

# Unit 1: Psychological Foundations: Methods, the Brain, and Disorders & Treatment

Content Area: **Social Studies**  
Course(s): **INTR PSYCH**  
Time Period: **Marking Period 1**  
Length: **9 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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APA Standards for High School Psychology

- Content Standard 1: Development of psychology as an empirical science
- Content Standard 2: Major subfields within psychology
- Content Standard 1: Research methods and measurements used to study behavior and mental processes
- Content Standard 2: Ethical issues in research with human and non-human animals
- Content Standard 1: Career options
- Content Standard 2: Educational requirements
- Content Standard 1: Perspectives on abnormal behavior
- Content Standard 2: Categories of psychological disorders
- Content Standard 1: Perspectives on treatment
- Content Standard 2: Categories of treatment and types of treatment providers
- Content Standard 1: Stress and coping
- Content Standard 2: Behaviors and attitudes that promote health
- Content Standard 1: Structure and function of the nervous system in humans
- Content Standard 2: Structure and function of the endocrine system

### Social Studies Practices

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SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

## Life Literacies and Key Skills

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TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

## Transfer Goals

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### Transfer Goals

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Students will be able to independently use their learning to understand how psychologists gain insight into behavior and cognition, so that in the long run they will be able to apply that themselves and evaluate new research findings.

Students will be able to independently use their learning to understand how psychology deals with mental disorders and stress, so that in the long run they will be able to use this information to live healthier, more resilient lives.

## Concepts

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### Essential Questions

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- How is psychology a science that studies all aspects of human behavior from many different perspectives?
- How is research conducted by psychologists to answer questions about human behavior and how do they draw conclusions from that research?
- How can we evaluate research findings on their validity, ability to be generalized, and ethical & legal soundness?
- What are the different career paths in psychology and the requirements and job responsibilities associated with them?
- How is abnormal behavior defined and measured by psychologists?
- What are the factors that influence psychological disorders and their impact?
- What can be done to help those suffering from psychological disorders?
- How can we better manage the impact of stress through more positive ways of coping with it?
- How does the human brain control our behaviors, both observable and unobservable?

- How do biological processes of the brain and body relate to behavior?

## **Understandings**

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Students will understand that . . .

- Psychology is an empirical discipline where research provides knowledge and guidance for psychologists to explain behavior and who apply theories to solve problems in behavior.
- Psychology is the systematic and scientific study of human behavior and mental processes and has developed over time into different perspectives and approaches.
- Psychology is a discipline with varied career paths with a myriad of different settings, educational requirements, and jobs.
- Abnormal behavior can be defined and classified in many different ways.
- There are several different perspectives and options on how to treat psychological disorders.
- Stress can negatively impact our health, but there are positive ways to manage and cope with it.
- Every psychological event is also a biological event and how the two are related.
- Our brains, along with other biological processes, have a direct impact on our behavior.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Major concepts / terms & vocabulary / people associated with psychology's approaches, methods, & careers.
- Psychology's contemporary perspectives, major subfields and careers.
- Research strategies used by psychologists and statistical concepts associated with them.
- Ethic issues important to psychologists while conducting research.
- Different ways in which psychological disorders can be classified.
- How the different perspectives view psychological disorders and how these viewpoints affect potential treatment options.
- How to use multiple options from different perspectives to create an eclectic, comprehensive treatment plan.
- The positives and negatives of diagnostic labeling of mental disorders.
- The specific symptoms that are related to specific types of psychological disorders
- The negative impact of stress on our health.
- Positive coping strategies to deal with stress.
- The major parts of the central nervous, peripheral nervous, and endocrine systems.
- The structures and functions of the brain with specific cases to illustrate those functions.

### **Skills**

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Students will be able to:

- List, explain, and recognize the major subfields of psychology when presented with examples of each.
- Describe and compare the biological, behavioral, cognitive and socio-cultural perspectives.
- Describe the research strategies used by psychologists to explore behavior.
- Examine the role of ethics in research and professional practice.
- Discuss the different career paths in psychology.
- Describe how information is transmitted and integrated in the nervous system.
- Classify the major divisions and subdivisions of the nervous system and differentiate the functions of the various subdivisions of the nervous system.
- Identify the structure and function of the major regions of the brain, recognize that specific functions are centered in specific lobes of the cerebral cortex and describe lateralization of brain functions.
- Define psychologically abnormal behavior, discuss how stigma relates to abnormal behavior.
- Describe the classification of psychological disorders, discuss the challenges associated with diagnosis, describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
- Explain how psychological treatments have changed over time and among cultures, match methods of treatment to psychological perspectives, explain why psychologists use a variety of treatment options, identify biomedical & psychological treatments.
- Define stress as a psychophysiological reaction, identify and explain potential sources of stress, explain physiological and psychological consequences for health, and identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
- Identify ways to promote mental health and physical fitness, describe the characteristics of and factors that promote resilience and optimism, and distinguish between effective and ineffective means of dealing with stressors and other health issues.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Do Nows
- Exit Tickets
- Graphic Organizer / Notes on Classroom
- HW Assignments
- In-class Application Items
- Kahoot
- Practice Quizzes
- Written evaluations

