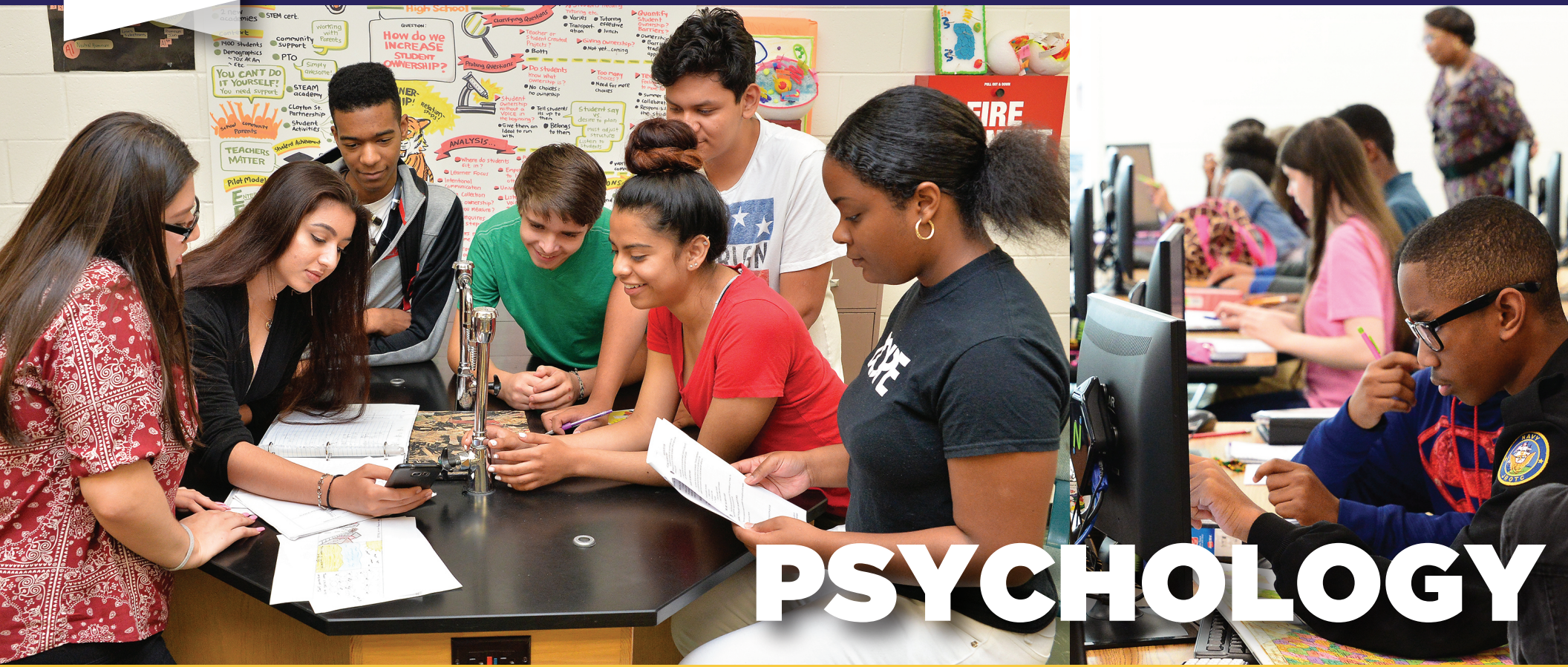
HENRY COUNTY SCHOOLS

Better Together.



PSYCHOLOGY

| SOCIAL STUDIES |

HENRY

Teaching & Learning Standards

Social Studies

Psychology

HENRY LEARNING PROGRESSIONS

Psychology
Social Studies

Quarter 1

Unit 1	Unit 2	Unit 3	Unit 4
2 weeks	*2 weeks*	*3 weeks*	*2 weeks*
History and Research	**Brain and Behavior**	**Sensation and Perception**	**States of Consciousness and Learning**
SSPFR1 Explain selected historical and contemporary perspectives and practices of psychologists. SSPFR2 Explain the research methods and the types of statistics used in the field of psychology.	SSPBF1 Explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion.	SSPBF4 Describe how the physical world is translated into a psychological experience.	SSPBF2 Compare different states of consciousness. SSPBC1 Identify the characteristics of and major approaches to learning

Quarter 2

Unit 5	Unit 6	Unit 7	Unit 8	Unit 7
2 weeks	*1.5*	*2 weeks*	*2 weeks*	*1.5 weeks*
Memory, Cognition, and Intelligence	**Motivation, Emotion, and Stress**	**Development and Personality**	**Disorders**	**Social Psychology**
SSPBC2 Analyze key concepts associated with information processing and memory. SSPVB1 Analyze concepts related to the measurement, and nature of intelligence.	SSPBF3 Discuss the components of stress. SSPBF5 Identify major theories and concepts relate to motivation and emotion.	SSPBC3 Describe behavioral, social, and cognitive changes from the prenatal period throughout the life span. SSPVB2 Evaluate theories of personality and assessment tools.	SSPVB3 Identify psychological disorders and treatment.	SSPSP1 Analyze the impact of the social environment on behaviors, and attitudes.

