Curriculum: Educational Psychology

Curricular Unit: History of Educational Psychology

Instructional Unit: A. Describe the development of Educational Psychology from a historical perspective and the application to education today such as James, Dewey, Skinner, and Hollingsworth

**Standard Alignments (Section 2)**

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<th>SSCO: RIGIT.6.K,M (US History)</th>
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<tbody>
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<td>Knowledge: (SS) 6</td>
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<td>CCSS: 11-12.RH.3</td>
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<tr>
<td>NETS: 3a,c</td>
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<tr>
<td>Performance: 1.5, 1.6, 1.10, 2.1, 2.4, 3.5</td>
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**Unit (Section 3)**

**Learning Targets:**

- Define and describe the following: education, psychology, educational psychology
- **Explain how educational psychology is thought of as distinct discipline**
- Describe how educational psychology is used by teachers

**Instructional Strategies:**

- The teacher will:
  - organize and present a multi-media presentation related to the unit to enable students to gain further understanding of the beginning of Educational Psychology
  - research and discover any topics related to the current questions in Educational Psychology in order to lead the students in class discussion

**Assessments/Evaluations:**

- Formative: Pretest on educational psychology vocabulary
- Summative: Unit evaluation

**Mastery: 80%**

**Sample Assessment Questions:**

- A teacher is careful to clearly discuss classroom rules and procedures, listens carefully when students are discussing academic and social problems, and plans and delivers her instruction clearly. Which of the five themes is this teacher illustrating?
- A teacher says: "Teaching basically means simply telling students information, then seeing how well they remember it on a test." What approach is this teacher taking?
### Instructional Resources/Tools:
- Textbook
- Internet access
- PowerPoint

### Cross Curricular Connections:
- **ELA:**
  - Writing
  - Reading – informational text
- **Social Studies:** U.S. History

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**Depth of Knowledge (Section 5)**

**DOK: 2**
Curriculum: Educational Psychology

Curricular Unit: Cognitive and Language Development

Instructional Unit: B. Analyze the cognitive and language development of school age children. The focus will be on education in the classroom and will include Vygotsky’s Zone of Proximal Development and Piaget’s Language Development theory

### Standard Alignments (Section 2)

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<td>NETS: 5a</td>
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<tr>
<td>Performance: 1.5, 1.6, 1.10, 2.1, 2.4</td>
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### Unit (Section 3)

**Learning Targets:**

- Identify and describe the Piaget approach to cognitive development
- Identify and describe the Vygotsky’s approach to language development

**Instructional Strategies:**

- The teacher will:
  - provide a video of elementary teachers and students in their classrooms to:
    - gain further understanding of development and language development in humans
    - lead a discussion on elements of development based on the video
    - encourage students to lead in-class discussions that apply the development to real life examples in classroom discussions
    - present a multi-media presentation related to the unit to enable students to gain further understanding of Vygotsky’s language development

**Assessments/Evaluations:**

- Summative: Unit evaluation
- Students will apply principles to the lesson plan project during the last two weeks of class in which they plan and present a lesson on the randomly assigned topic and grade level chosen – assessed using a scoring guide

Mastery: 80%

**Sample Assessment Questions:**

- Explain Vygotsky’s Zone of Proximal Development?
- Place each of Piaget’s stages in the correct order from youngest to oldest including the age and major characteristics associated with each stage?

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<th>Instructional Resources/Tools:</th>
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<tbody>
<tr>
<td>• Video</td>
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<td>• Social Studies: U.S. History</td>
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**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Educational Psychology

Curricular Unit: Psychosocial Development

Instructional Unit: C. Analyze the psychosocial and moral development of school age children. The focus will be on education in the classroom and will include, but is not limited to, Piaget stages of cognitive development, Kohlberg stages of moral development, and Erikson’s stages of psychosocial development

**Standard Alignments (Section 2)**

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<th>SSCL: RIGIT.6.K,M,N (US History)</th>
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<td>CCSS: 11-12.RH.7</td>
<td>NETS: 5a</td>
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<td>Performance: 1.5, 1.8, 2.1, 2.4, 3.5</td>
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**Unit (Section 3)**

