

Unit 02: History and Foundations of Psychology

Content Area: **Social Studies**
Course(s):
Time Period: **Semester**
Length: **1.5 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective:

Students will understand the different perspectives and founders in psychology as well as its evolution in the history of the field.

Essential Questions:

How do different types of psychologists attempt to define, explain, predict, and control human behavior?

Why is it important to take different perspectives when attempting to explain complex behaviors?

CONTENT AREA STANDARDS

SCI.9-12.SI	Scientific Inquiry
SCI.9-12.SI.1	Perspectives in Psychological Science
SCI.9-12.SI.1.1	Development of psychology as an empirical science
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	Major subfields within psychology
SCI.9-12.SI.1.2.1	Discuss the value of both basic and applied psychological research with human and non-human animals
SCI.9-12.SI.1.2.2	Describe the major subfields of psychology

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CS.K-12.4	Developing and Using Abstractions
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that

- Development of psychology as an empirical science
- Major subfields within psychology

Procedural Knowledge

Students will understand that

- Explain the differences between the different perspectives and the founders of the field.
- Identify the basic principles and theories of psychology and observe real world examples of those perspective.
- Define psychology as a discipline and identify its goals as a science.

- Describe the emergence of psychology as a scientific discipline.
- Describe perspectives employed to understand behavior and mental processes.
- Explain how psychology evolved as a scientific discipline.
- Discuss and assess the value of both basic and applied psychological research with human and non-human animals.
- Describe the major subfields of psychology.
- Identify the important role psychology plays in benefiting society and improving people's lives.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Formative Assessments

Chapter 1 Study Guide:

- Essay 1: Name three significant individuals in the early development of psychology as a discipline, and describe their major contributions to the field.
- Essay 2: Briefly discuss and contrast the three schools of psychological thought that were developed after Freud's psycho-dynamic theory. OR Compare and contrast the psychoanalytic, behaviorist, and humanist assumptions about psychology and human behavior.
- Essay 3: Briefly describe the advances and changes that occurred in psychological thinking after World War II to present.

Questioning:

- Predict how the emergence of Freud’s concepts influenced the evolution of psychology.
- Evaluate the chief tenets of structuralism and functionalism.
- Make judgements about how psychology plays in benefiting society and improving people’s lives.

Outrageous Celebrity Assignment- Students apply the different approaches to Psychology by creating profiles for Outrageous Celebrities. They will have to explain the behaviors, interests, motivations, and reasons for the behaviors in relationship to psychology. The students can work in pairs or groups of three and each is responsible for the content.

Summative Assessments

- Essay Quiz - One of the following questions will be assigned at random:
 - Essay 1: Name three significant individuals in the early development of psychology as a discipline, and describe their major contributions to the field.
 - Essay 2: Briefly discuss and contrast the three schools of psychological thought that were developed after Freud’s psycho-dynamic theory. OR Compare and contrast the psychoanalytic, behaviorist, and humanist assumptions about psychology and human behavior.
 - Essay 3: Briefly describe the advances and changes that occurred in psychological thinking after World War II to present.
- Students will research a perspective or founding theorist of psychology and should be ready to discuss and present information in class in the profile format.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Slides notes- <https://docs.google.com/presentation/d/1YYMFRA42w0ZuZ09XFqbUD7-Nfcr-nKf8Mx4zFiG5Ft8/edit#slide=id.p1>

INTERDISCIPLINARY CONNECTIONS

SOC.K-12.3	Seeking Diverse Perspectives
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
SJ.DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
SJ.DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people

(including myself) are both similar to and different from each other and others in their identity groups.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

- Provide enrichment activities that include more advanced material
- Use of Higher Level Questioning Techniques
- Extended time to complete assignments
- Extended time on classroom tests and quizzes
- Restate, reread, and clarify directions/questions
- Establish procedures for accommodations /modifications for assessments
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Design surveys to generate and analyze data to be used in a discussion.
- Focus on recognition work (listening, reading), rather than productive work (speaking and writing)
- Extended time to complete assignments: Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases

Syracuse University welcomes people with disabilities and, in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act, does not discriminate on the basis of disability. Students who require special consideration due to a learning or physical disability or other situation should make an appointment with the course instructor as soon as possible to make appropriate arrangements. Syracuse University values diversity and inclusion and is committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to one's inclusion or accurate assessment or achievement, any such student should meet with the instructor or appropriate administrator to discuss additional strategies beyond accommodations that may be helpful to the student's success.