

KSD Social Studies Curriculum Development 2019-2020



Grades 10 - 12
Semester Elective Courses



2019-2020 KSD Social Studies Elective Courses

High School Social Studies Elective Courses in curriculum development during the 2019-2020 school year were:

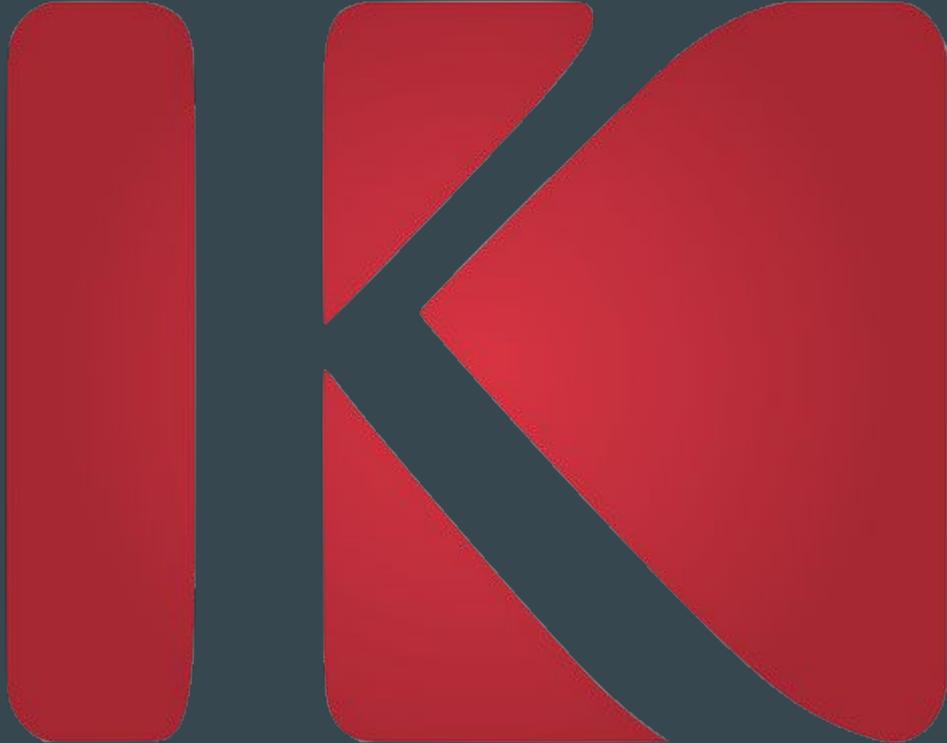
- ❑ **Economics** (*Bill Gunn & Brian Rockette*)
- ❑ **Sociology** (*Frank Parini & Scott Vouga*)
- ❑ **Contemporary Issues & Project-Based Historical Inquiry** (*Scott Vouga*)
- ❑ **Black Experience in America** (*Courtland Griffin & Brian Rockette*)
- ❑ **Psychology** (*Bill Gunn, Angela Scheer, Carrie Medelman, & Nicki Kaufmann*)

KSD Social Studies Curriculum Development Overview

- The curriculum writing team met in-person three days in the 2019-2020 school year: October 28, November 18, & February 18.
- Remaining coursework was completed by teachers who dedicated significant time & energy to work on their respective curriculums from home while simultaneously managing remote, online learning environments for their students. *Many thanks to these teachers for their time & efforts!*



Curricular Framework & Considerations: KSD Mission



“Students of the Kirkwood School District will think critically and creatively, driven by a sense of wonder, connection, and joy.”

Curricular Framework & Considerations: Standards

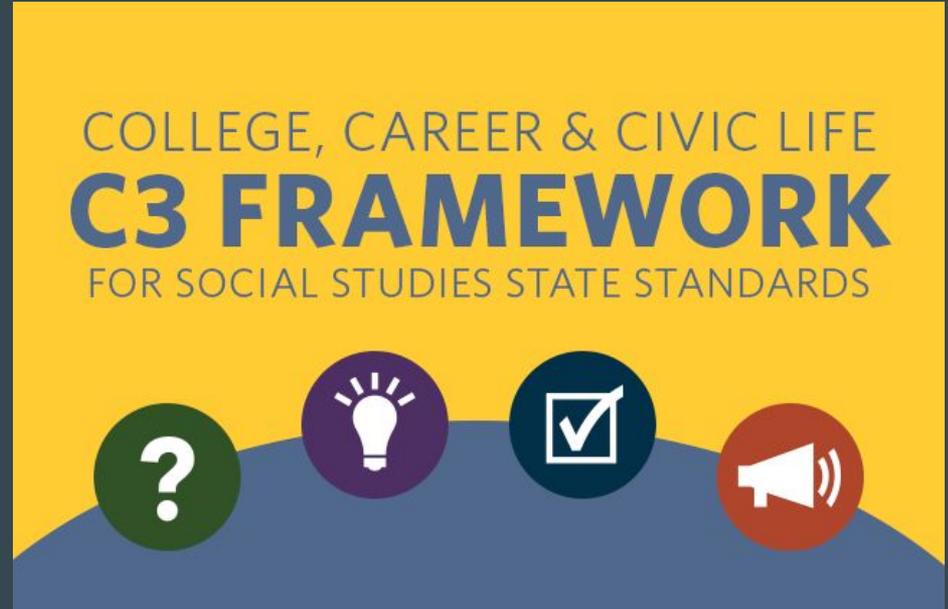
Throughout our individual courses, we want our students to...

...develop questions & plan inquiries.

*...apply disciplinary tools & concepts
(Civics, Economics, History).*

...evaluate sources & use evidence.

*...communicate conclusions & take
informed action.*



Curricular Framework & Considerations: Future Ready Skills



Connection & Collaboration

Students should work with others – in person and via technology – to collaborate around ideas, accomplish tasks, and advance new learning.



Flexible Thinking

Students should think critically and creatively about ideas and leverage technology to access information, collaborate, make/create, and communicate those ideas.



Global Citizenship

Students should engage in efforts to improve their communities – locally and globally – through service, advocacy, and civic responsibility.



Curriculum Framework & Considerations (SEL)

Across our individual courses, we want our students to...

...connect feelings to behaviors and understand that actions have consequences.

...connect the curriculum to their own personal lives, feelings, and experiences.

...build content knowledge through collaboration and sharing.



...learn how to allocate time, advocate for themselves, deal with setback, find & utilize resources, and achieve goals in both cooperative and individual projects.

...build responsibility and autonomy in their decision-making & learning processes.

...communicate clearly, effectively, and in a respectful manner - speaking and listening - with one another.

...collaborate in groups where they are encouraged to consider the perspectives and thought processes of their peers.

Curriculum Framework & Considerations (SEL & Cultural Equity)

Across our individual courses, we want our students to...



...encounter & engage with different cultural “windows and mirrors” within the curriculum.

...develop an understanding that people have different perspectives based on their unique experiences and to practice perspective-taking and empathetic thinking.

...recognize and address issues of social justice.



KSD Social Studies Curriculum Development Overview

This year, all courses have:

- ❑ Created and aligned a **scope & sequence** of curriculum for the semester elective course.
- ❑ Aligned all curriculum coursework to **state standards, national standards**, and KHS Big Ideas.
- ❑ Created and aligned **essential questions, learning goals, enduring understandings**, and **assessments** for each unit of study.
- ❑ Identified & selected **resources** to supplement & support the curriculum.

Economics: Scope, Sequence, & Course Essentials

Course Essential Questions:

- How are resources best allocated?
- Who determines what should be produced?
- How do you measure the success of the economy?
- What role does the government play in the economy?
- Why do countries trade?

Course Enduring Understandings:

- Economic decision-making requires making choices about cost, benefits, and the allocation of resources.
- Economic institutions evolve in a market economy to help individuals and groups accomplish their goals.
- There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs.
- Economic systems vary from country to country.
- Current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution differently in different nations.

Economics: Scope, Sequence, & Course Essentials

Unit 1: Understanding Elements of the Economy

Unit Guiding Questions

- How does scarcity drive decision-making? How are people, governments, and societies constrained by economics in terms of choices they can make?
- How do different economic systems around the world allocate resources?
- How do economists analyze and measure the efficiency and effectiveness of local, state, national, and/or global economies?
- How are the four factors of production in economics used to create most-needed societal goods?

Unit Learning Goals

- Distinguish between needs & wants.
- Describe how the rule of law supports economic growth in a mixed market economy.
- Explain how fair courts support rule of law and property rights.
- Recognize multiple ways in which private property supports economic growth.
- Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- Analyze the ways in which incentives influence what's produced & distributed in a market system.