**Learning Targets:**

- Identify and describe the Piaget approach to cognitive development
- **Identify and describe the Erikson approach to psychosocial development**
- Identify and describe the Kohlberg approach to moral development
- Compare and contrast various approaches to development and how those impact students in the classroom

**Instructional Strategies:**

- The teacher will:
  - provide a reading on the life of Erik Erikson and questions that explore the application of his principles to his life
  - create an opportunity for students to develop a flipchart organizer to encourage students to visualize the similarities and contrasts between the various theorist discussed in the chapter
  - organize a presentation related to the unit to enable students to gain further understanding of approaches of development

**Assessments/Evaluations:**

- Formative: Puzzle pieces
- Summative: Unit evaluation
- Students will apply principles to the lesson plan project during the last two weeks of class in which they plan and present a lesson on the randomly assigned topic and grade level chosen – assessed using a scoring guide

Mastery: 80%

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Sample Assessment Questions:

- Place each of Freud’s stages in the correct order from youngest to oldest including the age and major characteristics associated with each stage?
- Place each of Erikson’s stages in the correct order from youngest to oldest including the age and major characteristics associated with each stage?

Instructional Resources/Tools:

- Puzzle pieces
- Textbook
- Flip chart
- PowerPoint
- Internet access

Cross Curricular Connections:

- ELA:
  - Writing
  - Reading – informational text
- Social Studies: U.S. History

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Educational Psychology

Curricular Unit: Behavioral Approach to Learning

Instructional Unit: D. Analyze student learning (through the behavioral view of psychology) of school age children. The focus will be on education in the classroom and will include classical conditioning, rewards and punishment, and the Bandura’s Observational Learning

**Standard Alignments (Section 2)**

| SSCLE: RIGIT.6.N (US History)                          |
| Knowledge: (SS) 6                                      |
| CCSS: 11-12.RH.1                                       |
| NETS: 3d                                               |
| Performance: 1.10, 2.1, 2.4, 3.5                       |

**Unit (Section 3)**

Learning Targets:

- Identify and describe the Classical Learning Model
- Examine and describe the Operant Learning Model
- **Apply the schedules of reinforcement to education in the classroom**
- Compare and contrast the three models of learning and their effects on the classroom

Instructional Strategies:

- The teacher will:
  - create an opportunity for students to apply the schedules of reinforcement to real life examples within the classroom
  - provide an online training regarding classical and operant condition in which the students can demonstrate their knowledge of the material through an online simulation of training animals

Assessments/Evaluations:

- Summative: Unit evaluation
- Students will apply principles to the lesson plan outline – assessed using a scoring guide

Mastery: 80%

Sample Assessment Questions:

- You are attempting to change a behavior of a student in the classroom using positive reinforcement. Name, define, and give an example of each schedule of reinforcement. Which one should you end up using and why?
• As students enter the classroom they may have had some previous experience with classical conditioning. Name, define, and give an example of each of the time intervals of classical conditioning you may choose to use to change their behavior. Which one should you end up using and why?

### Instructional Resources/Tools:

- Textbook
- Internet access
- PowerPoint
- Pavlov’s training website for classical and operant learning

### Cross Curricular Connections:

- ELA:
  - Writing
  - Reading – informational text
- Social Studies: U.S. History

### Depth of Knowledge (Section 5)

DOK: 4
Curriculum: Educational Psychology

Curricular Unit: Motivation

Instructional Unit: E. Identify and explain the aspects of motivation of school age children through various schools of psychology. The focus will be on education in the classroom and will include the behavioral approach, Maslow’s Hierarchy of Needs, and extrinsic/intrinsic motivators

**Standard Alignments (Section 2)**

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**Unit (Section 3)**

Learning Targets:

- Identify and describe the Maslow approach to need development
- Examine and describe the Operant Conditioning Model of motivation
- Compare and contrast the models of motivation and describe their effects within the classroom

Instructional Strategies:

- The teacher will:
  - organize and present a multi-media presentation related to the unit to enable students to gain further understanding of motivational models
  - provide a video of elementary teachers and students in their classrooms to:
    - gain further understanding of operant conditioning of behavior that occurs in the classroom
    - lead a discussion on elements of development based on the video

Assessments/Evaluations:

- Summative: Unit evaluation
  - Students will apply principles to the lesson plan project during the last two weeks of class in which they plan and present a lesson on the randomly assigned topic and grade level chosen – assessed using a scoring guide

Mastery: 80%

Sample Assessment Questions:

- Place each of Maslow’s needs in the correct order from youngest to oldest including a major characteristics associated with each stage?
- List five good extrinsic motivators that can be used in the classroom.
### Instructional Resources/Tools:
- Video
- Textbook
- Internet access
- PowerPoint

### Cross Curricular Connections:
- **ELA:**
  - Writing
  - Reading – informational text
- **Social Studies:** U.S. History

### Depth of Knowledge (Section 5)

DOK: 2
Curriculum: Educational Psychology
Curricular Unit: Lesson Planning

Instructional Unit: F. Demonstrate lesson-planning strategies for school age children. The focus will be on education in the classroom and will include Bloom’s Cognitive, Motor, and Affective Taxonomy

**Standard Alignments (Section 2)**

| SSCLE: RIGIT.6.M,N (US History); TSSI.7.B (US History) |
| Knowledge: (CA) 5  (SS) 6 |
| CCSS: 11-12.RH.7 |
| NETS: 3a,b; 5a |
| Performance: 1.5, 1.8, 1.10, 2.4, 3.5 |

**Unit (Section 3)**

**Learning Targets:**

- List and explain the various lesson-planning strategies for classroom planning
- **List and describe each part of Bloom’s Cognitive Taxonomy**
- Describe each part of Bloom’s Affective Taxonomy
- List and describe each part of Bloom’s Motor Taxonomy

**Instructional Strategies:**

- The teacher will:
  - provide students with:
    - examples of various lesson plans on a variety of subjects
    - opportunities to create parts of their own lesson plans
    - create an opportunity for students to research and discover topics related to current lesson plan strategies in order to lead the students in a class discussion

**Assessments/Evaluations:**

- Formative: Bloom’s Taxonomy assessment
- Summative: Unit evaluation
- Students will apply principles to the lesson plan rough draft – assessed using a scoring guide

Mastery: 80%

**Sample Assessment Questions:**

- Compare and contrast the three taxonomies on Bloom from the reading.
- Give an example of each of the types of lesson planning strategies for a semester-long class.

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**Depth of Knowledge (Section 5)**

DOK: 4

Board Approved 8-3-15
Curriculum: Educational Psychology

Curricular Unit: Exceptional Children

Instructional Unit: G. Identify and explain the concepts surrounding exceptional school age children. The focus will be on education in the classroom and will include sensory disorders, physical disorders, and language disorders

**Standard Alignments (Section 2)**

| SSCE: RIGIT.6.N (US History); TSSI.7.B (US History) |
| Knowledge: (CA) 6 (SS) 6 |
| CCSS: 11-12.RH.7 |
| NETS: 5a |
| Performance: 1.5, 1.10, 2.1, 2.4, 3.5 |

**Unit (Section 3)**

Learning Targets:

- **List and describe the Sensory Disorders and explain how those are addressed as a teacher**

- List and describe the Physical Disorders and explain how those are addressed within the educational setting

- List and describe the Language Disorders and explain how those are addressed within the educational setting

- Explain the term “gifted” and how this applies to the classroom

Instructional Strategies:

- The teacher will:
  - place students into active learning groups where they will:
    - research their assigned disorder
    - present that information to their fellow classmates through a multimedia presentation
    - provide activities for students to experience various disorders and their effects within the classroom

Assessments/Evaluations:

- Formative: Student presentations on assigned disorders
- Summative: Unit evaluation
- Students will apply principles to the lesson plan project during the last two weeks of class in which they plan and present a lesson on the randomly assigned topic and grade level chosen – assessed using a scoring guide

Mastery: 80%

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### Sample Assessment Questions:

- What does IDEA stand for and explain the significance of it to modern education.
- What are the most common sensory disorders that occur in the classroom and how do you as a teacher accommodate those students.

### Instructional Resources/Tools:

- Internet access
- Textbook
- PowerPoint

### Cross Curricular Connections:

- **ELA:**
  - Writing
  - Reading – informational text
- **Social Studies:** U.S. History

### Depth of Knowledge (Section 5)

DOK: 4