

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Department	Social Science			Course Title	AP Psychology		
Course Code		Grade Level	11-12			Course Length	1 year (2 semesters)
Credits/Semester	5	Required for Graduation		No		Elective Credit	Yes
Prerequisites	Psychology I (recommended; although not required)						
Community College Articulation		Name of College					
UC/CSU Articulation		Name of University					
Meets UC/CSU “a-g” Requirement		Meets NCAA Requirement			Honors Grading Differentiation		

COURSE DESCRIPTION

This one-year course will examine in great depth topics in psychology; topics include research techniques and statistics, history of psychology, the neurobiological basis of behavior, sensation and perception, states of consciousness, learning and memory, thinking and language, intelligence and psychological tests, motivation and emotion, stress and health psychology, human development, psychological disorders and therapies, personality, and social psychology. This intensive course will contribute to the preparation for the Advanced Placement Psychology Exam. This course will fulfill one of the elective credits required for graduation.

GOALS: (Expected performance outcomes for students)

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| <ol style="list-style-type: none"> 1. Investigate the history of psychology. 2. Explore the neurobiological basis of behavior. 3. Understand and apply the processes of sensation and perception. 4. Explain the states of consciousness. 5. Explain learning theories and their applications. 6. Explore the processes involved in memory. 7. Discuss thinking and language concepts. 8. Explore the construct of intelligence and identify principles of test construction. 9. Differentiate and apply theories of motivation and emotions. 10. Identify stressors and stress-management techniques. | <ol style="list-style-type: none"> 11. Differentiate among the theories of human development. 12. Identify specific psychological disorders and their characteristics. 13. Analyze the major theories in psychology. 14. Assess personality theories. 15. Understand dynamics of social psychology. 16. Apply the methods of psychological research using ethical guidelines and differentiate between inferential and descriptive statistics. 17. Prepare all students to take the Advanced Placement Psychology examination in the spring. |
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California Content Standards

California content standards for AP Psychology will follow the APA National Standards for High School Psychology Curricula (<http://www.apa.org/ed/hscontents.html>) and the following California standards will be met:

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Evaluation

Student achievement will be measured using Tests and quizzes that are given to evaluate how the student is doing in the class and understanding the main concepts/ideas of the curriculum. To prepare you for the AP exam, every unit test will be timed. Your tests will include 100 multiple choice questions (broken into two parts of 30 minutes) and ONE Free Response Question (30 minutes). Quizzes will be given frequently. They are unannounced and will be on the reading assignment given the night before. Multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric. District-wide benchmark assessments will be assessed using the following chart:

Performance Standards - Benchmark Assessments				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A

Course Outline *Outline is based on Myers 7th edition test, some changes may occur with the adoption of the 8th edition.

Unit 1 History and Introduction to Psychology	AP PSYCHOLOGY				
	Key Terms	Standards*	Model Tasks**		Tools & Text
14 Days - Logic, Philosophy, and History of Science - Subfields of Psychology - Major Approaches to the study of Psychology: (Biological, Behavioral, Psychodynamic, Cognitive, Humanistic, Socio-cultural, Evolutionary) - Methods of Research - Statistics - Ethics in Psychological Research	Empiricism, structuralism, functionalism, psychology, nature-nurture issue, natural selection, basic research, applied research, clinical psychology, psychiatry, hindsight bias, theory, hypothesis, operational definition, replication, case study, survey, experiment, mode, median, mean, range, standard deviation	SEE BELOW	H M L	Students will be able to trace the prescientific roots of psychology. Students will be able to describe the formal beginnings of the field of psychology. Students will be able to define psychology and identify several of its pioneers. Students will be able to discuss the attitudes that characterize scientific inquiry and explain the nature of critical thinking. Students will be able to explain the importance of theories, hypotheses, operational definitions, and replication in psychology. Students will be able to understand statistics as it relates to psychology.	D C B A Myers textbook and Study Guide Teacher made materials (ppt) Supplemental readings for students

Differentiation	Support -- for students struggling with content	Content: Introduce key terms and concepts and explanations of each. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to test correct after grading.
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessments
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam	

Unit 2 Personality and Health	AP PSYCHOLOGY				
	Key Terms	Standards*		Model Tasks**	Tools & Text
20 days Personality Theories and Approaches - Assessment Techniques - Self-Concept, Self-Esteem - Growth and	Sigmund Freud, Alfred Adler, Carl Jung, Karen Horney, Erik Erikson, Carl Rogers, Abraham Maslow, Gordon Allport, B.F.	SEE BELOW		H Students will be able to define personality and explain how its study of other psychological research interests. M L Students will be able to describe Freud's search for the psychological roots of nervous disorders led to his study of the unconscious, and explain psychoanalysis. Students will be able to outline and describe Freud's psychosexual stages of personality development.	D Myers textbook and Study Guide C B Teacher made materials (ppt) A Supplemental readings for students

Adjustment • Stress and Conflict	Skinner, Albert Bandura, Hans Eysenck, William Sheldon,			Students will be able to discuss the major ideas of neo-Freudians and today's psychodynamic theories. Students will be able to describe different views of personality structure. Students will identify and discuss different strategies for coping with stress. Students will be able to describe the relationship between health and social support, and discuss whether there is a “faith factor” in health and longevity.	Video series with textbook Personality Project Video analysis
Differentiation	Support -- for students struggling with content	Content: Introduce key terms and concepts and explanations of each. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to test correct after grading.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessments			
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam				

Unit 3 Developmental Psychology	AP PSYCHOLOGY				
	Key Terms	Standards*	Model Tasks**		Tools & Text
14-20 Days - Life Span Approach - Research Methods (e.g., longitudinal, cross-sectional) - Heredity-Environment Issues (nature vs. nurture) - Developmental Theories - Dimensions of Development: (physical, cognitive, social, moral) - Gender roles, Gender differences	Developmental psychology, habituation, zygote, embryo, teratogens, fetal alcohol syndrome (FAS), schema, maturation, egocentrism, accommodation, assimilation, critical period, adolescence, puberty, primary and secondary sex characteristics, menopause, crystallized intelligence, fluid intelligence, social clock	SEE BELOW	H M L	Students will be able to describe the work of developmental psychologists. Students will describe the role of nature and nurture in motor development through infancy and childhood. Students will be able to identify the major physical changes that occur in adolescence. Students will be able to identify the major physical changes that occur in adulthood. Students will be able to identify the major physical changes that occur in later life.	D C B A Myers textbook and Study Guide Teacher made materials (ppt) Supplemental readings for students Video series with textbook Project
Differentiation	Support -- for students struggling with content	Content: Introduce key terms and concepts and explanations of each. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to test correct after grading.			