Embedded throughout the units are the Map & Globe Skills, Information Processing Skills, & Reading Standards for Literacy in History/SS explicitly listed in the standards.

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate Learner Outcome	***As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.***
GA Standard Code	
Map and Globe Skills	**Use maps to retrieve social studies information.**
Map and Globe Skills	Use geographic technology and software to determine changes, identify trends, and generalize about human activities

HCS Graduate Learner Outcome	***As a Henry County graduate, I will question, research, communicate and defend discipline-based processes and knowledge.***
GA Standard Code	
Information Processing Skills	**Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.**
Reading Standards for Literacy in History/Social Studies (RHSS)	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Reading Standards for Literacy in History/Social Studies (RHSS)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Reading Standards for Literacy in History/Social Studies (RHSS)	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Reading Standards for Literacy in History/Social Studies (RHSS)	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Reading Standards for Literacy in History/Social Studies (RHSS)	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will apply my knowledge of behavioral, psychological, biological, and social foundations to the accepted practices of psychological and sociological study and research.***

GA Standard Code

SSPFR1 Explain selected historical and contemporary perspectives and practices of psychologists.

- SSPFR1a Define the field of psychology.
- SSPFR1b Identify key figures and their perspectives in the history of the field of psychology: include Wundt, Freud, Skinner, James, Watson, Rogers, Bandura, and Pavlov.
- SSPFR1c List and describe the major occupations and subfields of psychology.

SSPFR2 Explain the research methods and the types of statistics used in the field of psychology.

- SSPFR2a Explain how psychologists conduct research to describe, explain, predict, and control behavior.
- SSPFR2b Describe the types of research methods used by psychologists, include: experiment, survey, case study, and observation.
- SSPFR2c Identify the basic elements of an experiment, include: independent and dependent variables, types of experimental control (blind/double-blind procedures, placebo controls).
- SSPFR2d Explain the differences between a correlation and an experiment.
- SSPFR2e Classify the types and uses of statistics in psychological research, include: descriptive statistics.
- SSPFR2f Interpret graphic data representations.
- SSPFR2g Explain ethical issues in psychological research.

SSPBF1 Explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion.

- SSPBF1a Discuss the major divisions and sub-divisions of the nervous system and their role in behavior, include: central (brain and spinal cord) and peripheral [autonomic (sympathetic and parasympathetic) and somatic].
- SSPBF1b Identify the components and function of a neuron.
- SSPBF1c Explain the process of neurotransmission, include: action potentials and synaptic transmission.
- SSPBF1d Identify the major structures and functions of the brain.
- SSPBF1e Describe the methods used to analyze neural form and function: include the MRI, fMRI, PET, CAT, and EEG.
- SSPBF1f Examine the role of genetics in the development of behaviors

SSPBF2 Compare different states of consciousness.

SSPBF2a Identify altered states of consciousness, include: sleeping, dreaming, hypnosis, meditation, biofeedback, and mind-altering substances.

SSPBF2b Describe the sleep cycle and circadian rhythm.

SSPBF2c Explain theories of sleeping and dreaming.

SSPBF2d Investigate the validity of hypnosis.

SSPBF2e Analyze the physical and psychological issues associated with addiction.

SSPBF2f Explain how the major drug classes (stimulants, depressants, and hallucinogens) affect neurotransmission and behaviors.

SSPBF3 Discuss the components of stress.

SSPBF3a Categorize and explain the different physiological and psychological reactions to stress.

SSPBF3b Identify strategies to deal with stress that promote health, include: coping strategies and behavioral modification.

SSPBF4 Describe how the physical world is translated into a psychological experience.

SSPBF4a Describe the basic structures of the eye and ear, the associated neural pathways, and the process of sensory transduction

SSPBF4b Recognize causes which can lead to hearing and vision deficits: include environmental causes, aging, genetics, diet, disease, and trauma.

