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|  | **Curriculum Focus: Sociocultural Context & Applications of Psychological Science**  |
| **Fourth 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 8: Social Interactions*Standard Area: Social Interactions, Content StandardsAfter concluding this unit, students understand:1. Social cognition2. Social influence3. Social relationsContent Standards With Performance StandardsContent Standard 1: Social cognitionStudents are able to (performance standards): 1.1 Describe attributional explanations of behavior 1.2 Describe the relationship between attitudes (implicit andexplicit) and behavior 1.3 Identify persuasive methods used to change attitudesContent Standard 2: Social influenceStudents are able to (performance standards): 2.1 Describe the power of the situation 2.2 Describe effects of others’ presence on individuals’ behavior 2.3 Describe how group dynamics influence behavior 2.4 Discuss how an individual influences group behaviorContent Standard 3: Social relationsStudents are able to (performance standards): 3.1 Discuss the nature and effects of stereotyping, prejudice,and discrimination 3.2 Describe determinants of prosocial behavior 3.3 Discuss influences upon aggression and conflict 3.4 Discuss factors influencing attraction and relationshipsStandard Area: Sociocultural Diversity, Content StandardsAfter concluding this unit, students understand:1. Social and cultural diversity2. Diversity among individualsContent Standards With Performance StandardsContent Standard 1: Social and cultural diversityStudents are able to (performance standards): 1.1 Define culture and diversity 1.2 Identify how cultures change over time and vary withinnations and internationally 1.3 Discuss the relationship between culture and conceptionsof self and identity 1.4 Discuss psychological research examining raceand ethnicity 1.5 Discuss psychological research examiningsocioeconomic status 1.6 Discuss how privilege and social power structures relate tostereotypes, prejudice, and discriminationContent Standard 2: Diversity among individualsStudents are able to (performance standards): 2.1 Discuss psychological research examining gender identity 2.2 Discuss psychological research examining diversity insexual orientation 2.3 Compare and contrast gender identity andsexual orientation 2.4 Discuss psychological research examining gendersimilarities and differences and the impact ofgender discrimination 2.5 Discuss the psychological research on gender and how theroles of women and men in societies are perceived 2.6 Examine how perspectives affect stereotypes and treatmentof minority and majority groups in society 2.7 Discuss psychological research examining differences inindividual cognitive and physical abilitiesStandard Area: Personality, Content StandardsAfter concluding this unit, students understand:1. Perspectives on personality2. Assessment of personality3. Issues in personalityContent Standards With Performance StandardsContent Standard 1: Perspectives on personalityStudents are able to (performance standards): 1.1 Evaluate psychodynamic theories 1.2 Evaluate trait theories 1.3 Evaluate humanistic theories 1.4 Evaluate social–cognitive theoriesContent Standard 2: Assessment of personalityStudents are able to (performance standards): 2.1 Differentiate personality assessment techniques 2.2 Discuss the reliability and validity of personality assessmenttechniquesContent Standard 3: Issues in personalityStudents are able to (performance standards): 3.1 Discuss biological and situational influences 3.2 Discuss stability and change 3.3 Discuss connections to health and work 3.4 Discuss self-concept 3.5 Analyze how individualistic and collectivistic cultural perspectivesrelate to personality | 13 | Textbook: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.—chapter 11 & 12Britt, 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 9: Treatment of Psychological Disorders*Standard Area: Treatment of Psychological Disorders,Content StandardsAfter concluding this unit, students understand:1. Perspectives on treatment2. Categories of treatment and types of treatment providers3. Legal, ethical, and professional issues in the treatment ofpsychological disordersContent Standards With Performance StandardsContent Standard 1: Perspectives on treatmentStudents are able to (performance standards): 1.1 Explain how psychological treatments have changed overtime and among cultures 1.2 Match methods of treatment to psychological perspectives 1.3 Explain why psychologists use a variety of treatmentoptionsContent Standard 2: Categories of treatment and typesof treatment providersStudents are able to (performance standards): 2.1 Identify biomedical treatments 2.2 Identify psychological treatments 2.3 Describe appropriate treatments for different age groups 2.4 Evaluate the efficacy of treatments for particular disorders 2.5 Identify other factors that improve the efficacy of treatment 2.6 Identify treatment providers for psychological disordersand the training required for eachContent Standard 3: Legal, ethical, and professionalissues in the treatment of psychological disordersStudents are able to (performance standards): 3.1 Identify ethical challenges involved in delivery of treatment 3.2 Identify national and local resources available to supportindividuals with psychological disorders and their families(e.g., NAMI and support groups)Standard Area: Vocational Applications, Content StandardsAfter concluding this unit, students understand:1. Career options2. Educational requirements3. Vocational applications of psychological scienceContent Standards With Performance StandardsContent Standard 1: Career optionsStudents are able to (performance standards): 1.1 Identify careers in psychological science and practice 1.2 Identify careers related to psychologyContent Standard 2: Educational requirementsStudents are able to (performance standards): 2.1 Identify degree requirements for psychologists andpsychology-related careers 2.2 Identify resources to help select psychology programs forfurther studyContent Standard 3: Vocational applications ofpsychological science 3.1 Discuss ways in which psychological science addressesdomestic and global issues 3.2 Identify careers in psychological science that have evolved asa result of domestic and global issues | 11 | Textbook: Myers, D. G., & DeWall, C. N. (2017). *Psychology in everyday life (4th ed.).* New York, NY: Worth, Macmillan Learning.—chapter 14Britt, 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 8: Social Interactions******Standard Area: Social Interactions, Content Standards****After concluding this unit, students understand:**1. Social cognition**2. Social influence**3. Social relations****Standard Area: Sociocultural Diversity, Content Standards****After concluding this unit, students understand:**1. Social and cultural diversity**2. Diversity among individuals****Standard Area: Personality, Content Standards****After concluding this unit, students understand:**1. Perspectives on personality**2. Assessment of personality**3. Issues in personality****Unit 9: Treatment of Psychological Disorders******Standard Area: Treatment of Psychological Disorders,******Content Standards****After concluding this unit, students understand:**1. Perspectives on treatment**2. Categories of treatment and types of treatment providers**3. Legal, ethical, and professional issues in the treatment of**psychological disorders****Standard Area: Vocational Applications, Content Standards****After concluding this unit, students understand:**1. Career options**2. Educational requirements**3. Vocational applications of psychological science* | Unit 8- Individual Readiness Assurance Test (IRAT)Unit 8- Team Readiness Assurance Test (TRAT)Psych Experiment #1Psych Experiment #2Psych Experiment #3Unit 9- Individual Readiness Assurance Test (IRAT)Unit 9- Team Readiness Assurance Test (TRAT)Psych Experiment #4Psych Experiment #5 | April 10April 10April 12April 27May 9May 14May 14May 16May 24 |
| **Learning Objective** | **Summative Assessments To Be Used** | **Approx.****Date(s)** |
| ***Unit 8: Social Interactions******Standard Area: Social Interactions, Content Standards****After concluding this unit, students understand:**1. Social cognition**2. Social influence**3. Social relations****Standard Area: Sociocultural Diversity, Content Standards****After concluding this unit, students understand:**1. Social and cultural diversity**2. Diversity among individuals****Standard Area: Personality, Content Standards****After concluding this unit, students understand:**1. Perspectives on personality**2. Assessment of personality**3. Issues in personality****Unit 9: Treatment of Psychological Disorders******Standard Area: Treatment of Psychological Disorders,******Content Standards****After concluding this unit, students understand:**1. Perspectives on treatment**2. Categories of treatment and types of treatment providers**3. Legal, ethical, and professional issues in the treatment of**psychological disorders****Standard Area: Vocational Applications, Content Standards****After concluding this unit, students understand:**1. Career options**2. Educational requirements**3. Vocational applications of psychological science* | Unit 8/Chapter 11 & 12 TestApplications of Psychological Science Project | May 10June 1 |