Economics: Scope, Sequence, & Course Essentials

Unit 2: Market Economies

Unit Guiding Questions

- How do people interact in market economies to realize the most efficient and least costly use of resources?
- To what extent do prices send signals to buyers and sellers in a market?
- How do economic models show change and shifts in particular markets as well as markets' abilities to respond to price changes in demand and/or supply?
- What are the four market structures used in economics to show level of competition?
- How are production costs in markets used to show a firm's profitability in each of the market structures?

Unit Learning Goals

- Students analyze the concepts of supply & demand and the multiple factors that affect them.
- Students evaluate business models to understand the factors of production .
- Students construct & interpret supply and demand curves.
- Students explore the economic concepts of equilibrium, shortage, and surplus.
- Students compare and contrast the role of government within different economic systems around the globe.

Economics: Scope, Sequence, & Course Essentials

Unit 3: Measuring Performance in the US Economy

Unit Guiding Questions

- How is GDP an indicator of economic health and performance?
- How are unemployment & inflation indicators of economic health and performance?
- What role does government spending and tax policy play in our national economy?
- What are the sources of government revenue?
- How is our national debt different from our budget deficit? Is our national debt problematic?
- What are the historical roots of the Federal Reserve Banking system? How does the Federal Reserve Bank affect economic conditions and stabilize the macroeconomy?

Unit Learning Goals

- Students compare & contrast different economic models and discuss their changes over time.
- Students describe the consequences of competition in specific markets.
- Students evaluate the roles of government, inflation, and interest in the US economy.
- Students describe the developing complexities of the American economy in the second half of the twentieth century.
- Students examine their own roles in the economy.

Economics: Scope, Sequence, & Course Essentials

Unit 4: International Trade & Global Markets

Unit Guiding Questions

- What role does comparative advantage play in the international trade of goods and services?
- What are the barriers to trade in the global economy?
- What role do currency values play in international trade?
- In what ways do international organizations/individual countries promote global economic development?
- What role does government spending and tax policy play in our national economy?

Unit Learning Goals

- Students compare the benefits and costs of policies that alter trade barriers between nations, such as tariffs and quotas.
- Students compare and contrast specialization in the world economy.
- Students evaluate economic models in domestic and global contexts to analyze trade decisions among nations.
- Students describe the consequences of competition in specific markets.
- Students analyze the role of comparative advantage in international trade of goods and services.

Economics: Resources & Next Steps

Supporting Curriculum Resources

- **Online Research Databases** (GALE, EBSCO) that allow students access to a vast number of research articles, journals, historical texts, primary sources, and book excerpts.
- **Electronic Texts** that examine US economic policy, the stock market, economic policy in global markets, market inflation, unemployment, globalization & trade, and the intersection of race & economics.
- **Economic data sets** & other curricular tools available via the free, online economic database of the **Federal Reserve Bank of St. Louis**.
- **Guest Speakers** offer first-hand perspectives and lend their specific expertise related to specific course curriculum.
- **Field Trips** via partnerships with Junior Achievement & other economic institutions.

Next Steps: Implementation Year 1

Implementation Year 1 Work will be around further refining, aligning, and/or publishing:

- **Day-to-day Plans** (based on student feedback, data, and anecdotal experience)
- **Assessments and Rubrics**, and/or
- **Reporting Criteria**.

Teachers will also work with their peers to support ongoing professional development around course content, leveraging instructional resources, pedagogy, assessment, and data analysis.

Sociology: Scope, Sequence, & Course Essentials

Course Essential Questions:	Course Enduring Understandings:
<ul style="list-style-type: none">• What is the value of the sociological perspective?• To what degree does social interaction determine who we are?• Why do we act the way we do in different social settings?• What is the relationship between the sociological perspective and other social sciences such as economics & psychology?*• What are the scientific foundations of sociology?• What are some applications of sociological thought?	<ul style="list-style-type: none">• Students will identify, differentiate among, and apply a variety of sociological theories.• Students will learn how to conduct a sociological scientific research project.• Students will analyze the effects of social inequality on groups and individuals, evaluating interactions between social groups on racial, ethnic, religious, gender, political, and other levels.• Students will explain how we both influence and are influenced by society.• Students will understand the concept of multiple perspectives and examine major social issues and problems from different frameworks.