SSPBF4c Describe the major theories associated with visual and auditory sensation and perception: include threshold theory, opponent process theory, trichromatic theory of vision, frequency theory, volley theory and place theory of hearing.

SSPBF4d Identify additional senses, include: smell, taste and touch.

SSPBF4e Analyze different perceptual illusions and describe why illusions are important for our understanding of perception.

SSPBF4f Compare top-down and bottom-up processing.

SSPBF5 Identify major theories and concepts related to motivation and emotion.

SSPBF5a Compare and contrast the biological, cognitive/learning, and humanistic perspectives of motivation.

SSPBF5b Compare and contrast theories of emotion, include: James-Lange, Cannon-Bard, and Singer-Schachter's Two Factor.

SSPBC1 Identify the characteristics of and major approaches to learning

SSPBC1a Identify learning as a relatively permanent change in behavior based on experience.

SSPBC1b Explain the behavioral approach to learning.

SSPBC1c Compare and contrast the paradigms of classical and operant conditioning.

SSPBC1d Describe changes in behavior using the social learning theory.

SSPBC2 Analyze key concepts associated with information processing and memory.

SSPBC2a Describe the components of the human information processing system, include: sensory memory, attention, short term memory (working memory), encoding, long term memory, and retrieval.

SSPBC2b Evaluate strategies that enhance memory, include: mnemonics, maintenance rehearsal, and elaborative rehearsal.

SSPBC2c Analyze theories of forgetting, include, encoding failure, decay, proactive/retroactive interference, types of amnesia (retrograde, anterograde, source, and infantile).

SSPBC2d Explain the phenomena involved in problem solving and decision-making, include: heuristics, algorithms, biases, expectancies, and mental set

SSPBC3 Describe behavioral, social, and cognitive changes from the prenatal period throughout the life span.

SSPBC3a Chart physical changes of a human being from conception through late adulthood.

SSPBC3b Explain the developmental models of Freud, Piaget, Kohlberg, and Erikson.

SSPBC3c Compare and contrast the theories of language and language acquisition, include: Chomsky, Skinner, and Whorf.

SSPBC3d Describe the role of critical periods in development.

SSPVB1 Analyze concepts related to the measurement, and nature of intelligence.

SSPVB1a Differentiate between general and multiple intelligences.

SSPVB1b Explain how intelligence may be influenced by heredity and environment.

SSPVB1c Evaluate the reliability, validity, and standardization of historical and contemporary intelligence tests.

SSPVB1d Evaluate the implications of measurement of intelligence on the individual and culture.

SSPVB1e Differentiate the levels of intelligence: include giftedness and intellectual disability

SSPVB2 Evaluate theories of personality and assessment tools.

SSPVB2a Evaluate Psychodynamic Theory and its impact on contemporary psychology.

SSPVB2b Evaluate the Humanistic Perspective of personality.

SSPVB2c Analyze the purpose and theories of the Trait Perspective of personality.

SSPVB2d Analyze the Social-Cognitive Perspective of personality.

SSPVB2e Identify various personality assessment tools.

SSPVB3 Identify psychological disorders and treatment.

SSPVB3a Identify criteria that distinguish normal from disordered behavior, include: the criteria of distress, deviance, and dysfunction.

SSPVB3b Describe methods used to diagnose and assess psychological disorders, include: the current version of the Diagnostic and Statistical Manual, the MMPI, and projective tests.

SSPVB3c Analyze various psychological disorders and identify appropriate treatments, include: anxiety disorders, bipolar and depressive disorders, personality disorders, somatic disorders, and schizophrenia.

SSPVB3d Analyze the challenges associated with labeling psychological disorders and the impact of diagnosis on patients.

SSPVB3e Compare the biomedical, psychoanalytical, cognitive, and behavioral and humanistic approaches to the treatment of psychological disorders.

SSPSP1 Analyze the impact of the social environment on behaviors, and attitudes.

SSPSP1a Explain phenomena that result from the influence of the social environment on the individual and vice versa: include obedience, social facilitation, social loafing, bystander apathy, conformity such as Asch's experiment, groupthink, group polarization, and deindividuation.

SSPSP1b Analyze attribution and cognitive dissonance theories pertaining to social judgments and attitudes.

SSPSP1c Explain the factors that contribute to affiliation and attraction, include: proximity, mereexposure effect, and similarity.

SSPSP1d Analyze and evaluate the ethics of experimentation in social psychology, include: Milgram's experiment of obedience and Zimbardo's Stanford Prison Experiment.