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|  | **Curriculum Focus: Scientific Inquiry and Development & Learning** |
| **First Quarter** | **Standard of Learning w/Performance Standards (from National Standards for High****School Psychology Curricula [2011])** | **Number of days** | **Resources and Materials used for instruction** |
| *Unit 1: Research Methods, Measurement & Statistics*Standard Area: Perspectives in Psychological Science, Content StandardsAfter concluding this unit, students understand:1. Development of psychology as an empirical science2. Major subfields within psychologyContent Standards With Performance StandardsContent Standard 1: Development of psychology as an empirical scienceStudents are able to (performance standards):1.1 Define psychology as a discipline and identify its goals as a science1.2 Describe the emergence of psychology as a scientific discipline1.3 Describe perspectives employed to understand behavior and mental processes1.4 Explain how psychology evolved as a scientific disciplineContent Standard 2: Major subfields within psychologyStudents are able to (performance standards): 2.1 Discuss the value of both basic and applied psychological research with human and non-human animals2.2 Describe the major subfields of psychology2.3 Identify the important role psychology plays in benefiting society and improving people’s livesStandard Area: Research Methods, Measurement, and Statistics, Content StandardsAfter concluding this unit, students understand:1. Research methods and measurements used to study behavior and mental processes2. Ethical issues in research with human and non-human animals3. Basic concepts of data analysisContent Standards With Performance StandardsContent Standard 1: Research methods and measurements used to study behavior and mental processesStudents are able to (performance standards):1.1 Describe the scientific method and its role in psychology1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g.,interviews, narratives, focus groups) research methods1.3 Define systematic procedures used to improve the validity of research findings, such as external validity 1.4 Discuss how and why psychologists use non-human animals in researchContent Standard 2: Ethical issues in research with human and non-human animalsStudents are able to (performance standards):2.1 Identify ethical standards psychologists must address regardingresearch with human participants2.2 Identify ethical guidelines psychologists must address regarding research with non-human animalsContent Standard 3: Basic concepts of data analysisStudents are able to (performance standards):3.1 Define descriptive statistics and explain how they are used by psychological scientists3.2 Define forms of qualitative data and explain how they are used by psychological scientists3.3 Define correlation coefficients and explain their appropriate interpretation3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods3.5 Explain other statistical concepts, such as statistical significance and effect size3.6 Explain how validity and reliability of observations and measurements relate to data analysis | 6 | Textbook: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.—chapter 1Britt, M. A., PhD. (2017). *Psych experiments: From Pavlovs dogs to Rorschachs inkblots, put psychology’s most fascinating theories to the test.* Avon, MA: Adams Media. |
| *Unit 2: Life Span Development*Standard Area: Life Span Development, Content StandardsAfter concluding this unit, students understand:1. Methods and issues in life span development2. Theories of life span development3. Prenatal development and the newborn4. Infancy (i.e., the first two years of life)5. Childhood6. Adolescence7. Adulthood and agingContent Standards With Performance StandardsContent Standard 1: Methods and issues in life span developmentStudents are able to (performance standards):1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development1.2 Explain issues of continuity/discontinuity and stability/change1.3 Distinguish methods used to study development1.4 Describe the role of sensitive and critical periods in development1.5 Discuss issues related to the end of lifeContent Standard 2: Theories of life span developmentStudents are able to (performance standards):2.1 Discuss theories of cognitive development2.2 Discuss theories of moral development2.3 Discuss theories of social developmentContent Standard 3: Prenatal development and the newbornStudents are able to (performance standards):3.1 Describe physical development from conception through birth and identify influences on prenatal development3.2 Describe newborns’ reflexes, temperament, and abilitiesContent Standard 4: Infancy (i.e., the first two years of life)Students are able to (performance standards):4.1 Describe physical and motor development4.2 Describe how infant perceptual abilities andintelligence develop4.3 Describe the development of attachment and the role of the caregiver4.4 Describe the development of communication and languageContent Standard 5: ChildhoodStudents are able to (performance standards):5.1 Describe physical and motor development5.2 Describe how memory and thinking ability develops5.3 Describe social, cultural, and emotional development through childhoodContent Standard 6: AdolescenceStudents are able to (performance standards):6.1 Identify major physical changes6.2 Describe the development of reasoning and morality6.3 Describe identity formation6.4 Discuss the role of family and peers in adolescent developmentContent Standard 7: Adulthood and agingStudents are able to (performance standards):7.1 Identify major physical changes associated with adulthoodand aging7.2 Describe cognitive changes in adulthood and aging7.3 Discuss social, cultural, and emotional issues in aging | 10 | Textbook: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.—chapter 3 & 4Britt, M. A., PhD. (2017). *Psych experiments: From Pavlovs dogs to Rorschachs inkblots, put psychology’s most fascinating theories to the test.* Avon, MA: Adams Media. |
|  | *Unit 3 – Learning*Standard Area: LearningContent StandardsAfter concluding this unit, students understand:1. Classical conditioning2. Operant conditioning3. Observational and cognitive learningContent Standards With Performance StandardsContent Standard 1: Classical conditioningStudents are able to (performance standards):1.1 Describe the principles of classical conditioning1.2 Describe clinical and experimental examples of classical conditioning1.3 Apply classical conditioning to everyday lifeDevelopment and Learning DomainContent Standard 2: Operant conditioningStudents are able to (performance standards):2.1 Describe the Law of Effect2.2 Describe the principles of operant conditioning2.3 Describe clinical and experimental examples of operant conditioning2.4 Apply operant conditioning to everyday life Content Standard 3: Observational andcognitive learningStudents are able to (performance standards):3.1 Describe the principles of observational and cognitive learning3.2 Apply observational and cognitive learning to everyday life |  5 | Textbook: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.—chapter 6Britt, M. A., PhD. (2017). *Psych experiments: From Pavlovs dogs to Rorschachs inkblots, put psychology’s most fascinating theories to the test.* Avon, MA: Adams Media. |
| **Assessment First Quarter** | **Learning Objective** | **Formative/ Informal Assessments To Be Used** | **Approx.****Date(s)** |
| ***Unit 1: Research Methods, Measurement & Statistics******Standard Area: Perspectives in Psychological Science, Content Standards****After concluding this unit, students understand:**1. Development of psychology as an empirical science**2. Major subfields within psychology****Standard Area: Research Methods, Measurement, and Statistics,*** ***Content Standards****After concluding this unit, students understand:**1. Research methods and measurements used to study behavior and mental processes**2. Ethical issues in research with human and non-human animals**3. Basic concepts of data analysis****Unit 2: Life Span Development******Standard Area: Life Span Development, Content Standards****After concluding this unit, students understand:**1. Methods and issues in life span development**2. Theories of life span development**3. Prenatal development and the newborn**4. Infancy (i.e., the first two years of life)**5. Childhood**6. Adolescence**7. Adulthood and aging****Unit 3 – Learning******After concluding this unit, students understand:****1. Classical conditioning**2. Operant conditioning**3. Observational and cognitive learning* | Unit 1- Individual Readiness Assurance Test (IRAT)Unit 1- Team Readiness Assurance Test (TRAT)Psych Experiment #1Unit 2- Individual Readiness Assurance Test (IRAT)Unit 2- Team Readiness Assurance Test (TRAT)Psych Experiment #2Psych Experiment #3Psych Experiment #4Unit 3- Individual Readiness Assurance Test (IRAT)Unit 3- Team Readiness Assurance Test (TRAT)Psych Experiment #5Psych Experiment #6 | Sept 12Sept 12Sept 14Sept 22Sept 22Sept 26Oct 4Oct 11Oct 23Oct 23Oct 25Oct 31 |
| **Learning Objective** | **Summative Assessments To Be Used** | **Approx.****Date(s)** |
| ***Unit 1: Research Methods, Measurement & Statistics******Standard Area: Perspectives in Psychological Science, Content Standards****After concluding this unit, students understand:**1. Development of psychology as an empirical science**2. Major subfields within psychology****Standard Area: Research Methods, Measurement, and Statistics,*** ***Content Standards****After concluding this unit, students understand:**1. Research methods and measurements used to study behavior and mental processes**2. Ethical issues in research with human and non-human animals**3. Basic concepts of data analysis****Unit 2: Life Span Development******Standard Area: Life Span Development, Content Standards****After concluding this unit, students understand:**1. Methods and issues in life span development**2. Theories of life span development**3. Prenatal development and the newborn**4. Infancy (i.e., the first two years of life)**5. Childhood**6. Adolescence**7. Adulthood and aging****Unit 3 – Learning******After concluding this unit, students understand:****1. Classical conditioning**2. Operant conditioning**3. Observational and cognitive learning* | Unit 1/Chapter 1 TestUnit 2/Chapter 3 & 4 TestUnit 3/Chapter 6 Test | Sept 20Oct 19Nov 2 |