

Behavioral Psychology: The Steps of Behavior

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. - D2.Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results. - D2.Psy.6.9-12. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics. - D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior. - D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. - D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. - D2.Psy.12.9-12. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world. - D2.Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based on their understanding of the behavioral science of psychology.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. - there are genetic predispositions to behavioral patterns, but human behavior is also influenced by the environment. - psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people's lives. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole.	ESSENTIAL QUESTIONS - Can a person really be "fake"? - What would happen if society had no family structure?
Acquisition		
<i>Students will know...</i> - that there are different forms of learning or conditioning which are driven by external forces. - that all forms of conditioning require specific modifications and schedules to be successful. - that practice, schedules of reinforcement, and motivation will influence quality of learning. - that there are biological constraints that create learning predispositions. (emotional learning, taste aversion, superstitious behavior, and learned helplessness). - that behavior modification such as biofeedback, coping strategies, and self-control can be used to address behavioral problems.		<i>Students will be skilled at...</i> - investigating human behavior through multiple perspectives. - discussing necessary psychological research to plan, conduct, and interpret research results. - collecting and analyze data to answer a question. - exploring multicultural and global perspectives. - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors - explaining the interaction of biology and experience. - explaining influences. - explaining common themes. - generating research questions using information

• D2.Psy.14.9-12. Use information from different psychological sources to generate research questions. • D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. • D2.Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. • D2.Psy.18.9-12. Apply psychological knowledge to their daily lives. • D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues. • D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices. • D2.Psy.23.9-12. Apply psychological knowledge to civic engagement. • D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior. • D2.Soc.3.9-12. Identify how social context influences individuals. • D2.Soc.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values.	• that the interaction of nature and nurture (including cultural variations) influence the determination of behavior. • that the influence of temperament and other social factors impact a subject's socialization. • that the maturation of cognitive abilities and moral development determine the character of a subject. • that challenges in adolescence, including related family conflicts, parenting styles, intimacy, and sex and gender issues can influence development. • that there are major theories and approaches to explaining personality that are investigated through a variety of research methods. • that all testing strategies should be evaluated based on reliability and validity of the instruments/test. • of the following key players, places, events, and/or ideas ○ Torsten Wiesel, Albert Bandura, John Garcia, Ivan Pavlov, B. F. Skinner, Piaget, Edward Thorndike, John B. Watson, Mary Ainsworth, Albert Bandura, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Lev Vygotsky, Alfred Adler, Carl Jung, Abraham Maslow, Carl Rogers <u>vocabulary:</u> classical conditioning, operant conditioning, observational learning, acquisition, extinction, spontaneous recovery, generalization, discrimination, higher-order learning, positive reinforcement, negative reinforcement, punishment, schedules of reinforcement, insight learning, latent learning, social learning, information processing, psychoanalytic approach, humanist approach, cognitive approach, trait approach, social cognition approach, behavioral approach, case studies, surveys, MMPU, TAT	from multiple sources. • formulating conclusions using existing evidence. • using critical thinking skills. • applying psychological knowledge. • applying major theoretical approaches to multiple issues. • promoting healthy lifestyle choices using psychological knowledge. • applying psychological knowledge to civic engagement. • defining social context. • identifying the influences of social context.
Content Area Literacy Standards	21st Century Skills	
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	• <i>reason effectively</i> • <i>think creatively</i> • <i>access and evaluate information</i>	

• RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	
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Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	