Psychology 1 – Course Code # 2107300

	August /January	September /February	October /March	November /April	December /May
Unit(s)	Unit 1: Introducing Psychology Unit 2: Infancy, Adolescence & Adulthood	Unit 3: Language Development Unit 4: Learning			

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SS.912.P.7.1 SS.912.P.7.2 SS.912.P.7.3 SS.912.P.7.4 SS.912.P.7.5 SS.912.P.7.6 SS.912.P.7.7 SS.912.P.7.8 SS.912.P.7.9

Unit 6:

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Psychology 1 (#2107300) 2022 -And Beyond (current)

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Course Standards

Name	Description
SS.912.P.1.1:	Define psychology as a discipline and identify its goals as a science.
SS.912.P.1.2:	Describe the emergence of psychology as a scientific discipline.
SS.912.P.1.3:	Describe perspectives employed to understand behavior and mental processes.
SS.912.P.1.4:	Discuss the value of both basic and applied psychological research with human and non-human animals.
SS.912.P.1.5:	Describe the major subfields of psychology.
SS.912.P.6.1:	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
SS.912.P.6.2:	Explain issues of continuity/discontinuity and stability/change.
SS.912.P.6.3:	Distinguish methods used to study development.
SS.912.P.6.4:	Describe the role of sensitive and critical periods in development.
SS.912.P.6.5:	Discuss issues related to the end of life.
SS.912.P.6.6:	Discuss theories of cognitive development.
SS.912.P.6.7:	Discuss theories of moral development.
SS.912.P.6.8:	Discuss theories of social development.

SS.912.P.6.9:	Describe physical development from conception through birth and identify influences on prenatal development.

SS.912.P.11.3:	Discuss strategies for improving the encoding of memory.
SS.912.P.11.4:	

MA.K12.MTR.1.1:	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: x Analyze the problem in a way that makes sense given the task. x Ask questions that will help with solving the task. x Build perseverance by modifying methods as needed while solving a challenging task. x Stay engaged and maintain a positive mindset when working to solve tasks. x Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: x Cultivate a community of growth mindset learners. x Foster perseverance in students by choosing tasks that are challenging. x Develop students' ability to analyze and problem solve. x Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: x Build understanding through modeling and using manipulatives. x Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. x Progress from modeling problems with objects and drawings to using algorithms and equations.

Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Focus on relevant details within a problem.
Create plans and procedures to logically order events, steps or ideas to solve problems.

- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
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	Have students estimate or predict solutions prior to solving. x Prompt students to continually ask, “Does this solution make sense? How do you know?” x Reinforce that students check their work as they progress within and after a task. x Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-

MA.K12.MTR.7.1:

	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety