepts (Know)            | Competencies (Do)   | Lessons/ Suggested Resources  | Vocabulary                                   | Standards/ Eligible Content                            |
|----------------------------|---|--|----------------------------|---|---|--|--|
| 12 Days                    | Understanding Humans through their interactions | In what ways and how can you understand Humans more through observation?<br><br>What are Humans saying about themselves? | Scientific research method | Complete the scientific research method to critically analyze and provide evidence to suggest a position to essential question. | Student driven research project and presentation to class on position | Student selected based on topic and position | RWSL<br>1.1.12<br>1.2.12<br>1.6.12<br>1.8.12<br>1.9.12 |

Note: Topics are endless in this field. It is suggested to survey students to determine their interest levels and background knowledge to determine possible additional topics.