

00 Additional Standards

Content Area: **Social Studies**
Course(s): **Psychology**
Time Period: **Semester 1 & 2**
Length: **Year**
Status: **Published**

Interdisciplinary Connections Across Content and Grade

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| MA.S-IC.A | Understand and evaluate random processes underlying statistical experiments |
| MA.S-IC.B.3 | Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. |
| VA.9-12.1.5.12prof.Pr6 | Conveying meaning through art. |
| VA.9-12.1.5.12prof.Re7a | Hypothesize ways in which art influences perception and understanding of human experiences. |
| MA.S-MD.A | Calculate expected values and use them to solve problems |
| VA.9-12.1.5.12prof.Cn10a | Document the process of developing ideas from early stages to fully elaborated ideas. |
| VA.9-12.1.5.12prof.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| VA.9-12.1.5.12prof.Cn11a | Describe how knowledge of culture, traditions and history may influence personal responses to art. |
| VA.9-12.1.5.12prof.Cn11b | Describe how knowledge of global issues, including climate change, may influence personal responses to art. |
| SCI.HS-ESS3-1 | <p>Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.</p> <p>Cause and Effect</p> <p>Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> |
| SCI.HS.ESS3.D | Global Climate Change |
| FL.IM.7.1.IM.IPERS.6 | Exchange information from a variety of resources with classmates about global issues, including climate change. |
| FL.IM.7.1.IM.IPRET.7 | Infer the meaning of some unfamiliar words in some new contexts. |
| FL.IM.7.1.IM.IPRET.9 | Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. |
| FL.IM.7.1.IM.PRSNT.5 | When expressing viewpoints, give reasons to support the claims. |
| FL.IM.7.1.IM.PRSNT.7 | Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. |
| HE.9-12.2.1.12.CHSS.1 | Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. |
| HE.9-12.2.1.12.CHSS.6 | <p>Evaluate the validity of health information, resources, services, in school, home and in the community.</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> <p>The decisions one makes can influence an individual's growth and development in all</p> |

dimensions of wellness.

Career Readiness, Life Literacies, Key Skills

Career Exploration Occurs in all Core and Elective Classes. In relevant units for each course, there is a separate discussion on Career Exploration, which is separate from 21st Century Skills.

Psychology Career Options:

Counseling/Therapy, Psychiatrist, Lawyer, Social Worker, Customer Service, Human Resources, Teacher, Probation Officer, Environmental Psychologist, Business Administrator, College Admissions Officer

There are actions an individual can take to help make this world a better place.

PFL.9.1.2.CR.1

Recognize ways to volunteer in the classroom, school and community.

PFL.9.1.2.CR.2

List ways to give back, including making donations, volunteering, and starting a business.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the

nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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| CRP.K-12.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability. |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| TECH.9.4.12.GCA.1 | <p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>Accurate information may help in making valuable and ethical choices.</p> <p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p> <p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> <p>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p> <p>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>With a growth mindset, failure is an important part of success.</p> |

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| CS.9-12.8.1.12.AP.3 | Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice. |
| CS.9-12.8.1.12.AP.7 | Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. |
| CS.9-12.8.2.12.EC.2 | Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. |
| CS.9-12.8.2.12.EC.3 | Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. |
| CS.9-12.8.2.12.NT.1 | Explain how different groups can contribute to the overall design of a product. |
| CS.9-12.8.2.12.ETW.1 | Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product. |
| CS.9-12.8.2.12.ETW.4 | <p>Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</p> <p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.</p> <p>The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.</p> <p>Complex programs are developed, tested, and analyzed by teams drawing on the members' diverse strengths using a variety of resources, libraries, and tools.</p> |

Reading and Writing

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| LA.RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. |
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.L.9-10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| LA.L.9-10.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

