

Psychology: Foundations of Psychology

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - 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 define a problem and develop a solution as a means for taking informed action. - 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. Content Standards: - Psy.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology. - Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. - Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results. - Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. - Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. - Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.	<i>Transfer</i>	
	<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>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - 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. - there are various factors involved in designing and choosing a method of research. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. - ethical standards and issues are important factors in research methods in psychology.	ESSENTIAL QUESTIONS What factors most influence one's development?
	<i>Acquisition</i>	
	<i>Students will know...</i> - that psychology is the study of the mind and behavior. - that psychologists conduct research, promote physical and mental health, help people learn, work in the community, and contribute to the work environment. - that modern approaches to psychology include the neurobiological, behavioral, psychodynamic, cognitive, evolutionary, humanistic, and sociocultural approaches. - that psychologists use the scientific method when designing ways to study human behavior. - that researchers generate a question or hypothesis, collect data from the experiments, and draw conclusions from the results.	<i>Students will be skilled at...</i> <i>understanding the study of psychology.</i> - 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 complexities of human thought and behavior and individual differences. - describing the influence of multiple factors. - explaining the interaction of biology and experience. - explaining influences on individual cognitive and physical abilities.

● 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. ● Psy.14.9-12. Use information from different psychological sources to generate research questions ● Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. ● Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. ● Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. ● Psy.18.9-12. Apply psychological knowledge to their daily lives. ● Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues. ● Psy.23.9-12. Apply psychological knowledge to civic engagement. ● 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.	● that there are ethical standards and issues involved in the field of psychology. <u>vocabulary:</u> behavior, psychology, Wilhelm Wundt, William James, Sigmund Freud, neurobiological (biological) approach, behavioral approach, psychodynamic approach, humanistic approach, cognitive approach, evolutionary approach, socio-cultural approach, functionalism, structuralism, psychoanalysis, introspection, deductive reasoning, inductive reasoning, independent variable, dependent variable, hypothesis, various psychological tools, bias, nature vs. nurture	● explaining the common themes across multiple fields of Psychology. ● formulating conclusions using existing evidence. ● using critical thinking skills. ● acknowledging the interconnectedness of knowledge. ● applying psychological knowledge. ● applying major theoretical approaches to characteristics of culture. ● understanding the relationship between psychological knowledge and civic engagement. ● 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 grades 11-12 texts and topics. ● 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>assess and evaluate information</i> ● <i>work creatively with others</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i>	

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	
--	--

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
1.OA.1 Use	1.OA.1 Use
Technology Integration	District Materials
1.OA.1 Use	