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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 Standards  After concluding this unit, students understand:  1. Development of psychology as an empirical science  2. Major subfields within psychology  Content Standards With Performance Standards  Content Standard 1: Development of psychology as an empirical science  Students are able to (performance standards):  1.1 Define psychology as a discipline and identify its goals as a science  1.2 Describe the emergence of psychology as a scientific discipline  1.3 Describe perspectives employed to understand behavior and mental processes  1.4 Explain how psychology evolved as a scientific discipline  Content Standard 2: Major subfields within psychology  Students are able to (performance standards):  2.1 Discuss the value of both basic and applied psychological research with human and non-human animals  2.2 Describe the major subfields of psychology  2.3 Identify the important role psychology plays in benefiting society and improving people’s lives  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  Content Standards With Performance Standards  Content Standard 1: Research methods and measurements used to study behavior and mental processes  Students are able to (performance standards):  1.1 Describe the scientific method and its role in psychology  1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g.,  interviews, narratives, focus groups) research methods  1.3 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 research  Content Standard 2: Ethical issues in research with human and non-human animals  Students are able to (performance standards):  2.1 Identify ethical standards psychologists must address regarding  research with human participants  2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals  Content Standard 3: Basic concepts of data analysis  Students are able to (performance standards):  3.1 Define descriptive statistics and explain how they are used by psychological scientists  3.2 Define forms of qualitative data and explain how they are used by psychological scientists  3.3 Define correlation coefficients and explain their appropriate interpretation  3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods  3.5 Explain other statistical concepts, such as statistical significance and effect size  3.6 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 1  Britt, 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 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  Content Standards With Performance Standards  Content Standard 1: Methods and issues in life span development  Students 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 development  1.2 Explain issues of continuity/discontinuity and stability/change  1.3 Distinguish methods used to study development  1.4 Describe the role of sensitive and critical periods in development  1.5 Discuss issues related to the end of life  Content Standard 2: Theories of life span development  Students are able to (performance standards):  2.1 Discuss theories of cognitive development  2.2 Discuss theories of moral development  2.3 Discuss theories of social development  Content Standard 3: Prenatal development and the newborn  Students are able to (performance standards):  3.1 Describe physical development from conception through birth and identify influences on prenatal development  3.2 Describe newborns’ reflexes, temperament, and abilities  Content Standard 4: Infancy (i.e., the first two years of life)  Students are able to (performance standards):  4.1 Describe physical and motor development  4.2 Describe how infant perceptual abilities and  intelligence develop  4.3 Describe the development of attachment and the role of the caregiver  4.4 Describe the development of communication and language  Content Standard 5: Childhood  Students are able to (performance standards):  5.1 Describe physical and motor development  5.2 Describe how memory and thinking ability develops  5.3 Describe social, cultural, and emotional development through childhood  Content Standard 6: Adolescence  Students are able to (performance standards):  6.1 Identify major physical changes  6.2 Describe the development of reasoning and morality  6.3 Describe identity formation  6.4 Discuss the role of family and peers in adolescent development  Content Standard 7: Adulthood and aging  Students are able to (performance standards):  7.1 Identify major physical changes associated with adulthood  and aging  7.2 Describe cognitive changes in adulthood and aging  7.3 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 & 4  Britt, 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: Learning  Content Standards  After concluding this unit, students understand:  1. Classical conditioning  2. Operant conditioning  3. Observational and cognitive learning  Content Standards With Performance Standards  Content Standard 1: Classical conditioning  Students are able to (performance standards):  1.1 Describe the principles of classical conditioning  1.2 Describe clinical and experimental examples of classical conditioning  1.3 Apply classical conditioning to everyday life  Development and Learning Domain  Content Standard 2: Operant conditioning  Students are able to (performance standards):  2.1 Describe the Law of Effect  2.2 Describe the principles of operant conditioning  2.3 Describe clinical and experimental examples of operant conditioning  2.4 Apply operant conditioning to everyday life  Content Standard 3: Observational and  cognitive learning  Students are able to (performance standards):  3.1 Describe the principles of observational and cognitive learning  3.2 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 6  Britt, 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 #1  Unit 2- Individual Readiness Assurance Test (IRAT)  Unit 2- Team Readiness Assurance Test (TRAT)  Psych Experiment #2  Psych Experiment #3  Psych Experiment #4  Unit 3- Individual Readiness Assurance Test (IRAT)  Unit 3- Team Readiness Assurance Test (TRAT)  Psych Experiment #5  Psych Experiment #6 | | | Sept 12  Sept 12  Sept 14  Sept 22  Sept 22  Sept 26  Oct 4  Oct 11  Oct 23  Oct 23  Oct 25  Oct 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 Test  Unit 2/Chapter 3 & 4 Test  Unit 3/Chapter 6 Test | | | Sept 20  Oct 19  Nov 2 |