



Unit 1 - Introduction to Psychology - History and Approaches

Draft Date 06-10-2026	Course HS Psychology	Duration 11 Day(s)	Grades 11, 12	Subjects Social Studies	Team Kelly Galbraith, Liza Kuhn, Charles Dembrosky
---------------------------------	--------------------------------	------------------------------	-------------------------	-----------------------------------	--

Focus

Curious about why people think, feel, and behave the way they do? In this unit, you'll explore the history of psychology, major perspectives, influential psychologists, and the diverse careers within the field while building a strong foundation in the science of mind and behavior.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards Reading for History and Social Studies (2014): 11 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (CC.8.5.11-12.C) Pennsylvania Academic Standards Career Education and Work (2026): 9-12 - Identify solutions to existing conditions or problems using critical thinking skills. (13.2.9-12.A)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... - Make informed decisions and offer potential solutions about current issues. (T1) - Build/construct a knowledge base to inform critical thinking. (T2) - Apply various theoretical approaches to better understand human behavior. (T3)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... - Psychology is the scientific study of behavior and mental processes, and it uses research and evidence to better understand human thoughts, feelings, and actions. (U1) - The field of psychology has evolved over time through the contributions of influential psychologists whose ideas	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... - How does psychology influence the world around us and the careers people pursue? (Q1) - How do psychologists use different perspectives to understand human thoughts, feelings, and behaviors? (Q2)

Profile of a CV Learner

- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)
- Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking growth through self-reflection and a willingness to accept constructive feedback. (PCVL.IPS)

continue to shape modern psychological thinking. (U2)

- Different psychological perspectives offer unique explanations for human behavior, and each perspective contributes valuable insights while also having limitations. (U3)
- Careers in psychology are diverse and extend beyond clinical practice into fields such as education, business, health care, sports, research, and public service. (U4)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Definition of psychology (K1)
- Research vs. Applied Psychology (K2)
- Fields of psychology (clinical, counseling, community, developmental, I/O, experimental, educational, school, social) (K3)
- Psychological approaches (biopsychological, behavioral, cognitive, psychoanalytic, humanistic) (K4)
- Careers in psychology (K5)
- Influential psychologists (Wundt, James, Freud, Watson, Rogers, Maslow) (K6)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can differentiate between behavior and mental processes. (S1)
- I can determine the fields of psychology demonstrated in real-life scenarios. (S2)
- I can answer questions from different psychological perspectives. (S3)
- I can identify and describe a variety of careers within the field of psychology. (S4)
- I can differentiate between a research psychologist and an applied psychologist. (S5)
- I can analyze a case study to determine evidence of each of the approaches and provide solutions from each approach. (S6)



Unit 2 - Learning

Draft Date 06-10-2026	Course HS Psychology	Duration 10 Day(s)	Grades 11, 12	Subjects Social Studies	Team Kelly Galbraith, Liza Kuhn, Charles Dembrosky
---------------------------------	--------------------------------	------------------------------	-------------------------	-----------------------------------	--

Focus

Have you ever wondered how people learn new behaviors, skills, and habits? In this unit, you'll explore major theories of learning, including classical conditioning, operant conditioning, social learning, and cognitive learning, to understand how experiences and mental processes shape behavior and influence everyday life.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards Writing for History and Social Studies (2014): 11 ■ Draw evidence from informational texts to support analysis, reflection, and research. (CC.8.6.11-12.H)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Build/construct a knowledge base to inform critical thinking. (T1) ■ Apply various theoretical approaches to better understand human behavior. (T2)	
	Meaning	
Profile of a CV Learner	Understandings	Essential Questions
■ Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM) ■ Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance,	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Learning is a relatively permanent change in behavior or knowledge that results from experience. (U1) ■ Through classical conditioning, individuals learn associations between stimuli, which can shape emotions, attitudes, and automatic responses. (U2)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How do associations, consequences, observations, and mental processes influence learning? (Q1)

adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)

