The Des Moines Public Schools Curriculum guide contains the prioritized standards, required pacing, materials and resources, and assessment correlates for the school year. This document is intended to be used in conjunction with the District Assessments and classroom assessments to scaffold our students in mastery of the Iowa Core State Standards.

**Psychology Des Moines Public Schools**

 2017-2018 CURRICULUM GUIDE

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| **Psychology** |
| **Psychology****1 semester – .5 credit East, Hoover, Lincoln, North and Roosevelt**This course is designed to provide students with a basic understanding of human behavior and social relationships. The purpose is to create an awareness of the uniqueness of the individual and help students apply psychological principles to the solution of personal problems. Psychology will help students identify personal needs, values, and goals to assist them as they make career choices and family decisions. This course will also provide students with an understanding of the learning process and an appreciation of psychology as a field of knowledge based on scientific methods of research. The course is composed of the following instructional units: history and methods of psychology, the biology of psychology, cognitive psychology, human development, social psychology, and variations (psychological disorders and treatments). **Link to Course Resources**: <http://socialstudies.dmschools.org/electives.html>

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| *Unit* | *Content and Skill Standards* | *Content Topics* | *Unit* | *Content and Skill Standards* | *Content Topics* |
| *Unit 1**History and Research* | Iowa Core Social Studies Standards:9-12.BS.1, 9-12.BS.3 | History and Research | *Unit 3**Lifespan Development* | Iowa Core Social Studies Standards:9-12.BS.2, 9-12.BS.6, 9-12.BS.7 | Lifespan Development |
| *Unit 2**Cognition and Learning* | Iowa Core Social Studies Standards:9-12.BS.6, 9-12.BS.7 | Cognition and Learning | *Unit 4**Disorders and Treatments* | Iowa Core Social Studies Standards:9-12.BS.2, 9-12.BS.3, | Disorders and Treatments |

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**Standards-Referenced Grading Basics**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 2, Level 3, and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 2 and Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 2 and Level 3 | 3.0 |
| Demonstrate all Level 2 learning targets and some of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3 | 2.0 |
| Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate none of the learning targets from Level 2 or Level 3 | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| *\*Students who demonstrate success at Level 3 learning targets but not Level 2 learning targets are the students for whom additional investigation and multiple opportunities are most vital.* |

The teacher designs instructional activities and assessments that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called learning targets. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

The common core state **standard** code is located on each scale.



Each lettered bullet point represents one **Learning** **Target**.

The **Learning Goal** is the complete Level 3 of the scale.

When the time comes to identify the Topic Score for a topic, the teacher looks at all of the pieces of the Body of Evidence for that topic. The table to the right describes what Topic Score a student receives based on what the Body of Evidence shows. The scores listed on this table are the only valid scores that may be entered into the Topic Score assignment in a grade book.

**DMPS Grading Resources: grading.dmschools.org**

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| Scales |
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| **Topic** | **4** | **3**  | **2** |
| **History and Research** | *In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.*Synthesize understandings of content-specific terminology with prior learning or authentic, relevant events, processes, or developments.  | 3A- Analyze and apply content-specific terminology.3B – Compare and contrast appropriate research methods used by behavioral scientists to study human behavior, social groups, and issues.  | Students demonstrate they have developed the ability to:2A- Identify and define content-specific terminology.2B – Identify research methods used by behavioral scientists |
| **Cognition and Learning** | *In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.*Formulate and design appropriate thinking strategies based on content specific terminology and theories. | 3A- Analyze and apply content-specific terminology.3B – Examine cognitive processes and learning theories that humans use for problem solving. | Students demonstrate they have developed the ability to:2A- Identify and define content-specific terminology.2B-List cognitive processes, identify various learning theories |
| **Lifespan Development** | *In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.*Borrowing from the major theorists, formulate an original theory of lifespan development.  | 3A- Analyze and apply content-specific terminology.3B – Compare and contrast major developmental theorists. 3C – Differentiate brain regions, their associated functions and their impacts on behavior. | Students demonstrate they have developed the ability to:2A- Identify and define content-specific terminology.2B – Identify developmental theorists, recognize brain regions, list functions of brain regions |
| **Disorders and Treatments** | *In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.*Using a diagnostic tool: identify a specific disorder; evaluate possible causes; and provide detailed analysis of that category of mental illness. | 3A- Analyze and apply content-specific terminology.3B –Apply the BioPsychoSocial (BPS) model, categorize attributes of psychological disorder classifications. 3C— Investigate treatment methods and their efficacy.  | Students demonstrate they have developed the ability to:2A- Identify and define content-specific terminology.2B-Identify psychological disorders, recognize treatment methods |