	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessments
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam	

Unit 4 Biological Basis of Behavior	AP PSYCHOLOGY				
	Key Terms	Standards*	Model Tasks**		Tools & Text
12-14 Days - Physiological Techniques - Neuroanatomy - Functional Organization of the Nervous System - Neural Transmission - Endocrine System - Genetics - States of Consciousness - Sleep and Dreaming - Hypnosis - Psychoactive Drug Effects	Biological psychology, nervous system, neuron, axon, dendrite, myelin sheath, synapse, neurotransmitter, nerves, central nervous system (CNS), label all parts of the brain, consciousness, REM, REM rebound, alpha waves, sleep, addiction, MDMA, psychoactive drugs, tolerance, withdrawal, dualism, monism	SEE BELOW	H M L	Students will be able to explain why psychologists are concerned with human biology. Students will be able to identify and explain the methods used in studying the brain. Students will be able to identify all parts of the brain. Students will be able to discuss the nature of consciousness and its significance to the history of psychology. Students will be able to discuss the different levels of information processing. Students will be able to discuss the physical and psychological effects common to all psychoactive drugs.	D C B A Myers textbook and Study Guide Teacher made materials (ppt) Supplemental readings for students Video series with textbook Project Brain Lab

				Students will be able to identify three common misconceptions about addiction		
Differentiation	Support – for students struggling with content	Content: Introduce key terms and concepts and explanations of each. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to test correct after grading.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ’s, performance assessments				
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam					

Unit 5 Sensation and Perception	AP PSYCHOLOGY				
	Key Terms	Standards*	Model Tasks**		Tools & Text
14 Days • Thresholds • Sensory Mechanisms • Sensory Adaptation • Attention • Perceptual Processes	Sensation, Perception, bottom-up processing, top-down processing, Weber's Law, Label all parts of the eye, transduction, wavelength, parallel processing, opponent-processing theory	SEE BELOW	H Students will be able to contrast the processes of sensation and perception. M Students will be able to explain the visual process; including the stimulus input, structure of the eye and the transduction of light energy L	D C B A	Myers textbook and Study Guide Teacher made materials (ppt) Supplemental readings for students Video series with textbook Sensation and Perception Lab
Differentiation	Support – for students struggling with content	Content: Introduce key terms and concepts and explanations of each. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to test correct after grading.			

	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessments
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam	

Unit 6 Motivation and Emotion	AP PSYCHOLOGY				
	Key Terms	Standards*	Model Tasks**		Tools & Text
15 Days - Biological Bases - Theories of Motivation and Emotion - Hunger, Thirst, Sex, and Pain - Social Motives	Motivation, instinct, incentives, hierarchy of needs, glucose, basal metabolic rate, set point, anorexia and bulimia, glucose, sexual orientation, sexual disorder, emotion, two-factor theory, catharsis, polygraph	SEE BELOW	H M L	Students will be able to define Motivation and Emotion. Students will be able to discuss the physiological basis of hunger. Students will be able to identify the hormones involved in appetite regulation. Students will be able to discuss the physiological basis of sexual motivation. Students will be able to identify the three components of Emotion. Students will be able to contrast and critique the James-Lange and Cannon-Bard theories of emotion. Students will be able to describe the physiological changes that occur during emotional arousal.	D C B A Myers textbook and Study Guide Teacher made materials (ppt) Supplemental readings for students Video series with textbook

Differentiation	Support -- for students struggling with content	Content: Introduce key terms and concepts and explanations of each. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to test correct after grading.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessments				
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam					

Unit 7 Learning and Memory	Course Title				
	Key Terms	Standards*	Model Tasks**		Tools & Text
14 Days - Biological Factors - Classical Conditioning - Operant Conditioning - Social Learning - Cognitive Processes in Learning - Memory	Learning, classical conditioning, UCS, CS, CR, UCR, acquisition, extinction, spontaneous recovery, generalization, discrimination, operant conditioning, skinner box, shaping, reinforcement, intrinsic and extrinsic motivation	SEE BELOW	H M L	Students will be able to discuss the importance of experience in learning, Students will be able to describe the nature of classical conditioning. Students will be able to explain the process of acquisition, extinction, spontaneous recovery, generalization, and discrimination. Students will be able to describe the nature of operant conditioning.	D C B A Myers textbook and Study Guide Teacher made materials (ppt) Supplemental readings for students Video series with textbook Project Memory/Learning Lab
Differentiation	Support -- for students struggling with content	Content: Introduce key terms and concepts and explanations of each. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to test correct after grading.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ’s, performance assessments			
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam				

Unit 8 Cognition and Intelligence	Course Title				
	Key Terms	Standards*		Model Tasks**	Tools & Text
10 Days • Language • Thinking, Problem Solving, and Creativity • Intelligence; Heredity/Environment in Intelligence • Testing and Individual Differences - o standardization and norms - o reliability and validity - o types of tests - o ethics and standards in testing	Cognition, intelligence, artificial intelligence (AI), mental set, fixation, formation, function, phonemes, morphemes, semantics, syntax, babbling stage, linguistic determination, standardized tests, norms, validity, reliability, ethics, types of tests, emotional intelligence	SEE BELOW	H M L	Students will be able to describe the nature, function and formation of concepts. Students will be able to describe the structure of language. Students will be able to discuss the impact of early experience on language development as revealed by cognitive neuroscience. Students will be able to describe intelligence and discuss two controversies regarding its nature. Students will be able to trace the origin of intelligence tests. Students will be able to discuss evidence for genetic influences on intelligence. Students will be able to explain the concept of heritability, noting current estimates of the heritability on intelligence.	D C B A Supplemental readings for students Video series with textbook Intelligence Tests
Differentiation	Support -- for students struggling with content	Content: Introduce key terms and concepts and explanations of each. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to test correct after grading.			

	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessments
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam	

Unit 9 Abnormal Psychology	Course Title				
	Key Terms	Standards*	Model Tasks**		Tools & Text
14-18 Days - Definitions of Abnormality - Theories of Psychopathology - Diagnosis, Classification, and Characteristics of Psychological Disorders - Anxiety Disorders - Somatoform Disorders - Mood Disorders - Schizophrenic Disorders	Abnormal psychology, psychological disorder, bio-psycho-social perspective, DSM-IV, neurotic and psychotic disorder, repression, psychotherapy, resistance, transference, client-centered therapy, family therapy, token economy, cognitive-behavior therapy	SEE BELOW	H M L	Students will be able to explain and contrast two perspectives on psychological disorders. Students will be able to list the criteria for judging whether behavior is disordered. Students will be able to describe various anxiety disorders. Students will be able to describe the nature and possible causes of dissociative disorders. Students will be able to describe two principle mood disorders. Students will be able to describe symptoms and types of schizophrenia. Students will be able to briefly explain the current approach to therapy.	D C B A Myers textbook and Study Guide Teacher made materials (ppt) Supplemental readings for students Video series with textbook Video/Case Studies

