Psychology Curriculum

CTECS
CONNECTICUT
TECHNICAL EDUCATION
AND CAREER SYSTEM

Rev. 1-2026

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Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...

- A Problem Solver
- Work Ready
- Respectful
- Skilled Socially
- A Critical Thinker
- An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- ➔ Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- ➔ Facilitate group discussions and collaborative projects.
- ➔ Use real-world scenarios and hands-on activities.
- ➔ Highlight the importance of effort, persistence, and continuous learning.
- ➔ Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- ➔ Set high standards for punctuality, responsibility, professionalism, and task completion.
- ➔ Use project-based learning and collaborative assignments.
- ➔ Emphasize clear written and verbal communication.
- ➔ Offer practical exercises like mock interviews and resume workshops.
- ➔ Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- ➔ Demonstrate personal, interpersonal, and professional skills.
- ➔ Show respect for diversity.
- ➔ Model respect through active listening and empathy.
- ➔ Set clear expectations for respectful interactions.
- ➔ Promote collaboration and group discussions.
- ➔ Celebrate respectful behavior.
- ➔ Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- ➔ Show awareness of global responsibility to others and the environment.
- ➔ Participate in community involvement.
- ➔ Design cooperative group projects and team activities
- ➔ Set expectations for respect and give regular feedback.
- ➔ Facilitate discussions on inclusivity, kindness, and respect.
- ➔ Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- ➔ Encourage critical thinking individually and collaboratively.
- ➔ Design lessons that challenge assumptions and explore diverse viewpoints.
- ➔ Use open-ended questions, rigorous activities, and cross-curricular projects.
- ➔ Integrate project-based learning and real-world problem-solving.
- ➔ Offer reflective opportunities like journaling and discussions.
- ➔ Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- ➔ Communicate effectively using oral, written, visual, artistic, and technical modes.
- ➔ Include group discussions, presentations, and peer reviews.
- ➔ Promote active listening and thoughtful responses.
- ➔ Offer clear guidelines and constructive feedback.
- ➔ Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
Providing and Communicating Clear Learning Goals 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success **Using Assessments** 4. Using informal assessments of the whole class 5. Using formal assessments of individual students	**Conducting Direct Instruction Lessons** 6. Chunking content 7. Processing content 8. Recording and representing content **Conducting Practicing and Deepening Lessons** 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning **Conducting Knowledge Application Lessons** 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims **Using Strategies That Appear in All Types of Lessons** 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact	**Using Engagement Strategies** 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students **Implementing Rules and Procedures** 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures **Building Relationships** 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control **Communicating High Expectations** 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Social Studies Vision

The vision for social studies in the Connecticut Technical Education and Career System (CTECS) is to empower students to think critically about the past in order to navigate and shape the future. Within our technical high school setting, we connect historical knowledge to real-world industries, civic responsibility, innovation, and workforce readiness. Through inquiry, analysis of diverse perspectives, and application of historical thinking skills, students develop informed judgment, ethical awareness, and the ability to engage thoughtfully in a rapidly changing global society.

Our vision is to graduate college and career-ready students who understand the historical foundations of their trades, communities, and democratic institutions—and who are prepared to contribute responsibly as skilled professionals and informed citizens.

Social Studies Curriculum Philosophy

The CTECS Social Studies Curriculum 24-25 revision was modeled after the CSDE Social Studies Model Curriculum. The curricula were constructed using the Connecticut State Department of Education (CSDE) K–12 Curricula Design Principles Handbook as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

- CT State Social Studies Standards
- The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History **(Page 69)**
- APA National Standards for High School Psychology Curricula
- Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects

Psychology Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Unit Priority Standards	D2.Psy.1.9-12. D2.Psy.2.9-12. D2.Psy.4.9-12. (APA) Content Standard 3	D2.Psy.8.9-12 D2.Psy.10.9-12 (APA) Content Standard 1 (APA) Content Standard 2	D2.Psy.6.9-12 (APA) Content Standard 1 (APA) Content Standard 2 (APA) Content Standard 3	D2.Psy.9.9-12 (APA) Content Standard 1 (APA) Content Standard 2	D2.Psy.8.9-12. (APA) Content Standard 1 (APA) Content Standard 2 (APA) Content Standard 3	D2.Psy.5.9-12 (APA) Content Standard 1 (APA) Content Standard 2	D2.Psy.19.9-12 (APA) Content Standard 1 (APA) Content Standard 3	D2.Psy.11.9-12. (APA) Content Standard 1 (APA) Content Standard 2

Psychology Curriculum Unit 1

Priority Standards Addressed in Unit 1

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Psy.1.9-12.
Demonstrate a basic understanding of the scientific methods that are at the core of psychology.

D2.Psy.2.9-12.
Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.

D2.Psy.4.9-12.
Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.

American Psychological Association National Standards for High School Psychology Curricula (APA)

APA Standard Area: Scientific Inquiry and Research Methods; Content Standard 3 Ethical issues in research with human and non-human animals.

Transfer Goal: Aligned to District Vision of the Graduate

A Critical Thinker

- applies unbiased analysis and evaluation
  - D2.Psy.1.9-12.
  - D2.Psy.2.9-12.
  - D2.Psy.4.9-12.
  - APA Content Standard 3
- willing to adapt new information and question things
  - D2.Psy.1.9-12.
  - D2.Psy.2.9-12.
  - D2.Psy.4.9-12.
  - APA Content Standard 3
- makes rational decisions based on application of evidence and observation
  - D2.Psy.1.9-12.
  - D2.Psy.2.9-12.
  - D2.Psy.4.9-12.
  - APA Content Standard 3

A Problem Solver

- can persevere and adapt
  - D2.Psy.1.9-12.
  - D2.Psy.2.9-12.
  - D2.Psy.4.9-12.
  - APA Content Standard 3
- able to determine the root cause of issues

- D2.Psy.2.9-12.
- D2.Psy.4.9-12.
- APA Content Standard 3

Big Ideas:

- Psychology uses scientific methods to systematically study behavior and mental processes, ensuring that conclusions are based on evidence and reliable research practices.
- Human behavior is complex and can be understood through multiple perspectives, including biological, cognitive, behavioral, and sociocultural approaches.
- Ethical guidelines are essential in psychological research to protect human and animal participants and ensure responsible, respectful scientific practices.

Essential Questions:

- How do psychologists use scientific methods to study behavior and mental processes?
- How do different psychological perspectives help us understand human behavior?
- Why are ethical guidelines important in psychological research, and how do they protect participants?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***
D2.Psy.1.9-12 ● Scientific method ● Hypothesis ● Variables (independent, dependent, control) ● Research methods (experiments, surveys, observations) ● Data and evidence ● Reliability and validity	**D2.Psy.1.9-12** ● Explain the steps of the scientific method ● Identify variables in psychological studies ● Differentiate among research methods ● Analyze data to draw conclusions ● Evaluate the reliability and validity of research findings
D2.Psy.2.9-12 ● Human behavior ● Biological perspective ● Cognitive perspective ● Behavioral perspective ● Sociocultural perspective ● Mental processes	**D2.Psy.2.9-12** ● Investigate behavior using multiple psychological perspectives ● Compare and contrast different perspectives ● Apply perspectives to explain real-world behavior ● Analyze how different factors influence behavior ● Interpret human actions through varied

	lenses
APA Content Standard 3 **D2.Psy.4.9-12** ● Ethical guidelines ● American Psychological Association (APA) standards ● Human participants ● Animal research ● Informed consent ● Confidentiality ● Risk and harm ● Institutional review processes	**APA Content Standard 3** **D2.Psy.4.9-12** ● Explain ethical guidelines in psychological research ● Evaluate the ethical treatment of human and animal subjects ● Apply APA and federal guidelines to research scenarios ● Analyze the impact of ethical decisions on participants ● Justify ethical or unethical research practices

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Hypothesis
- Ethical/ethics
- Scientific Method
- Theory
- Case Study

Content Vocabulary:

- Psychology
- Psychologist
- Psychiatry
- Psychiatrist
- Behavior
- Social Science
- Nature vs. Nurture
- Cognitive

Disciplinary Vocabulary:

- Behaviorist
- Cognitivist
- Psychobiologist
- Sociocultural
- Psychoanalyst
- Humanist

Resources:

Technology:

- YouTube (“Intro to Psychology: Crash Course Psychology #1”; “Psychological Research: Crash Course Psychology #2”; Stanford Prison Experiment - BBC Documentary; Stanford Prison Experiment - Nat Geo Documentary; “What Identical Twins Separated at Birth Teach Us About Genetics” - BBC Reel; “Nature vs Nurture (Full Debate Explained

in 3 Minutes);"
- "Three Identical Strangers" Documentary
- TedEd Psychology Videos
- Edpuzzles

Websites/ Online Articles:
- Society for the Teaching of Psychology
- "Understanding Psychology" McGraw Hill Digital Access, Student Learning Center & Teacher Suite

Suggested Texts:

- "Understanding Psychology" McGraw Hill; Chapter 1 "Approaches to Psychology"
- "Understanding Psychology" McGraw Hill; Chapter 2 "Psychological Research Methods and Statistics"
- Unit 1 Summary

Cross Cycle Tasks:
Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess; DOK; Bloom's Taxonomy.*
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
    - Week 1: post 2 reflections and respond to 2 reflections
    - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:
REQUIRED:

- **Unit 1 - Introduction to Psychology CFAs TBD on Performance Matters**

Suggested:
- Do Nows/ Bell Ringers/ Exit Tickets
- Student Academic Notebooks
- Source Analysis: Annotations, Close Reading Strategies, DBQs

- Class discussions (Suggested: The TQE Method, Talk Moves, Snowball Discussions, Cover-Stations)
- Observations of Students/ Check Work in Progress
- 1:1 or small group conferring

Unit 1 - Introduction to Psychology

- Introduction to Psychology Notes (suggested to create a slideshow and have students either use a guided note worksheet or record in their academic notebooks. Magic School AI or Notepad LM may be helpful in creation of slides);
- Ethical Dilemma Scenarios (suggested to work in small groups or pairs and debate and discuss lifeboat scenario as a class);
- Reading 1: Ethics in Psychology;
- Ethical Scenario Healthcare Activity (suggested to have students participate in a "town hall meeting" and express their views and decisions without debating);
- Approaches Graphic Organizer;
- Sample Approaches Assessment (suggested to work in pairs)

Summative Assessments:
REQUIRED:

- **Unit 1 - Introduction to Psychology CFAs TBD on Performance Matters**

Suggested:
- Quizzes and Exams
- Projects (individual and group)
- Presentations
- Case Study Analyses
- Evidence Based Arguments
- Research Papers

Unit 1 - Introduction to Psychology

- Behaviorist Mini Lab
- Psychologist Hall of Fame

Textbook Worksheets & Assessments:

- Textbook Vocabulary Activity; Graphic Organizer Activity; Guided Reading Activity, Lesson 2

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards
https://www.nextgenscience.org/search-standards

- Students can use the scientific method and other psychology methodologies to form hypotheses, complete tasks, analyze data, and draw conclusions.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards
https://iste.org/standards/students

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical
  - Graphic Design
  - Heating
  - Ventilation and Air Conditioning
  - Health Technology
  - Hairdressing and Cosmetology
  - Information Technology
  - Landscape Design
  - Installation and Equipment
  - Masonry
  - Mechanical Design and Engineering Technology
  - Precision Machining Technology
  - Plumbing and Heating
  - Plumbing, Heating and Cooling
  - Robotics and Automation

- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Psychology Curriculum Unit 2

Priority Standards Addressed in Unit 2

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Psy.8.9-12.
Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

D2.Psy.10.9-12.
Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

American Psychological Association National Standards for High School Psychology Curricula (APA)

APA Standard Area: Biological Bases of Behavior; Content Standard 1
Structure and function of the nervous system and endocrine system in human and non-human animals.

APA Standard Area: Biological Bases of Behavior; Content Standard 2
The interaction between biological factors and experiences.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
  - D2.Psy.8.9-12.
  - D2.Psy.10.9-12.
- command of the language; written and verbal
  - D2.Psy.8.9-12.
  - D2.Psy.10.9-12.

Skilled Socially

- uses effective verbal and non-verbal communication skills
  - D2.Psy.8.9-12.
  - D2.Psy.10.9-12.

A Critical Thinker

- applies unbiased analysis and evaluation
  - D2.Psy.8.9-12.
  - D2.Psy.10.9-12.
  - APA Content Standard 2
- willing to adapt new information and question things
  - D2.Psy.8.9-12.
  - D2.Psy.10.9-12.

- APA Content Standard 1
- APA Content Standard 2

A Problem Solver

- able to determine the root cause of issues
  - D2.Psy.8.9-12.
  - D2.Psy.10.9-12.
  - APA Content Standard 2

Big Ideas:

- The brain and body systems drive behavior. The nervous and endocrine systems work together to control thoughts, emotions, and actions in both humans and animals.
- Behavior is shaped by both biology and experience.Who we are is influenced by the interaction between our genetic makeup and our environment.
- Human behavior is complex and varies across individuals. Differences in thinking, personality, and behavior result from a combination of biological, psychological, and environmental factors.
- Nature and nurture are constantly interacting. Biological predispositions and life experiences continuously influence each other over time.

Essential Questions:

- How do the nervous system and endocrine system influence behavior and mental processes?
- To what extent are our thoughts and behaviors determined by biology vs. experience?
- Why do individuals think and behave differently, even in similar situations?
- How do nature and nurture interact to shape who we become?
- Can behavior be changed by altering biology, environment, or both?
- How do biological systems help explain both universal human behaviors and individual differences?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***

D2.Psy.8.9-12. ● Human thought processes ● Human behavior ● Cognitive processes (e.g., perception, memory, decision-making) ● Emotions and motivation ● Personality traits ● Individual differences ● Biological factors (genetics, brain structure, hormones) ● Environmental influences (culture, family, social context) ● Nature vs. nurture ● Psychological perspectives (behavioral, cognitive, humanistic, biological, sociocultural) ● Developmental factors ● Mental health and psychological functioning	**D2.Psy.8.9-12.** ● Explain how multiple factors influence human thought and behavior ● Analyze the interaction between biological and environmental influences ● Compare individual differences across people ● Interpret how psychological perspectives explain behavior ● Apply psychological concepts to real-world scenarios ● Evaluate reasons for differences in personality and behavior ● Examine how cognition and emotion shape decision-making ● Construct explanations using evidence from psychological research ● Make connections between theory and observable behavior ● Support claims about human behavior with examples and evidence
D2.Psy.10.9-12. ● Nature (genetics, heredity) ● Nurture (environment, experience) ● Interaction of biology and experience ● Human behavior ● Genetic influences ● Brain structure and function ● Nervous system ● Hormones and endocrine system ● Environmental factors (family, culture, social context) ● Learning and experience ● Development across the lifespan ● Psychological traits (intelligence, personality, behavior patterns)	**D2.Psy.10.9-12.** ● Explain how biology and experience interact to shape behavior ● Analyze examples of nature and nurture influencing human traits ● Evaluate the relative impact of genetic and environmental factors ● Apply the concept of nature vs. nurture to real-world scenarios ● Examine how brain and body systems respond to experience ● Construct explanations using evidence from psychological research ● Compare different perspectives on nature vs. nurture ● Make connections between biological processes and learned behaviors ● Support claims about behavior with examples and evidence
APA Standard Area:Content Standard 1 ● Nervous system ● Central nervous system (brain, spinal cord) ● Peripheral nervous system ● Somatic nervous system ● Autonomic nervous system	**APA Standard Area Content Standard 1** ● Identify structures of the nervous and endocrine systems ● Describe the functions of major brain regions and body systems ● Explain how neurons transmit information

(sympathetic, parasympathetic) ● Neurons (structure: dendrites, axon, synapse) ● Neurotransmitters ● Brain structures (cerebrum, cerebellum, brainstem, limbic system) ● Functions of major brain regions ● Endocrine system ● Hormones ● Major glands (pituitary, thyroid, adrenal, pancreas) ● Interaction between nervous and endocrine systems ● Homeostasis ● Human vs. non-human animal systems	● Analyze how neurotransmitters influence behavior ● Compare divisions of the nervous system and their roles ● Examine how hormones regulate body processes and behavior ● Explain how the nervous and endocrine systems interact ● Apply knowledge of brain and body systems to behavior and real-world examples ● Interpret diagrams/models of the brain and nervous system ● Compare similarities and differences between human and non-human systems
APA Standard Area: Content Standard 2 ● Biological factors (genes, brain structure, hormones) ● Experience (learning, environment, culture) ● Nature vs. nurture ● Gene-environment interaction ● Epigenetics ● Neural plasticity ● Development across the lifespan ● Learning processes ● Environmental influences (family, peers, society) ● Behavior and mental processes ● Psychological traits (personality, intelligence, behavior patterns)	**APA Standard Area: Content Standard 2** ● Explain how biological factors and experiences interact to shape behavior ● Analyze examples of nature and nurture influencing development ● Evaluate the impact of genes and environment on psychological traits ● Apply concepts of gene-environment interaction to real-world situations ● Examine how experience changes the brain (neural plasticity) ● Interpret evidence from psychological studies on behavior and development ● Compare different explanations for human behavior ● Make connections between biology, experience, and observable behavior ● Construct evidence-based explanations of behavior ● Support claims using examples from research and real-life scenarios
Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies) ● Hypothesis ● Ethical/ethics ● Scientific Method ● Theory ● Case Study **Content Vocabulary:** ● Nervous system	

- Central nervous system (CNS)
- Peripheral nervous system (PNS)
- Neuron
- Dendrite
- Axon
- Synapse
- Neurotransmitter
- Neural signaling
- Cerebrum
- Cerebellum
- Brainstem
- Limbic system
- Frontal lobe
- Parietal lobe
- Temporal lobe
- Occipital lobe

Disciplinary Vocabulary:

- Behavior
- Cognition
- Mental processes
- Individual differences
- Nature vs. nurture
- Gene-environment interaction

