

Dorchester County Public Schools

High School Social Studies Curriculum

“PSYCHOLOGY”

Date of C.C.C. Approval: August 1, 2006

Date of Board Approval: May 16, 2007

STATEMENT OF NON-DISCRIMINATION

THE DORCHESTER COUNTY BOARD OF EDUCATION DOES NOT DISCRIMINATE IN ADMISSIONS, TREATMENT, OR EMPLOYMENT IN ITS PROGRAMS AND ACTIVITIES ON THE BASIS OF RACE, COLOR, SEX, NATIONAL ORIGIN, RELIGION, DISABILITY, SEXUAL ORIENTATION, OR ANY OTHER BASIS PROHIBITED BY LAW:

THIS MATERIAL IS AVAILABLE IN ALTERNATIVE FORMATS UPON REQUEST.

I. Philosophy

Dorchester county Public School Mission Statement

The mission of Dorchester County Public Schools is to assure that every child will learn by providing:

Rigorous educational programs that challenge all students
School environments that is safe, friendly, and nurturing
Exceptional faculty and staff who are committed to providing a child-centered climate

Dorchester County Public Schools Vision Statement

Through a cooperative and supportive partnership among the school, home, and community, the Dorchester County Public Schools will provide continuously, improving educational programs, which enable all students to acquire the self-discipline, knowledge, and skills necessary to become creative, self-sufficient, life-long learners and productive citizens.

Philosophy of Content

High school psychology courses often reflect two basic approaches: They emphasize either the scientific basis of psychology or the personal insight and adjustment side of psychology. This emphasis may reflect the departmental home of the course in the high school structure or it may represent the training and preferences of the teacher.

Purpose

The psychology course should foster development of certain abilities and attitudes. For example, high school psychology students should develop curiosity about the causes of human behavior. They should learn to reject simplistic explanations of behavior in favor of richer, more complex approaches. Some content standards may emphasize certain abilities and attitudes over others. However, course objectives should include the integration of abilities and attitudes across content domains.

Mission Statement

"Psychology" provides a foundation for students to gain an understanding of behavior as they learn the knowledge and skills necessary to address critical problems of the individual and society. Whereas common sense relies on intuition, authority, and "what everybody knows" as proof of psychological reality, scientific psychology is built on facts available to public observation. Psychology students learn to distinguish between science and

pseudoscience, dispelling misconceptions that mind reading, brainwashing, behavioral programming, and thought control are scientific. Psychology students learn that psychologists do not use mysterious methods to "psych out other people" to obtain advantages through trickery. They learn to recognize limitations of what can be known through intuition and common sense as they learn that psychological science is empirical and analytical.

Description of Process and Acknowledgements

A cooperative team composed of secondary social studies educators and the central office curriculum facilitator were responsible for writing and reviewing the "Psychology" curriculum.

II. GENERAL DESCRIPTION

General Course Outline

The course will help students demonstrate an acceptable degree of mastery of the basic concepts, principles, and processes of psychology with the understanding that social behavior and attitudes are largely learned. This learning is situated in historical times. The psychology course should provide substantive content and opportunity for self-examination of the student's personal attitudes in order to promote effective understanding of differences in people who vary by ethnicity, race, class, sexual orientation, religion, age, gender, and able-bodiedness. Integrating frameworks for understanding diversity in the curriculum will also support the development of critical thinking skills

Scope and Sequence

UNIT	TIMELINE
I. Introduction to Psychology	5 days
II. Biopsychological Unit	15 Days
III. Development Unit	17 Days
IV. Cognitive Unit	19 Days
V. Variations in Individual and Group Behavior Unit	13 Days

Psychology

I. INTRODUCTION TO PSYCHOLOGY UNIT

Standard Area IA: Introduction and Research Methods

Content Standards

After concluding this unit, students understand:

- IA-1. Contemporary perspectives used by psychologists to understand behavior and mental processes in context
- IA-2. Major subfields and career opportunities that comprise psychology
- IA-3. Research strategies used by psychologists to explore behavior and mental processes
- IA-4. Purpose and basic concepts of statistics
- IA-5. Ethical issues in research with human and other animals that are important to psychologists
- IA-6. Development of psychology as an empirical science

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IA-1: Contemporary perspectives used by psychologists to understand behavior and mental processes in context.

Students are able to (performance standards):

IA-1.1 Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic perspectives.

Students may indicate this by (performance indicators):

- a. Analyzing how each perspective would explain concepts, e.g., aggression, altruism
- b. Evaluating the limitations of each perspective in assessing behavior and mental processes
- c. Comparing primary emphases of the different perspectives
- d. Examining historical factors that influenced the popularity of a

selected perspective

CONTENT STANDARD IA-2: Major subfields and career opportunities that comprise psychology.

Students are able to (performance standards):

IA-2.1 List and explain the major subfields of psychology.

Students may indicate this by (performance indicators):

- a. Identifying the different subfields of psychology, such as clinical, counseling, social, experimental, school, and developmental psychology
- b. Recognizing applied specializations, including forensic, community, industrial/organizational, human factors, cross-cultural, sports, or rehabilitation psychology, among others
- c. Explaining the differences between a psychologist and psychiatrist
- d. Exploring career opportunities for college graduates with psychology majors

II. BIOPSYCHOLOGICAL UNIT

Standard Area IIA: Biological Bases of Behavior

CONTENT STANDARDS

After concluding this unit, students understand:

IIA-1. How heredity interacts with the environment to influence behavior

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIA-1: How heredity interacts with environment to influence behavior.

Students are able to (performance standards):

IIA-1.1 Assess the effects of heredity and environment on behavior.

