|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 Standards  After concluding this unit, students understand:  1. Social cognition  2. Social influence  3. Social relations  Content Standards With Performance Standards  Content Standard 1: Social cognition  Students are able to (performance standards):  1.1 Describe attributional explanations of behavior  1.2 Describe the relationship between attitudes (implicit and  explicit) and behavior  1.3 Identify persuasive methods used to change attitudes  Content Standard 2: Social influence  Students 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 behavior  Content Standard 3: Social relations  Students 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 relationships  Standard Area: Sociocultural Diversity, Content Standards  After concluding this unit, students understand:  1. Social and cultural diversity  2. Diversity among individuals  Content Standards With Performance Standards  Content Standard 1: Social and cultural diversity  Students are able to (performance standards):  1.1 Define culture and diversity  1.2 Identify how cultures change over time and vary within  nations and internationally  1.3 Discuss the relationship between culture and conceptions  of self and identity  1.4 Discuss psychological research examining race  and ethnicity  1.5 Discuss psychological research examining  socioeconomic status  1.6 Discuss how privilege and social power structures relate to  stereotypes, prejudice, and discrimination  Content Standard 2: Diversity among individuals  Students are able to (performance standards):  2.1 Discuss psychological research examining gender identity  2.2 Discuss psychological research examining diversity in  sexual orientation  2.3 Compare and contrast gender identity and  sexual orientation  2.4 Discuss psychological research examining gender  similarities and differences and the impact of  gender discrimination  2.5 Discuss the psychological research on gender and how the  roles of women and men in societies are perceived  2.6 Examine how perspectives affect stereotypes and treatment  of minority and majority groups in society  2.7 Discuss psychological research examining differences in  individual cognitive and physical abilities  Standard Area: Personality, Content Standards  After concluding this unit, students understand:  1. Perspectives on personality  2. Assessment of personality  3. Issues in personality  Content Standards With Performance Standards  Content Standard 1: Perspectives on personality  Students 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 theories  Content Standard 2: Assessment of personality  Students are able to (performance standards):  2.1 Differentiate personality assessment techniques  2.2 Discuss the reliability and validity of personality assessment  techniques  Content Standard 3: Issues in personality  Students 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 perspectives  relate 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 & 12  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 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  Content Standards With Performance Standards  Content Standard 1: Perspectives on treatment  Students are able to (performance standards):  1.1 Explain how psychological treatments have changed over  time and among cultures  1.2 Match methods of treatment to psychological perspectives  1.3 Explain why psychologists use a variety of treatment  options  Content Standard 2: Categories of treatment and types  of treatment providers  Students 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 disorders  and the training required for each  Content Standard 3: Legal, ethical, and professional  issues in the treatment of psychological disorders  Students are able to (performance standards):  3.1 Identify ethical challenges involved in delivery of treatment  3.2 Identify national and local resources available to support  individuals with psychological disorders and their families  (e.g., NAMI and support groups)  Standard Area: Vocational Applications, Content Standards  After concluding this unit, students understand:  1. Career options  2. Educational requirements  3. Vocational applications of psychological science  Content Standards With Performance Standards  Content Standard 1: Career options  Students are able to (performance standards):  1.1 Identify careers in psychological science and practice  1.2 Identify careers related to psychology  Content Standard 2: Educational requirements  Students are able to (performance standards):  2.1 Identify degree requirements for psychologists and  psychology-related careers  2.2 Identify resources to help select psychology programs for  further study  Content Standard 3: Vocational applications of  psychological science  3.1 Discuss ways in which psychological science addresses  domestic and global issues  3.2 Identify careers in psychological science that have evolved as  a 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 14  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 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 #1  Psych Experiment #2  Psych Experiment #3  Unit 9- Individual Readiness Assurance Test (IRAT)  Unit 9- Team Readiness Assurance Test (TRAT)  Psych Experiment #4  Psych Experiment #5 | | | April 10  April 10  April 12  April 27  May 9  May 14  May 14  May 16  May 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 Test  Applications of Psychological Science Project | | | May 10  June 1 |