

Curriculum: Psychology

Curricular Unit: Memory

Instructional Unit: Distinguish types of models associated with acquisition, storage, and recall of information such as, but not limited to, the information, processing model, and schema theory

Standard Alignments (Section 2)

SSCLE: RIGIT.6.K,M (US History) Knowledge: (SS) 6,7 CCSS: 11-12.RH.3 NETS: 3a,c Performance: 1.5, 1.8, 1.10

Unit (Section 3)

Learning Targets:
<ul style="list-style-type: none">• Examine the information processing approach to memory• Identify and describe the schema theory of memory• Compare and contrast the information processing approach to other memory models
Instructional Strategies:
<ul style="list-style-type: none">• The teacher will:<ul style="list-style-type: none">• organize and present a multi-media presentation related to the unit to enable students to gain further understanding of memory processes• research and discover any topics related to the current memory process in order to lead the students in class discussion• construct visual and tactile reminders of the information processing model to further their social science skills
Assessments/Evaluations:
<ul style="list-style-type: none">• Summative unit evaluation
Mastery: 80%
Sample Assessment Questions:
<ul style="list-style-type: none">• Provide convincing evidence that past experiences are permanently and accurately stored in memory• Describe the difference in Karl Lashley's approach to the location of memory and Wilder Penfield's approach to the location of memory
Instructional Resources/Tools:
<ul style="list-style-type: none">• PowerPoint

Cross Curricular Connections:

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

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Psychology

Curricular Unit: Approaches to Psychology

Instructional Unit: Compare and contrast the various approaches to the field of psychology, including the major schools of thought

Standard Alignments (Section 2)

SSCLE: MUSWH.3a.Y; MUSWH.3b.G,K (World History); RIGIT.6.K (US History) Knowledge: (SS) 6,7 CCSS: 11-12.RH.3 NETS: 3a,c; 5a Performance: 1.2, 1.5, 1.10, 2.3, 3.5, 4.8
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Unit (Section 3)

Learning Targets:
<ul style="list-style-type: none">• Identify and describe the “old schools” of psychology• Identify and describe the “current schools” of psychology• Compare and contrast the old schools of psychology to the current schools of psychology• Develop a logical presentation of important differences between the schools of psychology
Instructional Strategies:
<ul style="list-style-type: none">• The teacher will:<ul style="list-style-type: none">• organize and present a multi-media presentation related to the unit to enable students to gain further understanding of approaches to psychology• research and discover any topics related to current psychology approaches in order to lead the students in class discussion• construct visual and tactile reminders of information processing model to further their social science skills
Assessments/Evaluations:
<ul style="list-style-type: none">• Summative unit evaluation
Mastery: 80%
Sample Assessment Questions:
<ul style="list-style-type: none">• Explain the difference in thought between “early scientist” of psychology and the philosophers preceding psychology• Describe what each school of thought believed, what the major person(s) associated with that school believed, and be sure to include major theories of each person.

Instructional Resources/Tools:
<ul style="list-style-type: none"> • PowerPoint
Cross Curricular Connections:
<ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Writing • Reading – informational text • Social Studies: <ul style="list-style-type: none"> • World History • U.S. History

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Psychology

Curricular Unit: Sleep

Instructional Unit: Analyze the states of consciousness and the human sleep cycle such as, but not limited to, conscious, preconscious, and unconscious

Standard Alignments (Section 2)

SSCLE: RIGIT.6.K (US History); TSSI.7.B (US History)

Knowledge: (SS) 6,7

CCSS: 11-12.RH.7

NETS: 3a,b; 5a

Performance: 1.2, 1.5, 1.8, 1.10

Unit (Section 3)

Learning Targets:

- Examine the effects of sleep disorders and the treatments of these disorders
- Analyze and construct the sleep cycle chart
- Identify and describe the states of consciousness

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 sleep cycle
 - research and discover any topics related to current sleep advances in order to lead the students in class discussion

Assessments/Evaluations:

- Summative unit evaluation

Mastery: 80%

Sample Assessment Questions:

- Construct the Sleep Chart in its entirety, using names, times, waves for the length of time of an average adult sleep.
- Compare and contrast 3 sleep disorders. Be sure to include definitions of each disorder and possible treatments.

Instructional Resources/Tools:

- PowerPoint
- Sleep apps:
 - Sleep Bot
 - Sleep Cycle

Cross Curricular Connections:

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

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Psychology

Curricular Unit: Biological Approach

Instructional Unit: Identify and explain functions of the brain, nervous system, glands such as, but not limited to, the forebrain, midbrain and hindbrain

Standard Alignments (Section 2)

SSCLE: RIGIT.6.M (US History); TSSI.7.B (US History) Knowledge: (SS) 6,7 CCSS: 11-12.RH.1 NETS: 3b; 4b; 5a Performance: 1.4, 1.6, 1.8

Unit (Section 3)

Learning Targets:
<ul style="list-style-type: none">• Identify and describe the hind brain, mid brain, and forebrain• Compare and contrast the delivery systems of the nervous system to that of the endocrine system• Identify and describe the Nervous System• Develop a model of the brain and include functions related to parts contained within• Develop a logical presentation of the brain and include functions related to parts contained within
Instructional Strategies:
<ul style="list-style-type: none">• The teacher will:<ul style="list-style-type: none">• organize and present a multi-media presentation related to the unit to enable students to gain further understanding of the brain and nervous system• construct tactile reminders of the brain to further their social science skills• research and discover any topics related to the current psychobiological approach in order to lead the students in class discussion
Assessments/Evaluations:
<ul style="list-style-type: none">• Summative unit evaluation
Mastery: 80%

Sample Assessment Questions:

- A mosquito has just landed on your left hand and has begun to take your blood. From the time the mosquito lands until the reaction you have, go through the step-by-step process of how the information travels through the Nervous System, types of neurons, and parts of the brain. Be sure to include names and functions.
- A neural impulse has just been sent down the neuron. Explain each part of the neuron and the function it serves in the correct order starting at the point where the information first arrives at the neuron.