Students may indicate this by (performance indicators):

- a. Identifying the relationships among DNA, genes, and chromosomes
- b. Differentiating between genotype and phenotype
- c. Explaining how chromosomal abnormalities can cause Down and/or Turner's syndrome
- d. Using twin and adoption studies to assess the influence of heredity and environment on behavior
- e. Comparing results from inbred and outbred strains of rats and mice

Standard Area IIB: Sensation and Perception

Content Standards

After concluding this unit, students understand:

IIB-1. Basic concepts explaining the capabilities and limitations of sensory processes

IIB-2. Interaction of the person and the environment in determining perception

IIB-3. Nature of attention

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIB-1: Basic concepts explaining the capabilities and limitations of sensory processes.

Students are able to (performance standards):

IIB-1.1 Explain the concepts of threshold, adaptation, and constancy.

Students may indicate this by (performance indicators):

- a. Devising demonstrations that illustrate threshold, adaptation, and constancy
- b. Providing real-life examples of threshold, adaptation, and

constancy

IIB-1.2 Describe the operation of sensory systems.

Students may indicate this by (performance indicators):

- a. Identifying the physiological features common across all sensory systems (e.g., receptors, pathways to the brain, transduction)
- b. Labeling a diagram of the parts of the eye and ear and explaining the role of each part
- c. Explaining the operation of other sensory systems, such as taste and touch
- d. Discussing how to protect sensory systems (e.g., avoiding prolonged loud voices)

IIB-1.3 List forms of energy for which we do and do not have sensory receptors.

Students may indicate this by (performance indicators)

- a. Comparing the sensory capabilities of humans and other species, such as the echo-detection system in bats
- b. Hypothesizing about system limitations, such as human limits related to sensing the spectrum of light

IIB-1.4 Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, architecture, and so on.

Students may indicate this by (performance indicators):

- a. Analyzing advertisements for their use of sensory information
- b. Finding examples of sensory principles in an area other than advertising, such as in music or textbooks

CONTENT STANDARD IIB-2: Interaction of the person and the environment in determining perception.

Students are able to (performance standards):

IIB-2.1 Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on.

Students may indicate this by (performance indicators):

- a. Finding examples of Gestalt principles
- b. Constructing demonstrations of Gestalt principles
- c. Explaining the significance of the whole is greater than the sum of its parts

IIB-2.2 Describe binocular and monocular depth cues.

Students may indicate this by (performance indicators):

- a. Analyzing how three-dimensional viewers or random dot stereogram's use stereopsis to create depth
- b. Finding examples of monocular depth cues, such as linear perspective and relative size, in pictures, paintings, or photographs

IIB-2.3 Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations.

Students may indicate this by (performance indicators):

- a. Analyzing the factors that influence the validity of eyewitness testimony (e.g., framing of questions, cross-racial identification problems)
- b. Hypothesizing why students from different schools disagree about an official's call in a football game
- c. Comparing perceptions of school violence in urban, suburban, and rural communities from the standpoint of race/ethnicity, class, or gender
- d. Hypothesizing about how perceptual principles may relate to stereotypes and prejudice

- e. Describing cross-cultural studies that illustrate cultural similarities and differences in perception
- f. Discriminating between bottom-up and top-down processing and how those interact when we encounter new stimuli.

CONTENT STANDARD IIB-3: Nature of attention

Students are able (performance standards):

IIB-3.1 Explain what is meant by attention.

Students may indicate this by (performance indicators):

- a. Finding examples of selective attention and divided attention
- b. Identifying variables that draw attention to a particular event
- c. Identifying variables that influence the ability to divide attention
- d. Designing a demonstration that illustrates the difference between selective attention and divided attention, such as listening to a lecture while taking notes
- e. Relating signal detection theory to an everyday example

IIB-3.2 Describe how attention differs for demanding versus simple tasks.

Students may indicate this by (performance indicators):

- a. Analyzing the amount of attention required for demanding versus simple tasks
- b. Applying knowledge of attentional processes to design an ideal environment for homework

Standard Area IIC: Motivation and Emotion

Content Standards

After concluding this unit, students understand:

IIC-1. Motivational concepts

- IIC-2. The role of biology and learning in motivation and emotion
- IIC-3. Major theories of motivation
- IIC-4. Interaction of biological and cultural factors in emotions and motivations
- IIC-5. Role of values and expectancies in determining choice and strength of motivation
- IIC-6. Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects
- IIC-7. Effects of motivation and emotion on perception, cognition, and behavior

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIC-1: Motivational concepts

Students are able to (performance standards):

IIC-1.1 Apply motivational concepts to the behavior of humans and other animals.

Students may indicate this by (performance indicators):

- a. Describing their own motives, goals, and values
- b. Analyzing the goals and expectancies in a case study or vignette
- c. Identifying the values or motives appealed to in political campaigns or television advertisements
- d. Analyzing factors that may increase their intrinsic motivation for studying psychology
- e. Explaining how the effect of teacher praise or punishment on student motivation depends on the student's attribution
- f. Giving examples of how motivation has and can be studied

CONTENT STANDARD IIC-2: The role of biology and learning in motivation and emotion.

Students are able to:

IIC-2.1 Describe the interaction of internal cues and learning on basic drives.

Students may indicate this by (performance indicators):

- a. Explaining why one becomes hungry when one smells bread baking or hears an ice cream truck
- b. Discussing how the concepts of homeostasis and adaptation level can be applied in understanding motivated behavior
- c. Describing how addiction and tolerance to drugs are modified by learning

IIC-2.2 Describe the situational cues giving rise to anger and fear.

Students may indicate this by (performance indicators):

- a. Analyzing occasions on which they became angry or afraid
- b. Evaluating personal experiences of discrimination giving rise to fear and/or anger

IIC-2.3 Describe the situational cues and individual characteristics giving rise to curiosity and anxiety.

Students may indicate this by (performance indicators):

- a. Explaining why one person would be curious and another anxious in the same situation
- b. Discussing why one person responds to stereotyping without anxiety and another person responds with anxiety

CONTENT STANDARD IIC-3: Major theories of motivation

Students are able to (performance standards):

IIC-3.1 Describe one or more theories of motivation, such as expectancy value, cognitive dissonance, arousal, Maslow's hierarchy of needs, and drive reduction.

Students may indicate this by (performance indicators):

- a. Applying Maslow's theory to make predictions about meeting needs

CONTENT STANDARD IIC-4: Interaction of biological and cultural factors in emotions and motivations.

Students are able to (performance standards):

IIC-4.1 Explain how common motives and emotions develop.

Students may indicate this by (performance indicators):

- a. Describing how the development of their own motives was affected by their parents, peers, as well as genetic and biological factors
- b. Describing changes in their own motivation from the beginning of the school year to the present
- c. Identifying how motivation for food develops
- d. Discussing how motives differ for those who drop out of school compared to those who stay in school
- e. Describing how expectations about menstruation affect "premenstrual symptoms" and emotions

CONTENT STANDARD IIC-5: Role of values and expectancies in determining choice and strength of motivation.

Students are able to (performance standards):

IIC-5.1 Use expectancy-value theory to explain their own and others' behavior.

Students may indicate this by (performance indicators):

- a. Analyzing how expectancy-value theory explains how they spent their time the previous evening
- b. Using strategies for motivating themselves for desired behaviors, such as studying

CONTENT STANDARD IIC-6: Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects.

Students are able to (performance standards):

IIC-6.1 Explaining how emotions and behaviors are related

Students may indicate this by (performance indicators):

- a. Describing how emotions related to non-verbal communication
- b. Identifying components of the emotional experience

CONTENT STANDARD IIC-7: Effects of motivation and emotion on perception, cognition, and behavior.

Students are able to (performance standards):

IIC-7.1 Describe differences in perception between individuals differing in motivation.

Students may indicate this by (performance indicators):

- a. Explaining how supporters of opposing football or basketball teams differ in their perceptions of possible fouls
- b. Comparing reactions of individuals to literary and artistic works

IIC-7.2 Explain how learning, memory, problem solving, and decision-making strategies are influenced by motivation and emotion.

Students may indicate this by (performance indicators):

- a. Describing the effect of motivation and emotion on their learning from the assignment for today's class
- b. Hypothesizing about the effect of mood differences on behavior between Wednesday and Friday
- c. Gathering examples of advertisements or political appeals designed to motivate choice or behavior
- d. Explaining the relationship between level of arousal and

performance

Standard Area IID: Stress, Coping, and Health

Content Standards

After concluding this unit, students understand:

IID-1. Sources of stress

IID-2. Physiological reactions to stress

IID-3. Psychological reactions to stress

IID-4. Cognitive and behavioral strategies for dealing with stress and promoting health

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IID-1: Sources of stress

Students are able to (performance standards):

IID-1.1 Identify and explain major sources of stress.

Students may indicate this by (performance indicators):

- a. Defining frustration and giving examples of how it can be a source of stress
- b. Relating results of research about stress effects on animals
- c. Explaining and giving examples of approach-approach, approach-avoidance, and avoidance-avoidance conflicts
- d. Explaining how the hassles of contemporary life are a source of stress
- e. Discussing how our cognitive appraisal of situations can cause stress
- f. Exploring how challenges in work environments, such as violence, harassment, and downsizing, can increase stress reactions
- g. Examining the impact of discrimination from sexism, heterosexism, racism, and ageism.

- h. Examining the impact of discrimination on people with accents or distinguishing phenotypes
- i. Describing the impact of poverty on levels of daily stress

CONTENT STANDARD IID-2: Physiological reactions to stress

Students are able to (performance standards):

IID-2.1 List and explain possible physiological reactions to stress.

Students may indicate this by (performance indicators):

- a. Comparing the results of initial fight or flight experiments with animals to human stress reactions
- b. Describing how stress can affect the immune system
- c. Explaining models of stress such as learned helplessness

CONTENT STANDARD IID-3: Psychological reactions to stress

Students are able to (performance standards):

IID-3.1 List and explain possible psychological reactions to stress.

Students may indicate this by (performance indicators):

- a. Relating personal examples of how stress can impair psychological functioning in such areas as work, school, and relationships
- b. Explaining how stress can affect neurotransmitter function, mood states, and immunity to illness
- c. Describing how stress may have positive outcomes
- d. Discussing how cultural differences can influence one's reaction to stress

CONTENT STANDARD IID-4: Cognitive and behavioral strategies for dealing with stress and promoting health

Students are able to (performance standards):

IID-4.1 Identify and explain cognitive strategies to deal with stress and promote health

Students may indicate this by (performance indicators)

- a. Describing how the use of problem solving and other cognitive strategies may help to cope with stress and promote health
- b. Explaining how person versus situation attributions for life events can influence one's response to stressors and promote health
- c. Discussing the sources and beneficial effects of hope and optimism

IID-4.2 Identify and explain behavioral strategies to deal with stress and promote health.