### **School Summative Assessment Plan**

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- Create your own experiment project

- Coping Skills Assignment
- Unit Test

## **Primary Resources**

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Thinking about Psychology Textbook

## **Supplementary Resources**

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Additional outside Resources:

- Interactive Website - textbook
- Critical Thinking in Psychology Handbook
- Myers Textbook Resources
- Mystery Therapist PsychSim
- Research Examples Sheet
- Youtube video clips on various topics

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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Google Docs

Google Slides (presentation software)

Google Forms (quizzes, questions, written responses)

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc... )

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate or Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

## **Interdisciplinary Connections**

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**MATH - Students will understand the basic concepts of correlational coefficients (and associated scatterplots) and statistical significance in relation to research results.**

**ELA - Students will engage in research on different career options and create brief written evaluations of each using supporting evidence from their research. Students will create a written plan for a research proposal. Students will read examples of different experiments and analyze them to be able to identify the type of research being conducted. Students will write reflections to different topics throughout the unit. They will also create a treatment plan for 2 specific cases using treatment methods learned in class while providing their reasoning and support for why they chose those methods.**

**SCIENCE - Students will study the different parts of the brain and nervous system to learn how they affect thinking and behavior. Students will examine how differing levels of activity and neurotransmitters in the brain affect different disorders, schizophrenia in particular.**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY/BUSINESS -**

**GLOBAL AWARENESS - Students will examine the social-cultural psychological perspective and how it studies the similarities and differences across societies and cultures. Students will examine how depression and other psychological disorders vary in rates across nations and regions of the world.**

## **Learning Plan / Pacing Guide**

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**Day/Week 1:**

<b>Time</b>	<b>Activity</b>
<b>Week 1</b>	<p><b>Topic: What is Psychology? - Defining, Approaches/Perspectives &amp; Subfields</b></p> <ul style="list-style-type: none"><li>● <a href="#">Day 1</a> - Course Intro - T/F, Psych Myths, Google Classroom Sign Up</li><li>● <a href="#">Day 2</a> - Guided Notes &amp; Presentation on Defining Psychology, Big Ideas, Biopsychosocial Approach w/ examples / Assign Jigsaw</li><li>● <a href="#">Day 3</a> - Finish individual work, post around room and complete graphic organizer - discuss each - apply to aggression</li><li>● <a href="#">Day 4</a> - Kahoot Review of Perspectives / Google Form Quiz Assessment</li><li>● <a href="#">Day 5</a> - Wrap-up Review / Intro Activities for Psych as Science</li></ul>
<b>Week 2</b>	<p><b>Topic: How do Psychologists find answers? - Methods 1</b></p> <ul style="list-style-type: none"><li>● <a href="#">Day 1</a> - Psych as a Science - T/F Intro, Guided notes &amp; presentation on Psych as science, Operational Definition Video &amp; Practice</li><li>● <a href="#">Day 2</a> - Description - Guided notes &amp; presentation - groups identify advantages &amp; disadvantages of each, apply each to research</li></ul>

- Day 3 - Correlation - Partners intro challenge questions - Guided notes on Correlation w/ embedded practice questions,
- Day 4 - Sample Size Demonstration (what does this show us?) - Finish Correlation - Partner Practice (ID, explain, use real descri
- Day 5 - Experiment - Intro activity of anagram experiment / Guided notes on major concepts in Experimentation w/ video exam

**Topic:** How do Psychologists find answers? - Methods 2

**Week 3**

- Day 1 - Experiment (cont'd) - Use anagram experiment to review concepts from last week, Guided practice of concepts - videos
- Day 2 - Experiment (cont'd) - Continue practice from yesterday with partners, Experiment vs. Correlation - identify each in actua
- Day 3 - Ethics in Research - Intro w/ defining "ethical" with research examples, Guided notes w/ examples on Research for anim guidelines presented (HW - Experiment Quiz)
- Day 4 - Create your own experiment activity in class
- Day 5 - Review Quiz / Intro Careers in Psychology - Psych Career Quiz Intro, Graphic Organizer & Roundabout on Different Ca

