

Behavioral Psychology: Foundations of Psychology

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.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology. - 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.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.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior. - 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,	Transfer Students will be able to independently use their learning to make informed decisions based on their understanding of the behavioral science of psychology.		
	Meaning ENDURING UNDERSTANDINGS Students will understand that... - psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people’s lives. - psychological research is done in an elaborate scientific process that can be controlled while considering extraneous variables. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action. ESSENTIAL QUESTIONS - Does a person have a choice to act the way he or she does?		
	Acquisition Students will know... - that philosophical and physiological perspectives shaped the development of psychological thought. - that there are different theoretical approaches in explaining behavior throughout psychological history. - that there are strengths and limitations of applying theories to explain behavior. - that the different domains and major historical figures of Psychology have impacted present day practices in the field. - that there are different types of research with regard to purpose, strengths, and weaknesses. - that research design drives the reasonable conclusions that can be drawn from studies. - that the validity of behavioral explanations is based on the quality of research design. - that the purposes of descriptive statistics and Students will be skilled at... - demonstrating understanding of the scientific methods. - investigating human behavior through multiple perspectives. - 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. - exploring multicultural and global perspectives. - 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.		

organizational, personal, and social issues. • D2.Psy.21.9-12. Discuss ways in which the applications of psychological science can address domestic and global 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. • His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	inferential statistics is clarify research. • that ethical issues inform and constrain research practices and legal guidelines and protect research participants and promote sound ethical practice. • that there are basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons. • that the endocrine system and drug use has an impact on behavior. • that psychology has an abiding interest in how heredity, environment, and evolution work together to shape behavior. • of the following key players, places, events, and/or ideas ○ Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt, American Psychological Association, Paul Broca, Michael Gassaniga, Roger Sperry, Carl Wernicke <u>vocabulary:</u> structuralism, functionalism, behaviorism, gestalt, psychoanalytic, humanism, evolutionary approach, biological approach, cognitive approach, biopsychosocial approach, correlational studies, survey research, naturalistic observations, case studies	• discussing how applications of psychological science can address issues. • promoting healthy lifestyle choices using psychological knowledge. • applying psychological knowledge to civic engagement. • defining social context. • analyzing the influence of context on perspective. • explaining how present perspectives influence interpretations of history. • taking informed action.
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	• <i>reason effectively</i> • <i>think creatively</i> • <i>access and evaluate information</i>	

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.

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	