# Applied Psychology

## UNIT 1: Scientific Methodology in Psychology

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTION</th>
<th>BIG IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why does Psychology have an inferiority complex?</td>
<td>Students will...</td>
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<tr>
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<td>- differentiate the advantages and disadvantages of primary research methods.</td>
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<td>- explain how psychology is considered a science.</td>
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<td>- evaluate why ethical standards in research with human and non-human animals are necessary in psychological studies.</td>
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</tbody>
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## GUIDING QUESTIONS

### Content

- Why is psychology considered a science?
- What are the ethical guidelines in psychological research?
- How do ethical and legal guidelines protect research participants and promote sound ethical practice?
- What are the primary research methods used in psychological research? (e.g. descriptive, correlation, experimental design)
- How do primary research methods differ in regards to purpose, strengths, and weaknesses?
- How does empirical research impact the validity of research conclusions?
- What is the difference between correlation and causation?

### Process

(NCSS C3 Framework Standards Indicated)

- How do I demonstrate a basic understanding of the scientific methods that are at the core of psychology? (D2.Psy.1.9-12)
- How do I adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants? (D2.Psy.4.9-12)
- How do I explain how the validity and reliability of observations and measurements relate to data analysis? (D2Psy5.9-12)
- How do I collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics? (D2.Psy6.9-12)
- How do I explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing? (D2.Psy.13.9-12)
- How do I use critical thinking skills to become better consumers of psychological knowledge? (D2.Psy.16.9-12)
- How do I suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment? (D2.Psy.20.9-12)
Reflective
- Why are ethical guidelines necessary in psychological research?
- Is there value in past unethical studies?
- How does my understanding of research in psychology improve my ability to analyze and evaluate information?
- Why does psychology lack the absolute truths of other sciences? How does this explain the complexities of human behavior?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will analyze the context and draw conclusions about rights and responsibilities (2.2)
- The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. (2.3)
- The student will analyze the context of examples of continuity and change and draw conclusions. (4.2)
- The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue. (4.3)
- The student will use their understanding of continuity and change to make a claim or advance a theory using evidence and argument. (4.4)
- The student will analyze the context of significant relationships and draw conclusions. (5.2)

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UNIT 2: The Criminal Mind

ESSENTIAL QUESTION | BIG IDEAS
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Can criminal behavior be predicted? | Students will...
- examine influences of nature and nurture on behavior.
- analyze how empirical research helps us understand criminal behavior.
- evaluate factors that lead to criminal behavior.

GUIDING QUESTIONS

Content
- How is criminal behavior psychologically defined and or explained? (including, but not limited to: DSM-5 diagnosis of Antisocial Personality Disorder, Conduct Disorder Borderline Personality Disorder, and/or Oppositional Defiant Disorder)
- What are the indicators of psychopathic behavior? (e.g. Hare Psychopathy Checklist-Revisited)
- What are the biopsychosocial causes of criminal behavior? (including, but not limited to: biological, social, and/or environmental causes of behavior.)
- What is the legal definition of Not Guilty By Reason of Insanity (NGBRI)?
- What are the risk and protective factors on the Adverse Childhood Experience Scale (ACEs)?
Process
(NCSS C3 Framework Standards Indicated)

- How do I investigate human behavior from biological, cognitive, behavioral, and sociocultural perspective? (D2.Psy.2.9-12)
- How do I describe biological, psychological, and sociocultural factors that influence individuals’ cognition, perception, and behavior? (D2.Psy.9.9-12)
- How do I explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior? (D2.Psy.10.9-12)
- How do I use existing evidence and formulate conclusions about psychological phenomena? (D2.Psy.15.9-12)
- How do I use critical thinking skills to become better consumers of psychological knowledge? (D2.Psy.16.9-12)
- How do I suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment? (D2.Psy.20.9-12)

Reflective

- How does implicit bias influence our investigation/fascination of the criminal mind?
- If criminal behavior can be identified, what psychological interventions can prevent its manifestation?
- How can protective factors help prevent high ACEs scores and toxic stress in your own life?
- Can psychopathy be measured?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will analyze the context under which choices are made and consequences experienced and draw conclusions. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will investigate examples of choices and consequences and connect those choices and consequences with contemporary issues. (1.3)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze and draw conclusions about how societies are shaped by the identities, beliefs and practices. (3.2)
- The student will investigate the identities, beliefs, and practices of individuals and groups. (3.3)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. (3.4)
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UNIT 3: Performance Psychology

**ESSENTIAL QUESTION**

What are the impediments to peak performance?

**BIG IDEAS**

Students will...