Students may indicate this by (performance indicators):

- a. Explaining how defense mechanisms, regular exercise, relaxation, spiritual practices, and social support can help to alleviate some negative effects of stress and promote health
- b. Brainstorming ways in which changing behavior may alleviate some negative effects of stress and promote health
- c. Identifying behavioral strategies for coping with stress that can negatively influence health, such as smoking and substance abuse
- d. Discussing the pros and cons of seeking professional help to cope with stress

III. DEVELOPMENTAL UNIT

Standard Area IIIA: Lifespan Development

Content Standards

After concluding this unit, students understand:

IIIA-1. Development as a lifelong process

IIIA-2. Research techniques used to gather data on the developmental process

IIIA-3. Theories of development

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIIA-1: Development as a lifelong process

Students are able to (performance standards):

IIIA-1.1 Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan.

Students may indicate this by (performance indicators):

- a. Illustrating developmental changes in physical, cognitive, and social development
- b. Describing research on child development
- c. Hypothesizing on the interaction of physical, cognitive, and/or social changes in behavior
- d. Inferring how peer relationships change over time
- e. Describing similarities and differences in development across cultures
- f. Discussing the relative importance of peers' versus parents' influence in different cultural groups
- g. Examining the role of psychology in enhancing the life of older adults

IIIA-1.2 Examine the nature of change over the lifespan.


Students may indicate this by (performance indicators)

- a. Describing how social roles change over time
- b. Examining how culture, ethnicity, race, age, religion, gender, social class, ability/disability, and sexual orientation, and so on affect our lives over the lifespan
- c. Discussing quality of life issues related to aging

IIIA-1.3 Identify the complex cognitive structures found in the early development of infants and young children.

Students may indicate this by (performance indicators):

- a. Citing research on the capabilities of infants and young children
- b. Comparing contemporary research on early views of infant

- 
- capabilities with current understanding
 - c. Discussing the role of the caregiver in promoting child development
 - d. Explaining how cultural practices in child-rearing may influence cognitive development

IIIA-1.4 Apply lifespan principles to personal experience.

Students may indicate this by (performance indicators):

- a. Comparing their own life experiences with general patterns of others from their generation
- b. Predicting their own developmental changes over time
- c. Describing transition from childhood to adolescence
- d. Explaining the transition from adolescence to adulthood
- e. Projecting themselves into late life adulthood (i.e., post 65)

CONTENT STANDARD IIIA-2: Research techniques used to gather data on the developmental process



Students are able to (performance standards):

IIIA-2.1 Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study.

Students may indicate this by (performance indicators):

- a. Describing key features of each research technique
- b. Evaluating strengths and weaknesses of each research technique
- c. Demonstrating how certain research techniques relate to specific developmental issues
- d. Identifying behaviors and characteristics across generations
- e. Explaining the advantages of using animals to study lifespan issues
- f. Relating details of a specific longitudinal or cross-sectional study and its impact for understanding human development

CONTENT STANDARD IIIA-3: Theories of development

Students are able to (performance standards):



IIIA-3.1 Explain various developmental models.

Students may indicate this by (performance indicators):

- a. Explaining components of various developmental models (e.g. Piaget, Erikson, Kohlberg).
- b. Applying developmental theories to life situations
- c. Identifying limitations of stage theories

IIIA-3.2 Recognize how biological and cultural notions of gender shape the experiences of men and women.

Students may indicate this by (performance indicators):

- a. Explaining the differences between sex, identity, and roles
- b. Exploring effects of gender discrimination on development throughout the lifespan
- c. Explaining how gender identity develops
- d. Exploring how gender expectations may differ depending on ethnicity and acculturation
- e. Identifying biological factors that may lead to gender differences and similarities

IIIA-3.3 Examine the development of ethnic identity.

Students may indicate this by (performance indicators):

- a. Analyzing case studies that illustrate ethnic identity development
- b. Exploring effects of ethnic discrimination on development
- c. Identifying commonalities across racial and ethnic boundaries
- d. Examining theories on multiracial and multiethnic identity and the contexts in which they were developed

IIIA-3.4 Explore developmental theories as they relate to cultural bias.

Students may indicate this by (performance indicators)

- a. Identifying how cultural differences affect development, such as in collectivist versus individualist cultures
- b. Evaluating strengths and weaknesses of developmental theories, such as Erikson's stage of identity versus role confusion, from the perspective of different cultures
- c. Exploring effects of discrimination on the basis of sexual

orientation on the understanding of human development

Standard Area IIIB: Personality and Assessment

Content Standards

After concluding this unit, students understand:

IIIB-1. Distinguish between personality and personality constructs

IIIB-2. Personality approaches and theories

IIIB-3. Assessment tools used in personality

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIIB-1: Distinguish between personality and personality constructs

Students are able to (performance standards):

IIIB-1.1 Define personality as the individual's unique way of thinking, feeling, and acting.

Students may indicate this by (performance indicators):

- a. Identifying their own thoughts, feelings, and behavior in a personal experience
- b. Describing how personality can explain individual differences and individual consistencies
- c. Evaluating the influence of variables such as culture, family, and genetics on personality development
- d. Exploring the impact of sociocultural factors on personality development, including ethnicity, gender, sexual orientation, and ability/disability.

IIIB-1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena.

Students may indicate this by (performance indicators):

- a. Describing a historical example of personality explanations
- b. Differentiating the situational basis for personality versus enduring aspects of personality
- c. Identifying their personal constructs for explaining behavioral phenomena
- d. Describing how personality constructs can guide research
- e. Hypothesizing on the difficulties personality researchers have studying personality
- f. Discussing how bicultural and multicultural individuals may express different personality dimensions (e.g., code-switching) depending on the cultural context

CONTENT STANDARD IIIB-2: Personality approaches and theories

Students are able to (performance standards):

IIIB-2.1 Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.

Students may indicate this by (performance indicators):

- a. Comparing how different personality approaches address the influence of free will and determinism

IIIB-2.2 Identify important contributions to the understanding of personality.

