Psychology

Psychology is the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research; biological foundations; change in behavior and cognition; and variability of behavior among individual and groups.

Standards with an asterisk (*) are recommend for a one semester course.

Psychology Foundations and Research

*SSPFR1: The student will explain selected historical and contemporary perspectives and practices of psychologists.
   a. Define the field of psychology.
   b. Identify the key figures in the history of the field of psychology and their major contributions: include Wundt, Freud, Skinner, James, Watson and Rogers.
   c. List and describe the major occupations and subfields of psychology.

*SSPFR2: The student will explain the research methods and the types of statistics used in the field of psychology.
   a. Explain how psychologists conduct research to describe, explain, predict, and control behavior.
   b. Describe the types of research methods used by psychologists: include experiment, survey, case study, and observation.
   c. Identify the basic elements of an experiment: include independent and dependent variables, types of experimental control (blind/double-blind procedures, placebo controls).
   d. Explain the differences between a correlation and an experiment.
   e. Classify the types and uses of statistics in psychological research; include descriptive statistics and inferential statistics.
   f. Interpret graphic data representations.
   g. Explain ethical issues in psychological research.

Biological Foundations

*SSPBF1: The student will explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion.
   a. Discuss the major divisions and sub-divisions of the nervous system and their role in behavior: include central (brain and spinal cord) and peripheral [autonomic (sympathetic and parasympathetic) and somatic].
   b. Identify the components and function of a neuron.
   c. Explain the process of neurotransmission: include action potentials and synaptic transmission.
   d. Identify the major structures and functions of the brain.
   e. Describe the methods used to analyze neural form and function: include the MRI, fMRI, PET, CAT, and EEG.
   f. Examine the role of genetics in the development of behaviors.

SSPBF2: The student will compare different states of consciousness.
   a. Describe the sleep cycle, circadian rhythm.
   b. Explain why we sleep and dream.
   c. Investigate the validity of hypnosis as a state of consciousness.
   d. Analyze the physical and psychological issues associated with addiction.
   e. Explain how the major drug classes (stimulants, depressants, and hallucinogens) affect neurotransmission and behaviors.

SSPBF3: The student will discuss the components of stress.
   a. Categorize and explain the different physiological and psychological reactions to stress.
   b. Identify strategies to deal with stress that promote health: include coping strategies and behavioral modification.

SSPBF4: The student will describe how the physical world is translated into a psychological experience.
   a. Describe the basic structures of the eye and ear, the associated neural pathways, and the process of sensory transduction.
   b. Recognize causes which can lead to hearing and vision deficits: include environmental causes, aging, genetics, diet, disease, and trauma.
   c. Describe the major theories associated with visual and auditory sensation and perception: include opponent process theory and trichromatic theory of vision, frequency theory, volley theory, and place theory of hearing.
   d. Analyze different perceptual illusions and describe why illusions are important for our understanding of perception.
   e. Compare top-down and bottom-up processing.

SSPBF5: The student will identify major theories and concepts related to motivation and emotion.
   a. Compare and contrast the biological, cognitive/learning, and humanistic perspectives of motivation.
   b. Compare and contrast theories of emotion: include James-Lange, Cannon-Bard, and Singer-Schacter's Two Factor.

Change in Behavior and Cognition
*SSPBC1: The student will identify the characteristics and major approaches to learning.
   a. Identify learning as a relatively permanent change in behavior based on experience.
   b. Explain the behavioral approach to learning.
   c. Compare and contrast the paradigms of classical and operant conditioning.
   d. Describe changes in behavior using the social learning theory.

SSPBC2: The student will analyze key concepts associated with information processing.
    a. Describe the components of the human information processing system: include working memory, long term memory, sensory memory, and attention.
    b. Evaluate strategies that enhance memory: include mnemonics, rehearsal, and elaboration.
    c. Analyze theories of forgetting: include loss of access, interference, displacement, and decay.
    d. Explain the phenomena involved in problem solving and decisionmaking include heuristics, algorithms, biases, expectancies, and mental set.

*SSPBC3: Describe behavioral, social, and cognitive changes from the prenatal period throughout the life span.
    a. Chart physical changes of a human being from conception through late adulthood.
    b. Explain the developmental models of Freud, Piaget, Kholberg, and Erikson.
    c. Compare and contrast the theories of language and language acquisition: include Chomsky, Skinner, and Whorf.
    d. Describe the role of critical periods in development.

Variability of Behavior among Individuals and Groups

SSPVB1: The student will analyze concepts related to the measurement and nature of intelligence.
    a. Differentiate between general and multiple intelligences.
    b. Explain how intelligence may be influenced by heredity and environment.
    c. Evaluate the reliability, validity, and standardization of historical and contemporary intelligence tests.
    d. Evaluate the implications of measurement of intelligence on the individual and culture.

*SSPVB2: The student will evaluate assessment tools and theories in personality.
    a. Evaluate Psychodynamic Theory and its impact on contemporary psychology.
    b. Evaluate the Humanistic Perspective.
    c. Analyze the purpose and theories of the Trait Perspective of personality.
    d. Analyze the Social-Cognitive Perspective of personality.

*SSPVB3: The student will identify abnormal behavior and treatment.
    a. Identify criteria that distinguish normal from disordered behavior; include the criteria of distress, deviance, and dysfunction.
    b. Describe methods used to diagnose and assess abnormal behavior: include the current version of the *Diagnostic and Statistical Manual*, the MMPI, and projective tests.
    c. Compare anxiety disorders, mood disorders, personality disorders, and schizophrenia and describe appropriate treatments for these disorders.
    d. Analyze the challenges associated with labeling psychological disorders and the impact of diagnosis on patients
    e. Compare the biomedical, psychoanalytical, cognitive, and behavioral approaches to the treatment of psychological disorders.

<u>Social Psychology</u>
*SSPSP1: The student will analyze the impact of the social environment on behaviors and attitudes.

    a. Explain phenomena which result from the influence of the social environment on the individual and vice versa; include obedience, social facilitation, social loafing, bystander apathy, conformity, groupthink, group polarization, and deindividuation.

    b. Analyze attribution and cognitive dissonance theories pertaining to social judgments and attitudes.

    c. Explain the factors that contribute to affiliation and attraction. Include proximity, mere-exposure effect, and similarity.

    d. Analyze and evaluate the ethics of experimentation in social psychology; include Milgram's experiment of obedience and Zimbardo's Stanford Prison Experiment.

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Clarification:
Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.
Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADE 9-10
➢ **Key Ideas and Details**
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➢ **Craft and Structure**
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➢ **Integration of Knowledge and Ideas**
L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
➢ **Range of Reading and Level of Text Complexity**
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)
➤ **Text Types and Purposes**
L9-10WHST1: Write arguments focused on *discipline-specific content.*
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.
L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
L9-10WHST3: (See note; not applicable as a separate requirement)
➤ **Production and Distribution of Writing**
L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
➤ **Research to Build and Present Knowledge**
L9-10WHST7: 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.
L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
➤ **Range of Writing**
L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADE 11-12
➢ **Key Ideas and Details**
L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
➢ **Craft and Structure**
L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
➢ **Integration of Knowledge and Ideas**
L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
➢ **Range of Reading and Level of Text Complexity**
L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)
➢ **Text Types and Purposes**
L11-12WHST1: Write arguments focused on *discipline-specific content.*
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.
L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
L11-12WHST3: (See note; not applicable as a separate requirement)
➢ **Production and Distribution of Writing**
L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
➢ **Research to Build and Present Knowledge**
L11-12WHST7: 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.
L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
➢ **Range of Writing**
L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.