- Through operant conditioning, consequences such as reinforcement and punishment influence the likelihood that behaviors will be repeated or reduced. (U3)
- People can learn new behaviors, attitudes, and skills by observing and imitating others, even without direct experience or reinforcement. (U4)
- Cognitive processes such as attention, memory, problem-solving, insight, and expectations play an important role in learning. (U5)
- Understanding how learning occurs can help individuals develop effective habits, change behaviors, and improve performance. (U6)

Acquisition of Knowledge & Skill

Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Classical conditioning process (US, UR, CS, CR, neutral stimulus, extinction, stimulus generalization, spontaneous recovery) (K1) ■ Operant conditioning process (primary reinforcer, secondary reinforcer, positive reinforcement, negative reinforcement, positive punishment, negative punishment, continuous reinforcement schedules, partial reinforcement schedules, fixed ratio, variable ratio, fixed interval, variable	What discrete skills and processes should students be able to use? Students can... ■ I can distinguish between classical conditioning, operant conditioning, social learning, and cognitive learning by analyzing examples of behavior. (S1) ■ I can evaluate real-world situations using multiple theories of learning to explain human behavior. (S2) ■ I can identify the areas of expertise of various psychologists. (S3) ■ I can identify and distinguish between the components of classical conditioning: unconditioned stimulus, unconditioned response, conditioned

	interval, generalization, discrimination, shaping, chaining) (K2) ■ Social learning process (observational learning) (K3) ■ Cognitive learning process (latent learning, expectancies, reinforcement value, cognitive maps) (K4) ■ Students should know the following psychologists and their contributions: Pavlov, Watson, Mary Cover Jones, Skinner, Bandura, E.C. Tolman. (K5)	stimulus, and conditioned response. (S4) ■ I can explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination in classical conditioning and operant conditioning scenarios. (S5) ■ I can distinguish between positive reinforcement, negative reinforcement, positive punishment, and negative punishment. (S6) ■ I can analyze how Albert Bandura's observational learning components (attention, retention, reproduction, and motivation) influence the imitation of modeled behavior. (S7)
--	---	--



Unit 3 - Memory

Draft Date 06-10-2026	Course HS Psychology	Duration 7 Day(s)	Grades 11, 12	Subjects Social Studies	Team Kelly Galbraith, Liza Kuhn, Charles Dembrosky
---------------------------------	--------------------------------	-----------------------------	-------------------------	-----------------------------------	--

Focus

Get ready to become a memory master! In this unit, we're diving deep into how your amazing brain remembers, and sometimes forgets, information. Understanding these proven memory strategies will help you study smarter and remember more of what you learn.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards Writing for History and Social Studies (2014): 11 Draw evidence from informational texts to support analysis, reflection, and research. (CC.8.6.11-12.H)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... - See themselves and their personal experiences reflected in the sources they explore and the questions they consider. (T1) - Build/construct a knowledge base to inform critical thinking. (T2)	
	Meaning	
	Understandings	Essential Questions
Profile of a CV Learner Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM) Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts,	What specifically do you want students to understand? What inferences should they make? Students will understand that... Memory isn't a single entity, but a complex system where information must be actively processed (encoded), stored, and effectively accessed (retrieved) to be remembered. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... How can understanding cognition transform our approach to education and daily life? (Q1)

and use information to make informed and conscientious decisions. (PCVL.LLL)

- The most effective ways to improve memory involve actively retrieving information and spacing out learning over time, rather than cramming. (U2)
- Learning is an active, dynamic process influenced by how our brain functions, not just passive absorption of information. (U3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Sensory, Short-Term (Working), and Long-Term Memory
How information flows through memory systems, the capacity and duration of each type (K1)
- Overview of Effective Encoding Strategies
Elaboration: Making connections
Chunking: Grouping information Visual Imagery and Mnemonics Spaced Practice vs. Cramming (K2)
- Causes of forgetting (decay, interference); Strategies to combat forgetting (K3)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can explain how attention, memory, and other cognitive processes contribute to learning. (S1)
- I can identify and explain the key features of each of the memory models. (S2)
- I can use encoding strategies to create personalized learning plans. (S3)
- I can evaluate real-world scenarios to determine the reasons we forget. (S4)



Unit 4 -Personality

Draft Date	Course	Duration	Grades	Subjects	Team
06-10-2026	HS Psychology	7 Day(s)	11, 12	Social Studies	Kelly Galbraith, Liza Kuhn, Charles Dembrosky
Focus					
What makes you unique? In this unit, you'll explore major theories of personality, including psychoanalytic, Neo-Freudian, behavioral, and humanistic perspectives, to understand how experiences, motivations, and personal growth shape who we are.					
Stage 1: Learning Goals					
Established Goals			Transfer		
Standards			Long-Term Transfer Goals		
Pennsylvania Core Standards Reading for History and Social Studies (2014): 11 ■ Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (CC.8.5.11-12.A) ■ Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (CC.8.5.11-12.B)			What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ See themselves and their personal experiences reflected in the sources they explore and the questions they consider. (T1) ■ Evaluate various ideological systems and how they shape the world. (T2)		
			Meaning		
			Understandings	Essential Questions	
Profile of a CV Learner ■ Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking			What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Personality is a complex and enduring pattern of thoughts, feelings, and behaviors that helps make each individual unique. (U1) ■ Psychologists have developed multiple theories of personality, each offering a different explanation for how personality develops and influences behavior. (U2)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How can understanding personality theories help us better understand ourselves and others? (Q1)	

growth through self-reflection and a willingness to accept constructive feedback. (PCVL.IPS)

- Understanding personality theories can help individuals better understand themselves, others, and the diverse factors that influence human behavior. (U3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Definition of personality and how psychologists study personality (K1)
- Major assumptions, key concepts, and theorists of the psychoanalytic perspective (K2)
- Major ideas of Neo-Freudian theorists (Jung, Adler, Horney) (K3)
- Behavioral perspective's explanation of personality development and specific theorists' contributions (K4)
- Major assumptions, key concepts, and psychologists of the humanistic perspective (K5)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can define and use key terminology associated with major personality theories. (S1)
- I can analyze how different theories may provide complementary explanations for the same behavior. (S2)
- I can construct evidence-based explanations for behavior using concepts from personality psychology. (S3)



Unit 5 - Clinical Psychology

Draft Date 06-10-2026	Course HS Psychology	Duration 10 Day(s)	Grades 11, 12	Subjects Social Studies	Team Kelly Galbraith, Liza Kuhn, Charles Dembrosky
---------------------------------	--------------------------------	------------------------------	-------------------------	-----------------------------------	--

Focus

What happens when thoughts, emotions, or behaviors interfere with daily life? In this unit, you'll explore the field of clinical psychology, learn how psychological disorders are identified and classified using the DSM-5, and develop a deeper understanding of mental health, assessment, and treatment.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards Student Interpersonal Skills: 11 Evaluate emotional responses in relation to the impact on self and others at home, school, work, and community. (16.1.12.A)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... - Build/construct a knowledge base to inform critical thinking. (T1) - Engage in respectful discourse to advocate for one's ideas and listen to better understand the views of others. (T2)	
	Understandings	Essential Questions
Profile of a CV Learner Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)	What specifically do you want students to understand? What inferences should they make? Students will understand that... - Mental health exists on a continuum, and psychological well-being can be influenced by biological, psychological, and social factors. (U1) - The <i>Diagnostic and Statistical Manual of Mental Disorders (DSM-5)</i> provides a standardized system for classifying and	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... - To what extent do biological, psychological, and social factors contribute to mental health and psychological disorders? (Q1) - How do psychologists determine when a behavior or experience becomes a psychological disorder? (Q2)

diagnosing psychological disorders. (U2)

- Different psychological disorders have distinct characteristics, but symptoms may overlap and vary among individuals. (U3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Purpose and organization of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (K1)
- Major criteria used in diagnosing psychological disorders (distress, dysfunction, deviance) (K2)
- The characteristics, symptoms, and diagnostic criteria of major categories of psychological disorders (neurodevelopmental, anxiety, somatoform, dissociative, personality, mood, psychotic) (K3)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can differentiate between typical behavior and behavior that may indicate a psychological disorder. (S1)
- I can explain how psychologists use diagnostic criteria to identify psychological disorders. (S2)
- I can analyze case studies to determine which psychological disorder may best explain an individual's symptoms. (S3)