- o Organic Disorders - o Personality Disorders - o Dissociative Disorders • Treatment • Psychotherapies (psychodynamic, humanistic, behavioral, cognitive) • Biomedical Therapies (chemotherapies, ECT, psychosurgery) • Modes of Therapy (eg. individual, group) • Community and Preventive Approaches				Students will be able to discuss aims and methods of psychoanalysis and psychodynamic therapy and explain the critics' concern with these forms of therapy. Students will be able to identify to reasons' clients' and therapists' perceptions of therapy's effectiveness may be inflated. Students will be able to identify common forms of drug therapy and their usefulness.		
Differentiation	Support -- for students struggling with content	Content: Introduce key terms and concepts and explanations of each. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to test correct after grading.				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessments				

Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks
	Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam
	Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam

Unit 10 Social Psychology	Course Title				
	Key Terms	Standards*	Model Tasks**		Tools & Text
14 Days - Group Dynamics - Attribution Processes - Interpersonal Perception - Conformity, Compliance, Obedience - Attitudes and Attitude Change - Organizational Behavior - Aggression/Antisocial Behavior	Social psychology, attribution theory, attitudes, cognitive dissonance theory, conformity, deindividuation, group polarization, social influence, prejudice, discrimination, ingroup, stereotype, scapegoat theory, self-disclosure	SEE BELOW	H M L	Students will be able to discuss attribution theory, focusing on the fundamental attribution error, and describe some possible effects of attribution. Students will be able to summarize the findings from Milgram's obedience studies. Students will be able to describe the roles of social inequalities, in-group bias and scapegoating in prejudice.	D C B A Myers textbook and Study Guide Teacher made materials (ppt) Supplemental readings for students Video series with textbook Video/Case Studies

Differentiation	Support -- for students struggling with content	Content: Introduce key terms and concepts and explanations of each. Process: Provide multiple modality explanations and practice, cooperative learning, and group activities. Product: Differentiated grading, including: matching, true/false, oral and short answer. Provide the opportunity to test correct after grading.
	Extension – for high achieving students. Required activities for all honors courses.	Content: Provide key concepts and terms in a variety of ways. Process: Provide additional readings to support the concepts and research articles to provide students with the opportunity to view other views. Product: PowerPoint Presentations, projects, discussion questions, journals, FRQ's, performance assessments
Evaluation	Formative Assessments: Frequent check for understanding, quizzes, homework review, rough draft/outline of essays, projects rubrics and journal checks Benchmark Tests: Unit Tests, Mid-Term, Final Exam, FRQ and AP Exam Summative Assessments: Chapter tests, research papers/essays, mid-term, final, AP Exam	

Content Standards per unit:

Unit 1: Introduction and Research Methods

CONTENT STANDARDS

After concluding this unit, students understand:

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

Content Standards With Performance Standards and *Suggested Performance Indicators*

Content Standard 1: Contemporary perspectives used by psychologists to understand behavior and mental processes in context. Students are able to (performance standards):

1.1 Describe and compare the biological, behavioral, cognitive, and sociocultural perspectives. Students may indicate this by (performance indicators):

- Analyzing how each perspective would explain a concept such as aggression
- Evaluating the limitations of each perspective in assessing behavior and mental processes
- Comparing primary emphases of the different perspectives
- Examining historical factors that influenced the popularity of a selected perspective

Content Standard 2: Major subfields and career opportunities that comprise psychology. Students are able to (performance standards):

2.1 List and explain the major subfields of psychology. Students may indicate this by (performance indicators):

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

2.2 Examine the role of ethics in research and professional practice. Students may indicate this by (performance indicators):

- Describing the ethical obligations of psychologists
- Role-playing an ethical dilemma related to psychology

Content Standard 3: Research strategies used by psychologists to explore behavior and mental processes. Students are able to (performance standards):

3.1 Describe the elements of an experiment. Students may indicate this by (performance indicators):

- Identifying the independent and dependent variables, possible confounding variables, and control and experimental groups in a description of an experiment
- Designing an experiment in which the hypothesis, population, sample, independent variable, dependent variable, and experimental and control groups are properly identified

3.2 Explain the importance of sampling in psychological research. Students may indicate this by (performance indicators):

- Identifying examples of representative and biased samples in research designs
- Explaining the importance of being able to generalize results of research
- Describing how sample selection (e.g., representation of gender, ethnicity, age, etc.) influences results

3.3 Describe and compare quantitative and qualitative research strategies. Students may indicate this by (performance indicators):

- Explaining the characteristics of surveys, naturalistic observation, case studies, longitudinal studies, cross-sectional research, and experiments
- Identifying the suitability of a given method for researching a given hypothesis
- Specifying the populations to which a particular research result may be generalized

Content Standard 4: Purposes and basic concepts of statistics. Students are able to (performance standards):

4.1 Define descriptive statistics and explain how they are used by behavioral scientists.

Students may indicate this by (performance indicators):

- Providing examples of situations in which descriptive statistics can be used to organize and analyze information
- Explaining how statistical analysis can add value to the interpretation of behavior
- Citing a statistical finding to strengthen an argument

4.2 Explain and describe measures of central tendency.

Students may indicate this by (performance indicators):

- Calculating the mean, median, and mode for a set of data
- Explaining the characteristics of a normal distribution
- Providing examples of psychological variables that tend to be normally distributed
- Applying the concepts of range and standard deviation to supplement information about central tendency in a normal distribution

4.3 Describe the concept of correlation and explain how it is used in psychology.

Students may indicate this by (performance indicators):

- Differentiating between positive, negative, and zero correlations
- Identifying and providing examples of how correlations can be used to predict future behavior or performance
- Explaining the difference between correlation and causation

4.4 Recognize how inferential statistics are used in psychological research.

Students may indicate this by (performance indicators):

- Recognizing the basic process that psychologists use to draw statistical inferences
- Defining statistical significance as a statement of probability

CONTENT STANDARD 5: Ethical issues in research with human and other animals that are important to psychologists

Students are able to (performance standards):

5.1 Identify ethical issues in psychological research.

Students may indicate this by (performance indicators):

- Discussing ethical issues in psychological research
- Identifying historical examples of research that may have departed from contemporary ethical standards
- Acknowledging the importance of adhering to APA ethical standards in working with human and other animal subjects
- Discussing the pros and cons of the use of human and other animals in psychological research, including their ethical treatment

CONTENT STANDARD 6: Development of psychology as an empirical science

Students are able to (performance standards):

6.1 Discuss psychology's roots in philosophy and natural science.

Students may indicate this by (performance indicators):

- Describing the form psychology took before the 20th century (e.g., Aristotle, Locke)
- Summarizing some 19th century physiological research findings (e.g., Helmholtz, Weber, and Fechner)
- Analyzing how philosophical issues become psychological when tested empirically

6.2 Describe the emergence of experimental psychology.

Students may indicate this by (performance indicators):

- Defining psychophysics and describing its impact on empirical psychology
- Identifying Wilhelm Wundt's contributions to experimental psychology
- Comparing philosophical argument with the empirical method

6.3 Recognize the diversity of psychological theories in the 20th century.

Students may indicate this by (performance indicators):

- Describing the major 20th century "schools" of psychology (e.g., behaviorism, Gestalt psychology,

psychoanalysis, humanistic psychology)

- Showing how different theories of psychology produce different explanations of a particular behavior (e.g., truancy, altruism)

6.4 Describe psychology's increasing inclusiveness of diverse interests and constituents.

Students may indicate this by (performance indicators):

- Comparing the diverse topics that generate contemporary research with early research emphases
- Identifying how research biases have influenced research design and scope
- Exploring reasons why psychology had more limited participation from women and ethnic minorities in its early stages
- Highlighting contributions by ethnic minority psychologists
- Describing historical events and processes affecting the experiences, opportunities, and processes affecting minority groups

Unit 2: Personality/Health

After concluding the Personality unit, students understand:

1. What is meant by personality and personality constructs
2. Personality approaches and theories
3. Assessment tools used in personality

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: What is meant by personality and personality constructs

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD 2: Personality approaches and theories

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- Comparing how different personality approaches address the influence of free will and determinism
- Analyzing how each approach would assess a case history

2.2 Identify important contributions to the understanding of personality.

Students may indicate this by (performance indicators):

- Diagramming Freud's structure of personality and describing his role in initiating study in the area of personality
- Describing the influence of external stimuli, modeling, and situational context on behavior
- Exploring the significance of self-perception and needs on an individual's thoughts, feelings, and actions
- Classifying primary dimensions, such as emotional stability or extraversion, as a way to organize behavioral phenomena

CONTENT STANDARD 3: Assessment tools used in personality

Students are able to (performance standards):

3.1 Distinguish between objective and projective techniques of personality assessment.

Students may indicate this by (performance indicators):

- Naming popularly used objective and projective tests

- Comparing and contrasting the validity and reliability of objective and projective assessment techniques

3.2 Describe tests used in personality assessment.

Students may indicate this by (performance indicators):

- Explaining key features of tests, such as the Minnesota Multiphasic Personality Inventory (MMPI-2) and the Thematic Apperception Test (TAT)
- Identifying the possible applications of personality assessment

After concluding the Health unit, students understand:

1. Sources of stress
2. Physiological reactions to stress
3. Psychological reactions to stress
4. Cognitive and behavioral strategies for dealing with stress and promoting health

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: Sources of stress

Students are able to (performance standards):

1.1 Identify and explain major sources of stress.

Students may indicate this by (performance indicators):

- Defining frustration and giving examples of how it can be a source of stress
- Relating results of early research about stress effects on animals
- Explaining and giving examples of approach-approach, approach-avoidance, and avoidance-avoidance conflicts
- Explaining how the hassles of contemporary life are a source of stress
- Discussing how our cognitive appraisal of situations can cause stress
- Exploring how challenges in work environments, such as violence, harassment, and downsizing, can increase stress reactions
- Examining the impact of discrimination from sexism, heterosexism, racism, ageism, and so on
- Examining the impact of discrimination on persons who are visible immigrants by accent or phenotype
- Describing the impact of poverty on levels of daily stress

CONTENT STANDARD 2: Physiological reactions to stress

Students are able to (performance standards):

2.1 List and explain possible physiological reactions to stress.

Students may indicate this by (performance indicators):

- Comparing the results of initial fight or flight experiments with animals to human stress reactions
- Describing Selye's General Adaptation Syndrome (GAS)
- Describing how stress can affect the immune system

CONTENT STANDARD 3: Psychological reactions to stress

Students are able to (performance standards):

3.1 List and explain possible psychological reactions to stress.

Students may indicate this by (performance indicators):

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

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

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- Describing how the use of problem solving and other cognitive strategies may help to cope with stress and promote health
- Explaining how person versus situation attributions for life events can influence one's response to stressors and promote health

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

Students may indicate this by (performance indicators):

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

Unit 3: Developmental Psychology

After concluding this unit, students understand:

1. Development as a lifelong process
2. Research techniques used to gather data on the developmental process
3. Stage theories of development
4. Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)
5. Impact of technology on aspects of the lifespan

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: Development as a lifelong process Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- Illustrating developmental changes in physical, cognitive, and social development
- Describing early research on child development
- Speculating on the interaction of physical, cognitive, and/or social changes in behavior
- Inferring how peer relationships change over time
- Describing similarities and differences in development across cultures
- Discussing the relative importance of peers' versus parents' influence in different cultural groups

1.2 Examine the nature of change over the lifespan.

Students may indicate this by (performance indicators):

- Describing how social roles change over time
- Examining how race, culture, gender, age, ethnicity, religion, sexual orientation, ability/disability, and so on affect our lives over the lifespan

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

Students may indicate this by (performance indicators):

- Citing research on the capabilities of infants and young children

- Citing contemporary research, comparing and contrasting early views of infant capabilities with current understanding
- Discussing the role of the caregiver in promoting child development
- Speculating about how cultural practices in care providing may influence the character of cognitive development

1.4 Apply lifespan principles to personal experience.

Students may indicate this by (performance indicators):

- Comparing their own life experiences with general patterns of others from their generation
- Predicting their own developmental changes over time
- Describing transition from childhood to adolescence
- Explaining the transition from adolescence to adulthood

CONTENT STANDARD 2: Research techniques used to gather data on the developmental process
Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD 3: Stage theories of development
Students are able to (performance standards):

3.1 Outline the stages of a developmental theory by theorists such as Piaget, Erikson, Kohlberg, Gilligan, Cross, Helms, and so on. Students may indicate this by (performance indicators):

- Applying developmental theories to life situations
- Identifying limitations of stage theories

3.2 Recognize how biological and environmental factors linked to societal conceptions of gender shape the experiences of males and females.

Students may indicate this by (performance indicators):

- Explaining the differences between sex, identity, and roles
- Citing examples of how gender expectations and bias affect male-female behavior throughout the lifespan
- Explaining how gender identity develops
- Exploring how gender expectations may differ depending on ethnicity
- Identifying biological factors that may lead to gender differences and similarities

3.3 Examine the development of ethnic identity.

Students may indicate this by (performance indicators):

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

3.4 Explore developmental theories as they relate to cultural bias.

Students may indicate this by (performance indicators):

- Identifying how cultural differences affect development, such as in collectivist versus individualist cultures
- Evaluating strengths and weaknesses of developmental theories, such as Erikson's stage of identity versus role confusion, from the perspective of different cultures

CONTENT STANDARD 4: Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)

Students are able to (performance standards):

4.1 Describe the role of critical periods in development.

Students may indicate this by (performance indicators):

- Giving an example of a critical period in development
- Evaluating significance of critical periods in development

- Explaining difficulties of research in the area of critical periods
- Linking cortical development to enriched environments during critical periods

4.2 Explain the issues of continuity/discontinuity and stability/instability in development.

Students may indicate this by (performance indicators):

- Giving an example to illustrate continuity or discontinuity in development
- Citing research concerning stability or instability of traits over time

