Unit 1: History and Approaches

Content Area: **Social Studies**
Course(s): **Psychology, Human Behavior**
Time Period: **Semester 1 & 2**
Length: **1 week**
Status: **Published**

Standards

SCI.9-12.DL.2	Learning
SCI.9-12.DL.2.1.1	Describe the principles of classical conditioning
SCI.9-12.DL.2.1.2	Describe clinical and experimental examples of classical conditioning
SCI.9-12.DL.2.1.3	Apply classical conditioning to everyday life
SCI.9-12.DL.2.2	Operant conditioning
SCI.9-12.DL.2.2.1	Describe the Law of Effect
SCI.9-12.DL.2.2.2	Describe the principles of operant conditioning
SCI.9-12.DL.2.2.3	Describe clinical and experimental examples of operant conditioning
SCI.9-12.DL.2.2.4	Apply operant conditioning to everyday life
SCI.9-12.SI.1.1.1	Define psychology as a discipline and identify its goals as a science
SCI.9-12.SI.1.1.2	Describe the emergence of psychology as a scientific discipline
SCI.9-12.SI.1.1.3	Describe perspectives employed to understand behavior and mental processes
SCI.9-12.SI.1.1.4	Explain how psychology evolved as a scientific discipline
SCI.9-12.SI.1.2.2	Describe the major subfields of psychology
SCI.9-12.SI.1.2.3	Identify the important role psychology plays in benefiting society and improving people's lives
SCI.9-12.SI.2.1.1	Describe the scientific method and its role in psychology
SCI.9-12.SI.2.1.2	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods

Enduring Understandings

The students will understand that:

1. personality development is influenced by a combination of both nature and nurture.

2. although personality is defined as unique attitudes, behaviors, and emotions that characterize a person, there are a variety of opinions about the origins and influences on personality.

3. according to the psychodynamic, humanistic, and cognitive theories, personality is a developmental process, shaped by our internal needs and cognitions and by external pressures from the social environment.

4. some personality theories attribute personality to stable patterns known as traits, types, and temperaments.

5. projective tests and self-report inventories are often used to measure personality, but reliability and

validity are a concern for both methods.

Essential Questions

1. What is psychology?

2. To what degree should psychology be considered a science?

3. What is the best approach to study human and animal behavior?

4. How can an individuals subjective mental experience be measured and analyzed objectively and scientifically?

5. How is psychology different than a pseudoscience like astrology?

6. To what extent does the study of psychology offer answers as well as more questions?

7. Why are there so many different perspectives in psychology?

8. Who was the most influential in the evolution of psychology as a science?

Knowledge and Skills

Objectives: SWBAT

-Trace the historical and philosophical development of psychology as a science.

-Describe how the different perspectives explore and explain human behavior.

-Identify famous psychologists and describe their contributions to the discipline.

-Explore different career options for people who earn degrees in psychology.

Content

A. Logic, Philosophy, and History of Science

B. Approaches: 1.Biological 2.Behavioral 3.Cognitive 4. Humanistic 5. Psychodynamic 6. Sociocultural 7. Evolutionary

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Resources

Textbook Reading: Chapter 1 (1-25)

Primary Student Textbook: Zimbardo, Philip G., Johnson, Robert L., Weber, Ann L., Gruber, Craig W. (2010). Psychology: AP edition with discovering psychology. New York: Allyn & Bacon.

Course Resources:

1. Benjamin, Ludy T. Jr., eds. Favorite Activities for the Teaching of Psychology. Washington, D.C.: American Psychological Association, 2008.

2. Bensley, D. Alan. *Critical Thinking in Psychology: A Unified Skills Approach*. Pacific Grove, Calif.: Brooks/Cole, 1998.

3. Hock, Roger R. Forty Studies that Changed Psychology: Explorations into the History of Psychological Research. 5th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.

4. Rolls, Geoff. Classic Case Studies in Psychology. London: Hodder Arnold, 2005.

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

AI - Copilot, Gemini, etc.

Links

http://psychcentral.com/

http://www.psychologytoday.com/

http://www.apa.org/

http://www.scientificamerican.com/section/lateststories/

http://www.psychologicalscience.org/

http://www.sciencedaily.com/news

http://www.alleydog.com/

http://www.apa.org/research/action/glossary.aspx

http://allpsych.com/psychology101/index.html

http://www.simplypsychology.org/perspective.html

Transfer Goals

Students will be able to independently apply the perspectives of the different approaches on psychology to their analysis of the observable behavior of other people along with their own mental processes.

Students will be able to independently determine how the scientific method can be used for human personality and behavior.

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit