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|  | **Curriculum Focus: Cognition & Individual Variations**  |
| **Third 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 6: Memory*Standard Area: Memory, Content StandardsAfter concluding this unit, students understand:1. Encoding of memory2. Storage of memory3. Retrieval of memoryContent Standards With Performance StandardsContent Standard 1: Encoding of memoryStudents are able to (performance standards): 1.1 Identify factors that influence encoding 1.2 Characterize the difference between shallow (surface) anddeep (elaborate) processing 1.3 Discuss strategies for improving the encoding of memoryContent Standard 2: Storage of memoryStudents are able to (performance standards): 2.1 Describe the differences between working memory andlong-term memory 2.2 Identify and explain biological processes related to howmemory is stored 2.3 Discuss types of memory and memory disorders (e.g.,amnesias, dementias) 2.4 Discuss strategies for improving the storage of memoriesContent Standard 3: Retrieval of memoryStudents are able to (performance standards): 3.1 Analyze the importance of retrieval cues in memory 3.2 Explain the role that interference plays in retrieval 3.3 Discuss the factors influencing how memories are retrieved 3.4 Explain how memories can be malleable 3.5 Discuss strategies for improving the retrieval of memoriesStandard Area: ThinkingContent StandardsAfter concluding this unit, students understand:1. Basic elements comprising thought2. Obstacles related to thoughtContent Standards With Performance StandardsContent Standard 1: Basic elements comprising thoughtStudents are able to (performance standards): 1.1 Define cognitive processes involved in understandinginformation 1.2 Define processes involved in problem solving and decisionmaking 1.3 Discuss non-human problem-solving abilitiesContent Standard 2: Obstacles related to thoughtStudents are able to (performance standards): 2.1 Describe obstacles to problem solving 2.2 Describe obstacles to decision making 2.3 Describe obstacles to making good judgmentsStandard Area: Language Development, Content StandardsAfter concluding this unit, students understand:1. Structural features of language2. Theories and developmental stages of language acquisition3. Language and the brainContent Standards With Performance Standards Content Standard 1: Structural features of languageStudents are able to (performance standards): 1.1 Describe the structure and function of language 1.2 Discuss the relationship between language and thought Content Standard 2: Theories and developmental stagesof language acquisitionStudents are able to (performance standards): 2.1 Explain the process of language acquisition 2.2 Discuss how acquisition of a second language can affectlanguage development and possibly other cognitive processes2.3 Evaluate the theories of language acquisition Content Standard 3: Language and the brainStudents are able to (performance standards): 3.1 Identify the brain structures associated with language 3.2 Discuss how damage to the brain may affect languageStandard Area: Intelligence, Content StandardsAfter concluding this unit, students understand:1. Perspectives on intelligence2. Assessment of intelligence3. Issues in intelligenceContent Standards With Performance StandardsContent Standard 1: Perspectives on intelligenceStudents are able to (performance standards): 1.1 Discuss intelligence as a general factor 1.2 Discuss alternative conceptualizations of intelligence 1.3 Describe the extremes of intelligenceContent Standard 2: Assessment of intelligenceStudents are able to (performance standards): 2.1 Discuss the history of intelligence testing, including historicaluse and misuse in the context of fairness 2.2 Identify current methods of assessing human abilities 2.3 Identify measures of and data on reliability and validity forintelligence test scoresContent Standard 3: Issues in intelligenceStudents are able to (performance standards): 3.1 Discuss issues related to the consequences ofintelligence testing 3.2 Discuss the influences of biological, cultural, andenvironmental factors on intelligence | 10 | Textbook: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.—chapter 7 & 8Britt, 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 7: Psychological Disorders*Standard Area: Psychological Disorders, Content StandardsAfter concluding this unit, students understand:1. Perspectives on abnormal behavior2. Categories of psychological disordersContent Standards With Performance Standards Content Standard 1: Perspectives on abnormal behaviorStudents are able to (performance standards): 1.1 Define psychologically abnormal behavior 1.2 Describe historical and cross-cultural views of abnormality 1.3 Describe major models of abnormality 1.4 Discuss how stigma relates to abnormal behavior 1.5 Discuss the impact of psychological disorders on theindividual, family, and societyContent Standard 2: Categories of psychological disordersStudents are able to (performance standards): 2.1 Describe the classification of psychological disorders 2.2 Discuss the challenges associated with diagnosis 2.3 Describe symptoms and causes of major categories ofpsychological disorders (including schizophrenic, mood,anxiety, and personality disorders) 2.4 Evaluate how different factors influence an individual’sexperience of psychological disorders | 11 | Textbook: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.—chapter 13Britt, 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 Third Quarter** | **Learning Objective** | **Formative/ Informal Assessments To Be Used** | **Approx.****Date(s)** |
| ***Unit 6: Memory******Standard Area: Memory, Content Standards****After concluding this unit, students understand:**1. Encoding of memory**2. Storage of memory**3. Retrieval of memory****Standard Area: Thinking******Content Standards****After concluding this unit, students understand:**1. Basic elements comprising thought**2. Obstacles related to thought****Standard Area: Language Development, Content Standards****After concluding this unit, students understand:**1. Structural features of language**2. Theories and developmental stages of language acquisition**3. Language and the brain****Standard Area: Intelligence, Content Standards****After concluding this unit, students understand:**1. Perspectives on intelligence**2. Assessment of intelligence**3. Issues in intelligence****Unit 7: Psychological Disorders******Standard Area: Psychological Disorders, Content Standards****After concluding this unit, students understand:**1. Perspectives on abnormal behavior**2. Categories of psychological disorders* | Unit 6- Individual Readiness Assurance Test (IRAT)Unit 6- Team Readiness Assurance Test (TRAT)Psych Experiment #1Psych Experiment #2Psych Experiment #3Psych Experiment #4Unit 7- Individual Readiness Assurance Test (IRAT)Unit 7- Team Readiness Assurance Test (TRAT)Psych Experiment #5Psych Experiment #6 | Jan 29Jan 29Feb 2Feb 9Feb 15Feb 20Feb 28Mar 5Mar 13Mar 21 |
| **Learning Objective** | **Summative Assessments To Be Used** | **Approx.****Date(s)** |
| ***Unit 6: Memory******Standard Area: Memory, Content Standards****After concluding this unit, students understand:**1. Encoding of memory**2. Storage of memory**3. Retrieval of memory****Standard Area: Thinking******Content Standards****After concluding this unit, students understand:**1. Basic elements comprising thought**2. Obstacles related to thought****Standard Area: Language Development, Content Standards****After concluding this unit, students understand:**1. Structural features of language**2. Theories and developmental stages of language acquisition**3. Language and the brain****Standard Area: Intelligence, Content Standards****After concluding this unit, students understand:**1. Perspectives on intelligence**2. Assessment of intelligence**3. Issues in intelligence****Unit 7: Psychological Disorders******Standard Area: Psychological Disorders, Content Standards****After concluding this unit, students understand:**1. Perspectives on abnormal behavior**2. Categories of psychological disorders* | Unit 6/Chapter 7 & 8 TestIndividual Variations/Disorders ProjectUnit 7/Chapter 13 Test | Feb 26Mar 21Mar 27 |