

Behavioral Psychology: Cognitive Processes

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.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results. - D2.Psy.5.9-12. Explain how the validity and reliability of observations and measurements relate to data analysis. - D2.Psy.6.9-12. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics. - 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.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. - 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.	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> psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people's lives.	ESSENTIAL QUESTIONS - How does one define intelligence? - How far would you go to predict the future?
	Acquisition	
	<i>Students will know...</i> - that there are basic principles of sensory transduction and a specific process of sensory retrieval. - that there are general principles of organizing and integrating sensation to promote a stable awareness of the world. - that the experience and culture of a subject can influence perceptual processes. - that the role of attention toward parapsychological phenomena can impact what we see. - that there are various states of consciousness which have an impact on behavior. - that sleep has an impact on a person's mentality and behavior. - that without proper REM, negative consequences can occur (stages, treatments, sleep disorders). - that hypnosis has historical and contemporary uses in the field of psychology. - that research has classified the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects. - that the different systems of memory are used in many forms and there are strategies to improve results.	<i>Students will be skilled at...</i> - discussing necessary psychological research to plan, conduct, and interpret research results. - explaining the impact of validity and reliability of observations and measurements on data analysis. - collecting and analyze data to answer a question. - explaining the complexities of human thought and behavior and individual differences. - explaining influences. - identifying the impact of psychological science on understanding. - generating research questions using information 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.

• 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. •	• that intelligence is measured and defined in a variety of ways in psychology, many of which are controversial (reliable and valid). • that test scores are interpreted based in terms of the normal curve, which requires a standard of appropriate testing practices, particularly in relation to culture-fair test uses. • of the following key players, places, events, and/or ideas ○ Torsten Wiesel, Gustav Fechner, David Hubel, Ernst Weber, William James, Sigmund Freud, Ernest Hilgard, Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller, Charles Spearman, Howard Gardner, Robert Sternberg, Alfred Binet, Francis Galton, Howard Gardner, Louis Terman, David Wechsler <u>vocabulary:</u> absolute threshold, difference threshold, signal detection, sensory adaptation, kinesthesia, energy transduction, gestalt principles, depth perception, perceptual set, context effects, parapsychological phenomena, psychotherapy, hypnotic phenomena, depressants, stimulants, suggestibility, dissociation, drug dependence, short-term memory, long-term memory, sensory memory, procedural memory, encoding, storage	
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. • 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.		• <i>reason effectively</i> • <i>think creatively</i> • <i>access and evaluate information</i>

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| <ul style="list-style-type: none">• 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	