

## Psychology Overview 2024-2025

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

### Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

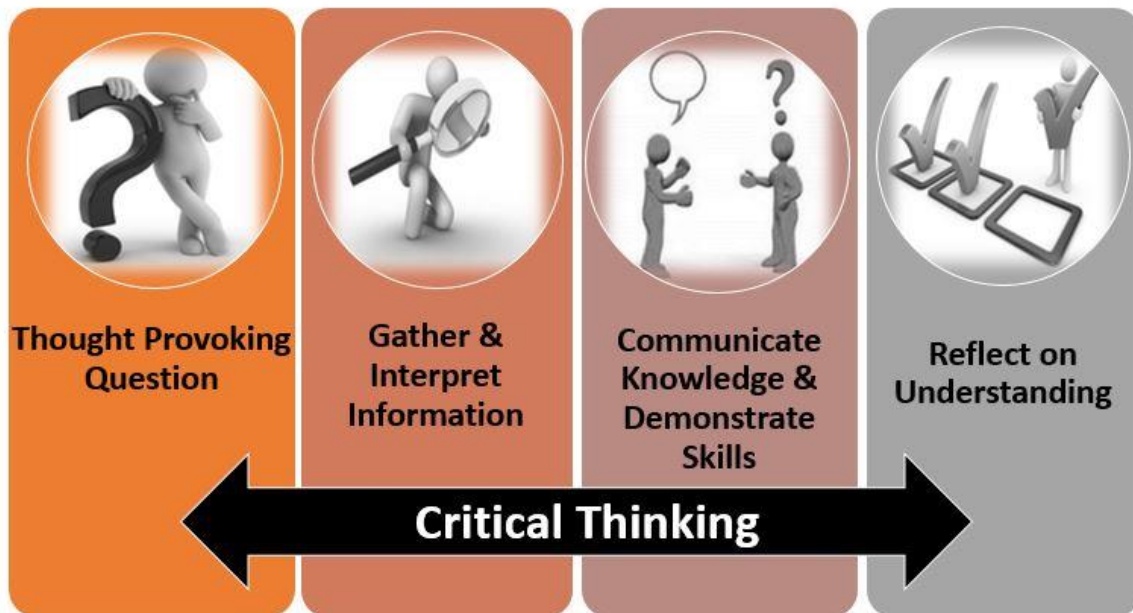
Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

### Parent Supports

The following resources provide parents with ideas to support students' understanding

- [Active Classroom](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [World Book](#)
- [Khan Academy](#)
- NewsELA ([Access through FBISD Clever Portal](#))

## Social Studies Instructional Model



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought-provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

### Adopted Resources

[FBISD High School Resources](#)

### Process Standards

**PSYCH.14** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

**PSYCH.15** The student communicates in written, oral, and visual forms.

**PSYCH.16** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**PSYCH.17** The student develops long-term and short-term goal setting skills for individual and community problem solving.

## Grading Period 1

### Unit 1: Studying Behavior – History and Approaches, Research Methods, and Individual Intelligence and Testing

Estimated Date Range: August 8– August 30

#### Unit Overview:

In this three-concept unit, students will study the foundation of psychology, how the pursuit of ourselves became a science, the different ways in which scientists approach psychology, and how psychology is researched, measured, and tested. The

major focus of this unit is that students build an understanding of the different viewpoints to how the mind works and using the scientific method to properly test.

**Big Ideas:**

- There are many different theories that psychologists use to explain behavior and mental processes.
- Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems of behavior.
- There are different types of intelligence and measures.

**Thought Provoking Questions**

- Why should we study psychology?
- Why is it imperative that we use research in psychology?
- How does one define intelligence? How is it measured and what affects intelligence?

Concepts within Unit #1	TEKS <a href="#">Link to TEKS</a>
Concept #1: History and Approaches	Psych 1.A, Psych 1.B, Psych 1.C
Concept #2: Research Methods	Psych 2.A, Psych 2.B, Psych 2.C, Psych 2.D
Concept #3: Individual Intelligence and Testing	Psych 8, Psych 9.A, Psych 9.B

**Unit 2: The Science of Psychology – Biology of the Brain, Sensation, and Perception**

Estimated Date Range: September 3– September 20

**Unit Overview:**

In this two-concept unit, students will study how the brain works, the different parts of the brain and how they interact with our behavior and development, and the human ability to sense and perceive the world around us. The major focus of this unit is that students build an understanding of the different parts of the brain. Understanding its function and what happens when it is not working properly. The unit also looks into how people sense the world around them and the way in which their brain interprets that information.

**Big Ideas:**

- All human behavior and thought processes are controlled by the brain.
- Humans convert sensory input into different kinds of information and interpret that information based on their past experiences.

**Thought Provoking Questions**

- To what extent do you agree with the following quote? “Sitting on your shoulders is the most complicated object in the known universe” – Michio Kaku.
- What is more reliable, sensation or perception?

Concepts within Unit 2	TEKS <a href="#">Link to TEKS</a>
Concept #1: Biology of the Brain	Psych 3.A, Psych 3.B
Concept #2: Sensation and Perception	Psych 4.A, Psych 4.B

**Grading Period 1 and 2**

**Unit 3: Mental Processes – Cognition and Learning**

Estimated Date Range Grading Period 1: September 23 – October 7

Estimated Date Range Grading Period 2: October 16- October 18

**Unit Overview:**

In this two-concept unit, students will study how humans process information and how we learn new things. The major focus of this unit is that students build an understanding of how our brain processes information and how we learn new things.

**Big Ideas:**

- Humans convert sensory input into different kinds of information.
- There are many ways in which we learn.

**Thought Provoking Questions**

- How do we think and process information?
- How do we learn new information?

Concepts within Unit 3	TEKS <a href="#">Link to TEKS</a>
Concept #1: Cognition	Psych 11.A, Psych 11.B, Psych 11.C, Psych 11.D, Psych 11.E, Psych 11.F
Concept #2: Learning	Psych 6.A, Psych 6.B

## Grading Period 2

### Unit 4: Understanding Ourselves – Personality, Development, Motivation, and Emotion

Estimated Date Range: October 21– November 13

**Unit Overview:**

In this three-concept unit, students will study the individual, how an individual changes over time, and how they make decisions. The major focus of this unit is that students build an understanding of ourselves. Our development, our emotions, our motivations, and our personality, how do they all affect who we are as people.

**Big Ideas:**

- Humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them.
- Developmental psychology deals with the behavior of organisms from birth to death and examines the processes that contribute to behavioral change through the life span.
- Biological and social factors influence both our motivations and emotions.

**Thought Provoking Questions**

- What is personality?
- In what ways do we develop?
- What drives us to do what we do?

Concepts within Unit 4	TEKS <a href="#">Link to TEKS</a>
Concept #1: Personality	Psych 10.A, Psych 10.B, Psych 10.C
Concept #2: Developmental Psychology	Psych 5.A, Psych 5.B, Psych 5.C, Psych 5.D, Psych 5.E, Psych 5.F, Psych 5.G, Psych 18.B
Concept #3: Motivation and Emotion	Psych 7.A, Psych 7.B

### Unit 5: Understanding Differences – Social, Abnormal Behavior, and Treatment

Estimated Date Range: November 14 – December 11

**Unit Overview:**

In this two-concept unit, students will study behavior and mentality when it is in distress, methods and ways in which psychologists help those who are in mental distress, and how individual interactions change in a group setting. The major

focus of this unit is that students build an understanding of how each individual is different, in what way is a person's abnormal behavior different, and how groups affect people.

**Big Ideas:**

- Formal conventions guide psychologists' judgements about diagnosis and problem severity.
- Social Psychology explains how individuals relate to one another.

**Thought Provoking Questions**

- How are psychological disorders diagnosed?
- Do people make the same decisions when they are not alone?

Concepts within Unit 5	TEKS <a href="#">Link to TEKS</a>
Concept #1: Abnormal Psychology	Psych 12.A, Psych 12.B, Psych 12.C, Psych 12.D, Psych 12.E, Psych 12.F
Concept #2: Social Psychology	Psych 13.A, Psych 13.B, Psych 13.C, Psych 13.D, Psych 13.E, Psych 13.F, Psych 13.G, Psych 18.A

## Grading Period 3

### Unit 1: Studying Behavior – History and Approaches, Research Methods, and Individual Intelligence and Testing

Estimated Date Range: January 9–January 29

#### Unit Overview:

In this three-concept unit, students will study the foundation of psychology, how the pursuit of ourselves became a science, the different ways in which scientists approach psychology, and how psychology is researched, measured, and tested. The major focus of this unit is that students build an understanding of the different viewpoints to how the mind works and using the scientific method to properly test.

#### Big Ideas:

- There are many different theories that psychologists use to explain behavior and mental processes.
- Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems of behavior.
- There are different types of intelligence and measures.

#### Thought Provoking Questions

- Why should we study psychology?
- Why is it imperative that we use research in psychology?
- How does one define intelligence? How is it measured and what affects intelligence?

Concepts within Unit #1	TEKS <a href="#">Link to TEKS</a>
Concept #1: History and Approaches	Psych 1.A, Psych 1.B, Psych 1.C
Concept #2: Research Methods	Psych 2.A, Psych 2.B, Psych 2.C, Psych 2.D
Concept #3: Individual Intelligence and Testing	Psych 8, Psych 9.A, Psych 9.B

### Unit 2: The Science of Psychology – Biology of the Brain, Sensation, and Perception

Estimated Date Range: January 30 – February 15

#### Unit Overview:

In this two-concept unit, students will study how the brain works, the different parts of the brain and how they interact with our behavior and development, and the human ability to sense and perceive the world around us. The major focus of this unit is that students build an understanding of the different parts of the brain. Understanding its function and what happens when it is not working properly. The unit also looks into how people sense the world around them and the way in which their brain interprets that information.

#### Big Ideas:

- All human behavior and thought processes are controlled by the brain.
- Humans convert sensory input into different kinds of information and interpret that information based on their past experiences.

#### Thought Provoking Questions

- To what extent do you agree with the following quote? “Sitting on your shoulders is the most complicated object in the known universe” – Michio Kaku.  
What is more reliable, sensation or perception?

Concepts within Unit 2		TEKS <a href="#">Link to TEKS</a>
Concept #1: Biology of the Brain		Psych 3.A, Psych 3.B
Concept #2: Sensation and Perception		Psych 4.A, Psych 4.B
Unit 3: Mental Processes – Cognition and Learning Grading Period 3: Estimated Date Range: February 18 – March 7		
<p><b>Unit Overview:</b> In this two-concept unit, students will study how humans process information and how we learn new things. The major focus of this unit is that students build an understanding of how our brain processes information and how we learn new things.</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Humans convert sensory input into different kinds of information.</li> <li>There are many ways in which we learn.</li> </ul> <p><b>Thought Provoking Questions</b></p> <ul style="list-style-type: none"> <li>How do we think and process information?</li> <li>How do we learn new information?</li> </ul>		
Concepts within Unit 3		TEKS <a href="#">Link to TEKS</a>
Concept #1: Cognition		Psych 11.A, Psych 11.B, Psych 11.C, Psych 11.D, Psych 11.E, Psych 11.F
Concept #2: Learning		Psych 6.A, Psych 6.B
Grading Period 4		
Unit 4: Understanding Ourselves – Personality, Development, Motivation, and Emotion Estimated Date Range: March 18 – April 11		
<p><b>Unit Overview:</b> In this three-concept unit, students will study the individual, how an individual changes over time, and how they make decisions. The major focus of this unit is that students build an understanding of ourselves. Our development, our emotions, our motivations, and our personality, how do they all affect who we are as people.</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them.</li> <li>Developmental psychology deals with the behavior of organisms from birth to death and examines the processes that contribute to behavioral change through the life span.</li> <li>Biological and social factors influence both our motivations and emotions.</li> </ul> <p><b>Thought Provoking Questions</b></p> <ul style="list-style-type: none"> <li>What is personality?</li> <li>In what ways do we develop?</li> <li>What drives us to do what we do?</li> </ul>		
Concepts within Unit 4		TEKS

	<a href="#">Link to TEKS</a>
Concept #1: Personality	Psych 10.A, Psych 10.B, Psych 10.C
Concept #2: Developmental Psychology	Psych 5.A, Psych 5.B, Psych 5.C, Psych 5.D, Psych 5.E, Psych 5.F, Psych 5.G, Psych 18.B
Concept #3: Motivation and Emotion	Psych 7.A, Psych 7.B
<b>Unit 5: Understanding Differences – Social, Abnormal Behavior, and Treatment</b> Estimated Date Range: April 14 – May 22	
<b>Unit Overview:</b> In this two-concept unit, students will study behavior and mentality when it is in distress, methods and ways in which psychologists help those who are in mental distress, and how individual interactions change in a group setting. The major focus of this unit is that students build an understanding of how each individual is different, in what way is a person's abnormal behavior different, and how groups affect people.	
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>Formal conventions guide psychologists' judgements about diagnosis and problem severity.</li> <li>Social Psychology explains how individuals relate to one another.</li> </ul>	
<b>Thought Provoking Questions</b> <ul style="list-style-type: none"> <li>How does one approach diagnosing psychological disorders?</li> <li>Do people make the same decisions when they are not alone?</li> </ul>	
<b>Concepts within Unit 5</b>	<b>TEKS</b> <a href="#">Link to TEKS</a>
Concept #1: Abnormal Psychology	Psych 12.A, Psych 12.B, Psych 12.C, Psych 12.D, Psych 12.E, Psych 12.F
Concept #2: Social Psychology	Psych 13.A, Psych 13.B, Psych 13.C, Psych 13.D, Psych 13.E, Psych 13.F, Psych 13.G, Psych 18.A