Pequea Valley School District
Social Studies

Unit 1: Approaches to Psychology **Course: Psychology** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

How has psychology developed as an empirical science?

Unit Essential Question(s)

Ch 1.1 What are the goals of psychology?
Ch 1.2 What are the historic and contemporary approaches to the field of psychology?
Ch 1.3 What are the major subfields in psychology?
Ch 2.1 How is research conducted in psychology?

Keystone Eligible Content/PA Core Standard

No PA Core Standards. Please refer to American Psychological Association website that created National Standards for High School Psychology Curricula - https://www.apa.org/education/k12/national-standards

Pacing: Approximate number of class sessions per unit

- 12-15 day

Tier 3 Vocabulary (Content specific vocabulary)

Physiological, Cognitive, Psychology, Hypothesis, Theory, Basic science, Applied science, Empirical, Structuralist,Functionalist
Psychoanalyst, Behaviorist, Humanist, Cognitivist, Psychobiologist, Psychologist, Psychiatry, Naturalistic observation
Case study, Longitudinal study, Cross-sectional study, Correlation, Variable, Experimental group
Control group, Single-blind experiment, Double-blind experiment, Placebo effect

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- The goal of psychology is to describe, explain, predict and influence behavior
- The history of psychology
- The major subfields within psychology
- The various research methods and validity

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Analyze the role of the scientific method as it applies to psychology
- Identify the differences between the major subfields of psychology
- Evaluate research methods and data

Software/Resources:

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Department

Unit 2: Psychological Testing **Course: Psychology** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

How do psychologists evaluate academic performance and mental ability?

Unit Essential Question(s)

13.1 Why must tests demonstrate reliability and validity?
13.2 What are the various theories on intelligence?
13.3 What are the current methods to measure intelligence?

Keystone Eligible Content/PA Core Standard

No PA Core Standards. Please refer to American Psychological Association website that created National Standards for High School Psychology Curricula - **https://www.apa.org/education/k12/national-standards**

Pacing: Approximate number of class sessions per unit

Tier 3 Vocabulary (Content specific vocabulary)
Reliability, Validity, Standardization, Percentile system, Norms, Two-factor theory, Triarchic theory, Emotional intelligence, Intelligence quotient (IQ), Heritability, Cultural bias, Aptitude test, Achievement test, Interest inventory

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- The purpose of standardized testing
- The various theories of intelligence
- The purpose of achievement tests and interest inventories

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Assess the reliability of tests
- Examine primary sources on various intelligences
- Examine aptitude, achievement, and interest tests

Software/Resources:

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 3: Learning Principles and Application **Course: Psychology** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

How do our experiences change our behavior and learning?

Unit Essential Question(s)

Ch 9.1 What is classical conditioning and how does it apply to everyday life?
Ch 9.2 What are the principles of operant conditioning and how does it apply to everyday life?
Ch 9.3 What are the principles of cognitive and observational learning?
Ch 9.3 How do different behavior modification techniques serve to shape and change behavior?

Keystone Eligible Content/PA Core Standard

No PA Core Standards. Please refer to American Psychological Association website that created National Standards for High School Psychology Curricula - https://www.apa.org/education/k12/national-standards

Pacing: Approximate number of class sessions per unit

Tier 3 Vocabulary (Content specific vocabulary)
Classical conditioning, Neutral stimulus, Unconditional stimulus, Unconditional response, Conditional stimulus, Conditional response, Generalization, Extinction, Operant conditioning, Reinforcement, Secondary reinforcer, Primary reinforcer, Shaping, Response chain, Aversive control, Negative reinforcement, Escape conditioning, Avoidance conditioning, Social learning, Cognitive learning, Cognitive map, Latent learning, Learned helplessness, Modeling, Token economy

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Classical conditioning

- Operant conditioning
- The principles of cognitive and observational learning
- How different modification techniques and shape and change behavior

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Apply knowledge of classical and operant conditioning through experiments
- Identify and analyze the role of social learning in their own lives

Software/Resources:

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 4: Memory, Thought, Thinking **Course: Psychology** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Ch 10 How does the passage of time affect the brain?
Ch 11 How does the brain solve problems and learn new skills?