Students may indicate this by (performance indicators):

- a. Diagramming Freud's structure of personality and describing his role in initiating study in the area of personality
- b. Describing the influence of external stimuli, modeling, and situational context on behavior
- c. Exploring the significance of self-perception and needs on an individual's thoughts, feelings, and actions.

CONTENT STANDARD IIIB-3: Assessment tools used in personality

Students are able to (performance standards):

IIIB-3.1 Distinguish between objective and projective techniques of personality assessment.

Students may indicate this by (performance indicators):

- a. Naming popularly used self-report measures and projective tests
- b. Comparing the validity and reliability of objective and projective assessment techniques

IV. COGNITIVE UNIT

Standard Area IVA: Learning

Content Standards

After concluding this unit, students understand:

- IVA-1. Characteristics of learning
- IVA-2. Principles of classical conditioning
- IVA-3. Principles of operant conditioning
- IVA-4. Components of cognitive learning

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVA-1: Characteristics of learning

Students are able to (performance standards):

IVA-1.1 Discuss learning from a psychological viewpoint.

Students may indicate this by (performance indicators):

- a. Defining learning as relatively permanent changes of behavior resulting from experience
- b. Distinguishing learning from performance

IVA-1.2 Recognize learning as a vehicle to promote adaptation through experience.

Students may indicate this by (performance indicators):

- a. Articulating how changes in adaptation can result from genetic factors or learned experiences
- b. Comparing how cultures differ in promoting learned behavior

CONTENT STANDARD IVA-2: Principles of classical conditioning

Students are able to (performance standards):

IVA-2.1 Describe the classical conditioning paradigm.

Students may indicate this by (performance indicators):

- a. Explaining how, using Pavlovian conditioning procedures, a neutral stimulus becomes capable of evoking a response through pairing with an unconditioned stimulus
- b. Labeling elements in classical conditioning examples
- c. Designing procedures to produce classically conditioned responses

CONTENT STANDARD IVA-3: Principles of operant conditioning

Students are able to (performance standards):

IVA-3.1 Describe the operant conditioning paradigm.

Students may indicate this by (performance indicators):

- a. Describing how consequences influence behavior, such as reinforcement strengthening a behavior's occurrence
- b. Identifying consequences of punishment in controlling behavior
- c. Predicting future strength of behavior by applying operant conditioning principles
- d. Designing procedures to produce operant responses
- e. Applying operant conditioning to correcting behavior, such as using shaping, chaining, and self-control techniques
- f. Discussing Skinner's contributions to popularizing behaviorism
- g. Translating emotional responses related to stereotyping, prejudice, and discrimination in operant terminology

CONTENT STANDARD IVA-4: Components of cognitive learning

Students are able to (performance standards):

IVA-4.1 Explain how observational learning works.

Students may indicate this by (performance indicators)

- a. Describing examples of learning by observation, such as Bandura's bobo doll study and studies involving other animals (e.g., chimpanzees)
- b. Identifying everyday examples of observational learning
- c. Discussing impact of role models

Standard Area IVB: Memory

Content Standards

After concluding this unit, students understand:

IVB-1. Encoding, or getting information into memory

IVB-2. Sensory, working or short-term, and long-term memory systems

IVB-3. Retrieval, or getting information out of memory

IVB-4. Methods for improving memory

IVB-5. Memory constructions

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVB-1: Encoding, or getting information into memory

Students are able to (performance standards):

IVB-1.1 Characterize the difference between surface and deep (elaborate) processing.

Students may indicate this by (performance indicator):

- a. Providing several examples of surface and deep processing

IVB-1.2 Identify other factors that influence encoding.

Students may indicate this by (performance indicators):

- a. Demonstrating the role of imagery in encoding
- b. Discussing the role of context and meaning on encoding (e.g., semantic encoding, surface processing, context dependent)
- c. Discussing the role of rote rehearsal, imagery, and organization on memory

CONTENT STANDARD IVB-2: Sensory, working or short-term, and long-term memory systems

Students are able to (performance standards):

IVB-2.1 Describe the operation of short-term memory and working memory.

Students may indicate this by (performance indicators):

- a. Explaining the duration and capacity of short-term memory
- b. Providing examples of the use of chunking to increase the capacity of short-term memory
- c. Conducting a demonstration that uses short-term memory
- d. Providing examples of primacy and recency effects
- e. Discussing the concept of working memory as it relates to short-term memory (e.g., Baddeley)
- f. Examining the concept of serial position effect

IVB-2.2 Describe the operation of long-term memory.

Students may indicate this by (performance indicators):

- a. Charting the duration and capacity of long-term memory
- b. Providing examples of different types of memory (e.g., episodic, semantic, implicit, explicit and procedural memories)
- c. Reporting the primary findings of Ebbinghaus' nonsense-syllable studies or Bahrick's more recent research examining very long term memory
- d. Distinguishing between implicit and explicit memory

CONTENT STANDARD IVB-3: Retrieval or getting information out of memory

Students are able to (performance standards):

IVB-3.1 Analyze the importance of retrieval cues in memory.

Students may indicate this by (performance indicators):

- a. Identifying contextual and state-related cues (e.g., encoding specificity, state dependent memory, mood congruence)
- b. Examining problems related to retrieval, such as the tip-of-the-tongue phenomenon and context effects

IVB-3.2 Relate difficulties created by reconstructive memory processes.

Students may indicate this by (performance indicators):

- a. Discussing the role of reconstruction in claims of repressed childhood memories
- b. Hypothesizing about the role of reconstruction in cases of eyewitness testimony

CONTENT STANDARD IVB-5: Methods for improving memory

Students are able to (performance standards):

IVB-4.1 Describe strategies for improving memory based on our understanding of memory.

Students may indicate this by (performance indicators):

- a. Developing and describing mnemonic devices to help learn psychological concepts
- b. Listing specific suggestions to enhance deep processing of information and to minimize the effect of interference
- c. Describing how concepts such as massed versus distributed practice, over learning, state and context dependence, and schemas might relate to studying


CONTENT STANDARD IVB-6: Memory Constructions

Students are able to (performance standards):

IVB-5.1 Describe the processes that lead to inaccuracies in memory.

Students may indicate this by (performance indicators):

- a. Describing research (e.g., Loftus) on the tendency to construct memories

- 
- b. Discussing the misinformation effect
 - c. Describing the implications constructed memories have on courtroom testimonies

Standard Area IVC: Thinking and Language

Content Standards

After concluding this unit, students understand:

IVC-1. Basic elements comprising thought

IVC-2. Strategies and obstacles involved in problem solving and decision-making

IVC-3. Structural features of language

IVC-4. Theories and developmental stages of language acquisition

IVC-5. Links between thinking and language



Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVC-1: Basic elements comprising thought

Students are able to (performance standards):


IVC-1.1 Define thinking as a mental process involved in the manipulation and understanding of information.


Students may indicate this by (performance indicators):

- a. Identifying mental images and verbal symbols as elements that comprise thinking
- b. Describing controversies related to the role of thinking in behavior

IVC-1.2 Recognize that information is classified into categories containing similar properties known as concepts

Students may indicate this by (performance indicators):

- 
- a. Describing the process of concept formation
 - b. Analyzing a group of words, phrases, or images and identifying

- 
- the unifying concept
- c. Discussing how researchers study concept formation
 - d. Discussing examples of prototypes
 - e. Examining the role of hierarchies in organizing concepts

CONTENT STANDARD IVC-2: Strategies and obstacles involved in problem solving and decision-making

Students are able to (performance standards):


IVC-2.1 Identify problem solving as a directed and productive example of thinking.

Students may indicate this by (performance indicators):

- a. Describing the steps involved in the problem-solving process
- b. Providing examples of how algorithms, heuristics, and insight are used in problem solving


IVC-2.2 Explain the use of creative thinking in problem solving.

Students may indicate this by (performance indicators):

- 
- a. Discussing how creative thinking strategies, such as divergent thinking, and restructuring, are used in problem solving
 - b. Describing the effects of social factors on problem solving

IVC-2.3 Analyze the obstacles that inhibit problem solving and decision-making.

Students may indicate this by (performance indicators):

- a. Providing examples of how mental set and functional fixedness prevent the solving of a problem
 - b. Evaluating strategies and obstacles involved in a class problem-solving activity
 - c. Providing examples of how framing, risk avoidance, and overconfidence can affect decision-making
 - d. Determining the effects of hindsight bias, confirmation bias and belief perseverance
 - e. Explaining how availability and representativeness heuristics hinder problem solving
- 

CONTENT STANDARD IVC-3: Structural features of language

Students are able to (performance standards):

IVC-3.1 Define language as symbols and sounds that convey meaning and facilitate communication.

Students may indicate this by (performance indicators):

- a. Defining the properties of meaningfulness, structure, and reference in language
- b. Demonstrating that language is not limited to sounds by using American Sign Language

IVC-3.2 Recognize that language is organized in a hierarchical structure.

Students may indicate this by (performance indicators):

- a. Identifying the basic unit of language as phonemes that are combined in meaningful strings known as morphemes
- b. Providing examples of how morphemes combine to form words, phrases, and sentences
- c. Describing the role of grammar in language systems

Standard Area IVD: States of Consciousness

Content Standards

After concluding this unit, students understand:

IVD-1. Understand the nature of consciousness

IVD-2. Characteristics of sleep and theories that explain why we sleep

IVD-3. Theories used to explain and interpret dreams

IVD-4. Basic phenomena and uses of hypnosis

IVD-5. Categories of psychoactive drugs and their effects

Content Standards with Performance Standards and Suggested Performance Indicators



CONTENT STANDARD IVD-1: Understand the nature of consciousness

Students are able to (performance standards)

IVD-1.1 Define states of consciousness

Students may indicate this by (performance indicator):

- a. Discussing various states of consciousness

IVD-1.2 Describe levels of consciousness

Students may indicate this by (performance indicator):

- a. Differentiating among nonconscious, conscious, preconscious, and conscious awareness

CONTENT STANDARD IVD-2: Characteristics of sleep and theories that explain why we sleep



Students are able to (performance standards):


IVD-2.1 Describe the sleep cycle.

Students may indicate this by (performance indicators):

- a. Drawing and labeling a graph that shows the sleep cycle throughout the night
- b. Charting the differences between REM and Non-REM (NREM) sleep

IVD-2.2 Compare theories that explain why we sleep.

Students may indicate this by (performance indicators):

- a. Comparing restorative theories with evolutionary theories
 - b. Explaining the effects of sleep deprivation
 - c. Evaluating evidence to support various theories
- 

IVD-2.3 Assess types of sleep disorders.

Students may indicate this by (performance indicators):

- a. Providing possible solutions for insomnia
- b. Listing the symptoms of narcolepsy and sleep apnea

CONTENT STANDARD IVD-3: Theories used to explain and interpret dreams

Students are able to (performance standards):

IVD-3.1 Demonstrate an understanding of individual differences in dream content and recall.

Students may indicate this by (performance indicators):

- a. Collecting and analyzing data about dream content and recall with an informal survey
- b. Exploring cross-cultural differences in the significance of dreams

IVD-3.2 Compare different theories about the use and meaning of dreams.