Sociology: Scope, Sequence, & Course Essentials

Unit 1: The Sociological Perspective and Methods of Inquiry

Unit Guiding Questions

- Why should we study sociology and what does it teach us?
- How can society be viewed through various theoretical perspectives?
- Who are the major contributors to the development of sociology?
- How do beliefs and values of a culture affect individuals and society?
- What are the benefits and challenges of a diverse society?
- Are there universally held values and customs?
- How are American values reflected in the media?

Unit Learning Goals

- Students understand and apply knowledge of major sociological ideas and processes in positive relationships with friends, family, coworkers, and citizens.
- Students examine human behavior, particularly in groups, and explain its role.
- Students explain the importance of patterns in our social relationships.
- Students explain how people's culture interacts with others.
- Students explain how we both influence and are influenced by society.

Sociology: Scope, Sequence, & Course Essentials

Unit 2: Social Structure: Socialization, Social Structure, & Society

Unit Guiding Questions

- What part do family roles play in social structure?
- How has technology impacted the family?
- What are some of the trends in American family life currently being examined by sociologists?
- What do societies want from their schools?
- What role do forces outside of the educational system have in influencing student achievement?
- Why is education important to social mobility?

Unit Learning Goals

- Students apply knowledge of major sociological ideas and processes in positive relationships with friends, family, coworkers and citizens.
- Students illustrate their own self-concept.
- Students analyze how culture influences individuals, including themselves.
- Students explain the many agents of socialization (family, school, peers, media, etc.) and evaluate interactions between those social groups.

Sociology: Scope, Sequence, & Course Essentials

Unit 3: Social Relationships: Self, Groups, and Socialization

Unit Guiding Questions

- How do race and ethnicity impact social structure and affect group behavior?
- What roles do gender, age, and race play in our behavior and interactions with each other?
- How do world events affect or change group behavior?
- How and why do ethnic groups become dehumanized by racism?
- What is the significance of the role that race plays in shaping a person's identity?

Unit Learning Goals

- Students analyze current social issues and determine how they are reflected in American institutions (roles of class, ethnic, racial, gender, age groups, religion, economy, and the government).
- Students understand and apply knowledge of major sociological ideas and processes in positive relationships with roles of class, ethnic, racial, gender, religion and age groups.
- Students understand and evaluate interactions between social groups on racial, ethnic, religious, gender, political and other issues.
- Students create a foundation of mutual respect within the class as a model for positive interactions in relationship to roles of class, ethnic, racial, gender, and age groups.

Sociology: Scope, Sequence, & Course Essentials

Unit 4: Deviance & Social Control in Regards to Inequalities of Social Stratification

Unit Guiding Questions

- What defines deviance and why is it functional for society?
- How does human behavior reveal human nature?
- What makes a behavior deviant?
- How does society identify and deal with criminal behavior?
- What are the major sources for crime statistics in the U.S.?

Unit Learning Goals

- Students create and evaluate viable solutions towards reducing social stratification where it is deemed detrimental to common social groups (school, family, race, etc.).
- Students identify common patterns of social inequality.
- Students assess responses to social inequality.
- Students analyze the effects of social inequality on groups and individuals.
- Students analyze why the distribution of power and inequalities can result in conflict.
- Students propose and evaluate alternative responses to inequality.

Sociology: Resources & Next Steps

Supporting Curriculum Resources	Next Steps (Implementation Year 1)
<ul style="list-style-type: none">● Online Research Databases (GALE, EBSCO) that allow students access to a vast number of research articles, journals, historical texts, primary sources, and book excerpts.● Electronic Texts that examine the classic concepts of sociology, profile the world's most renowned sociologists and fundamental ideas, and discuss what it means to “think like a sociologist”.● Current Events	<p>Implementation Year 1 Work will be around further refining, aligning, and/or publishing:</p> <ul style="list-style-type: none">● Day-to-day Plans (based on student feedback, data, and anecdotal experience)● Assessments and Rubrics, and/or● Reporting Criteria. <p>Teachers will also work with their peers to support ongoing professional development around course content, leveraging instructional resources, pedagogy, assessment, and data analysis.</p>

Contemporary Issues & Project-Based Historical Inquiry: Scope, Sequence, & Course Essentials

Course Essential Questions:

- For what end(s) should we analyze source materials to inform our perception of contemporary events?
- To what extent does the past influence the present?
- Is it possible to use historical inquiry to impact the contemporary world?
- What is the most effective way to convey historical context and understanding?
- In what ways does bias/perspective drive historical narrative?

Course Enduring Understandings & Skills:

- Student deconstruct sources of evidence to generate an informed conclusion/construct meaning. (**Big Idea: Evidence**)
- Students independently select, evaluate, and organize varied sources of evidence to generate an informed conclusion/construct meaning. (**Big Idea: Researched Evidence**)
- Students create reasoned arguments using critical thinking such as compare / contrast, draw a conclusion, cause & effect, continuity & change over time. (**Big Idea: Argument**)
- Students generate a plan to take informed action to impact their community and/or participate in the problem-solving process. (**Big Idea: Action**)

Contemporary Issues & Project-Based Historical Inquiry: Scope, Sequence, & Course Essentials

Unit 1: Contemporary Issues and Historical Thinking Skills:

Students examine relevant contemporary issues while practicing critical inquiry and research on relevant topics.

Unit Guiding Questions

- How can we analyze source materials to inform our perception of contemporary events?
- To what extent does the past influence the present?
- In what ways does bias/perspective drive historical narrative?

Unit Learning Goals

- Students research and understand the role it plays in historical inquiry.
- Students examine & conduct various research methodologies.
- Students examine the origin of bias in both contemporary & historical source materials.
- Students research Contemporary Issues through comparative research (Politics, Social History, Economics).
- Students create annotated bibliographies and review final project options and criteria inherent to each.

Contemporary Issues & Project-Based Historical Inquiry: Scope, Sequence, & Course Essentials

Unit 2: Transition to Student-Centered Learning.

Students take ownership of the topics covered and the research they decide to conduct. During this unit, students will create annotated bibliographies specific to their individual or group topic.

Unit Guiding Questions

- What are the advantages of researching through the lens of theme?
- How does a specific claim and acknowledgment of counterclaims impact research?

Unit Learning Goals

- Students discuss, select, and debate a common class theme for projects.
- Students develop and create group/individual essential questions specific to individual research.
- Students research & analyze Contemporary Issues in a group setting (Global/Historical Political, Social, Economic Perspectives).

Contemporary Issues & Project-Based Historical Inquiry: Scope, Sequence, & Course Essentials

Unit 3: Project-Based Learning

Dedicated to student work on their individual/group projects. In this unit, students will take the work from Unit 2 and begin to apply it by communicating conclusions and taking informed action. Students will collaborate with others and communicate and critique their conclusions in public venues.

Unit Guiding Questions

- For what end(s) should we analyze source materials to inform perception of contemporary events?
- To what extent does the past influence the present?
- Is it possible to use historical inquiry to impact the contemporary world?
- What is the most effective way to convey historical context and understanding?*
- In what ways does bias/perspective drive historical narrative?

Unit Learning Goals

- Students research their individual/group topics.
- Students conduct self-evaluations and learn how such practices can impact their work.
- Students create a series of promotions for the presentation of final projects.
- Students challenge traditional perspectives & historical narratives regarding contemporary issues.

Contemporary Issues: Resources & Next Steps

Supporting Curriculum Resources	Next Steps (Implementation Year 1)
<ul style="list-style-type: none">● Online Research Databases (GALE, EBSCO) that allow students access to a vast number of research articles, journals, historical texts, primary sources, & book excerpts.● Electronic & Print Texts that detail historical thinking & argumentative writing, how to analyze essays on moments in history, primary documents, political cartoons, etc., and teacher mentor texts.● Field Trips to conduct research & further student projects.. Possible venues include the State Historical Society of MO, the MO History Museum, the Mildred Kemper Lane Art Museum, and others.● Documentary Films and Current Events.	<p>Implementation Year 1 Work will be around further refining, aligning, and/or publishing:</p> <ul style="list-style-type: none">● Day-to-day Plans (based on student feedback, data, and anecdotal experience)● Assessments and Rubrics, and/or● Reporting Criteria. <p>Teachers will also work with their peers to support ongoing professional development around course content, leveraging instructional resources, pedagogy, assessment, and data analysis.</p>

Black Experience in America: Scope, Sequence, & Course Essentials

Course Essential Questions:

- How does conflict cause change?
- What are the purposes and/or consequences of creating and/or maintaining a dystopian society?
- What are the benefits and consequences of questioning or challenging social order?
- How has African American visibility impacted African American privilege & identity over time?
- How have essential liberties driven societal change or conflict over time?
- Why do people continue to pursue the concept of a utopian society?

Course Enduring Understandings:

- Students will analyze how conflict has motivated and stimulated change throughout American history.
- Students will explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- Students will evaluate the extent to which major legislation, Constitutional amendments, and court decisions expanded equal rights.
- Students will assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.
- Students will examine the origins and impact of social structures and stratification on societies.

Black Experience in America: Scope, Sequence, & Course Essentials

Unit 1: Migration and the Beginnings of the African-American Identity

Unit Guiding Questions

- What motivates people to migrate?
- How does conflict lead to change?
- How does disruption impact the lives of people and society?
- What are the purposes and/or consequences of creating and/or maintaining a dystopian society?
- How does the environment (physical and cultural) shape individual and group identity?
- How does the presence of diversity within the population influence political developments?

Unit Learning Goals

- Students compare Black American experiences in both the northern and the southern U.S. in accordance with the viewpoint of the powers of the old Jim Crow South.
- Students explain connections among historical context and peoples' perspectives at the time in United States' history.
- Students explain the various causes for the Black American Diaspora across the United States. Students will evaluate the causes and consequences of demographic shifts & internal migrations.*
- Students will explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship between those regions.

Black Experience in America: Scope, Sequence, & Course Essentials

Unit 2: Socio-Economic Contributions to the Development of the African-American Identity

Unit Guiding Questions

- What are factors that create an imbalance of power within a culture?
- What are the benefits and consequences of questioning/challenging social order?
- How have political and economic decisions over time influenced cultural, economic, and environmental characteristics of various places and regions?
- What does it mean to be invisible?
- Why do some individuals stand against prejudice and oppression while others participate in it?

Unit Learning Goals

- Students explain how Black Americans were able to open up early doors of opportunity in social and economic spheres. (Social Consequences of Economic Decisions: 15th Cent. - Today).
- Students describe how the Civil Rights movement was and continues to be an effective agent in gaining civic and social equality for Black Americans.
- Students explain how & why the Civil Rights movement has caused legal and social struggle for Black American citizens.
- Students analyze the developing interconnectedness among people, big businesses, labor unions, and governments to determine their effect on individuals, society, and public policy.

Black Experience in America: Scope, Sequence, & Course Essentials

Unit 3: Political and Legal Contributions to African American Identity

Unit Guiding Questions

- How do people form and shape their identities?
- How have essential liberties driven societal change and conflict over time?
- How do individual freedoms interact with restrictive powers of government?
- How have and how do utopian societies develop in America?
- What role or purpose does religion/spirituality serve in a culture?
- What were political & cultural consequences resulting from the conflict between the Civil Rights movement and government?
- How are liberty & equality impacted when people are denied rights enjoyed by others?

Unit Learning Goals

- Students explain how different Black Americans gained political empowerment within the Black community (on both a micro and macro level) in the U.S.
- Students describe and evaluate the extent to which Supreme Court cases and legislation served to expand equal rights. Students recognize the perpetual fight of Black Americans for civil rights to gain equal opportunity. (Justice System: Police, Courts, and Landmark Cases)
- Students parse the cause/effect relationship between the influence of different Black American leaders and the civic, social, and political strides that have been gained for Black Americans.

Black Experience in America: Scope, Sequence, & Course Essentials

Unit 4: Movements Leading to Continuity and Change in the African American Identity

Unit Guiding Questions

- How does conflict cause change?
- What is community? What are an individual's responsibilities to the community as well as the community's responsibility to the individual?
- Why do people continue to pursue the concept of a utopian society?
- What ideas should be honored in a utopian society?

Unit Learning Goals

- Students summarize the causes and effects of the Third Great Migration of the New Era within the Black community.
- Students explain the significant elements of the Black American culture that have influenced American culture in the past and present.
- Students evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.
- Students analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women, African Americans, and other minorities.
- Students explain how the past has affected the Black community today.

Black Experience in America: Resources & Next Steps

Supporting Curriculum Resources

- **Online Research Databases** (GALE, EBSCO, ABC-CLIO) that allow students access to a vast number of research articles, journals, historical texts, primary sources, & book excerpts.
- **Electronic & Print Texts** that examine race throughout American history and the cultural, social, civic, and political contributions of African Americans throughout history.
- **Guest Speakers** offer first-hand perspectives and lend their specific expertise related to specific course curriculum.
- **Field Trips** (MO History Museum, Griot Museum of Black History, the Ville).

Next Steps (Implementation Year 1)

Implementation Year 1 Work will be around further refining, aligning, and/or publishing:

- **Day-to-day Plans** (based on student feedback, data, and anecdotal experience)
- **Assessments and Rubrics**, and/or
- **Reporting Criteria.**

Teachers will also work with their peers to support ongoing professional development around course content, leveraging instructional resources, pedagogy, assessment, and data analysis.

Psychology: Scope, Sequence, & Course Essentials

Course Essential Questions:

- How do different psychologists attempt to define, explain, predict, and control human behavior utilizing different perspectives?
- How do socio-cultural factors influence thought processes and behavior?
- How do theorists differ in regard to understanding our personality development?
- How do the processes of classical & operant conditioning and observational learning influence thought & behavior?
- What are the criteria in diagnosing psychological disorders?
- What are the different techniques used by psychologists and psychiatrists to diagnose and treat disorders?
- How do our sensory, short-term, and long-term memory systems differ?

Course Enduring Understandings:

- Define psychology as a discipline and identify its goals as a science.
- Compare and contrast personality theories of Freud, Erickson, and Abraham Maslow.
- Define culture & diversity and identify how cultures change over time and vary within nations.
- Identify how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
- Describe how group dynamics influence behavior.
- Describe the principles of classical conditioning, operant conditioning, and observational learning.*
- Define psychologically abnormal behavior.
- Explain the three-stage processing model of memory.

Psychology: Scope, Sequence, & Course Essentials

Unit 1: History, Perspectives, and Research Methods

Unit Guiding Questions

- How do different psychologists attempt to define, explain, predict, & control human behavior?
- Why is it important to apply different perspectives when looking to explain complex behaviors?
- How do psychologists use research to explore behavior and mental processes?
- How do psychologists apply descriptive statistics to organize and analyze information?

Unit Learning Goals

- Psychological knowledge can be related to everyday life.
- There are multiple perspectives by which psychologists study and explain human behavior. Heredity and environment interact in the development of an individual across the life span.
- Understanding different ways to view, analyze, and explain behavior provides a greater understanding of the complexities of behavior, helping psychologists improve the lives of people.
- Psychologists use the scientific method and experimentation to generate quantitative data and statistically analyze the results; they also employ other research methods such as naturalistic observation, surveys, longitudinal studies, cross-sectional studies, and case studies to data.
- A multicultural, global perspective recognizes how diversity is important to understanding intelligence.

Psychology: Scope, Sequence, & Course Essentials

Unit 2: Social Psychology

Unit Guiding Questions

- How do socio-cultural factors influence thought processes and behavior?
- Why do conformity and obedience occur in different situations?
- Why do prosocial and antisocial behaviors occur in different situations?

Unit Learning Goals

After concluding this unit, students can define, understand, and summarize:

- Social cognition, social influence, and social relations.
- How the environment influences thought processes and behavior in multiple ways.
- The power of the situation and its influence on the factors of conformity & obedience to authority. Many people act in an antisocial manner in a large group (in-groups/out-groups), or when they are able to hide their identity (deindividuation).
- How individuals are motivated to act in a prosocial way due to altruism and/or reciprocation.
- Research examining race, ethnicity, socioeconomic status, gender similarities & differences, the impact of gender discrimination, how the roles of women and men in societies are perceived, and how perspectives affect stereotypes and treatment of minority and majority groups in society.

Psychology: Scope, Sequence, & Course Essentials

Unit 3: Personality

Unit Guiding Questions

- How do theorists differ in regards to understanding our personality development?
- How do we use defense mechanisms to alleviate negative effects of stress & promote health? How does stress influence people both physiologically & psychologically? How do we cope with stress?
- How does psychoanalytic theory relate to personality development?
- How do psychologists distinguish between personality types?
- How does motivation control our actions? How are the basic motivations alike and different?

Unit Learning Goals

- Some theorists believe personality persists through life; others believe it is possible to adapt different personalities as we age.
- Psychoanalysts argue we unconsciously use different defense mechanisms, such as repression and displacement, to protect from negative emotions, such as anger and anxiety. They focus on the unconscious mind; personality is the summation of how the id, ego, & superego work together.
- Psychologists primarily assess personality through the use of projective tests and objective tests.
- Stress has many physiological effects on our body. There are multiple means of coping with stress.
- Psychologists study the many different ways people are motivated toward action, including physiological “pushes” and psychological/cultural “pulls”.
- Humans express & share universal emotions across time & culture. Primary emotions differ across cultures.

Psychology: Scope, Sequence, & Course Essentials

Unit 4: Learning & Behaviorism

Unit Guiding Questions

- How does the process of Classical Conditioning influence thoughts and behavior?
- How does the process of Operant Conditioning influence thoughts and behavior?
- How does the process of Social Learning influence thoughts and behavior?

Unit Learning Goals

- Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
- Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
- Classical Conditioning is a type of learning in which an organism comes to associate stimuli. It laid the foundation for behaviorism - the view that psychology is an objective science that studies environmental influences on behavior. Classical conditioning influences our thoughts and behavior by conditioning respondent behavior.
- Operant Conditioning involves an organism learning associations between its own behaviors and resulting consequences, such as reinforcement and punishment. With Operant Conditioning, an organism has choice as to whether to replicate a behavior for reward or to avoid punishment.
- Within Social Learning, we observe and imitate others.

Psychology: Scope, Sequence, & Course Essentials

Unit 5: Abnormal Psychology & Treatment

Unit Guiding Questions

- Why are behaviors considered “abnormal”? How are psychological disorders classified?
- How does labeling an individual with a disorder stigmatize the individual? What are the potential consequences of labeling an individual?
- What are different techniques that psychologists & psychiatrists use to diagnose & treat disorders?

Unit Learning Goals

- Students summarize perspectives on abnormal behavior, categories of psychological disorders, perspectives on treatment, categories of treatment and types of treatment providers, and legal, ethical, and professional issues in the treatment of psychological disorders.
- There is a standardized method of diagnosis set forth by the American Psychological Association in which it classifies what is abnormal, a disorder, and the appropriate method(s) of treatment.
- Many clients with mental disorders are misunderstood and carry with them stereotypes which can negatively impact their desire to seek treatment.
- The techniques for treatment are psychoanalytic, behavioral therapy, cognitive, humanistic, and biological/biomedical. Most therapists use a combination of techniques (the eclectic approach).

Psychology: Scope, Sequence, & Course Essentials

Unit 6: Cognition, Thinking, Memory

Unit Guiding Questions

- How do our sensory, short-term and long-term memory systems differ, and how does the process of memory relate to these different systems?
- How is memory encoding, storage, and retrieval influenced by our biology, attention, motivation, and environment?

Unit Learning Goals

- Summarize the basic elements comprising thought, obstacles related to thought, and the processes involved with the encoding, storage, and retrieval of memory.
- Define cognitive processes involved in understanding information, problem-solving, and decision making.
- Describe obstacles to problem-solving, decision-making, and making good judgements.
- Discuss biological & situational influences, stability & change, and connections to health & work.
- Memory is the persistence of learning over time and works as a process through three separate memory “systems” - the temporary-sensory, the short-term, and the long-term memory system.
- Memory is vulnerable to many different elements, including natural forgetting, misattribution, suggestibility, and bias. Memory is a process that is easily malleable.

Psychology: Resources & Next Steps

Supporting Curriculum Resources

- **Online Research Databases** (GALE, EBSCO) that allow students access to a vast number of research articles, journals, historical texts, primary sources, & book excerpts.
- **Electronic Texts** that introduce & examine classical psychological theories, applications of research, and theories around memory, personality, and biological & social psychology.
- **Unit Lessons** developed by the Teachers of Psychology in Secondary School (TOPSS) of the American Psychological Association (APA).

Next Steps (Implementation Year 1)

Implementation Year 1 Work will be around further refining, aligning, and/or publishing:

- **Day-to-day Plans** (based on student feedback, data, and anecdotal experience)
- **Assessments and Rubrics**, and/or
- **Reporting Criteria.**

Teachers will also work with their peers to support ongoing professional development around course content, leveraging instructional resources, pedagogy, assessment, and data analysis.

Questions/Feedback