- examine factors that improve and hinder performance and achievement.
- apply psychological principles in performance to daily life.

**GUIDING QUESTIONS**

**Content**

- What role does stress play in performance?
- What role does confidence play in performance?
- How does one’s ability to focus/attend/concentrate impact performance?
- What strategies improve performance? (e.g. imagery, motivation, attentional focus, physiological exercises)

**Process**

(NCSS C3 Framework Standards Indicated)

- How do I use critical thinking skills to become better consumers of psychological knowledge? (D2.Psy.16.9-12)
- How do I apply psychological knowledge to daily life? (D2.Psy.18.9-12)
- How do I apply the major theoretical approaches in psychology to education, emotional, political, ethical, motivational, organizational, personal and social issues? (D2Psy19.9-12)
- How do I suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment? (D2.Psy.20.9-12)
- How do I use psychological knowledge to promote healthy lifestyle choices? (D2.Psy.22.9-12)

**Reflective**

- What happens when athletes/performers/achievers “choke”?
- How can I improve my performance?

**FOCUS STANDARDS**

Kansas History, Government, and Social Studies Standards

- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states,
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UNIT 4: Consciousness - Sleep, Dreams, and Drugs

ESSENTIAL QUESTION | BIG IDEAS
Is sleep your superpower?

Students will...
- evaluate the strengths and weaknesses of different dream theories.
- examine the reasons humans need sleep.
- analyze the factors contributing to and treatment methods for Substance Use Disorder.

Why do we alter our consciousness?

GUIDING QUESTIONS

Content
- What are the different reasons why humans sleep? (Memory consolidation, restoration, and/or preservation).
- What are physical and cognitive effects of sleep deprivation?
- What are different sleep disorders?
- What is mindfulness and what are the psychological and physical benefits?
- What are the classifications of different psychoactive drugs and how do they impact the brain?
- What is the neuroscience behind Substance Use Disorder (addiction)?
- What are the different strengths and weaknesses of treatment methods for individuals struggling with Substance Use Disorder (addiction)?

Process
(NCSS C3 Framework Standards Indicated)
- How do I collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics? (D2.Psy.6.9-12)
- How do I use existing evidence and formulate conclusions about psychological phenomena? (D2.Psy.15.9-12)
- How do I use critical thinking skills to become better consumers of psychological knowledge? (D2.Psy.16.9-12)
- How do I apply psychological knowledge to daily life? (D2.Psy.18.9-12)
- How do I use psychological knowledge to promote healthy lifestyle choices? (D2.Psy.22.9-12)

Reflective
- Should Blue Valley schools change school start time?
- Am I getting enough sleep?
Why do individuals engage in drug use?
Is your smart phone/time on social media/technology addictive?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will investigate examples of choices and consequences and connect those choices and consequences with contemporary issues. (1.3)
- The student will use their understanding of choices and consequences to make a claim or advance a theory using evidence and argument. (1.4)
- The student will analyze and draw conclusions about how societies are shaped by the identities, beliefs and practices. (3.2)
- The student will investigate the identities, beliefs, and practices of individuals and groups. (3.3)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. (3.4)

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UNIT 5: Adolescent Wellbeing

ESSENTIAL QUESTION
Why does mental wellbeing matter?

BIG IDEAS
Students will...
- assess stress levels and understand ways to reduce them.
- identify common adolescent psychological disorders and evaluate successful treatment methods.
- examine the impact of stigma, demographic and cultural differences on wellbeing.

GUIDING QUESTIONS

Content
- What are the causes and characteristics of common adolescent psychological disorders? (e.g. anxiety disorder, stress-related disorders, depressive disorders)
- What coping techniques can improve wellbeing?
- How does stigma surrounding psychological disorders impact treatment?
- How do demographic and cultural differences impact prevalence of, access to care for, and treatment of psychological disorders?
- How does technology impact mental wellbeing?
- Why do some people respond to stress in a healthier way than others?
Process
(NCSS C3 Framework Standards Indicated)

- How do I explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior? (D2.Psy.7.9-12)
- How do I explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people? (D2.Psy.8.9-12)
- How do I describe biological, psychological, and sociocultural factors that influence individuals’ cognition, perception, and behavior? (D2.Psy.9.9-12)
- How do I explain how social, cultural, gender, economic factors influence behavior and human interactions in societies around the world? (D2.Psy.12.9-12)
- How do I explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing? (D2.Psy.13.9-12)
- How do I use critical thinking skills to become better consumers of psychological knowledge? (D2.Psy.16.9-12)
- How do I apply psychological knowledge to daily life? (D2.Psy.18.9-12)
- How do I discuss ways in which the applications of psychological science can address domestic and global issues? (D2.Psy.21.9-12)
- How do I use psychological knowledge to promote healthy lifestyle choices? (D2.Psy.22.9-12)

Reflective

- How do I promote adolescent wellbeing in my community?
- How does the stigma of mental illness impact my community?
- How do I break down the stigma of mental illness?
- What coping strategies work best for me?
- How do I plan for my well-being in the future? (e.g. college, career, major life events)

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will analyze and draw conclusions about how societies are shaped by the identities, beliefs and practices. (3.2)
- The student will investigate the identities, beliefs, and practices of individuals and groups. (3.3)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. (3.4)
- The student will recognize and evaluate continuity and change over time (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
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## UNIT 6: Please Understand Me

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTION</th>
<th>BIG IDEAS</th>
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<tbody>
<tr>
<td>Why do I see the world the way I do?</td>
<td>Students will...</td>
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<tr>
<td></td>
<td>● investigate the individual and group factors that shape human behavior.</td>
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<td></td>
<td>● explore and explain different personality theories.</td>
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<td></td>
<td>● apply psychological knowledge to promote healthy lifestyles.</td>
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## GUIDING QUESTIONS

### Content
- How do different personality theories help me understand myself and others?
- How are humans biased from birth?
- How does the cycle of socialization impact bias?
- What are the elements of identity and how do my schemas about identity impact my views of the world?
- How do social cognitive theories help me understand behavior?
- How does adolescent brain development influence the way I view the world?
- How do obedience and conformity impact my behavior?
- What factors contribute to how we perceive the world?
- Where do likes and dislikes originate?

### Process
(NCSS C3 Framework Standards Indicated)
- How do I explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people? (D2.Psy.8.9-12)
- How do I identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities? (D2.Psy.11.9-12)
- How do I use critical thinking skills to become better consumers of psychological knowledge? (D2.Psy.16.9-12)
- How do I apply psychological knowledge to daily life? (D2.Psy.18.9-12)
- How do I use psychological knowledge to promote healthy lifestyles? (D2.Psy.22.9-12)

### Reflective
- How do my own cognitive biases impact the way I view the world?
- How have the events in my life up to this point shaped my perception of the world around me?

## FOCUS STANDARDS

**Kansas History, Government, and Social Studies Standards**
- The student will analyze and draw conclusions about how societies are shaped by the identities, beliefs and practices. (3.2)
The student will investigate the identities, beliefs, and practices of individuals and groups. (3.3)
The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. (3.4)
The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
The student will investigate and connect dynamic relationships to contemporary issues. (5.3)

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UNIT 7: Experienced Emotions

ESSENTIAL QUESTION

What leads to self-fulfillment and happiness?

BIG IDEAS

Students will...

- evaluate how emotions drive the way humans think, feel, and act.
- analyze whether or not happiness is a choice.
- explain the interaction of biology and experience and its influence on emotions.

GUIDING QUESTIONS

Content

- What are the causes and consequences of anger?
- Does catharsis reduce anger?
- What are the causes and consequences of happiness?
- Does money buy happiness?
- How and why does happiness differ across cultures?
- What are the different theories of love and how does this relate to happiness?
- Who are we most likely to be attracted to?
- What is the link between self-actualization and happiness?
- What things do (and do not) predict self-reported happiness?
- What are the biological mechanisms that drive anger and happiness?
- What causes my emotional responses in situations?
- What are the different theories of emotions? (e.g. James-Lang, Cannon-Bard Theory, Schachter Two Factor, Evolutionary Theories, Richard Lazaru’s Appraisal Method, and Joseph LeDoux’s Theories)

Process

- How do I explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior? (D2.Psy.7.9-12)
- How do I explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people? (D2.Psy.8.9-12)
- How do I explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior? (D2.Psy.10.9-12)
- How do I use critical thinking skills to become better consumers of psychological knowledge? (D2.Psy.16.9-12)
- How do I apply psychological knowledge to daily life? (D2.Psy.18.9-12)
Reflective
- How do you define happiness?
- How can I live a happy life?
- Is happiness fleeting?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards
- The student will investigate examples of choices and consequences and connect those choices and consequences with contemporary issues. (1.3)
- The student will use their understanding of choices and consequences to make a claim or advance a theory using evidence and argument. (1.4)
- The student will analyze and draw conclusions about how societies are shaped by the identities, beliefs and practices. (3.2)
- The student will investigate the identities, beliefs, and practices of individuals and groups. (3.3)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. (3.4)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)