CONTENT STANDARD 5: Impact of technology on aspects of the lifespan Students are able to (performance standards):

5.1 Discuss the influence of technology on quality of life.

Students may indicate this by (performance indicators):

- Debating the effects of media violence on aggressive behavior
- Contrasting definitions of quality of life across cultures that vary in technological development

5.2 Examine the role of technology in longevity.

Students may indicate this by (performance indicators):

- Investigating medical interventions for fertility and premature baby care
- Examining the moral dilemmas surrounding assisted suicide
- Examining cultural perspectives and values as they influence attitudes toward medical interventions

Unit 4: Biological

After concluding this unit, students understand:

1. Structure and function of the neuron
2. Organization of the nervous system
3. Hierarchical organization of the structure and function of the brain
4. Technologies and clinical methods for studying the brain
5. Specialized functions of the brain's hemispheres
6. Structure and function of the endocrine system

7. How heredity interacts with the environment to influence behavior
8. How psychological mechanisms are influenced by evolution

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: Structure and function of the neuron

Students are able to (performance standards):

1.1 Identify the neuron as the basis for neural communication.

Students may indicate this by (performance indicators):

- Using diagrams, models, and/or computer programs to identify the structure and function of different parts of a neuron
- Discussing how internal and external stimuli initiate the communication process in the neuron
- Describing the electrochemical process that propagates the neural impulse

1.2 Describe how information is transmitted and integrated in the nervous system.

Students may indicate this by (performance indicators):

- Describing the process of synaptic transmission
- Contrasting excitatory and inhibitory transmission

1.3 Analyze how the process of neurotransmission can be modified by heredity and environment.

Students may indicate this by (performance indicators):

- Comparing the effects of certain drugs or toxins with the effects of neurotransmitters in relation to synaptic transmission
- Discussing the role of neurotransmitters in Parkinson's disease, hyperactivity, and/or multiple sclerosis

CONTENT STANDARD 2: Organization of the nervous system

Students are able to (performance standards):

2.1 Classify the major divisions and subdivisions of the nervous system.

Students may indicate this by (performance indicators):

- Describing how views of the nervous system have evolved

- Identifying the central nervous system and its component parts
- Identifying the peripheral nervous system and its subdivisions

2.2 Differentiate the functions of the various subdivisions of the nervous system.

Students may indicate this by (performance indicators):

- Comparing the functions of the somatic and autonomic nervous systems
- Explaining the function of the sympathetic and the parasympathetic nervous systems on heart rate or other physiological responses in an emotional situation

CONTENT STANDARD 3: Hierarchical organization of the structure and function of the brain

Students are able to (performance standards):

3.1 Identify the structure and function of the major regions of the brain.

Students may indicate this by (performance indicators):

- Identifying the regions of the brain by using diagrams and/or computer-generated diagrams
- Summarizing the functions of the major brain regions

3.2 Recognize that specific functions are centered in specific lobes of the cerebral cortex.

Students may indicate this by (performance indicators):

- Describing the functions controlled by the frontal, parietal, occipital, and temporal lobes of the cerebral cortex
- Relating examples of research on cortical functioning

CONTENT STANDARD 4: Technologies and clinical methods for studying the brain

Students are able to (performance standards):

4.1 Explain how research and technology have provided methods to analyze brain behavior and disease.

Students may indicate this by (performance indicators):

- Describing how lesions and electrical stimulation in animal research provide information about brain functions

- Discussing how the use of the CAT scan, PET scan, MRI, and EEG provides information about the brain

CONTENT STANDARD 5: Specialized functions of the brain's hemispheres

Students are able to (performance standards):

5.1 Compare and contrast the influence on brain function between the left and right hemispheres.

Students may indicate this by (performance indicators):

- Identifying the role of the corpus callosum in hemispheric communication
- Identifying how vision, motor, language, and other functions are regulated by each hemisphere
- Explaining the purpose and findings of split-brain research

CONTENT STANDARD 6: Structure and function of the endocrine system

Students are able to (performance standards):

6.1 Describe how the endocrine glands are linked to the nervous system.

Students may indicate this by (performance indicators):

- Discussing the effect of the hypothalamus on the endocrine system
- Identifying the influence of fetal hormones on sexual differentiation of the central nervous system
- Giving examples of how hormones are linked to behavior and behavioral problems

CONTENT STANDARD 7: How heredity interacts with environment to influence behavior

Students are able to (performance standards):

7.1 Assess the effects of heredity and environment on behavior.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD 8: How psychological mechanisms are influenced by evolution

Students are able to (performance standards):

8.1 Explain how evolved tendencies interact with the present environment and culture to determine behavior.

Students may indicate this by (performance indicators):

- Describing how the environment selects traits and behaviors that increase the survival rate of organisms
- Providing examples of the interaction of evolutionary mechanisms with the environment in the areas of gender differences and aggression
- Comparing and contrasting mating behavior in animals and humans
- Discussing how cultures differ in their management of time

Unit 5: Sensation/Perception

After concluding this unit, students understand:

1. Basic concepts explaining the capabilities and limitations of sensory processes
2. Interaction of the person and the environment in determining perception
3. Nature of attention

Content Standards With Performance Standards and *Suggested* Performance Indicators

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

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- Devising demonstrations that illustrate threshold, adaptation, and constancy
- Providing real-life examples of threshold, adaptation, and constancy
- Describing historical examples of psychophysical research

1.2 Describe the operation of sensory systems.

Students may indicate this by (performance indicators):

- Labeling a diagram of the parts of the eye and ear and explaining the role of each part
- Explaining the operation of other sensory systems, such as taste and touch

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

Students may indicate this by (performance indicators):

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

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):

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

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

Students are able to (performance standards):

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):

- Finding examples of Gestalt principles
- Constructing demonstrations of Gestalt principles
- Explaining the significance of "the whole is greater than the sum of its parts"

2.2 Describe binocular and monocular depth cues.

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD 3: Nature of attention

Students are able to (performance standards):

3.1 Explain what is meant by attention.

Students may indicate this by (performance indicators):

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

3.2 Describe how attention differs for demanding versus simple tasks.

Students may indicate this by (performance indicators):

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

Unit 6: Motivation and Emotion

After concluding this unit, students understand:

1. Motivational concepts
2. Biological and environmental cues instigating basic drives or motives
3. Major theories of motivation
4. Interaction of biological and cultural factors in the development of motives
5. Role of values and expectancies in determining choice and strength of motivation
6. Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects
7. Effects of motivation and emotion on perception, cognition, and behavior

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: Motivational concepts

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD 2: Biological and environmental cues instigating basic drives or motives

Students are able to:

- 2.1 Describe the interaction of internal cues and environmental cues determining motivation derived from basic drives.

