

# Unit 1: History and Approaches

Content Area: **Template**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **3 Classes**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit I: History and Approaches [SC1]

*A. Logic, Philosophy, and History of Science*  
*B. Approaches/Perspectives*

## Learning Objectives

- Objective 1 - 1. Define psychology and how the field of psychology developed.
- Objective 2 - Distinguish between seven different psychological perspectives, including behavioral, biological, psychoanalytic, humanistic, cognitive, and socio-cultural.
- Objective 3 - Describe the main pioneers of psychology and how they were able to contribute to the field, including but not limited to Pavlov, Freud, and Watson.

## Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

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SOC.9-12.1	Scientific Foundations of Psychology
SOC.9-12.1.1	Introducing Psychology
SOC.9-12.1.A	Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
SOC.9-12.1.B	Identify the research contributions of major historical figures in psychology.
SOC.9-12.1.B.1	Mary Whiton Calkins, major historical figure in psychology
SOC.9-12.1.B.2	Charles Darwin, major historical figure in psychology
SOC.9-12.1.B.3	Dorothea Dix, major historical figure in psychology
SOC.9-12.1.B.4	Sigmund Freud, major historical figure in psychology
SOC.9-12.1.B.5	G. Stanley Hall, major historical figure in psychology
SOC.9-12.1.B.6	William James, major historical figure in psychology
SOC.9-12.1.B.11	Margaret Floy Washburn, major historical figure in psychology
SOC.9-12.1.B.12	John B. Watson, major historical figure in psychology
SOC.9-12.1.B.13	Wilhelm Wundt, major historical figure in psychology
SOC.9-12.1.C	Describe and compare different theoretical approaches in explaining behavior.
SOC.9-12.1.C.1	Structuralism
SOC.9-12.1.C.2	Functionalism
SOC.9-12.1.C.3	Early Behaviorism
SOC.9-12.1.C.4	Gestalt
SOC.9-12.1.C.5	Psychoanalytic/psychodynamic
SOC.9-12.1.C.6	Humanistic
SOC.9-12.1.C.7	Evolutionary approach
SOC.9-12.1.C.8	Biological approach
SOC.9-12.1.C.9	Cognitive approach
SOC.9-12.1.C.10	Biopsychosocial approaches
SOC.9-12.1.C.11	Sociocultural
SOC.9-12.1.D	Recognize the strengths and limitations of applying theories to explain behavior.
SOC.9-12.1.E	Distinguish the different domains of psychology.
SOC.9-12.1.E.1	Biological domain
SOC.9-12.1.E.2	Clinical domain
SOC.9-12.1.E.3	Cognitive domain
SOC.9-12.1.E.4	Counseling domain
SOC.9-12.1.E.5	Developmental domain
SOC.9-12.1.E.6	Educational domain
SOC.9-12.1.E.7	Experimental domain
SOC.9-12.1.E.8	Industrial–organizational domain
SOC.9-12.1.E.9	Personality domain
SOC.9-12.1.E.10	Psychometric domain

SOC.9-12.1.E.11

Social domain

SOC.9-12.1.E.12

Positive domain

## **Instructional Tasks/Activities**

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- Activity 1
- Activity 10
- Activity 2
- Activity 3
- Activity 4
- Activity 5
- Activity 6
- Activity 7
- Activity 8
- Activity 9

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource

- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers

- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Resource 1
- Resource 2
- Resource 3
- Resource 4
- Resource 5

