

---

**Coal City Unit District #1**  
**General Psychology**  
**Social Studies Curriculum**

---

**SS.PY:1      Students will demonstrate knowledge of the history of psychology and the methods used in research. (IL.PSY.1-3, 6-8)**

- SS.PY:1-1      Define psychology as a discipline and identify its goals as a science.
- SS.PY:1-2      Identify careers individuals can pursue in psychological science in any career.
- SS.PY:1-3      Identify ways individuals can use psychological science in any career.
- SS.PY:1-4      Describe research methods psychological scientists use.
- SS.PY:1-5      Identify ethical requirements for research with human participants and non-human animals.
- SS.PY:1-6      Explain why researchers need to adhere to an ethics review process.
- SS.PY:1-7      Recognize famous psychologists by their experiments and popular theories.

**SS.PY:2      Students will demonstrate knowledge of biological interaction with psychology. (IL.PSY.4-5, 8)**

- SS.PY:2-1      Identify the parts of the neuron and describe the basic process of neural transmission.
- SS.PY:2-2      Describe the structures and functions of the various parts of the central nervous system.
- SS.PY:2-3      Describe the interactive effects of heredity and environment
- SS.PY:2-4      Explain the concepts of psychophysics such as threshold and adaptation.
- SS.PY:2-5      Describe each of the human body's sensory systems (visual, auditory, chemical, tactile).

**SS.PY:3      Students will demonstrate knowledge of cognitive abilities and processes. (IL.PSY.4-5, 8, IL.IS.6-7)**

- SS.PY:3-1      Identify states of consciousness.
- SS.PY:3-2      Describe the circadian rhythm and its relation to sleep.
- SS.PY:3-3      Describe the sleep cycle.
- SS.PY:3-4      Describe types of sleep disorders
- SS.PY:3-5      Describe obstacles to effective information processing and decision making.
- SS.PY:3-6      Explain the process of encoding, storage and retrieval.
- SS.PY:3-7      Describe systems of memory (i.e., sensory, working, and long-term memory).
- SS.PY:3-8      Differentiate types of memory (i.e., implicit and explicit).
- SS.PY:3-9      Explain strategies for improving the encoding, storage, and retrieval of memories.
- SS.PY:3-10      Identify disorders that impact the function of memory.
- SS.PY:3-11      Describe principles of perception.
- SS.PY:3-12      Explain the various principles of perception (i.e., Gestalt, binocular and monocular cues, constancy, and attention).
- SS.PY:3-13      Analyze the history of intelligence testing, including historical use and misuse in the context of fairness.
- SS.PY:3-14      Explain the complexities of interpreting scores on intelligence tests.
- SS.PY:3-15      Describe the influences of biological, cultural, and environmental factors on intelligence.

**SS.PY:4      Students will demonstrate knowledge of the psychological ideas behind growth, development, and learning. (IL.PSY.4-5, 8, IL.IS.6-7)**

- SS.PY:4-1      Identify key features of physical, cognitive, and social development from prenatal through older adulthood.
- SS.PY:4-2      Describe the processes of classical conditioning.
- SS.PY:4-3      Describe clinical and experimental examples of classical conditioning.
- SS.PY:4-4      Describe the processes of operant conditioning.
- SS.PY:4-5      Describe clinical and experimental examples of operant conditioning.
- SS.PY:4-6      Describe observational learning and social learning theory.