**Topic:** What are the different career paths in psychology? / Brain & Neuroscience

**Week 4**

- Day 1 - Careers - Students choose from list and research one career on each of the different paths and evaluate their interest in ea
- Day 2 - Careers - Finish work from yesterday
- Day 3 - Biological Intro - Phineas Gage story, Illusions (Perception vs. Reality) Activity - Brain Chart Intro
- Day 4 - Brain Parts & Functions - Brain video short Do Now, Brain Charts using interactive website
- Day 5 - Brain Practice - Brain Video short Do Now, Partners -Brain practice applying parts & functions to situations

**Topic:** Brain & Neuroscience

**Week 5**

- Day 1 - ES & NS - Brain Video Short Do Now, Present on ES & NS, Applicatio
- Day 2 - Wrap-Up - Brain Videos Short Do Now, Finish all Brain, Brain Roundal
- Day 3 - Brain Documentary (Eagleman)
- Day 4 - Review Quiz / Discuss Documentary - Brain & Behavior

**Topic:** What are Psychological Disorders? - Defining & Symptoms

**Week 6**

- Day 1 - What is Abnormal? - Is it a disorder intro partner activity, guided notes c DSM ADHD examples diagnosis with partners
- Day 2 - Anxiety & Related Disorders - CC video review of yesterday, Guided nc (could be hw)
- Day 3 - Somatic & Dissociative - Discuss quiz results, guided notes w/ video clij
- Day 4 - Mood & Schizophrenia - Discuss quiz results, guided notes w/ video clij
- Day 5 - Personality Disorders - wrap-up mood & schizophrenia, Antisocial Perso to exemplars with reasoning.

**Topic:** How are Psychological Disorders treated? - Treatment perspectives and types

**Week 7**

- Day 1 - Treatment & Therapy (Insight & Behavioral) - Intro Perspectives on trea the perspectives, video clip illustrations of methods, reflection question for each
- Day 2 - Treatment & Therapy (Cog, Group, Biological)t, Graphic organizer with



illustrations of methods, reflection question for each perspective

- Day 3 - Review - Mystery Therapist - Interactive website (psychsim), define and
- Day 4 - Application (Treatment Plan) - Partners work together to create eclectic - discussed earlier in the week - must include reasoning for why they chose each n

**Topic:** How can we better cope with stress? Coping strategies

**Week 8**

- Day 1 - Stress - Intro identifying different types of stressors then classifying their health, intro Coping Strategies Project
- Day 2 - Coping Strategies Research Project - Jigsaw research on coping strategies
- Day 3 - Coping Strategies Research Project - share with group, create chart of strategies
- Day 4 - Individual Plan for Improving Everyday life and Plan for dealing with acute stress
- Day 5 - Finish plan & Submit

**Topic:** Review / Test

**Week 9**

- Day 1 - Review - Hand out and begin working on Review sheet in groups
- Day 2 - Review Game - Kahoot / Explain application part of test
- Day 3 - Unit Test

# Unit 2: Psychology in Everyday Life - Practical Applications

Content Area: **Social Studies**  
Course(s): **INTR PSYCH**  
Time Period: **Marking Period 2**  
Length: **9 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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APA Standards for High School Psychology

- Content Standard 1: Encoding of memory
- Content Standard 2: Storage of memory
- Content Standard 3: Retrieval of memory
- Content Standard 1: Basic elements comprising thought
- Content Standard 2: Obstacles related to thought
- Content Standard 1: Classical conditioning
- Content Standard 2: Operant conditioning
- Content Standard 3: Observational and cognitive learning
- Content Standard 1: Perspectives on emotion
- Content Standard 2: Emotional interpretation and expression
- Content Standard 3: Domains of emotional behavior
- Content Standard 1: Perspectives on motivation
- Content Standard 2: Domains of motivated behavior in humans and non-human animals
- Content Standard 1: Social cognition
- Content Standard 2 : Social influence
- Content Standard 3: Social relations
- Content Standard 1: Perspectives on personality
- Content Standard 2: Assessment of personality
- Content Standard 3: Issues in personality
- Content Standard 1: Methods and issues in life span development
- Content Standard 2: Theories of life span development

### Social Studies Practices

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SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).  With a growth mindset, failure is an important part of success.

## Transfer Goals

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### Transfer Goals

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Students will be able to independently use their learning to understand the many practical applications of psychology, so that in the long run they will be able to apply psychology and psychological findings to their everyday lives.

## Concepts

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### Essential Questions

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- What is memory, how can it be improved, and how can these techniques be used in our daily lives?
- What is thought, how do we solve problems, and what are some obstacles to our rational thinking?
- What are emotions, how do we recognize them, and how can we use these understandings in our interactions with others?
- How do we learn to behave and how can this understanding be used to create change in our own lives?
- What are the different career paths in psychology and the requirements and job responsibilities associated with them?

- What motivates us and how can we use these understandings to motivate ourselves towards our goals?
- How do we form/maintain relationship and how can we improve communication in one-on-one and group settings?
- How can psychology's perspectives on personality and the self help us define ourselves?
- Who am I and how did I get this way?

## **Understandings**

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Students will understand. . .

- the processes of encoding, storage, and retrieval of memory and how to improve each.
- the basic elements comprising thought and the obstacles related to thought.
- Perspectives on emotion, Emotional interpretation and expression, and Domains of emotional behavior.
- Perspectives on motivation and Domains of motivated behavior in humans.
- the processes and effects of social cognition, social influence, and social relations.
- the different perspectives on personality, how it is assessed, and major issues related to personality.
- the major issues and theories in lifespan development.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Major concepts / terms & vocabulary / people associated with Memory, Learning, Thinking, Emotion & Motivation, Social Psych, Personality.
- The different types of memory, how memory are formed, stored, and retrieved, and techniques for improving memory.
- How humans think and problem solve, what biases/obstacles exist in relation to rational thinking and problem solving.
- The basic functioning of classical, operant, and observational learning and how each brings about changes in behavior.
- The basic components of emotion, how we express and recognize them in others, and their influence on our behavior.
- The different factors that motivate our behavior and ways they can be applied.
- How we form and maintain relationships and how we communicate and are influenced in one-on-one and group settings.
- The different ways psychology defines personality and factors that help us define ourselves as we move through life.

### **Skills**

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Students will be able to:

- Identify factors that influence encoding, Characterize the difference between shallow (surface) and deep (elaborate) processing and Discuss strategies for improving the encoding of memory.
- Describe the differences between working memory and long-term memory, Discuss types of memory and memory disorders (e.g., amnesias, dementias), and Discuss strategies for improving the storage of memories.
- Define cognitive processes involved in understanding information and define processes involved in problem solving and decision making.
- Describe obstacles to problem solving, Describe obstacles to decision making, Describe obstacles to making good judgments.
- Explain the biological and cognitive components of emotion and Discuss psychological research on basic human emotions.
- Explain how biological factor, culture and gender, and environmental factors influence emotional interpretation and expression - both positive and negative.
- Explain the different theories on motivation and examine the role of culture in motivation.
- Describe attributional explanations of behavior, Describe the relationship between attitudes (implicit and explicit) and behavior, and Identify persuasive methods used to change attitudes.
- Describe the power of the situation, Describe effects of others' presence on individuals' behavior, Describe how group dynamics influence behavior, and Discuss how an individual influences group behavior.
- Discuss the nature and effects of stereotyping, prejudice, and discrimination, Describe determinants of prosocial behavior, Discuss influences upon aggression and conflict, and Discuss factors influencing attraction and relationships.
- Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development and Explain issues of continuity/discontinuity and stability/change.
- Discuss theories of cognitive, moral, and social development.
- Evaluate the different theories on personality, discuss different methods of assessments, and analyze different issues in personality.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Advertisement - Motivation & Emotion
- Create a New Habit Assignment
- Do Nows
- Exit Tickets
- Graphic Organizer / Notes on Classroom
- HW Assignments
- In-class Application Items
- Kahoot

- Memorization Assignment
- Personality Description
- Persuasion Plan
- Practice Quizzes
- Written evaluations

## **School Summative Assessment Plan**

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- Psychology in Everyday Life Write-Up
- Unit Test

## **Primary Resources**

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Thinking about Psychology Textbook

## **Supplementary Resources**

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Additional outside Resources:

- Interactive Website - textbook
- Critical Thinking in Psychology Handbook
- Myers Textbook Resources
- Research Examples Sheet
- Youtube video clips on various topics

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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Google Docs

Google Slides (presentation software)

Google Forms (quizzes, questions, written responses)

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc... )

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate or Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

## **Interdisciplinary Connections**

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**MATH -**

**ELA - Students will engage in short written reflections to much of the material and topics covered in the unit. Students will explain concepts from the unit in a variety of shorter projects (memory study plan, changing a habit, advertisement project).**

**SCIENCE - Students will learn about and understand the biological factors relating to emotion and nature-nurture (twin studies) issues.**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY/BUSINESS -**

