

Applied Psychology

UNIT 1: Scientific Methodology in Psychology



ESSENTIAL QUESTION

BIG IDEAS

Why does Psychology have an inferiority complex?

Students will...

- differentiate the advantages and disadvantages of primary research methods.
- explain how psychology is considered a science.
- evaluate why ethical standards in research with human and non-human animals are necessary in psychological studies.

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 data 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? (D2.Psy.5.9-12)
- 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 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)

Applied Psychology

UNIT 2: The Criminal Mind



ESSENTIAL QUESTION

BIG IDEAS

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?

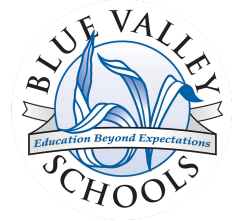
FOCUS STANDARDS

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,

and nations. (5.1)

- 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 4: Consciousness - Sleep, Dreams, and Drugs



ESSENTIAL QUESTION

BIG IDEAS

Is sleep your superpower?

Why do we alter our consciousness?

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.

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)

Applied Psychology

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



ESSENTIAL QUESTION

BIG IDEAS

Why do I see the world the way I do?

Students will...

- investigate the individual and group factors that shape human behavior.
- explore and explain different personality theories.
- apply psychological knowledge to promote healthy lifestyles.

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

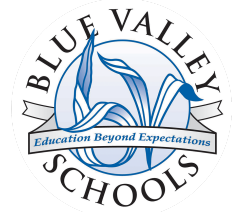
Kansas History, Government, and Social Studies Standards

- 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

BIG IDEAS

What leads to self-fulfillment and happiness?

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 Lazarus'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)
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