Unit Essential Question(s)

Ch 10.1 How does short-term and long-term memory develop and function?
Ch 10.2 How does the mind retrieve stored information?
Ch 10.2 What are some strategies used to improve memory?
Ch 11.1 What are the different processes involved in thinking, understanding, problem solving, and decision making?
Ch 11.2 What is the structure and function of language?

Keystone Eligible Content/PA Core Standard

No PA Core Standards. Please refer to American Psychological Association website that created National Standards for High School Psychology Curricula - **https://www.apa.org/education/k12/national-standards**

Pacing: Approximate number of class sessions per unit

Tier 3 Vocabulary (Content specific vocabulary)
Encoding, Storage, Retrieval, Sensory memory, Short-term memory, Maintenance rehearsal, Chunking, Semantic memory, Episodic memory, Declarative memory, Procedural memory, Recognition, Recall, Reconstructive processes, Confabulation, Schemas, Eidetic memory, Decay, Interference, Elaborative rehearsal, Image, Symbol, Rule, Metacognition, Algorithm, Heuristic, Mental set, Functional fixedness, Language, Phoneme, Morpheme, Syntax, Semantics

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Short-term and long-term memory
- Retrieval of information
- Memory disorders
- Problem solving and creativity
- How language develops
- The cognitive processes involved in thinking and understanding

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Short and long-term memory experiments
- Demonstrate how language affects memory
- Explain strategies for and obstacles to problem solving
- Classify the five units of thought
- Identify characteristics of creativity
- Describe the steps in problem solving

Software/Resources:

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 5: Group Interaction **Course: Psychology** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

How can groups shape the behavior of individuals?

Unit Essential Question(s)

19.1 What factors hold groups together?
19.1 How do group dynamics influence behavior?
19.2 How does authority change attitudes and influence behavior?
19.2 How does group pressure result in conformity?
19.3 What are the different factors that can relieve or encourage aggression amongst groups?

Keystone Eligible Content/PA Core Standard

No PA Core Standards. Please refer to American Psychological Association website that created National Standards for High School Psychology Curricula - **https://www.apa.org/education/k12/national-standards**

Pacing: Approximate number of class sessions per unit

Tier 3 Vocabulary (Content specific vocabulary)
Group, Task functions, Social functions, Ideology, Social facilitation, Social inhibition, Group polarization, Groupthink, Sociogram, Obedience, Debriefing, Catharsis, Altruism, Diffusion of response, Bystander effect, Social loafing, Deindividuation

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How groups influence behavior
- Group pressure and conformity

- Authority and how it can change/ influence a group
- The different sources of aggression

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Analyze the effects of interdependence, shared goals, norms, ideology, and commitments on a group
- Analyze the roles that an individual may play in a group
- Explain ways groups exert pressure on members to conform
- Analyze cultural influence on behavior
- Explain how teams or groups can resolve internal conflicts

Software/Resources:

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 6: Attitudes and Social Influence **Course: Psychology** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

How does culture influence behavior?

Unit Essential Question(s)

Ch 20.1 What are the cognitive and cultural foundation for attitude?
Ch 20.2 What are the factors that can change attitude?
Ch 20.2 What is the nature and result of stereotyping?
Ch 20.3 What are the different methods that can change attitude?

Keystone Eligible Content/PA Core Standard

No PA Core Standards. Please refer to American Psychological Association website that created National Standards for High School Psychology Curricula - https://www.apa.org/education/k12/national-standards

Pacing: Approximate number of class sessions per unit

Tier 3 Vocabulary (Content specific vocabulary)
Attitude, Self-concept, Compliance, Identification, Internalization, Cognitive dissonance, Counterattitudinal behavior, Self-justification, Prejudice, Boomerang effect, Sleeper effect, Inoculation effect, Brainwashing

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Attitudes and how culture
- Factors that can change attitude
- The nature and results of stereotyping

- Persuasive methods used to change attitudes
- Brainwashing and how it can be used

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Identify the roles of conditioning and cognitive evaluation in the formation of attitude
- Explain the process involved in attitude formation and change
- Distinguish stereotypes from prejudice and prejudice from discrimiation
- Explain the four parts of the communication process

Software/Resources:

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.