Students may indicate this by (performance indicators):

- Explaining why one becomes hungry when one smells bread baking or hears an ice cream truck

- Discussing how the concepts of homeostasis and adaptation level can be applied in understanding motivated behavior

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

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD 3: Major theories of motivation

Students are able to (performance standards):

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):

- Applying Maslow's theory to make predictions about meeting needs
- Citing research to support a theory of motivation
- Comparing and contrasting two theories of motivation

CONTENT STANDARD 4: Interaction of biological and cultural factors in the development of motives

Students are able to (performance standards):

4.1 Explain how common motives develop.

Students may indicate this by (performance indicators):

- Describing how the development of their own motives was affected by their parents, peers, as well as genetic and biological factors
- Describing changes in their own motivation from the beginning of the school year to the present
- Identifying how motivation for food develops
- Discussing how motives differ for those who drop out of school compared to those who stay in school

CONTENT STANDARD 5: Role of values and expectancies in determining choice and strength of motivation
Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD 6: Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects
Students are able to (performance standards):

6.1 Describe theories of emotion, such as James-Lange, Cannon-Bard, or cognitive theories.

Students may indicate this by (performance indicators):

- Citing research to support a theory of emotion
- Comparing and contrasting two theories of emotion
- Discussing key ideas of emotional intelligence

CONTENT STANDARD 7: Effects of motivation and emotion on perception, cognition, and behavior
Students are able to (performance standards):

7.1 Describe differences in perception between individuals differing in motivation.

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

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

Unit 7: Learning and Memory

After concluding the Learning unit, students understand:

1. Characteristics of learning
2. Principles of classical conditioning
3. Principles of operant conditioning
4. Components of cognitive learning
5. Roles of biology and culture in determining learning

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: Characteristics of learning

Students are able to (performance standards):

1.1 Discuss learning from a psychological viewpoint.

Students may indicate this by (performance indicators):

- Listing the important historical figures in learning
- Defining learning as relatively permanent changes of behavior resulting from experience
- Distinguishing learning from performance
- Demonstrating the use of theories of learning in applied examples

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD 2: Principles of classical conditioning

Students are able to (performance standards):

2.1 Describe the classical conditioning paradigm.

Students may indicate this by (performance indicators):

- Explaining how, according to Pavlov's theory, a neutral stimulus becomes capable of evoking a response through pairing with an unconditioned stimulus

- Labeling elements in classical conditioning examples
- Designing procedures to produce classically conditioned responses

CONTENT STANDARD 3: Principles of operant conditioning Students are able to (performance standards):

3.1 Describe the operant conditioning paradigm.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD 4: Components of cognitive learning Students are able to (performance standards):

4.1 Explain how observational learning works.

Students may indicate this by (performance indicators):

- Describing examples of learning by observation, such as Bandura's bobo doll study
- Identifying everyday examples of observational learning
- Discussing impact of role models

4.2 Describe cognitive learning approaches.

Students may indicate this by (performance indicators):

- Comparing learned behavior across cultures
- Exploring the role of expectation in promoting learning
- Differentiating insight learning from other forms of learning
- Describing how cognitive approaches differ from classical and operant conditioning

CONTENT STANDARD 5: Roles of biology and culture in determining learning
Students are able to (performance standards):

5.1 Identify biological contributions to learning.

Students may indicate this by (performance indicators):

- Describing biological constraints on learning
- Discussing adaptive value of one-trial learning, such as Garcia's taste-aversion studies

5.2 Speculate on the role of culture in determining what behaviors will be learned.

Students may indicate this by (performance indicators):

- Comparing learned behavior across cultures
- Describing environmental constraints on learning opportunities

5.3 Explore how biological and cultural factors interact to impede or enhance learning.

Students may indicate this by (performance indicators):

- Examining factors affecting academic performance that may differ for males and females (e.g., "chilly climate" effect on female students)
- Predicting how teacher expectancy can influence differential achievement for members of ethnic groups
- Debating whether sociocultural factors can reliably predict individual success
- Contrasting academic supports available for people who have learning disabilities with those who are gifted learners

5.4 Describe the collaborative nature of some forms of learning within Cultures.

Students may indicate this by (performance indicators):

- Giving examples of group learning in different cultures
- Contrasting Vygotsky's approach to collaborative learning with individualistic theories

After concluding the Memory unit, students understand:

1. Encoding, or getting information into memory
2. Short-term and long-term memory systems
3. Retrieval, or getting information out of memory
4. Biological bases of memory
5. Methods for improving memory

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: Encoding, or getting information into memory

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- Providing several examples each of surface and deep processing

1.2 Identify other factors that influence encoding.

Students may indicate this by (performance indicators):

- Demonstrating the role of imagery in encoding
- Developing examples of dual encoding, such as encoding both semantically and visually

CONTENT STANDARD 2: Short-term and long-term memory systems

Students are able to (performance standards):

2.1 Describe the operation of short-term memory.

Students may indicate this by (performance indicators):

- Explaining the duration and capacity of short-term memory
- Providing examples of the use of chunking to increase the capacity of short-term memory
- Conducting a demonstration that uses short-term memory
- Providing examples of primacy and recency effects

2.2 Describe the operation of long-term memory.

Students may indicate this by (performance indicators):

- Charting the duration and capacity of long-term memory
- Providing examples of episodic, semantic, and procedural memories
- Reporting the primary findings of Ebbinghaus' nonsense-syllable studies

CONTENT STANDARD 3: Retrieval, or getting information out of memory

Students are able to (performance standards):

3.1 Analyze the importance of retrieval cues in memory.

Students may indicate this by (performance indicators):

- Identifying contextual and state-related cues
- Examining problems related to incomplete retrieval, such as the tip-of-the-tongue phenomenon

3.2 Explain the role that interference plays in retrieval.

Students may indicate this by (performance indicators):

- Providing examples of proactive and retroactive interference
- Relating the concept of interference to studying school-related material

3.3 Relate difficulties created by reconstructive memory processes.

Students may indicate this by (performance indicators):

- Speculating about the role of reconstruction in claims of repressed childhood memories
- Speculating about the role of reconstruction in cases of eyewitness testimony

CONTENT STANDARD 4: Biological bases of memory

Students are able to (performance standards):

4.1 Identify the brain structures most important to memory.

Students may indicate this by (performance indicators):

- Relating case studies of damage to the hippocampus and its effect on memory
- Reporting on disorders, such as Alzheimer's and stroke, that can impair memory

CONTENT STANDARD 5: Methods for improving memory

Students are able to (performance standards):

5.1 Identify factors that interfere with memory.

Students may indicate this by (performance indicators):

- Generating examples of interference that reduce academic performance
- Describing case studies that involve memory loss
- Exploring the controversy surrounding repressed memories related to child abuse
- Explaining cross-racial eyewitness identification

5.2 Develop strategies for improving memory based on our understanding of memory.

Students may indicate this by (performance indicators):

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

Unit 8: Cognition and Intelligence

After concluding this unit, students understand:

1. Concepts related to measurement of individual differences
2. Influence and interaction of heredity and environment on individual differences
3. Nature of intelligence
4. Nature of intelligence testing