Instructional Resources/Tools:

- PowerPoint
- Guided Brain Web interactive CD

Cross Curricular Connections:

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

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Psychology

Curricular Unit: Learning

Instructional Unit: Identify and explain the aspects of classical learning, operant learning, social learning such as, but not limited to, unconditioned response, rewards and punishment, and the Bobo doll experiment

Standard Alignments (Section 2)

SSCLE: RIGIT.6.K,M (US History) Knowledge: (SS) 6,7 CCSS: 11-12.RH.1 NETS: 3d Performance: 1.1, 1.3, 1.6, 1.10, 3.6

Unit (Section 3)

Learning Targets:
<ul style="list-style-type: none">• Identify and describe the Classical Learning Model• Examine and describe the Operant Learning Model• Apply the schedules of reinforcement to real life examples• Identify and describe the Social Learning Model• Compare and contrast the three models of learning
Instructional Strategies:
<ul style="list-style-type: none">• The teacher will:<ul style="list-style-type: none">• organize and present a multi-media presentation related to the unit to enable students to gain further understanding of learning models• research and discover any topics related to current learning models in order to lead the students in class discussion• apply the schedules of reinforcement to real life examples
Assessments/Evaluations:
<ul style="list-style-type: none">• Summative unit evaluation
Mastery: 80%
Sample Assessment Questions:
<ul style="list-style-type: none">• You are attempting to train a rat using positive reinforcement. Name, define, and give an example of each schedule of reinforcement. Which one should you end up using and why?• You are attempting to train your dog as Pavlov did. Name, define, and give an example of each of the time intervals you may choose to use. Which one should you end up using and why?

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Instructional Resources/Tools:

- 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: 3

Curriculum: Psychology

Curricular Unit: Development

Instructional Unit: Analyze the stages of human development by studying Piaget, Erikson, Kohlberg, Freud, Maslow such as, but not limited to, Piaget's stages of cognitive development, Kohlberg's stages of moral development, and Erikson's stages of psychosocial development

Standard Alignments (Section 2)

SSCLE: RIGIT.6.K,M (US History)

Knowledge: (SS) 6

CCSS: 11-12.RH.7

NETS: 5a

Performance: 1.6, 1.10

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
- Identify and describe the Maslow approach to need development
- Identify and describe the Freud approach to personality development
- Compare and contrast various approaches to development

Instructional Strategies:

- The teacher will:
 - organize and present a multi-media presentation related to the unit to enable students to gain further understanding of development in humans
 - research and discover any topics related to current developmental models in order to lead the students in class discussion
 - apply the development to real life examples in classroom discussions

Assessments/Evaluations:

- Summative unit evaluation

Mastery: 80%

Sample Assessment Questions:
<ul style="list-style-type: none"> • 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:
<ul style="list-style-type: none"> • PowerPoint
Cross Curricular Connections:
<ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Writing • Reading – informational text • Social Studies: U.S. History

Depth of Knowledge (Section 5)

DOK: 2

Curriculum: Psychology

Curricular Unit: Relationships

Instructional Unit: Analyze the properties of a “good relationship” and Sternberg’s Triangular Theory of Love such as, but not limited to, romantic love, companionate love, and consummate love

Standard Alignments (Section 2)

SSCLE: RIGIT.6.K (US History) Knowledge: (SS) 6 CCSS: 11-12.RH.8 NETS: 3b; 5a Performance: 1.6, 3.2, 3.3, 3.8

Unit (Section 3)

Learning Targets:
<ul style="list-style-type: none">Analyze Sternberg’s Triangular Theory of Love in relation to the types of loves that are created from the triangleIdentify and describe the properties associated with the “good relationship” theory
Instructional Strategies:
<ul style="list-style-type: none">The teacher will:<ul style="list-style-type: none">organize and present a multi-media presentation related to the unit to enable students to gain further understanding of human relationshipsresearch and discover any topics related to current relationships in order to lead the students in class discussionapply the topics of relationships to real-life examples in classroom discussions
Assessments/Evaluations:
<ul style="list-style-type: none">Summative unit evaluation
Mastery: 80%
Sample Assessment Questions:
<ul style="list-style-type: none">Name, define, and describe a series of events occurring on a date using the 4 indicators of a good relationship.Name, define, and give an example of each of the types of love according to Sternberg and explain how those develop from the triangular theory of love.
Instructional Resources/Tools:
<ul style="list-style-type: none">PowerPoint

Cross Curricular Connections:

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

Depth of Knowledge (Section 5)

DOK: 2