Resources:

Technology:

- YouTube - ("The Chemical Mind: Crash Course Psychology #3", "Meet Your Master - Getting to Know Your Brain: Crash Course Psychology #4")
- "Concussion" Film
- Edpuzzles
- TedEd Psychology Videos
- Aaron Hernandez Documentary

Websites/ Online Articles:

- Brain Anatomy & How it Works
- 3D Brain
- Quizlet Psychology; Chapter 3: Biology and Behavior Flashcards
- "Understanding Psychology" McGraw Hill Digital Access, Student Learning Center & Teacher Suite

Suggested Texts:

- "Understanding Psychology" McGraw Hill; Chapter 6 "Body & Behavior"
- Case Studies: Reading 6: Reversing Stroke and Spinal Cord Damage;
    - Other relevant case study option: Aaron Hernandez & CTE

Cross Cycle Tasks:
Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during the trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess; DOK; Bloom's Taxonomy.*
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:
REQUIRED:

- **Unit 2 - Biology & Behavior CFAs TBD on Performance Matters**

Suggested:

- Do Nows/ Bell Ringers/ Exit Tickets
- Student Academic Notebooks
- Source Analysis: Annotations, Close Reading Strategies, DBQs
- Class discussions (Suggested: The TQE Method, Talk Moves, Snowball Discussions, Cover-Stations)
- Observations of Students/ Check Work in Progress
- 1:1 or small group conferring

Unit 2 - Biology & Behavior

- Brain WebQuest
- Brain Anatomy Exit Ticket
- Draw and label a diagram of neuron (See: Marzano Pictorial Notes Strategy)
- Explain the function of different neurotransmitters (Acetylcholine (ACh), Dopamine, Serotonin, Norepinephrine (Noradrenaline), GABA (Gamma-Aminobutyric Acid), Glutamate, Endorphins) and what could happen when there is too little/ too much of them (See: Marzano Graphic Organizer Reproducible)
- Neural & Brain Disorder Research (suggested jigsaw activity)

- Reading 6: Reversing Stroke and Spinal Cord Damage

Summative Assessments:
REQUIRED:

- **Unit 2 - Biology & Behavior CFAs on Performance Matters to TBD**

Suggested:

- Quizzes and Exams
- Projects (individual and group)
- Presentations
- Case Study Analyses
- Evidence Based Arguments
- Research Papers

Unit 2 - Biology & Behavior

- Children's Game Project (rubric embedded)
- "Concussion" Film Analysis

Unit 2 - Textbook Worksheets & Assessments:

- Vocabulary Activity; Graphic Organizer Activity; Guided Reading Activity, Lesson 2

Opportunities for Interdisciplinary Connections:

Students can use the scientific method and other psychology methodologies to form hypotheses, complete tasks, analyze data, and draw conclusions.

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects
https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards
Standards for students that are aligned to priority standards
https://www.nextgenscience.org/search-standards

- Students can use the scientific method and other psychology methodologies to form hypotheses, complete tasks, analyze data, and draw conclusions.

International Society for Technology in Education (ISTE)
Standards for students that are aligned to priority standards
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CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical
  - Graphic Design
  - Heating
  - Ventilation and Air Conditioning
  - Health Technology
  - Hairdressing and Cosmetology
  - Information Technology
  - Landscape Design
  - Installation and Equipment
  - Masonry
  - Mechanical Design and Engineering Technology
  - Precision Machining Technology
  - Plumbing and Heating
  - Plumbing, Heating and Cooling
  - Robotics and Automation
  - Tourism
  - Hospitality and Guest Services Management
  - Veterinary Science
  - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Priority Standards Addressed in Unit 3

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Psy.6.9-12.
Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.

American Psychological Association National Standards for High School Psychology Curricula (APA)

APA Standard Area: Consciousness; Content Standard 1
The different states and levels of consciousness.

APA Standard Area: Consciousness; Content Standard 2
Characteristics and functions of sleep theories that explain why we sleep and dream.

APA Standard Area: Consciousness; Content Standard 3
Categories of psychoactive drugs and their effects.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
  - D2.Psy.6.9-12.
  - APA Content Standard 2
- command of the language; written and verbal
  - D2.Psy.6.9-12.
  - APA Content Standard 2

Skilled Socially

- uses effective verbal and non-verbal communication skills
  - D2.Psy.6.9-12.
  - APA Content Standard 2

A Critical Thinker

- applies unbiased analysis and evaluation
  - D2.Psy.6.9-12.
  - APA Content Standard 2
- willing to adapt new information and question things
  - D2.Psy.6.9-12.
  - APA Content Standard 1
  - APA Content Standard 2
  - APA Content Standard 3

A Problem Solver

- able to determine the root cause of issues
  - D2.Psy.6.9-12.

- APA Content Standard 2

Big Ideas:

- Consciousness exists on a spectrum of awareness, from full alertness to altered states such as sleep, dreaming, and drug-induced states.
- Human behavior can be influenced and predicted based on changes in consciousness and internal mental states.
- Sleep is a biological necessity that supports cognitive functioning, memory, and overall health.
- Dreams and sleep patterns can be explained through multiple psychological and biological theories.
- Psychoactive drugs alter brain function, leading to changes in perception, mood, cognition, and behavior.
- The effects of drugs and altered states of consciousness highlight the connection between brain activity and behavior.
- Predictions about behavior must consider state of consciousness, context, and individual differences.

Essential Questions:

- What is consciousness, and how does it vary across different states?
- How do changes in consciousness influence thinking and behavior?
- To what extent can behavior be predicted based on a person's state of consciousness?
- Why do humans need sleep, and what happens when we don't get enough?
- What do dreams reveal about the mind and brain?
- How do different theories explain why we sleep and dream?
- How do psychoactive drugs affect the brain and behavior?
- Why do individuals respond differently to the same substances or experiences?
- How can understanding consciousness help us make informed decisions about health and behavior?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***

D2.Psy.6.9-12. ● Human behavior ● Prediction ● Evidence ● Patterns of behavior ● Psychological concepts ● Cognitive processes (thinking, perception, decision-making) ● Emotions and motivation ● Individual differences ● Internal factors (thoughts, feelings, biology) ● External factors (environment, social context, culture) ● Situational context ● Past experiences ● Psychological research	**D2.Psy.6.9-12.** ● Make evidence-based predictions about behavior ● Analyze how internal and external factors influence actions ● Interpret patterns in behavior across different situations ● Apply psychological concepts to real-world scenarios ● Use evidence from research or examples to justify predictions ● Evaluate the accuracy of behavioral predictions ● Explain reasoning behind predicted outcomes ● Compare how different individuals may respond to the same situation ● Construct arguments supported by psychological evidence ● Revise predictions based on new evidence or information
APA Standard Area: Content Standard 1 ● Consciousness ● Levels of awareness ● States of consciousness (alertness, drowsiness, sleep, altered states) ● Altered states of consciousness ● Attention ● Selective attention ● Automatic processing ● Circadian rhythms ● Biological clock ● Sleep-wake cycle ● Brain activity ● Stimuli and perception	**APA Standard Area: Content Standard 1** ● Describe different states and levels of consciousness ● Explain how attention influences awareness and perception ● Compare normal waking consciousness with altered states ● Analyze how circadian rhythms affect behavior and alertness ● Interpret how the brain processes information at different levels of awareness ● Apply concepts of consciousness to real-life situations ● Examine how internal and external stimuli influence awareness ● Use examples to illustrate shifts in consciousness ● Construct explanations connecting brain activity and conscious experience
APA Standard Area: Content Standard 2 ● Sleep ● Sleep stages (NREM, REM) ● Sleep cycle ● Circadian rhythms ● Sleep deprivation	**APA Standard Area: Content Standard 2** ● Describe the stages and cycles of sleep ● Explain the biological and psychological functions of sleep ● Analyze different theories explaining why humans sleep

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- Dreams
- Functions of sleep (restoration, memory consolidation, energy conservation)
- Theories of sleep (restoration theory, evolutionary theory, information-processing theory)
- Theories of dreaming (activation-synthesis theory, cognitive theory, psychodynamic theory)
- Brain activity during sleep
- Sleep disorders (insomnia, sleep apnea, narcolepsy)

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- Compare major theories of dreaming
- Evaluate the effects of sleep deprivation on behavior and cognition
- Interpret how brain activity changes across sleep stages
- Apply sleep concepts to real-life behaviors and health decisions
- Examine causes and impacts of sleep disorders
- Use evidence to support explanations about sleep and dreaming

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APA Standard Area: Content Standard 3

- Psychoactive drugs
- Categories of drugs (depressants, stimulants, hallucinogens)
- Neurotransmitters
- Brain function
- Central nervous system
- Effects on perception, mood, cognition, and behavior
- Addiction
- Dependence (physical and psychological)
- Tolerance
- Withdrawal
- Short-term effects
- Long-term effects
- Risk factors (environmental, biological, social)

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APA Standard Area: Content Standard 3

- Classify psychoactive drugs by category
- Describe how different drugs affect the brain and nervous system
- Explain how drugs alter perception, mood, and behavior
- Analyze short- and long-term effects of substance use
- Evaluate risks and consequences associated with drug use
- Compare the effects of different categories of drugs
- Apply knowledge of drug effects to real-world scenarios
- Interpret how neurotransmitters are impacted by substances
- Use evidence to support claims about drug use and behavior

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Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Interpret
- Predict
- Evidence
- Factor
- Process
- Case Study

Content Vocabulary:

- Levels of consciousness
- Attention
- Circadian rhythm
- Sleep stages (REM, NREM)
- Sleep cycle
- Sleep deprivation

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- Dreams
- Sleep theories
- Dream theories
- Depressants
- Stimulants
- Hallucinogens
- Addiction
- Tolerance
- Withdrawal
- Neurotransmitters

Disciplinary Vocabulary:

- Behavior
- Cognition
- Consciousness
- Altered states
- Prediction
- Individual differences
- Internal factors
- External factors
- Patterns of behavior
- Evidence-based reasoning

Resources:

Technology:

- YouTube (Consciousness: Crash Course Psychology #8; To Sleep, Perchance to Dream: Crash Course Psychology #9; Altered States: Crash Course Psychology #10; One Nation Overdosed Documentary)
- TedEd Psychology Videos
- Edpuzzle

Websites/ Online Articles:

- Maricopa Community College Open Resource: States of Consciousness
- "Understanding Psychology" McGraw Hill Digital Access, Student Learning Center & Teacher Suite

Suggested Texts:

- "Understanding Psychology" McGraw Hill; Chapter 7 "Altered States of Consciousness"
- Chapter 7 Key Terms
- Chapter Summary
- The History of Hypnosis
- Freud's view of the Human Mind Visual

Cross Cycle Tasks:
Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during the trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess; DOK; Bloom's Taxonomy.*
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:
REQUIRED:

- **Unit 3 - Altered States of Consciousness CFAs TBD on Performance Matters**

Suggested:

- Do Nows/ Bell Ringers/ Exit Tickets
- Student Academic Notebooks
- Source Analysis: Annotations, Close Reading Strategies, DBQs
- Class discussions (Suggested: The TQE Method, Talk Moves, Snowball Discussions, Cover-Stations)
- Observations of Students/ Check Work in Progress
- 1:1 or small group conferring

Unit 3 - Altered States of Consciousness

- Sleep Log (assign beginning of cycle and have students keep track sleep throughout, can be used as data for summative Sleep Lab assignment)
- Suggested: Notes on Altered States of Consciousness, the sleep cycle, and sleep and dream theories (See: Marzano Combination Notes Organizer or Graphic Organizer Reproducibles)
- Chapter 7 - Guided Reading (Google Doc)
- Chapter 7, Lesson 2 Worksheet
- Chapter 7, Lesson 3 Worksheet
- Reading 7: Cross-Cultural Studies of Sleep

Summative Assessments: REQUIRED:

- **Unit 3 - Altered States of Consciousness CFAs TBD on Performance Matters**

Suggested:

- Quizzes and Exams
- Projects (individual and group)
- Presentations
- Case Study Analyses
- Evidence Based Arguments
- Research Papers

Unit 3 - Altered States of Consciousness

- Sleep Analysis Mini Lab (Please note: the Sleep Log - needs to be passed out at the beginning of cycle to properly complete the lab)
- Chapter 7 Key Terms Quiz

Unit 3 - Textbook Worksheets & Assessments:

- Guided Reading Activity, Lesson 1; Graphic Organizer Activity: Types of Sleep Disorders; Guided Reading Activity, Lesson 3: Drugs and Consciousness; Critical Thinking Activity

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects
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- Students can use the scientific method and other psychology methodologies to form hypotheses, complete tasks, analyze data, and draw conclusions.

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  - Automotive Technology

- Automotive Collision Repair and Refinishing
- Bioscience and Environmental Technology
- Biotechnology
- Building and Civil Construction
- Culinary Arts
- Criminal Justice and Protective Services
- Digital Media
- Diesel and Heavy - Duty Equipment Repair
- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
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- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Psychology Curriculum Unit 4

Priority Standards Addressed in Unit 4

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Psy.9.9-12.
Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

American Psychological Association National Standards for High School Psychology Curricula (APA)

APA Standard Area: Life Span Development; Content Standard 1
Methods and issues in lifespan development.

APA Standard Area: Life Span Development; Content Standard 2
Physical, cognitive, and social development across the lifespan.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
  - D2.Psy.9.9-12.
- command of the language; written and verbal
  - D2.Psy.9.9-12.

Skilled Socially

- uses effective verbal and non-verbal communication skills
  - D2.Psy.9.9-12.

A Critical Thinker

- applies unbiased analysis and evaluation
  - D2.Psy.9.9-12.
  - APA Content Standard 1
  - APA Content Standard 2
- willing to adapt new information and question things
  - D2.Psy.9.9-12.
  - APA Content Standard 1
  - APA Content Standard 2

A Problem Solver

- able to determine the root cause of issues
  - D2.Psy.9.9-12.
  - APA Content Standard 1
  - APA Content Standard 2

Big Ideas:

- Human behavior and thinking are shaped by the interaction of biological, psychological,

and sociocultural factors.

- Development is a lifelong process involving physical, cognitive, and social changes.
- Individuals develop differently due to varying experiences, environments, and biological factors.
- Psychologists use research methods and data to study and explain human development.
- Development occurs through both continuous and stage-based processes across the lifespan.
- Culture, environment, and social relationships play a critical role in shaping identity, perception, and behavior.

Essential Questions:

- What factors most influence how we think, perceive, and behave?
- How do biology, psychology, and culture interact to shape development?
- How do individuals change over time across the lifespan?
- Why do people develop differently from one another?
- How do psychologists study human development, and what challenges do they face?
- Is development more continuous or stage-based?
- How do early experiences influence later behavior and cognition?
- How do social and cultural contexts shape identity and decision-making?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***
D2.Psy.9.9-12 ● Biological factors (genetics, brain, hormones) ● Psychological factors (thoughts, emotions, personality) ● Sociocultural factors (culture, environment, social groups) ● Cognition ● Perception ● Behavior ● Individual differences ● Nature vs. nurture ● Environment and experience	**D2.Psy.9.9-12** ● Describe how biological, psychological, and sociocultural factors influence behavior ● Explain how these factors shape cognition and perception ● Analyze the interaction between multiple influences on behavior ● Apply psychological concepts to real-world situations ● Compare how different individuals may respond to similar experiences ● Examine how culture and environment

● Social influences (family, peers, media) ● Cultural norms and values	impact thinking and behavior ● Use examples and evidence to support explanations ● Make connections between internal processes and observable behavior
APA Standard Area: Content Standard 1 ● Lifespan development ● Research methods (longitudinal studies, cross-sectional studies) ● Case studies ● Naturalistic observation ● Experimental design ● Variables (independent, dependent) ● Correlation vs. causation ● Reliability and validity ● Ethics in research ● Informed consent ● Confidentiality ● Bias ● Cohort effects ● Developmental issues (nature vs. nurture, continuity vs. stages, stability vs. change)	**APA Standard Area: Content Standard 1** ● Describe major research methods used to study development ● Compare longitudinal and cross-sectional studies ● Explain the strengths and limitations of different research methods ● Analyze how variables are used in developmental research ● Distinguish between correlation and causation ● Evaluate the reliability and validity of research findings ● Identify ethical considerations in psychological research ● Examine key debates in development (nature vs. nurture, continuity vs. stages) ● Interpret research findings related to human development ● Apply research concepts to real-world examples
APA Standard Area: Content Standard 2 ● Lifespan development ● Developmental stages (infancy, childhood, adolescence, adulthood) ● Physical development ● Cognitive development ● Social development ● Brain development ● Motor skills ● Puberty ● Aging ● Cognitive abilities (memory, language, reasoning) ● Developmental theories (e.g., Piaget, Erikson)	**APA Standard Area: Content Standard 2** ● Describe physical, cognitive, and social changes across the lifespan ● Identify key developmental stages and milestones ● Explain major developmental theories and their significance ● Analyze how development progresses from infancy through adulthood ● Compare development across different stages of life ● Examine how biological and environmental factors influence development ● Apply developmental concepts to real-

● Identity ● Attachment ● Social relationships ● Environmental influences ● Milestones	life examples ● Interpret patterns of growth and change over time ● Evaluate how experiences shape development ● Make connections between different domains of development

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Cognition
- Socialization
- Agents of socialization: Family, peers, school, media

Content Vocabulary:

- Developmental Psychology
- Sensitive Period
- Critical Period
- Rooting Reflex
- Grasping Reflex

Disciplinary Vocabulary:

- Sensorimotor
- Preoperational
- Concrete Operations
- Formal Operations
- Object Permanence
- Representational Thought
- Conservation
- Egocentrism
- Imprinting
- Separation Anxiety
- Stranger Anxiety
- Avoidant Attachment
- Secure Attachment
- Resistant Attachment
- Disorganized Attachment

Resources:

Technology:

- YouTube (Monkeys and Morality: Crash Course Psychology #19; Adolescence: Crash Course Psychology #20,)
- TedEd Psychology Videos
- Edpuzzles

Websites/ Online Articles:

- Fox Valley Technical College Open Resource: Developmental Psychology
- Lumen Learning
- "Understanding Psychology" McGraw Hill Digital Access, Student Learning Center & Teacher Suite

Suggested Texts:

- "Understanding Psychology" McGraw Hill; Chapter 3 "Infancy and Childhood"
- "Understanding Psychology" McGraw Hill; Chapter 4 "Adolescence"
- "Understanding Psychology" McGraw Hill; Chapter 5 "Adulthood and Old Age"
- Chapter 3 Summary

Cross Cycle Tasks:
Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during the trade cycle.
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First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:
REQUIRED:

- **Unit 4 - Human Growth & Development CFAs TBD on Performance Matters**

Suggested:

- Do Nows/ Bell Ringers/ Exit Tickets
- Student Academic Notebooks
- Source Analysis: Annotations, Close Reading Strategies, DBQs
- Class discussions (Suggested: The TQE Method, Talk Moves, Snowball Discussions, Cover-Stations)
- Observations of Students/ Check Work in Progress
- 1:1 or small group conferring

Unit 4 - Human Growth & Development

- Introduction to Growth & Development Notes (See: Marzano Combination Notes Organizer, Informal Outlines, and Academic Notebook Entries)
- Chapter 3, Lesson 1 Worksheet
- Chapter 4, Lesson 2 Worksheet
- Child Cognitive Developmental Theories Slideshow (See: Marzano Combination Notes Organizer, Informal Outlines, and Academic Notebook Entries)
- Erik Erikson's Stages of Human Development - Create Your Own Graphic Organizer
- Kohlberg's Theory of Moral Development Practice
- Identity Theories Practice
- Erikson vs. Marcia
- Socialization
- Parenting Styles

Summative Assessments:
REQUIRED:

- **Unit 4 - Human Growth & Development CFAs TBD on Performance Matters**

Suggested:

- Quizzes and Exams
- Projects (individual and group)
- Presentations
- Case Study Analyses
- Evidence Based Arguments
- Research Papers

Unit 4 - Human Growth & Development

- Developmental Theories Writing Response
- The Developing Child Memory Book Project

Unit 4 - Textbook Worksheets & Assessments:

- Guided Reading Activity, Lesson 1; Guided Reading Activity, Lesson 2; Guided Reading Activity, Lesson 3; Graphic Organizer Activity - Piaget

Opportunities for Interdisciplinary Connections:

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Mathematical Practice Standards

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  - Automotive Collision Repair and Refinishing
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  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical
  - Graphic Design
  - Heating
  - Ventilation and Air Conditioning
  - Health Technology
  - Hairdressing and Cosmetology
  - Information Technology
  - Landscape Design
  - Installation and Equipment
  - Masonry
  - Mechanical Design and Engineering Technology
  - Precision Machining Technology
  - Plumbing and Heating
  - Plumbing, Heating and Cooling
  - Robotics and Automation
  - Tourism
  - Hospitality and Guest Services Management
  - Veterinary Science
  - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Psychology Curriculum Unit 5

Priority Standards Addressed in Unit 5

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Psy.8.9-12.
Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

American Psychological Association National Standards for High School Psychology Curricula (APA)

APA Standard Area: Memory; Content Standard 1
Processes of memory

APA Standard Area: Intelligence; Content Standard 2
Assessment of intelligence

APA Standard Area: Learning; Content Standard 3
Observational learning, social learning theory, and mental processes in learning

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
  - D2.Psy.8.9-12.
- command of the language; written and verbal
  - D2.Psy.8.9-12.

Skilled Socially

- uses effective verbal and non-verbal communication skills
  - D2.Psy.8.9-12.

A Critical Thinker

- applies unbiased analysis and evaluation
  - D2.Psy.8.9-12.
- willing to adapt new information and question things
  - D2.Psy.8.9-12.
  - APA Content Standard 1
  - APA Content Standard 2
  - APA Content Standard 3

A Problem Solver

- able to determine the root cause of issues
    - D2.Psy.8.9-12.

Big Ideas:

- Human thought and behavior are complex processes shaped by memory, learning, and intelligence.
- Individuals differ in how they learn, remember, and think, due to biological, psychological, and environmental factors.
- Memory is an active process involving encoding, storage, and retrieval, and is subject to errors and biases.
- Learning occurs through observation, experience, and mental processing, not just direct reinforcement.
- Intelligence is multifaceted and can be measured, but assessments have limitations and may reflect cultural and contextual factors.
- Behavior and cognition can be better understood—and sometimes predicted—by applying psychological theories and evidence.

Essential Questions:

- What makes human thinking and behavior so complex?
- Why do people learn, remember, and think differently from one another?
- How does memory work, and why is it sometimes unreliable?
- How do we learn from others without direct experience?
- What is intelligence, and how can it be measured?
- To what extent do intelligence tests accurately reflect a person's abilities?
- How do memory, learning, and intelligence interact to shape behavior?
- How do biological, psychological, and environmental factors influence cognition?
- How can understanding how we learn and think improve real-world outcomes?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***

D2.Psy.8.9-12 ● Human thought ● Human behavior ● Cognitive processes (perception, memory, decision-making) ● Emotions ● Motivation ● Personality ● Individual differences ● Biological factors (genetics, brain, hormones) ● Psychological factors (thoughts, feelings, experiences) ● Sociocultural factors (culture, environment, social context) ● Nature vs. nurture ● Psychological perspectives (behavioral, cognitive, biological, humanistic, sociocultural) ● Mental processes	**D2.Psy.8.9-12** ● Explain the complexity of human thought and behavior ● Analyze how multiple factors influence behavior ● Compare individual differences among people ● Apply psychological perspectives to explain behavior ● Examine how biological, psychological, and sociocultural factors interact ● Interpret how cognition and emotion influence decision-making ● Use evidence to support explanations of behavior ● Make connections between theory and real-world behavior ● Construct explanations of behavior using multiple perspectives
APA Standard Area: Content Standard 1 ● Memory ● Encoding ● Storage ● Retrieval ● Sensory memory ● Short-term memory (working memory) ● Long-term memory ● Types of memory (explicit, implicit) ● Recall and recognition ● Forgetting ● Memory errors (misinformation effect, false memories) ● Rehearsal ● Chunking ● Retrieval cue	**APA Standard Area: Content Standard 1** ● Describe the processes of memory (encoding, storage, retrieval) ● Explain how information moves through memory systems ● Compare types and stages of memory ● Analyze factors that improve or hinder memory ● Apply memory strategies (e.g., chunking, rehearsal) to real-life situations ● Examine causes of forgetting and memory errors ● Interpret how retrieval works in different contexts ● Use examples to illustrate how memory functions ● Evaluate the reliability of memory
APA Standard Area: Content Standard 2 ● Intelligence ● Intelligence tests ● IQ (intelligence quotient) ● Standardization ● Norms ● Reliability ● Validity ● Types of intelligence (e.g., multiple	**APA Standard Area: Content Standard 2** ● Describe how intelligence is measured ● Explain how intelligence tests are developed and standardized ● Compare different types of intelligence tests ● Distinguish between reliability and validity ● Analyze how scores are interpreted

intelligences, triarchic theory) ● Aptitude vs. achievement tests ● Cultural bias ● Test bias ● Standard deviation ● Distribution of scores ● Psychological assessment	using norms and distributions ● Evaluate the strengths and limitations of intelligence testing ● Examine the role of cultural bias in testing ● Apply concepts of intelligence assessment to real-world scenarios ● Interpret test results and what they indicate about ability ● Use evidence to support claims about intelligence and assessment
APA Standard Area: Content Standard 3 ● Observational learning ● Social learning theory ● Modeling ● Imitation ● Vicarious reinforcement ● Attention ● Memory (retention) ● Reproduction ● Motivation ● Cognitive processes ● Behavior ● Role models ● Environment and social context ● Self-efficacy	**APA Standard Area: Content Standard 3** ● Describe how learning occurs through observation and modeling ● Explain the key components of social learning theory ● Analyze how attention, memory, and motivation influence learning ● Apply observational learning concepts to real-world situations ● Examine how role models and environment shape behavior ● Compare observational learning to other forms of learning ● Interpret how vicarious reinforcement affects behavior ● Use examples to explain how behavior is learned socially ● Construct explanations connecting cognition and behavior in learning

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Intelligence
- Schema
- Reinforcement
- Stimuli
- Modeling

Content Vocabulary:

- Cognitive Learning
- Encoding
- Storage
- Retrieval
- Sensory memory
- Short-term memory
- Long-term memory
- Explicit memory

- Implicit memory

Disciplinary Vocabulary:

- Classical Conditioning
  - Unconditioned Stimulus (US)
  - Unconditioned Response (UR)
  - Neutral Stimulus (NS)
  - Conditioned Stimulus (CS)
  - Conditioned Response (CR)
- Operant Conditioning
  - Positive Reinforcement
  - Negative Reinforcement