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: Concepts related to measurement of individual differences

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

- 1.2 Describe basic statistical concepts in testing

Students may indicate this by (performance indicators):

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

CONTENT STANDARD 2: Influence and interaction of heredity and environment on individual differences

Students are able to (performance standards):

2.1 Explain how personality and intelligence may be influenced by heredity and environment.

Students may indicate this by (performance indicators):

- Citing one or more studies demonstrating how environmental variables influence the development of intellectual skills
- Characterizing how studies of identical versus fraternal twins help establish the role of heredity in determining individual differences in intelligence
- Predicting which of two correlations will be higher: the correlation between the IQs of identical twins or the correlation between the IQs of fraternal twins
- Describing how the interaction between children and parents relates to differences in motivation and personality
- Explaining the role of cultural and group norms in establishing the frames of reference we use in thinking about individual differences
- Describing the link between intelligence testing and the eugenics movement

CONTENT STANDARD 3: Nature of intelligence

Students are able to (performance standards):

3.1 Link intelligence to the use of cognitive skills and strategies.

Students may indicate this by (performance indicators):

- Explaining how cognitive processes, such as analogical reasoning and speed of processing, are involved in intelligence
- Discussing the role of planning and self-regulation in intelligence
- Contrasting the skills that people typically acquire in school with those that people acquire outside of school and discussing the skills most likely to be related to scores on intelligence tests
- Describing how intelligence test scores are derived
- Discussing the relationship between intelligence and musical, artistic, and other special abilities

3.2 Describe how intelligence changes over time.

Students may indicate this by (performance indicators):

- Explaining why children's capacity for intelligent behavior increases as they get older
- Explaining how practice and effort increase intelligence
- Explaining why education increases intelligence

3.3 Describe theories of intelligence.

Students may indicate this by (performance indicators):

- Comparing traditional psychometric theories of intelligence to more recent approaches (e.g., Gardner's multiple intelligences, Sternberg's triarchic theory, theory of emotional intelligence)
- Debating whether intelligence is one or several abilities
- Describing emotional intelligence

CONTENT STANDARD 4: Nature of intelligence testing

Students are able to (performance standards):

4.1 Discuss how intelligence tests reflect differences among people.

Students may demonstrate this by:

- Describing what has changed and what has stayed the same if a child has the same intelligence test score in the ninth grade as in the first grade
- Explaining what would probably happen to the intelligence test score of a person who dropped out of school after the sixth grade
- Explaining the meaning of culture fair testing

4.2 Explain why intelligence tests predict achievement.

Students may indicate this by (performance indicators):

- Citing correlations between IQ and academic achievement and explaining the correlation
- Predicting how intelligence test scores correlate with other measurable variables (e.g., grades, supervisor ratings, etc.)
- Explaining why intelligence tests and other aptitude tests correlate with ability to do a job, but tests of motivation and personality increase the ability to predict how well individuals will actually perform
- Exploring how ethnicity and gender can moderate achievement predictions based on intelligence tests

4.3 Explain the limitations of using conventional intelligence tests.

Students may indicate this by (performance indicators):

- Describing the abilities commonly measured by intelligence tests
- Describing other skills that may be included on tests of intelligence in other cultures
- Identifying specific examples in which conventional tests will not produce valid uses
- Discussing the risks involved in using tests outside of the cultural domain in which they were developed
- Identifying specific examples in which conventional tests will not produce valid results
- Exploring the consequences of using labels derived from testing, such as "genius," "normal," or

"mentally/cognitively challenged"

- Discussing how test scores are used in college admissions

Unit 9: Abnormal Psychology/Therapy

After concluding the Abnormal Psychology unit, students understand:

1. Characteristics and origins of abnormal behavior
2. Methods used in exploring abnormal behavior
3. Major categories of abnormal behavior
4. Impact of mental disorders

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: Characteristics and origins of abnormal behavior

Students are able to (performance standards):

- 1.1 Distinguish the common characteristics of abnormal behavior.

Students may indicate this by (performance indicators):

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

- 1.2 Cite examples of abnormal behavior.

Students may indicate this by (performance indicators):

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

- 1.3 Relate judgments of abnormality to contexts in which those judgments occur.

Students may indicate this by (performance indicators):

- Recognizing the influence of context in designating abnormal behavior
- Identifying how judgments about abnormality have changed through history (e.g., homosexuality or epilepsy)

- Describing some abnormal behaviors specific to particular contexts or circumstances
- Acknowledging sociocultural implications of labeling behavior as abnormal
- Citing examples of misdiagnosis that may result from evaluator ignorance of relevant cultural and situational norms for behavior

1.4 Describe major explanations for the origins of abnormality.

Students may indicate this by (performance indicators):

- Describing biological approaches as explaining disorders arising from physiological sources
- Characterizing psychological approaches as explaining disorders derived from psychological sources, such as emotional turmoil, distorted thinking, and learning
- Identifying sociocultural approaches as explaining how sociocultural factors, such as class, influence diagnosis
- Defending spiritually based explanations for abnormal behavior (e.g., soul loss, transgression against ancestor)
- Recognizing that a label, such as schizophrenia, does not explain, but only describes abnormal behavior patterns
- Exploring the long-term impact of diagnostic labels even after successful treatment

CONTENT STANDARD 2: Methods used in exploring abnormal behavior

Students are able to (performance standards):

2.1 Identify the purpose of different research methods.

Students may indicate this by (performance indicators):

- Describing methods used in research on abnormal behavior, such as case studies, experiments, and surveys
- Justifying the use of one method over another to answer a specific research question
- Discussing how animal models of abnormality offer insight into human problems

2.2 Characterize the advantages and limitations of different research methods for studying abnormal behavior.

Students may indicate this by (performance indicators):

- Evaluating the quality of research conclusions derived in a specific study
- Speculating about the preferred method for answering a specific research question
- Discussing validity of findings of research methods with different cultural groups

CONTENT STANDARD 3: Major categories of abnormal behavior

Students are able to (performance standards):

3.1 Discuss major categories of abnormal behavior.

Students may indicate this by (performance indicators):

- Explaining selected categories of abnormal behavior, such as anxiety disorders, mood disorders, substance abuse disorders, and schizophrenia
- Identifying symptoms of selected categories of disorders

3.2 Explore the challenges associated with accurate diagnosis.

Students may indicate this by (performance indicators):

- Examining the influence of class, gender, ethnic, or age bias on diagnosis
- Explaining how psychologists with different orientations produce different diagnostic conclusions about the same case example
- Exploring how definitions of abnormality differ over time and across cultures

CONTENT STANDARD 4: Impact of mental disorders

Students are able to (performance standards):

4.1 Consider factors that influence vulnerability to abnormal behavior.

Students may indicate this by (performance indicators):

- Exploring how sociocultural factors influence vulnerability to abnormal behavior
- Describing the role of heredity as it influences risk for abnormal behavior

4.2 Discuss the stigma associated with abnormal behavior.

Students may indicate this by (performance indicators):

- Citing historic or fictional examples of stigmatized behavior
- Speculating about how abnormal conditions might influence acceptance in contemporary life

4.3 Speculate about means for promoting greater understanding of abnormal behavior.

Students may indicate this by (performance indicators):

- Describing historic efforts to promote tolerance of those stigmatized by mental disorder
- Developing a strategy to promote support for individuals with specific mental disorders

After concluding the Therapy unit, students understand:

1. Prominent methods used to treat people with disorders
2. Types of practitioners who implement treatment
3. Legal and ethical challenges involved in delivery of treatment

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: Prominent methods used to treat people with disorders

Students are able to (performance standards):

1.1 Describe availability and appropriateness of various modes of treatment for people with psychological disorders.

Students may indicate this by (performance indicators):

- Identifying major treatment orientations used in therapy, such as behavioral, cognitive, psychoanalytic, humanistic, feminist, and biomedical
- Distinguishing psychotherapy from medical intervention and spiritual support
- Describing different treatment formats, such as individual, couples, group, systems
- Explaining how different treatment orientations will influence the therapy plan
- Discussing how theoretical orientations may promote specific treatment biases

1.2 Describe characteristics of effective treatment and prevention.

Students may indicate this by (performance indicators):

- Characterizing early attempts to reduce psychological symptoms and speculate about their likelihood of success
- Discussing credibility of treatment based upon cultural explanations or beliefs about abnormality or causation of illness
- Speculating about factors that prompt ethnic minority group members to stay or leave treatment (sometimes characterized as "premature termination") provided in state or county mental health facilities
- Identifying criteria for evaluating successful treatment
- Discussing validity of findings of research methods with different cultural groups
- Citing evidence for success of a treatment intervention
- Describing prevention strategies that build resilience and promote competence

CONTENT STANDARD 2: Types of practitioners who implement treatment

Students are able to (performance standards):

2.1 Identify therapists according to training.

Students may indicate this by (performance indicators):

- Differentiating various types of intervention specialists: psychologist versus psychiatrist versus counselor versus social worker
- Arguing about the advantages and disadvantages of different types of practitioners
- Exploring how credibility of treatment professionals or healers varies among diverse groups of people

2.2 Describing strategies for locating appropriate therapists.

Students may indicate this by (performance indicators):

- Locating care providers through established systems, such as local mental health associations, hospitals, and mental health clinics
- Incorporating the idea of matching the presenting problem to the orientation and expertise of the care provider
- Speculating about why disenfranchised group members might mistrust mental health professionals in traditional settings
- Discussing validity of findings of research methods with different cultural groups

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

Students are able to (performance standards):

3.1 Describe the intersection between mental health and law.

Students may indicate this by (performance indicators):

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

3.2 Examine the influence of law on the practice of psychotherapy.

Students may indicate this by (performance indicators):

- Identifying the therapist's ethical obligation to practice competently
- Describing how confidentiality regulations protect client privacy
- Explaining right to treatment as well as right to refuse treatment

Unit 10: Social Psychology

After concluding this unit, students understand:

1. Social judgment and attitudes
2. Social and cultural categories
3. Group processes
4. Social influence

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD 1: Social judgment and attitudes

Students are able to (performance standards):

1.1 Demonstrate an understanding of person perception.

Students may indicate this by (performance indicators):

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

1.2 Describe how attributions affect our explanations of behavior.

Students may indicate this by (performance indicators):

- Explaining differences between internal and external attributions
- Drawing conclusions about the effect of actor
- observer bias and the formation of fundamental attribution errors

1.3 Identify sources of attitude formation.

Students may indicate this by (performance indicators):

- Providing learning-based interpretations of attitude formation
- Explaining the role of expectations and stereotyped thinking as they relate to attitude and behavior

1.4 Assess some methods used to change attitudes.

Students may indicate this by (performance indicators):

- Citing research on the effects of advertising and persuasion

- Speculating about the potential of media to influence positive attitude change
- Creating campaigns to produce social change and evaluate their effectiveness

CONTENT STANDARD 2: Social and cultural categories

Students are able to (performance standards):

2.1 Identify basic social and cultural categories.

Students may indicate this by (performance indicators):

- Identifying major social categories in the U.S. culture (e.g., gender, race, ethnicity, sexual orientation, and disability)
- Describing the components of culture (e.g., symbols, language, norms, and values)
- Differentiating between culture and society or social structure

2.2 Discuss how social and cultural categories affect behavior.

Students may indicate this by (performance indicators):

- Explaining how U.S. culture is both similar to and different from culture in other countries
- Discussing how the meanings of social categories (e.g., gender and age) can change over time and differ across cultures
- Speculating about how lives would change if magically transformed into a different social category (e.g., opposite gender)

CONTENT STANDARD 3: Group processes

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- Applying the notion behind social facilitation to performance at a track meet
- Providing an example of the bystander effect
- 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)

3.2 Describe how social structure can affect intergroup relations.

Students may indicate this by (performance indicators):

- Discussing conflict and the processes involved in conflict resolution

- Describing the Robber's Cave study and explaining its implications
- Giving examples of creating social structures that would foster competition between groups
- Graphing the expected productivity level of an American business in which people work individually compared to those doing the same kind of work in-group
- Providing positive and negative outcomes of group polarization
- Giving examples of how a superordinate goal can increase cooperation between groups

3.3 Explore the nature of bias and discrimination.

Students may indicate this by (performance indicators):

- Describing situations in which bias occurs
- Examining how bias and discrimination influence behavior
- Describing examples from early research on prejudice and discrimination
- Relating a personal example of ethnocentrism
- Exploring the nature of in-group/out-group dynamics
- Speculating on the sources of opposition to the 1954 Supreme Court's decision regarding Brown vs. Board of Education of Topeka
- Predicting how the self-fulfilling prophecy can fuel stereotypes about ethnic groups
- Developing strategies for promoting tolerance, cooperation, and equality

CONTENT STANDARD 4: Social influence

Students are able to (performance standards):

4.1 Describe circumstances under which conformity and obedience are likely to occur.

Students may indicate this by (performance indicators):

- Explaining the importance of group size as a predictor of conformity
- Discussing why obedience to authority is a common phenomenon
- Citing examples of disobedience to authority
- Analyzing the 1986 space shuttle disaster from the perspective of the groupthink hypothesis

4.2 Discuss the nature of altruism in society.

Students may indicate this by (performance indicators):

- Delineating the arguments for and against the labeling of a given human behavior as altruistic
- Debating whether specific actions qualify as altruistic
- Discussing the factors that increase or decrease altruism

4.3 Discuss the significance of aggression.

Students may indicate this by (performance indicators):

- Explaining aggression from several theoretical orientations (e.g., biomedical, psychoanalytic, and social-learning perspectives)
- Debating whether media can influence aggressive acts