| ***Unit 1: Intro To The Mind***  ***Timeline: September-November*** | | | | | |
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| **Targeted Standards**  • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.  • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.  2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.  • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).  • 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).  • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. | | | | | |
| **Rationale and Transfer Goals** :  This unit introduces psychology, identifies its most common research methods, and explains why it is useful to study psychology. It also explores the relatively brief history of psychology and previews the large number of professions available to those interested in psychology. This unit emphasizes the importance of scientific research to the field of psychology and introduces the basic techniques involved in conducting sound research. Common statistical techniques used to analyze research are also introduced. We are learning how the behavior sciences impact our everyday lives and can be used as a tool to understand and improve our mental health. | | | | | |
| **Enduring Understandings:**  1. Through the study of psychology, people can discover psychological principles that have the potential to enrich the lives of humans.  2. Psychology involves sets of questions, theories, methods, and possible answers that have been passed on, studied, and changed from generation to generation.  3. Psychologists are trained to observe, analyze, and evaluate behavior patterns, to develop theories of behavior, and to apply what they have learned to influence behavior.  4. Psychologists conduct their research in one of a variety of ways to test a hypothesis, solve a problem, or confirm previous findings.  5. Psychologists must recognize and resolve errors while conducting their research.  6. Psychologists must collect and evaluate evidence to test their hypotheses. | | | | | |
| **Essential Questions**:  1. Why study psychology?  2. How has the history of the study of psychology influenced the field today?  3. How can psychologists act as professionals?  4. What is psychological research?  5. What are the problems in psychological research, and what are some possible solutions to those problems?  6. How do psychologists use statistics to organize and apply their research? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| 1. Recognize the range of topics that are covered in an introductory psychology course.  2. Describe the goals and scientific basis of psychology.  3. Explain important trends in the history of psychology.  4. Analyze various approaches to the study of psychology.  5. Identify the work of a psychologist.  6. Compare and contrast the careers and specialized fields in psychology.  7. Reconstruct the process of psychological research and the scientific method.  8. Distinguish the different types of psychological research.  9. Critique the methodological hazards of doing research.  10. Evaluate the experimental procedures psychologists use to avoid bias.  11. Manipulate types of descriptive statistics and inferential statistics | Original Experiment using the scientific method  Reaction response (exit slip) –  Who is your favorite psychologist?  Survey on psychological concept  Recognize the importance of mental health in everyday life  Identify important trends toward improving mental health | | Define all chapter vocabulary  Cornell Notes  Chapter Packet with open ended questions and definitions  Chapter Packet with design of sample research questions  Body Project  Psychology as a profession project  Test Your Intuitions  Activity HW: List physiological and cognitive behaviors (daily life)  Evolutionary psychology, Psychoanalysis/psychodynamic, Developmental psychology  Video Clip: Scientific Method  Goals of Psychology: Why do seniors get senioritis?  Graphic Organizer: Psychological approaches  Name that psychologist activity  Graphic Organizer: Key psychologists  Socratic Seminar: Ethics and psychology  Case Study: David Reimer (Ethics)  Map of phrenology  List personal characteristics according to map of phrenology | | **HW activities**: Finding Correlations, Cartoon Drawing, Cornell Notes, Data collection on heights of your family  **In Class Discussion:** Question and answer  Socratic Seminar: Ethics and psychology  Notebook: Cornell Notes daily summative  \*These assessments will mostly require students to: remember, understand, apply, and analyze.\*  **Summative Assessments:** Common Unit Benchmark Test: Introduction to Psychology: Multiple Choice and open ended responses, Research Methods: Multiple Choice and open ended responses. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| 1. Recognize the range of topics that are covered in an introductory psychology course.  2. Describe the goals and scientific basis of psychology.  3. Explain important trends in the history of psychology.  4. Analyze various approaches to the study of psychology.  5. Identify the work of a psychologist | | **N/A** | | Class Notes - Discuss with class  Class Discussions - Class will discuss and debate topics in psychology  Videos - Students will watch clips of important psychology topics  In Class Lab experiments using Sociological and Psychological bases | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.4.2.IML.2: Represent data in a visual format to tell a story about the data    9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems    9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process    9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect    9.4.8.TL.3: Select appropriate tools to organize and present information digitally.  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas | | | | | |
| **Key resources:**  Holt McDougal Psychology - Principles in Practice/Online Text  Holt McDougal Psychology - Online Resources  Holt McDougal Psychology - workbook and guided reading selections | | | | | |
| **Interdisciplinary Connections:**  **Language Arts Literacy**: Technical writing for experiments, writing biographical information, writing non-leading survey questions NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **Technology**: Google Classroom/Docs /YouTube for typed documents; video clips; web navigation 8.1.2.DA.1:  **Art**: Pictures of different subfields of psychologist, skit on psychologists today, diagram of phrenology Anchor Standard 1: Conceptualizing and generating ideas Anchor Standard 5: Selecting, analyzing and interpreting work.  Anchor Standard 6: Conveying meaning through art.  **Math**: Mean, median, mode computations, collecting data using variables, analyze technology based on graphs /Modeling links classroom mathematics and statistics to everyday life, work, and decision-making  **Science**: Data collection on psychological subjects, cognitive v. physiological behaviors, scientific method (create own experiment) HS-LS4-3. | | | | | |
| **Intersections of History: I**mportant Contributions of early Psychologists  **Black:**  Kenneth Bancroft Clark (Doll Study /Brown vs Board of Ed)  **Hispanic:** Martha Bernal/Children and Behavior disorders  **Women:** Mamie Phipps Clark /Racial Identity  **LGBTQ:** Evelyn Hooker /Modern Gay rights movement | | | | | |
| **Important Vocabulary:**  **psychology**  **cognitive activities**  **associationism**  **structuralism**  **functionalism**  **psychoanalysis**  **behaviorism**  **Gestalt psychology**  **social-learning theory**  **ethnic group**  **hypothesis**  **sample**  **longitudinal method**  **correlation**  **experiment**  **variables**  **placebo**  **standard deviation**  **ethics**  **control group**  **single-blind study** | | | | | |