**GLOBAL AWARENESS - Students will examine how culture affects emotional expression and is involved in social influence (norms).**

## **Learning Plan / Pacing Guide**

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<b>Time</b>	<b>Activity</b>
	<b>Topic:</b> Intellectual Life - Memory & Thinking
<b>Week 1</b>	<ul style="list-style-type: none"><li>• Day 1 - What is Memory? / Encoding - Intro activity on memory, guided notes - Forgetting</li><li>• Day 2 - Memory Construction - False memory intro activity, Guided notes / disc application</li><li>• Day 3 - Memory Improvement - Discussion / article on improving - assign/begin</li><li>• Day 4 - Thinking - Problem Solving Intro activity, Presentation on defining thou</li></ul>



- apply each to self (written reflection)
- Day 5 - Thinking - Partners - Identifying examples in real world of biases in thinking

**Topic:** Intellectual Life (cont'd) - Thinking & Learning

- Week 2**
- Day 1 - Learning (Intro/Operant) - Is it learning intro quiz & discussion - Present partners on Operant concepts
  - Day 2 - Learning (Observational learning) - Observational learning video clip - present to real world activity
  - Day 3 - Review - Quiz on Intellectual Life / Discuss study plan results / Intro Ch
  - Day 4 - Change a Habit project - applying learning concepts

**Topic:** Motivational & Emotional Life

- Week 3**
- Day 1 - Intro / Theories - What motivates you intro, Guided notes & discussion on personal application to selves
  - Day 2 - Improving Motivation - Intro overview, Partners - plan to improve motivation
  - Day 3 - Emotion - What is emotion do now, Guided notes & discussion on definition impact of emotion
  - Day 4 - Recognition & Expression - Facial Expressions Intro, Discussion on factors
  - Day 5 - Recognizing Emotion - Lying & Nonverbal communication demo & assignment

**Topic:** Motivational & Emotional Life (cont'd)

- Week 4**
- Day 1 - Regulating Emotion - Brainstorm do now on anger, guided discussion on regulation
  - Day 2 - Quiz on concepts from Motivation & Emotion - Assign Advertisement critique
  - Day 3 - Advertisement Project
  - Day 4 - Advertisement Project

**Topic:** Social Life - Social Cognition

- Week 5**
- Day 1 - Intro / Attribution - T/F Do now, Attribution questions (photo analysis),
  - Day 2 - Attitudes - Intro video clip - guided notes & discussion on snap judgement
  - Day 3 - Attitudes - Blue-Eyed Brown eyed video - identify concepts from yesterday (implicit bias)
  - Day 4 - Compliance & Persuasion - Brainstorm what makes an ad effective & compare & persuasion strategies - explain task & groups for tomorrow
  - Day 5 - Persuasion - create persuasion plan in groups - present in last 5-10 minutes

**Topic:** Social Life - Social Relations (Individual & Group)

- Week 6**
- Day 1 - Attraction/Romantic Relationships - "Matching" Game activity, identify what increases success/quality of these relationships
  - Day 2 - Friendship & Others Relationships - Friends Do Now question, Maintain & improve your everyday relations with friends & family?)
  - Day 3 - Obedience - Obedience intro activity (listening to teacher) - Guided note slip - What are the implications from this study?
  - Day 4 - Conformity - Conformity Demo, Present using Asch Experiment to illustrate

- Day 5 - Group Influences - Present on concepts with videos, notes, application q

**Topic:** Social Life - Social Relations (Individual & Group)

**Week 7**

- Day 1 - Finish Group influences - video clips, notes, application questions
- Day 2 - Roles - New Roles Do Now questions - discuss effects on thinking & be questions
- Day 3 - Finish Roles - Review Quiz
- Day 4 - EQ w/partners - identify specific examples of when information from thi

**Topic:** Inner Life - Personality / Development

**Week 8**

- Day 1 - Who Am I? - Traits partner activity, Discuss issues in defining ourselves
- Day 2 - Personality Perspectives - Guided notes on psychology's ways of definir
- Day 3 - Personality Assessment - Projective vs. Objective tests intro - Begin taki
- Day 4 - Personality Assessment - "Slips" words for others - finish personality tes
- Day 5 - Do Now (Slips results) - Intro Development (Notes & Videos on Nature

**Topic:** Inner Life - Development / Test

**Week 9**

- Day 1 - Chart cognitive, moral, and social development over the lifespan - refle
- Day 2 - Review - Hand out and begin working on Review sheet in groups
- Day 3 - Review Game - Kahoot / Explain application part of test
- Day 4 - Unit Test