Students may indicate this by (performance indicator):

- a. Comparing different theories about the significance of dreams (e.g., activation-synthesis, psychodynamic, and cognitive theories)

CONTENT STANDARD IVD-4: Basic phenomena and uses of hypnosis

Students are able to (performance standards):

IVD-4.1 Describe several hypnotic phenomena.

Students may indicate this by (performance indicators):

- a. Discussing why some people are better hypnotic subjects than others
- b. Explaining hypnotic induction, suggestibility, and amnesia
- c. Explaining the relationship of healing practices that use trance induction and altered states of consciousness to hypnosis

IVD-4.2 Explain possible uses of hypnosis in psychology.

Students may indicate this by (performance indicators):

- a. Describing early uses of hypnosis to address psychological symptoms
- b. Evaluating the accuracy of memories recovered by hypnosis
- c. Identifying the uses of hypnosis in pain control and psychotherapy

CONTENT STANDARD IVD-5: Categories of psychoactive drugs and their effects

Students are able to (performance standards):

IVD-5.1 Characterize the major categories of psychoactive drugs and their effects.

Students may indicate this by (performance indicators):

- a. Charting the names, sources, and uses of narcotic, depressant, stimulant, and hallucinogenic drugs
- b. Classifying drugs, such as tobacco, alcohol, and marijuana
- c. Discussing cultural and historical influences on making value judgments

IVD-5.2 Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs.

Students may indicate this by (performance indicators):

- a. Identifying the potential for physiological and psychological dependence
- b. Describing the short-term behavioral, physiological, and cognitive effects
- c. Identifying the neurochemical mechanisms of drugs, such as nicotine or cocaine

Standard Area IVE: Individual Differences

Content Standards

After concluding this unit, students understand:

IVE-1. Concepts related to measurement of individual differences

IVE-2. Influence and interaction of heredity and environment on individual differences

IVE-3. Nature of intelligence

IVE-4. Nature of intelligence testing

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVE-1: Concepts related to measurement of individual differences

Students are able to (performance standards):

IVE-1.1 Define and understand the nature of test constructs, such as intelligence, personality, and creativity.

Students may indicate this by (performance indicators):

- a. Recounting early attempts to measure human characteristics and develop tests
- b. Comparing and contrasting personality characteristics of two persons

IVE-1.2 Describe basic statistical concepts in testing

Students may indicate this by (performance indicators):

- a. Describing how test validity and reliability are established and related
- b. Determining which of two tests would be more useful for a particular purpose when given relevant data about validity and reliability

VARIATIONS IN INDIVIDUAL AND GROUP BEHAVIOR UNIT

Standard Area VA: Psychological Disorders

Content Standards

V. After concluding this unit, students understand:

VA-1. Characteristics and origins of abnormal behavior

VA-2. Major categories of abnormal behavior

VA-3. Impact of mental disorders

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD VA-1: Characteristics and origins of abnormal behavior

Students are able to (performance standards):

VA-1.1 Distinguish the common characteristics of abnormal behavior.

Students may indicate this by (performance indicators):

- a. Listing criteria that distinguish normal from disordered behavior
- b. Identifying patterns of behavior that constitute abnormality
- c. Describing how some abnormal behaviors may be designated as abnormal only in particular historical or cultural contexts

VA-1.2 Cite examples of abnormal behavior.

Students may indicate this by (performance indicators):

- a. Describing observable symptoms of abnormal behavior
- b. Distinguishing disorders on the basis of severity of interference with functioning, such as psychotic versus nonpsychotic disorders

VA-1.3 Describe major explanations for the origins of abnormality.

Students may indicate this by (performance indicators):

- a. Describing biological approaches as explaining disorders arising from physiological sources
- b. Characterizing psychological approaches as explaining disorders derived from psychological sources, such as emotional turmoil, distorted thinking, and learning
- c. Identifying sociocultural approaches as explaining how sociocultural factors, such as class and gender, influence diagnosis

- d. Defending spiritually-based explanations for abnormal behavior (e.g., soul loss, transgression against ancestor)
- e. Recognizing that a label, such as schizophrenia, does not explain, but only describes abnormal behavior patterns
- f. Exploring the long-term impact of diagnostic labels even after successful treatment

CONTENT STANDARD VA-2: Major categories of abnormal behavior

Students are able to (performance standards):

VA-2.1 Discuss major categories of abnormal behavior.

Students may indicate this by (performance indicators):

- a. Explaining selected psychological disorders as classified in the Diagnostic and Statistical Manual
- b. Identifying symptoms of selected categories of disorders

CONTENT STANDARD VA-3: Impact of mental disorders

Students are able to (performance standards):

VA-3.1 Consider factors that influence vulnerability to abnormal behavior.

Students may indicate this by (performance indicators):

- a. Exploring how sociocultural factors influence vulnerability to abnormal behavior
- b. Describing the role of heredity as it influences risk for abnormal behavior
- c. Identifying sociocultural factors that can help to explain the higher incidence of depression in women than in men (e.g., workplace discrimination, family violence, and poverty)

Standard Area VB: Treatment of Psychological Disorders

Content Standards

After concluding this unit, students understand:

VB-1. Prominent methods used to treat individuals with disorders

VB-2. Types of practitioners who implement treatment

VB-3. Legal and ethical challenges involved in delivery of treatment

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD VB-1: Prominent methods used to treat individuals with disorders

Students are able to (performance standards):

VB-1.1 Describe availability and appropriateness of various modes of treatment for individuals (e.g., children, adolescents, and adults) with psychological disorders.

Students may indicate this by (performance indicators):

- a. Describing major treatment orientations used in therapy, such as behavioral, cognitive, psychoanalytic, humanistic, feminist, and biomedical
- b. Distinguishing psychotherapy from medical intervention and spiritual support
- c. Describing different treatment formats, such as individual, couple therapy or group therapy
- d. Explaining how different treatment orientations will influence the therapy plan
- e. Discussing how theoretical orientations may promote specific treatment biases

CONTENT STANDARD VB-2: Types of practitioners who implement treatment

Students are able to (performance standards):

VB-2.1 Identify therapists according to training.

Students may indicate this by (performance indicators):

- a. Differentiating various types of intervention specialists (e.g., psychologist, psychiatrist, counselor, social worker)
- b. Debating the advantages and disadvantages of different types of practitioners

- c. Exploring how credibility of treatment professionals or healers varies among diverse groups of people

CONTENT STANDARD VB-3: Legal and ethical challenges involved in delivery of treatment

Students are able to (performance standards):

VB-3.1 Describe the intersection between mental health and law.

Students may indicate this by (performance indicators):

- a. Identifying conflicts between individual rights and rights of society, as illustrated by deinstitutionalization and commitment proceedings
- b. Distinguishing competent to stand trial versus legally insane status
- c. Identifying historic or fictional examples involving mental health judgments in legal settings

Standard Area VC: Social and Cultural Dimensions of Behavior

Content Standards

After concluding this unit, students understand:

VC-1. Social judgment and attitudes

VC-2. Social and cultural categories

VC-3. Social influence and relationships

Content Standards with Performance Standards and Suggested Performance Indicators

CONTENT STANDARD VC-1: Social judgment and attitudes

Students are able to (performance standards):

VC-1.1 Demonstrate an understanding of person perception.

Students may indicate this by (performance indicators):

- a. Explaining the role of social schemas in person perception
- b. Stating how different kinds of physical attractiveness can influence perceptions of other personal characteristics
- c. Describing how cultural socialization determines social schema development

VC-1.2 Assess some methods used to change attitudes.

Students may indicate this by (performance indicators):

- a. Citing research on the effects of advertising and persuasion
- b. Hypothesizing about the potential of media to influence positive attitude change
- c. Creating campaigns to produce social change and evaluate their effectiveness

CONTENT STANDARD VC-2: Social and cultural categories

Students are able to (performance standards):

VC-2.1 Identify basic social and cultural categories.

Students may indicate this by (performance indicators)

- a. Identifying major social categories in the U.S. culture (e.g., gender, race, ethnicity, sexual orientation, and disability)
- b. Describing the components of culture (e.g., symbols, language, norms, and values)
- c. Differentiating between culture and society or social structure
- d. Describing and differentiating between rural and urban social structures and diverse populations

CONTENT STANDARD VC-3: Social influence and relationships

Students are able to (performance standards):

VC-3.1 Describe effects of the presence of others on individual behavior.

Students may indicate this by (performance indicators):

- a. Applying the concept of social facilitation to performance at a track meet
- b. Providing an example of the bystander effect
- c. Distinguishing differences in social behavior among individuals relative to their exercise of power (e.g., persons with less power may show greater awareness of persons with more power)

VC-3.3 Explore the nature and effects of bias and discrimination.

VC-3.3 Explore the nature and effects of bias and discrimination.

Students may indicate this by (performance indicators):

- a. Describing how social biases create a world where one kind of person is considered to be normative, and other kinds of persons are “different” (e.g., males are normative, whereas females are different; European Americans are normative, whereas other ethnic groups are different)
- b. Examining how bias and discrimination influence behavior
- c. Describing examples from early research on prejudice and discrimination
- d. Relating a personal example of ethnocentrism
- e. Exploring the nature of in-group/out-group dynamics
- f. Describing the sources of opposition to the 1954 Supreme Court’s decision regarding Brown vs. Board of Education of Topeka
- g. Predicting how the self-fulfilling prophecy can fuel stereotypes about ethnic groups and gender
- h. Developing strategies for promoting tolerance, cooperation, and equality

VC-3.4 Discuss the significance of aggression.

Students may indicate this by (performance indicators):

- a. Explaining aggression from several theoretical orientations (e.g., biomedical, psychodynamic, and social-learning perspectives)
- b. Debating whether media can influence aggressive acts
- c. Discussing ways to reduce aggression and violence in schools and/or in society at large
- d. Describing examples of aggression in animals, other than

humans

Special Considerations

A. Multicultural and Equity Consideration

- The pluralistic cultural heritage of America.
- Cross-cultural understandings in international relationships involve understanding and respecting cultural diversity.
- The importance of individual contributions to cultural understanding.
- All curriculum and supplementary materials have been carefully reviewed to show diverse representation of students of different genders, race, and cultures.
- Curriculum and materials will be available in alternate formats.

B. Career and Vocational Consideration

- Students may receive counseling in planning courses in the High School Programs of Study including Career and Technology Education.
- Continuing education enables people to take advantage of new opportunities.
- Biographical information on world leaders that highlights career achievements.
- Students may be prepared for careers in: The United States Foreign Service, in government service, in politics, and in the private sector that works with government agencies.

C. Drug/Substance Awareness Consideration

- The differences in international opinion concerning drug production and use and the role these differences play in world cooperation.
- Insight into health and human services problems associated with smoking and the abuse of alcohol and drugs.
- The importance of avoiding use of controlled dangerous substances.

D. Reading and Writing Considerations

- Instruction will include before, during, and after reading strategies with printed text material.
- Teacher will use brief constructed response, extended constructed responses, and essays for formative and summative assessments.
- Content vocabulary will be provided in context and reinforced through various activities.