Resources:

Technology:

- YouTube (How to Train a Brain: Crash Course Psychology #11; How We Make Memories: Crash Course Psychology #13; Remembering and Forgetting: Crash Course Psychology #14)
- TedEd Psychology Videos
- Edpuzzles

Websites/ Online Articles:

- Open Resource: Society for the Teaching of Psychology - Learning & Memory Strategy Demonstrations
- Teaching AP Psychology Website on Cognition
- "Understanding Psychology" McGraw Hill Digital Access, Student Learning Center & Teacher Suite

Suggested Texts:

- "Understanding Psychology" McGraw Hill; Chapter 9 "Learning: Principles and Applications""
- "Understanding Psychology" McGraw Hill; Chapter 10 "Memory and Thought"
- "Understanding Psychology" McGraw Hill; Chapter 11 "Thinking and Language"
- Book: *The Man Who Mistook His Wife for a Hat*, Oliver Sacks
- Case Study: HM

Cross Cycle Tasks:
Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during the trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters:

Classroom Question Stems by Cormier; *Hess; DOK; Bloom's Taxonomy.*
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:
REQUIRED:

- **Unit 5 - Memory & Learning CFAs TBD on Performance Matters**

Suggested:
- Do Nows/ Bell Ringers/ Exit Tickets
- Student Academic Notebooks
- Source Analysis: Annotations, Close Reading Strategies, DBQs
- Class discussions (Suggested: The TQE Method, Talk Moves, Snowball Discussions, Cover-Stations)
- Observations of Students/ Check Work in Progress
- 1:1 or small group conferring

Unit 5 - Memory & Learning

- Slippery Snakes Activity - Teacher; Slippery Snakes Activity - Student
- Introduction to Memory & Learning Notes (suggested to create a slideshow and have students either use a guided note worksheet or record in their academic notebooks. Magic School AI or Notepad LM may be helpful in creation of slides);
- Netflix's "Memory Explained" Video Worksheet
- Multiple Intelligences Theory Worksheet; Multiple Intelligences Theory Resources

Summative Assessments:
REQUIRED:

- **Unit 5 - Memory & Learning CFAs TBD on Performance Matters**

Suggested:
- Quizzes and Exams
- Projects (individual and group)
- Presentations
- Case Study Analyses

- Evidence Based Arguments
- Research Papers

Unit 5 - Memory & Learning

- Changing Bad Habits Project

Unit 5 - Textbook Worksheets & Assessments

- Textbook Vocabulary Activity; Types of Conditioning Activity; Graphic Organizer Activity; Guided Reading Activity, Lesson 1; Case Study: Eye Witness Testimony

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

- Connections can be made to other social studies courses, for example- how do personality traits impact behaviors of historical figures or major world events?

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards
https://www.nextgenscience.org/search-standards

- Students can use the scientific method and other psychology methodologies to form hypotheses, complete tasks, analyze data, and draw conclusions.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards
https://iste.org/standards/students

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair

- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Psychology Curriculum Unit 6

Priority Standards Addressed in Unit 6

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Psy.5.9-12.
Explain how the validity and reliability of observations and measurements relate to data analysis.

American Psychological Association National Standards for High School Psychology Curricula (APA)

APA Standard Area: Personality; Content Standard 1
Empirical approaches to studying and understanding personality.

APA Standard Area: Personality; Content Standard 2
Assessment of personality.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
  - D2.Psy.5.9-12.
- command of the language; written and verbal
  - D2.Psy.5.9-12.

Skilled Socially

- uses effective verbal and non-verbal communication skills
  - D2.Psy.5.9-12.

A Critical Thinker

- applies unbiased analysis and evaluation
  - D2.Psy.5.9-12.
- evaluates sources of information for reliability
  - D2.Psy.5.9-12.
  - APA Content Standard 1

- willing to adapt new information and question things
    - D2.Psy.5.9-12.
    - APA Content Standard 1
    - APA Content Standard 2

Big Ideas:

- Psychological conclusions are only as strong as the quality of the data, which depends on validity and reliability.
- Psychologists use empirical methods and evidence to study and explain personality.
- Personality is complex and multifaceted, shaped by biological, psychological, and environmental factors.
- Different approaches (trait, psychodynamic, humanistic, social-cognitive) offer distinct explanations of personality.
- Personality assessments can provide insight into behavior, but they have limitations, biases, and ethical considerations.
- Data analysis requires careful interpretation to ensure conclusions are accurate, consistent, and meaningful.

Essential Questions:

- How do validity and reliability impact the quality of psychological research and data analysis?
- How do psychologists study and measure personality?
- What makes a personality assessment trustworthy or flawed?
- To what extent can personality be accurately measured?
- How do different psychological perspectives explain personality?
- Why might different personality tests produce different results?
- How do bias and subjectivity influence psychological measurement?
- How can we use data responsibly to make conclusions about personality?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***

D2.Psy.5.9-12 ● Validity ● Reliability ● Observations ● Measurements ● Data ● Data analysis ● Accuracy ● Consistency ● Bias ● Error ● Research methods ● Variables ● Correlation ● Causation ● Evidence	**D2.Psy.5.9-12** ● Explain the relationship between validity, reliability, and data analysis ● Distinguish between valid and reliable data ● Analyze the accuracy and consistency of observations and measurements ● Evaluate the quality of data used in psychological research ● Identify sources of bias and error in data collection ● Interpret data to determine whether conclusions are supported ● Apply concepts of validity and reliability to real-world examples ● Compare strong vs. weak data and research findings ● Use evidence to justify conclusions about data quality ● Construct explanations based on analyzed data
APA Standard Area: Content Standard 1 ● Personality ● Personality traits ● Trait theory ● Psychodynamic theory ● Humanistic theory ● Social-cognitive theory ● Biological influences ● Environmental influences ● Empirical evidence ● Research methods (surveys, case studies, observations) ● Data and evidence ● Behavior patterns ● Individual differences	**APA Standard Area: Content Standard 1** ● Describe major empirical approaches to studying personality ● Compare different personality theories and perspectives ● Explain how personality is studied using evidence and data ● Analyze how biological and environmental factors influence personality ● Apply personality theories to real-world examples ● Interpret research findings related to personality ● Use evidence to support explanations of personality traits and behaviors ● Examine patterns of behavior to understand personality ● Construct explanations of personality using multiple perspectives
APA Standard Area: Content Standard 2 ● Personality assessment ● Objective tests (e.g., self-report inventories) ● Projective tests ● Trait measures	**APA Standard Area: Content Standard 2** ● Describe different methods of assessing personality ● Compare objective and projective personality tests ● Explain how personality assessments

● Behavioral assessment ● Validity ● Reliability ● Standardization ● Norms ● Bias (cultural, response bias) ● Self-report data ● Observer ratings ● Psychological measurement ● Ethical considerations	are developed and used ● Analyze the validity and reliability of personality measures ● Evaluate strengths and limitations of different assessment tools ● Identify sources of bias in personality assessment ● Interpret results from personality assessments ● Apply personality assessment concepts to real-world scenarios ● Use evidence to support conclusions about personality ● Construct explanations about personality based on assessment data

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Personality
- Temperament
- Traits
- Character
- Validity
- Reliability

Content Vocabulary:

- Introvert
- Extrovert
- Sanguine
- Choleric
- Melancholic
- Phlegmatic
- Archetype
- Hierarchy

Disciplinary Vocabulary:

- Id
- Ego
- Superego
- Defense Mechanism
- Self-actualization
- Objective Test
- Projective Test

Resources:

Technology:

- YouTube (Rorschach and Freudians: Crash Course Psychology #21; Measuring Personality: Crash Course Psychology #22, Personality Disorders: Crash Course

Psychology #34)
- TedEd Psychology Videos
- Edpuzzles

Websites/ Online Articles:
- 16 Personalities Test
- Big Five Personality Test
- Open Resource: Big five Personality Test
- Slideshare: Personality
- Rorschach Test Overview

Suggested Texts:

- "Understanding Psychology" McGraw Hill; Chapter 14 "Theories of Personality"
- "Understanding Psychology" McGraw Hill; Chapter 13 "Psychological Testing"
- Personality Type Handbook

Cross Cycle Tasks:
Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during the trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess; DOK; Bloom's Taxonomy.*
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
    - Week 1: post 2 reflections and respond to 2 reflections
    - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:
REQUIRED:

- **Unit 6 - Personality CFAs TBD on Performance Matters**

Suggested:
- Do Nows/ Bell Ringers/ Exit Tickets
- Student Academic Notebooks
- Source Analysis: Annotations, Close Reading Strategies, DBQs

- Class discussions (Suggested: The TQE Method, Talk Moves, Snowball Discussions, Cover-Stations)
- Observations of Students/ Check Work in Progress
- 1:1 or small group conferring

Unit 6 - Personality

- Draw the Pig Personality Test (Icebreaker)
- Freud's Theory of Personality (suggested to work on first part individually and the scenarios with a partner);
- Reading 14: Thrill-Seeking Personalities;
- Personality Disorder Research Assignment

Summative Assessments:
REQUIRED:

- **Unit 6 - Personality CFAs TBD on Performance Matters**

Suggested:

- Quizzes and Exams
- Projects (individual and group)
- Presentations
- Case Study Analyses
- Evidence Based Arguments
- Research Papers

Unit 6 - Personality

- Personality Tests Reflection (suggested to have students take one, or multiple personality tests - see personality tests under resources, and write a reflection of their results using key terms, information from Chapter 13, and their own data collection.)
- Fictional Character Analysis (suggested to have students pick a fictional character they are familiar with and analyze their personality using key terms, information from Chapter 14, and their own research.)

Textbook Worksheets & Assessments:

- Guided Reading Activity, Lesson 1; Guided Reading Activity, Lesson 2; Guided Reading, Lesson 5; Case Study 14

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects
https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

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  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical
  - Graphic Design
  - Heating
  - Ventilation and Air Conditioning
  - Health Technology
  - Hairdressing and Cosmetology
  - Information Technology
  - Landscape Design
  - Installation and Equipment
  - Masonry
  - Mechanical Design and Engineering Technology
  - Precision Machining Technology
  - Plumbing and Heating
  - Plumbing, Heating and Cooling
  - Robotics and Automation
  - Tourism
  - Hospitality and Guest Services Management

- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Psychology Curriculum Unit 7

Priority Standards Addressed in Unit 7

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Psy.19.9-12.
Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.

American Psychological Association National Standards for High School Psychology Curricula (APA)

APA Standard Area: Motivation and Emotion; Content Standard 1
Influences of motivation.

APA Standard Area: Motivation and Emotion; Content Standard 3
Perspectives on emotion.

Transfer Goal: Aligned to District Vision of the Graduate

A Critical Thinker

- applies unbiased analysis and evaluation
  - D2.Psy.19.9-12.
  - APA Content Standard 1
  - APA Content Standard 3
- willing to adapt new information and question things
  - D2.Psy.19.9-12.
  - APA Content Standard 1
  - APA Content Standard 3

A Problem Solver

- able to determine the root cause of issues

- APA Content Standard 1

Big Ideas:

- Human behavior is driven by motivation, which is influenced by biological needs, cognitive processes, and social factors.
- Emotions are complex experiences involving physiological arousal, cognitive interpretation, and behavioral expression.
- Different psychological theories provide distinct explanations for motivation and emotion.
- Motivation and emotion shape decision-making, behavior, and goal attainment.
- Psychological theories can be applied to real-world issues to better understand and improve human behavior.
- Understanding motivation and emotion helps individuals make informed personal, social, and ethical decisions.

Essential Questions:

- What motivates human behavior?
- How do biological, cognitive, and social factors influence motivation?
- What are emotions, and how do they affect behavior and decision-making?
- How do different psychological perspectives explain motivation and emotion?
- How do motivation and emotion interact to influence actions?
- How can psychological theories be applied to real-world problems and decisions?
- Why might people respond differently to the same emotional or motivational situation?
- How can understanding motivation and emotion improve outcomes in school, work, and life?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***

D2.Psy.19.9-12. ● Psychological theories ● Major perspectives (biological, cognitive, behavioral, psychodynamic, humanistic, sociocultural) ● Human behavior ● Thought processes ● Emotions ● Motivation ● Individual differences ● Real-world issues (educational, emotional, social, political, ethical, organizational, personal) ● Decision-making ● Environmental influences ● Evidence and research	**D2.Psy.19.9-12.** ● Apply psychological theories to real-world situations ● Analyze behavior using multiple psychological perspectives ● Explain how different theories interpret the same behavior ● Evaluate which perspective best explains a given issue ● Use evidence to support theoretical applications ● Make connections between psychological concepts and real-life contexts ● Compare outcomes when applying different approaches ● Construct explanations of behavior using theory ● Propose solutions to real-world problems using psychological concepts
APA Standard Area: Content Standard 1 ● Motivation ● Intrinsic motivation ● Extrinsic motivation ● Biological drives ● Needs (e.g., hunger, thirst) ● Incentives ● Goals ● Arousal ● Drive-reduction theory ● Incentive theory ● Arousal theory ● Maslow's hierarchy of needs ● Cognitive influences ● Social and cultural influences ● Achievement motivation	**APA Standard Area: Content Standard 1** ● Describe different types of motivation (intrinsic vs. extrinsic) ● Explain how biological, cognitive, and social factors influence motivation ● Compare major theories of motivation ● Analyze how goals and incentives affect behavior ● Apply motivation theories to real-world situations ● Examine how motivation influences decision-making and performance ● Evaluate factors that increase or decrease motivation ● Interpret how needs and drives shape behavior ● Use evidence to support explanations of motivated behavior
APA Standard Area: Content Standard 3 ● Emotion ● Physiological arousal ● Cognitive appraisal ● Behavioral expression ● James-Lange theory ● Cannon-Bard theory ● Schachter-Singer (two-factor) theory ● Facial feedback hypothesis	**APA Standard Area: Content Standard 3** ● Describe the components of emotion (physiological, cognitive, behavioral) ● Explain major theories of emotion ● Compare different perspectives on how emotions are experienced ● Analyze how the brain and body contribute to emotional responses ● Apply theories of emotion to real-world

• Brain structures (amygdala, hypothalamus) • Autonomic nervous system • Universal emotions • Cultural influences on emotion • Emotional regulation	situations • Examine how culture influences emotional expression • Interpret how emotions affect behavior and decision-making • Use examples to illustrate emotional processes • Construct explanations of emotion using multiple perspectives

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Motivation
- Emotion
- Homeostasis
- Incentive
- Instincts
- Mood

Content Vocabulary:

- Intrinsic Motivation
- Extrinsic Motivation
- Maslow's Hierarchy of Needs
    - Physiological, safety, love and belonging, esteem, self-actualization

Disciplinary Vocabulary:

- Drive-reduction Theory
- Instinct Theory
- Incentive Theory
- James-Lange Theory
- Cannon-Bard Theory
- Schachter-Singer Theory
- Cognitive Appraisal Theory

Resources:

Technology:

- YouTube (Feeling All the Feels: Crash Course Psychology #25; Emotion, Stress, and Health: Crash Course Psychology #26; The Power of Motivation: Crash Course Psychology #17)
- TedEd Psychology Videos
- Edpuzzles
- "Inside Out" Movie

Websites/ Online Articles:

- Fox Valley Technical College Open Resource: Emotions & Motivation

- "Understanding Psychology" McGraw Hill Digital Access, Student Learning Center & Teacher Suite

Suggested Texts:

- "Understanding Psychology" McGraw Hill; Chapter 12 "Motivation and Emotion"
- Chapter 12 Summary

Cross Cycle Tasks:
Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during the trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess; DOK; Bloom's Taxonomy.*
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
    - Week 1: post 2 reflections and respond to 2 reflections
    - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:
REQUIRED:

- **Unit 7 Emotions & Motivation CFAs TBD on Performance Matters**

Suggested:

- Do Nows/ Bell Ringers/ Exit Tickets
- Student Academic Notebooks
- Source Analysis: Annotations, Close Reading Strategies, DBQs
- Class discussions (Suggested: The TQE Method, Talk Moves, Snowball Discussions, Cover-Stations)
- Observations of Students/ Check Work in Progress
- 1:1 or small group conferring

Unit 7 - Emotions & Motivation

- Motivation (Maslow) Introduction

- Maslow's Hierarchy of Needs
- Chapter 12, Lesson 1 Worksheet
- Major Theories of Emotions
- Crash Course Worksheet for Motivation and Emotions

Summative Assessments:
REQUIRED:

- **Unit 7 - Emotions & Motivation CFAs TBD on Performance Matters**

Suggested:

- Quizzes and Exams
- Projects (individual and group)
- Presentations
- Case Study Analyses
- Evidence Based Arguments
- Research Papers

Unit 7 - Emotions & Motivation Summative (Suggested):

- "Inside Out" Film Analysis & Research Assignment
- Playlist for your Life Project

Textbook Worksheets & Assessments:

- Textbook Vocabulary Activity; Case Study 12; Graphic Organizer Activity; Guided Reading Activity, Lesson 1; Guided Reading Activity, Lesson 2; Guided Reading Activity, Lesson 3

Opportunities for Interdisciplinary Connections:

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https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards
Standards for students that are aligned to priority standards
https://www.nextgenscience.org/search-standards

- Students can use the scientific method and other psychology methodologies to form

hypotheses, complete tasks, analyze data, and draw conclusions.
- Lessons can be aligned with Forensic Science classes- finger printing, criminal investigations, crime scenes, and common vocabulary.
- Connections can also be made to Criminal Justice shops in the CTEC system.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards
https://iste.org/standards/students

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
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  - Automotive Technology
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  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical
  - Graphic Design
  - Heating
  - Ventilation and Air Conditioning
  - Health Technology
  - Hairdressing and Cosmetology
  - Information Technology
  - Landscape Design
  - Installation and Equipment
  - Masonry
  - Mechanical Design and Engineering Technology
  - Precision Machining Technology
  - Plumbing and Heating
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  - Robotics and Automation
  - Tourism
  - Hospitality and Guest Services Management
  - Veterinary Science
  - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences

- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Psychology Curriculum Unit 8

Priority Standards Addressed in Unit 8
College, Career, and Civic Life (C3) Framework for Social Studies State Standards **D2.Psy.11.9-12.** **Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.** ***American Psychological Association National Standards for High School Psychology Curricula (APA)*** **APA Standard Area: Disorders; Content Standard 1** **Perspectives of abnormal behavior.** **APA Standard Area: Disorders; Content Standard 2** **Categories of psychological disorders.**
Transfer Goal: Aligned to District Vision of the Graduate **A Critical Thinker** ● applies unbiased analysis and evaluation ○ D2.Psy.11.9-12. ○ APA Content Standard 1

- willing to adapt new information and question things
    - D2.Psy.19.9-12.
    - APA Content Standard 1
    - APA Content Standard 3

A Problem Solver

- able to determine the root cause of issues
    - D2.Psy.11.9-12.

Big Ideas:

- Psychological science helps us understand differences in cognitive and physical abilities among individuals.
- Definitions of “normal” and “abnormal” behavior are influenced by cultural, social, and historical contexts.
- Multiple perspectives (biological, psychological, sociocultural) explain psychological disorders in different ways.
- Psychological disorders are categorized based on patterns of symptoms, but diagnoses can be complex and evolving.
- Individual differences in ability and mental health highlight the importance of accurate assessment and ethical understanding.
- Understanding psychological disorders can reduce stigma and improve responses to mental health challenges.

Essential Questions:

- How does psychological science help us understand differences in ability and behavior?
- What defines “normal” versus “abnormal” behavior?
- How do different psychological perspectives explain mental disorders?
- How are psychological disorders classified, and what are the challenges in doing so?
- Why might individuals experience or express disorders differently?
- How do culture and society influence perceptions of mental health?
- How can understanding psychological disorders reduce stigma and improve support?
- To what extent can psychological science accurately explain and categorize mental health conditions?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***

D2.Psy.11.9-12. ● Psychological science ● Cognitive abilities (memory, attention, problem-solving) ● Physical abilities ● Individual differences ● Intelligence ● Brain function ● Genetics ● Environment ● Development ● Assessment tools ● Data and evidence ● Variability among individuals ● Biological influences ● Sociocultural influences	**D2.Psy.11.9-12.** ● Identify how psychological science explains differences in abilities ● Describe variations in cognitive and physical abilities among individuals ● Analyze how biological and environmental factors influence ability ● Apply psychological concepts to explain individual differences ● Interpret data related to cognitive and physical performance ● Compare abilities across individuals and groups ● Use evidence to support explanations of differences ● Examine how assessment tools measure abilities ● Construct explanations of ability using psychological evidence
APA Standard Area: Content Standard 1 ● Abnormal behavior ● Psychological disorder ● Criteria for abnormality (deviance, distress, dysfunction, danger) ● Biological perspective ● Psychological perspectives (cognitive, behavioral, psychodynamic) ● Sociocultural perspective ● Biopsychosocial model ● Brain function ● Genetics ● Environment ● Cultural norms ● Stigma	**APA Standard Area: Content Standard 1** ● Describe criteria used to define abnormal behavior ● Explain major perspectives on psychological disorders ● Compare biological, psychological, and sociocultural explanations ● Analyze behavior using multiple perspectives ● Apply the biopsychosocial model to real-world examples ● Examine how culture influences definitions of abnormality ● Evaluate different explanations for psychological disorders ● Use evidence to support interpretations of behavior ● Construct explanations of abnormal behavior using multiple perspectives
APA Standard Area: Content Standard 2 ● Diagnostic categories ● Diagnostic criteria ● DSM (Diagnostic and Statistical Manual) ● Anxiety disorders ● Mood disorders ● Depressive disorders ● Bipolar disorder	**APA Standard Area: Content Standard 2** ● Identify major categories of psychological disorders ● Describe key symptoms associated with each category ● Classify disorders based on diagnostic criteria ● Compare similarities and differences among disorder categories

● Schizophrenia spectrum disorders ● Obsessive-compulsive disorder (OCD) ● Trauma- and stressor-related disorders (e.g., PTSD) ● Personality disorders ● Symptoms ● Comorbidity	● Apply diagnostic concepts to case studies or scenarios ● Analyze patterns of symptoms to determine possible disorders ● Interpret how disorders impact behavior and functioning ● Use evidence to support classification and explanations ● Construct explanations of disorders using appropriate terminology

Academic Vocabulary: (*Construct Relevant Vocabulary for Social Studies)

- Axis
- Deviance
- Stigma
- Symptom
- Sign

Content Vocabulary:

- Abnormal
- Phobia
- Anxiety
- Disassociation
- Delusions
- Hallucinations

Disciplinary Vocabulary:

- DSM-5
    - Neurodevelopmental Disorders; Schizophrenia Spectrum and Other Psychotic Disorders; Bipolar and Related Disorders; Depressive Disorders; Anxiety Disorders; Obsessive-Compulsive and Related Disorders; Trauma- and Stressor-Related Disorders; Dissociative Disorders; Somatic Symptom and Related Disorders; Feeding and Eating; Elimination Disorders; Sleep-Wake Disorders; Substance-Related and Addictive Disorders; Neurocognitive Disorders; Personality Disorders

Resources:

Technology:

- YouTube (Psychological Disorders: Crash Course Psychology #28; Classifying Psychological Disorders AP Psychology Review Unit 5 Topic 3; The 4 D's of Abnormal Psychology Explained)
- "The Soloist" Film
- TedEd Psychology Videos
- Edpuzzles

Websites/ Online Articles:

- Lumen Learning Abnormal Psychology Course
- Lumen Learning Abnormal Psychology PowerPoints

Suggested Texts:

- "Understanding Psychology" McGraw Hill; Chapter 16 "Psychological Disorders"
- "Understanding Psychology" McGraw Hill; Chapter 17 "Therapy and Change"
- Psychology.town "Defining Abnormality: The Four D's and Cultural Context"
- Case Studies

Cross Cycle Tasks:
Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during the trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess; DOK; Bloom's Taxonomy.*
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:
REQUIRED:

- **Unit 8 Abnormal Psychology CFAs TBD on Performance Matters**

Suggested:

- Do Nows/ Bell Ringers/ Exit Tickets
- Student Academic Notebooks
- Source Analysis: Annotations, Close Reading Strategies, DBQs
- Class discussions (Suggested: The TQE Method, Talk Moves, Snowball Discussions, Cover-Stations)
- Observations of Students/ Check Work in Progress
- 1:1 or small group conferring

Unit 8 - Abnormal Psychology

- Introduction to Abnormal Psychology Notes (suggested to create a slideshow focuses on defining abnormal behavior and "The 4 D's of Abnormal Behavior." Have students either use a guided note worksheet or record in their academic notebooks. Magic School AI, Gemini or Notepad LM may be helpful in creation of slides)
- The 4 D's of Abnormal Behavior Practice (suggested to have students use their notes and work in pairs or small groups to discuss the scenarios)
- DSM-5 Cheat Sheet (graphic organizer)
- Psychological Treatments & Therapies Slideshow; Psychological Treatments & Therapies Note Guide
- "The Soloist" Film Analysis (suggested to have students complete "Guided Reading Activity, Lesson 4" under "Textbook Worksheets & Assessments" prior)

Summative Assessments:
REQUIRED:

- **Unit 8 - Abnormal Psychology CFAs TBD on Performance Matters**

Suggested:

- Quizzes and Exams
- Projects (individual and group)
- Presentations
- Case Study Analyses
- Evidence Based Arguments
- Research Papers

Unit 8 - Abnormal Psychology

- Psychological Disorder Profile (suggested to have students choose a psychological disorder - once a disorder is chosen no one else in the class can do that disorder - and create a profile on it to teach their classmates about the disorder. This can be done by giving presentations, creating posters, organizing a gallery walk, etc.) Mental Health Awareness

Textbook Worksheets & Assessments:

- Textbook Vocabulary Activity; Case Study 16; Graphic Organizer Activity; Guided Reading Activity, Lesson 1; Guided Reading Activity, Lesson 4

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects
https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- Connections can be made to characters in English courses when reading both fiction and non-fiction, and to analyze character development.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

- Social Studies/History courses, connections can be made to historical figures and what motivated their behaviors.

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards
https://www.nextgenscience.org/search-standards

- Students can use the scientific method and other psychology methodologies to form hypotheses, complete tasks, analyze data, and draw conclusions.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards
https://iste.org/standards/students

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical
  - Graphic Design
  - Heating
  - Ventilation and Air Conditioning
  - Health Technology
  - Hairdressing and Cosmetology
  - Information Technology
  - Landscape Design
  - Installation and Equipment
  - Masonry
  - Mechanical Design and Engineering Technology
  - Precision Machining Technology
  - Plumbing and Heating
  - Plumbing, Heating and Cooling

- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers