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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 Standards  After concluding this unit, students understand:  1. Encoding of memory  2. Storage of memory  3. Retrieval of memory  Content Standards With Performance Standards  Content Standard 1: Encoding of memory  Students are able to (performance standards):  1.1 Identify factors that influence encoding  1.2 Characterize the difference between shallow (surface) and  deep (elaborate) processing  1.3 Discuss strategies for improving the encoding of memory  Content Standard 2: Storage of memory  Students are able to (performance standards):  2.1 Describe the differences between working memory and  long-term memory  2.2 Identify and explain biological processes related to how  memory is stored  2.3 Discuss types of memory and memory disorders (e.g.,  amnesias, dementias)  2.4 Discuss strategies for improving the storage of memories  Content Standard 3: Retrieval of memory  Students 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 memories  Standard Area: Thinking  Content Standards  After concluding this unit, students understand:  1. Basic elements comprising thought  2. Obstacles related to thought  Content Standards With Performance Standards  Content Standard 1: Basic elements comprising thought  Students are able to (performance standards):  1.1 Define cognitive processes involved in understanding  information  1.2 Define processes involved in problem solving and decision  making  1.3 Discuss non-human problem-solving abilities  Content Standard 2: Obstacles related to thought  Students 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 judgments  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  Content Standards With Performance Standards  Content Standard 1: Structural features of language  Students 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 stages  of language acquisition  Students are able to (performance standards):  2.1 Explain the process of language acquisition  2.2 Discuss how acquisition of a second language can affect  language development and possibly other cognitive processes  2.3 Evaluate the theories of language acquisition Content Standard 3: Language and the brain  Students are able to (performance standards):  3.1 Identify the brain structures associated with language  3.2 Discuss how damage to the brain may affect language  Standard Area: Intelligence, Content Standards  After concluding this unit, students understand:  1. Perspectives on intelligence  2. Assessment of intelligence  3. Issues in intelligence  Content Standards With Performance Standards  Content Standard 1: Perspectives on intelligence  Students 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 intelligence  Content Standard 2: Assessment of intelligence  Students are able to (performance standards):  2.1 Discuss the history of intelligence testing, including historical  use 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 for  intelligence test scores  Content Standard 3: Issues in intelligence  Students are able to (performance standards):  3.1 Discuss issues related to the consequences of  intelligence testing  3.2 Discuss the influences of biological, cultural, and  environmental 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 & 8  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 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  Content Standards With Performance Standards  Content Standard 1: Perspectives on abnormal behavior  Students 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 the  individual, family, and society  Content Standard 2: Categories of psychological disorders  Students 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 of  psychological disorders (including schizophrenic, mood,  anxiety, and personality disorders)  2.4 Evaluate how different factors influence an individual’s  experience 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 13  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 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 #1  Psych Experiment #2  Psych Experiment #3  Psych Experiment #4  Unit 7- Individual Readiness Assurance Test (IRAT)  Unit 7- Team Readiness Assurance Test (TRAT)  Psych Experiment #5  Psych Experiment #6 | | | Jan 29  Jan 29  Feb 2  Feb 9  Feb 15  Feb 20  Feb 28  Mar 5  Mar 13  Mar 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 Test  Individual Variations/Disorders Project  Unit 7/Chapter 13 Test | | | Feb 26  Mar 21  Mar 27 |