



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION
 Social Studies | Psychology



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: HISTORY & APPROACHES</p> <p>Suggested Time Frame: Quarter 1/3</p>	<p>How does psychology approach the study of human behavior?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How does psychological literacy apply to civic engagement?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>How does psychology influence peoples' daily lives (careers, relationships, hobbies, interests, etc.)?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How have philosophical and physiological perspectives shaped the development of psychological thought?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>How do different approaches (perspectives) in psychology compare and contrast?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 2: RESEARCH METHODS</p> <p>Suggested Time Frame: Quarter 1/3</p>	<p>Why do psychologists rely on scientific inquiry and research methods to study human behavior?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) <p>What ethical considerations must be taken into account when researching human behavior?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)

	<p>Which research methods are appropriate for the study of human behavior; why?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>How do psychologists develop reasonable conclusions about behavior from research?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>To what extent ethical and personal issues inform and constrain psychologists' research practices?</p> <ul style="list-style-type: none"> • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
<p>UNIT 3: BIOLOGICAL BASES OF BEHAVIOR</p> <p>Suggested Time Frame: Quarter 1/3</p>	<p>How do biological factors affect people's decisions, beliefs, behaviors, etc.?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How can abnormal or criminal behavior be attributed to human biological systems?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>How do biological systems (nervous, endocrine) influence human behavior?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How does damage to a biological process or part of the human body affect and change behavior?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How does psychology's abiding interest in how heredity, environment and evolution work together to shape/explain behavior?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

<p>UNIT 4: STATES OF CONSCIOUSNESS</p> <p>Suggested Time Frame: Quarter 2/4</p>	<p>How do various states of consciousness impact behavior?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>To what extent does getting a good night’s sleep make one a more engaged and better citizen?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>How is hypnosis used? To what extent is it considered a psychological phenomenon?</p> <ul style="list-style-type: none"> The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>How do psychoactive drugs affect behavior? How has our culture/beliefs changed in terms of drug dependence, tolerance, addiction, withdrawal, treatment, laws, etc. over time?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>How does the choice to use psychoactive drugs impact relationships with others, quality of life and the environment?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
<p>UNIT 5: SENSATION & PERCEPTION</p> <p>Suggested Time Frame: Quarter 2/4</p>	<p>How do sensory processes influence behavior and decisions?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>What responsibilities do our senses have to transmit messages to our brains; what responsibilities does our brain have to respond and transmit messages to our senses?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) <p>What are the limitations of each senses and how to do those limitations affect behavior?</p> <ul style="list-style-type: none"> The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) <p>How do principles of perception create stable awareness of the external world; how do those principles change over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How does experience and culture influence perceptual processes?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)

<p>UNIT 6: DEVELOPMENTAL PSYCHOLOGY</p> <p>Suggested Time Frame: Quarter 2/4</p>	<p>What are the consequences of nutrition, illness, substance abuse, etc. on the process of conception and gestation?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>What rights and responsibilities do parents have in the development of their children throughout their lifespan?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How does the interaction of nature v. nurture (including cultural variations) influence behavior?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>How do people grow and develop physically, intellectually, socially, and morally throughout the lifespan?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How do sex and gender influence socialization and other aspects of development?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 7: ABNORMAL PSYCHOLOGY</p> <p>Suggested Time Frame: Quarter 2/4</p>	<p>Why do psychologists use the Diagnostic and Statistical Manual of Mental Disorders (DSM) to identify and classify abnormal behaviors and disorders?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How do psychology and our legal system intersect (e.g. confidentiality, insanity defense)? What responsibilities do psychologists have when it comes to their clients and when it comes to the law?</p> <ul style="list-style-type: none"> The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>How do the various approaches to explaining psychological disorders (medical model, psychoanalytic, humanistic, cognitive, biological and sociocultural) compare?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>How have beliefs and theories about abnormal psychological disorders changed over time?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>How do psychological disorders/abnormal behaviors impact individuals' quality of life, their families, their communities, their jobs, etc.</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