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| Unit 1: History and Research |
| What makes psychology a science? 4 weeks (10 blocks)  |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| Students will explore the history of psychology as a social science, different approaches, and research methods in the field. Students are introduced to the diverse and rapidly changing field of psychology. Many high school students consider a career in psychology, but few know of the wide variety of options available to them. This unit provides options to explore the many subfields in psychology and information about the different settings in which psychologists work. The origins of the field are examined helping students develop an understanding of contemporary perspectives in the field. Students explore research methods in the field. They examine how psychologists know what they know – by asking questions and then conducting research to find answers. *History of Psychology*-W. Wundt**,** S. Freud**,** W. James**,** J. Watson*Approaches*-structuralism**,** functionalism**,** behaviorism**,** humanism*Methods*-scientific process**,** independent v. dependent variables**,** survey method**,** naturalistic observation**,** interviews**,** the case study method**,** psychologicaltests**,** longitudinal & cross-sectional  | *Thinking about Psychology*Modules 1, 2, 3, 4, and 5*Evidence of Learning** Common Formative Assessment
* Assess a celebrity from one of the six psychological perspectives
* Analyze a ground-breaking psych experiment <http://www.usefulcharts.com/psychology/famous-psychology-experiments.html>
* Develop a hypothesis applying to human behavior and design an experiment

Scientific method overview <http://www.youtube.com/watch?v=JA3yhdNXiFM> |

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| Unit 2: Cognition and Learning |
| How does thinking and learning affect human behavior? 4 weeks (10 blocks) |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| Many psychologists believe that to truly understand human behavior, one must have an understanding of the biological processes that underlie our actions. While this viewpoint has increasingly dominated the field, students sometimes miss this important connection. This unit also helps students understand how biological processes shape behaviors. Students learn about the internal workings of the brain and how our bodies adapt to the environment. Students explore how our thinking, learning, and remembering play a role in our lives. This unit covers classical conditioning, operant conditioning, observational learning, as well as how we process information, memory, and consciousness.  | *Thinking about Psychology*Modules 19, 20, 21, 22, 23, 24, 27, and 28Classical Conditioning<http://www.youtube.com/watch?v=HfTTm-rgFFI>Operant Conditioning Big Bang Theory<http://www.youtube.com/watch?v=euINCrDbbD4>Elizabeth Loftus<http://www.youtube.com/watch?v=PQr_IJvYzbA>APA Book for Demonstrations Volume 1 – Memory/Cognition Unit<http://www.apa.org/pubs/books/4311011.aspx> |

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| Unit 3: Lifespan Development  |
| How do humans develop over the lifespan? 4 weeks (10 blocks)  |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| Historically, psychologists focused on understanding the milestones in childhood development. Adult development was virtually ignored. In recent decades, psychologists have expanded their interest in development beyond childhood to the entire human lifespan. In this unit, students are exposed to the physiological and environmental influences on development from conception to death. *Lifespan Development*-prenatal-childhood-adolescence-adulthood | *Thinking about Psychology*Modules 14, 15, 16, 17, and 18Piaget Deductive Reasoning Stage 4 (et al)<http://www.youtube.com/watch?v=zjJdcXA1KH8&feature=BFa&list=UUUK6sfuTuXN_SRsJUp2-jKw> |

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| Unit 4: Disorders and Treatments |
| Why is everyone else so strange? 4 weeks (10 blocks) |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| Students are often interested in learning more about themselves and their relationships to others. This unit has an intrinsic appeal to high school students. There is an exploration of the symptoms and possible causes of abnormal behavior patterns. Student are presented with various methods of treatment for psychological disorders. *Types* -mood disorders**,** anxiety disorders**,** somatoform disorders**,** schizophrenia**,** dissociative disorders**,** personality disorders*Diathesis Stress and Bio-Psy-Social* (i.e. PB & J experiment)*Treatments*-cognitive, behavioral**,** humanist**,** biological**,** psychoanalytic | *Thinking about Psychology*Modules 29, 30, 31, 32, and 33*Activities:* * Defense mechanisms from popular movies/literature
* Create your own projective tests.
* Phobias case study
* Depression inventory
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