SOCIAL STUDIES

Essential Discipline Goals

Demonstrate commitment to human dignity, justice, and democratic process.
Work cooperatively and accept group decisions while respecting individual rights.
Develop a common culture.

PSYCHOLOGY

Elective — Grades 11 and 12

SS.PSY.05 Introduction to Psychology

The purpose of this course is to familiarize and expose students to a to a variety of general psychology topics and theories. General areas of study include: history and fundamentals of psychological theory, cognition, human development, stress and psychological disorders. This elective course will provide tools to help students gain insights into their own behavior as well as their relationship with others.

This unit is meant as an overview of important concepts in psychology, such as research terminology, basic approaches in explaining behavior, and the historical background of the discipline.

SS.PSY.05.01	Define psychology
SS.PSY.05.02	Briefly trace the emergence of scientific psychology in the 19th century
SS.PSY.05.03	Describe development of the major "schools" of thought in psychology(perspectives)
SS.PSY.05.04	Explain why psychology is considered a science
SS.PSY.05.05	Outline, explain and apply the scientific method as it applies to psychology
SS.PSY.05.06	Discuss the importance of ethics in both scientific research and the practice of psychology
SS.PSY.05.07	Explore different careers in psychology
SS.PSY.05.08	Vocabulary to achieve the content in these indicators would include: psychology, psychiatrist, psychologist, hypothesis, variables, dependent variable, independent variable, confounding variables, phrenology, Wundt, introspection, structuralism, James, functionalism, Gestalt, Galton, psychoanalysis, Freud, unconscious, behaviorism, humanism, cognitive psychology, sociocultural psychology, psychobiology, case study, experimenter effect, placebo effect, population, sample, experimental group, control group, single blind, double blind, correlation method, correlation coefficient, positive correlation, negative correlation, APA ethical guidelines, applied psychology, research(basic) psychology.

SS.PSY.10 Biological Basis of Behavior

This unit is the basis for an understanding of the effects of biological functions on human behavior. Emphasis is given to a description of the nervous system, parts of the brain and the workings of the endocrine system.

SS.PSY.10.01	Describe the techniques used to study the brain
SS.PSY.10.02	Identify the parts and functions of a neuron and how neurons are used to communicate information from the body to the brain and vice versa
SS.PSY.10.03	Identify the location and describe the functions of various parts of the brain
SS.PSY.10.04	Differentiate between right and left-brain learning
SS.PSY.10.05	Explain how the glandular system can affect behavior

SS.PSY.10.06   Vocabulary to achieve the content in these indicators would include: Neuron/nerve cell, motor neurons, sensory neurons, axon, dendrite, synapse, neurotransmitters, serotonin, dopamine, endorphins, left brain, right brain, corpus callosum, sub cortex, thalamus, reticular activating system (RAS), hypothalamus, basal ganglia, limbic system, hippocampus, occipital lobe, temporal lobe, parietal lobe, somatosensory, frontal lobe, motor cortex, medulla oblongata, pons, cerebellum, cerebral cortex, EEG (electroencephalograph), MRI, CAT scan, central nervous system, autonomic, peripheral, somatic, glands, ductless (endocrine), duct, hormones, pituitary, thyroid, gonads, adrenal.

SS.PSY.15 Sensation and Perception
In this unit the interrelated processes of sensation and perception are examined. These processes are illustrated through a study of vision, hearing, touch, taste and smell, with special attention to the visual and auditory processes.

SS.PSY.15.01   Differentiate between sensation and perception
SS.PSY.15.02   Define the concept of thresholds and the physical and psychological variables which affect those measurements
SS.PSY.15.03   Identify and describe the parts of the eye and ear
SS.PSY.15.04   List and explain the workings of the 5 basic senses
SS.PSY.15.05   Examine the factors which play a role in perception and how these factors can be altered by learning and environment
SS.PHY.15.06   Vocabulary to achieve the content in these indicators would include: sensation, perception, absolute threshold, difference threshold, Just Noticeable Difference, Weber's law, signal detection theory, subliminal messaging, sclera, cornea, lens, pupil, iris, retina, rods, cones, fovea, optic nerve, blind spot, optic chasm, visible spectrum, sensory adaptation, binocular/stereoscopic vision, after-image, opponent process theory, visual cliff, motion parallax, gestalt, figure ground perception, pinna, tympanic membrane, cochlea, basilar membrane, decibels, conduction deafness, nerve deafness, smell, olfactory nerve, taste (gustation), taste buds, kinesthetic sense, vestibular sense, phantom limb pain, referred pain, synesthesia, sensory deprivation, touch.

SS.PSY.20 Motivation and Emotion
This unit explores the forces that influence the initiation, intensity and direction of behavior. Central to this study are the various theories, as well as the biological basis, for motivation and emotion.

SS.PSY.20.01   Identify and differentiate between primary and secondary motives
SS.PSY.20.02   Describe the biological basis of motivation and emotion
SS.PSY.20.03   Examine the theories of motivation including internal instincts and external incentives
SS.PSY.20.04   Identify the basis of emotion
SS.PSY.20.05   Describe the James-Lange theory, Cannon-Bard theory, and Schacter Cognitive theory of emotion
SS.PSY.20.06   Examine the role of stress in life by focusing on the impact of life changes, daily stress, and emergency situations on physiological and psychological well-being.
SS.PSY.20.07   Identify the levels of Maslow's hierarchy of emotional needs
SS.PSY.20.08   Vocabulary to achieve the content in these indicators would include: motivation, drive, primary drive, secondary drive, set point, Schacter study, Harlow, McClelland, Matina Horner, intrinsic, extrinsic, Drive-Reduction Theory/Clark-Hall, Maslow's hierarchy of needs, emotions, personality types, Type A, Type B, James-Lange, Cannon-Bard, Shacter cognitive theory, opponent process of emotion.

SS.PSY.25 States of Consciousness

Various states of consciousness are explored in this unit, including sleep and dream states, dream analysis, meditation, hypnosis and drug-induced states.

SS.PSY.25.01   Define consciousness and identify various states of consciousness
SS.PSY.25.02   Describe and differentiate the states of sleep (REM and non-REM)
SS.PSY.25.03   Examine the function and theories of sleep
SS.PSY.25.04   Explore sleep disorders
SS.PSY.25.05   Explain different theories of dreaming
SS.PSY.25.06   Describe meditation, hypnosis, and drug use as ways to alter consciousness
SS.PSY.25.07   Vocabulary to achieve the content in these indicators would include: consciousness, circadian rhythm, non REM, REM, four stages of sleep, sleep deprivation, insomnia, sleep apnea, narcolepsy, somnambulism, Kleitman, Freud, dream analysis, manifest content, latent content, lucid dreaming, incubus attack/night terror, hypnosis.

SS.PSY.30 Development

This unit is an overview of human development, spanning birth to death. Research procedures and developmental theories are covered in detail.

SS.PSY.30.01   Differentiate and identify the advantages and disadvantages of longitudinal and cross sectional research
SS.PSY.30.02   Examine the life span perspective of development
SS.PSY.30.03   Describe and analyze the theories explaining cognitive (Piaget), social, moral (Kohlberg), psychosocial (Erikson) and physical development
SS.PSY.30.04   Evaluate the research of Kubler-Ross in understanding the process of death and dying
SS.PSY.30.05   **Vocabulary** to achieve the content in these indicators would include: critical periods, imprinting, longitudinal studies, cross sectional studies, maturation, adaptive reflexes, thanatology, Elizabeth Kubler-Ross, DABRA, James Marcia, Kohlberg, Erik Erikson, Piaget, schemas, assimilation, accommodation, peer pressure, authoritarian, permissive, authoritative, preoperational thought, object permanence, animism, egocentric thought, concrete operational thought, reversibility, formal operational, sensory motor thought.

SS.PSY.35 Learning Theory

This unit is the basis for understanding the process of how we learn. Emphasis is given to the behavioral and cognitive theories of learning.

SS.PSY.35.01   Differentiate between reflex and learning
SS.PSY.35.02   Describe and utilize the components of classical conditioning as identified by Pavlov
SS.PSY.35.03   Describe and utilize the components of operant conditioning as identified by Skinner
SS.PSY.35.04   Apply the techniques of generalization, discrimination, extinction and spontaneous recovery to learning theory
SS.PSY.35.05   Describe and utilize the components of social learning theory as identified by Bandura
SS.PSY.35.06   Identify and describe the uses and effectiveness of reinforcement and punishment
SS.PSY.35.07   Describe the reinforcement schedules
SS.PSY.35.08   Examine the processes and theories of cognitive learning
SS.PSY.35.09   Vocabulary to achieve the content in these indicators would include: learning, classical conditioning, Ivan Pavlov, unconditional stimulus (UCS), unconditional response (UCR), conditioned stimulus (CS), conditioned response (CR), acquisition, counter/avoidance conditioning, generalization, discrimination, extinction, spontaneous recovery, Watson, BF Skinner, operant conditioning, reinforcement, positive reinforcement, negative reinforcement, punishment, behavior modification, Premack principle, shaping, chaining, continuous

reinforcement, intermittent reinforcement, fixed-ratio, variable-ratio, fixed- interval, variable-interval, A. Bandura, social leaning theory, Baby Albert.

SS.PSY.40 Memory and Cognition

In this unit students examine the ways in which information is acquired, processed and utilized.

SS.PSY.40.01	Diagram and describe the memory pathway including encoding, rehearsal, storage and retrieval
SS.PSY.40.02	Examine causes of and influences on forgetting
SS.PSY.40.03	Describe the types of memory and provide examples
SS.PSY.40.04	Examine how one acquires, develops and uses language
SS.PSY.40.05	Identify and use problem solving strategies
SS.PSY.40.06	Describe impediments to problem solving and possible ways to overcome them
SS.PSY.40.07	Vocabulary to achieve the content in these indicators would include: flashbulb memory, confabulation, selective attention, feature extraction, forgetting curve, retroactive interference/inhibition, proactive interference/inhibition, repression, amnesia, brainstorm, convergent thinking, divergent thinking, inductive reasoning, deductive reasoning, functional fixedness, mental set, learned helplessness, learned laziness, encoding, rehearsal, elaborative rehearsal, maintenance rehearsal, short term memory, long term memory, retrieval, recall, recognition, semantic memory, procedural memory, episodic memory, declarative memory, Elizabeth Loftus, engram/memory trace.

SS.PSY.45 Testing and Individual Differences

This unit explores how human differences are assessed through aptitude, intelligence, interest and personality tests. Attention is also drawn to the nature vs. nurture debate as well as the range of intelligence from retardation to giftedness.

SS.PSY.45.01	Identify types of tests used to understand aptitudes, intelligence, interests and personality
SS.PSY.45.02	Differentiate and apply the concepts of standardization, reliability and validity to psychological testing
SS.PSY.45.03	Define intelligence and identify the measurable factors of intelligence
SS.PSY.45.04	Debate the controversial issue of heredity vs. environment in relation to intelligence
SS.PSY.45.05	Examine the continuum of intelligence and describe the various levels of cognitive functioning
SS.PSY.45.06	Vocabulary to achieve the content in these indicators would include: reliability, validity, standardized test, norm, raw score, aptitude, achievement, intelligence, Binet, IQ (intelligence quotient), mental age, chronological age, fluid intelligence, crystallized intelligence, cultural bias, mental retardation, profoundly retarded, severe retardation, moderate retardation, mild retardation, projective tests, Rorschach inkblots.

SS.PSY.50 Personality Theory

This unit identifies and contrasts the various personality theorists and their attempts to describe human behavior and personality development.

SS.PSY.50.01	Identify the goals and methodology of developing a personality theory
SS.PSY.50.02	Describe the basis of the psychoanalytic theory and identify and apply terms associated with each specific theory
SS.PSY.50.03	Describe the basis of the neo-Freudian/Social Psychoanalytic theory and identify and apply terms associated with each specific theory
SS.PSY.50.04	Describe the basis of the trait/type theory and identify and apply terms associated with each specific theory
SS.PSY.50.05	Describe the basis of the behavioral theory and identify and apply terms associated with each specific theory

SS.PSY.50.06	Describe the basis of the humanistic theory and identify and apply terms associated with each specific theory
SS.PSY.50.07	Critique the major schools of thought
SS.PSY.50.08	Compare and contrast the major schools of thought
SS.PSY.50.09	Vocabulary to achieve the content in these indicators would include: personality, Freud, unconscious, id, pleasure principle, super ego, ego ideal, preconscious, ego, reality principle, defense mechanisms, personal unconscious, collective unconscious, archetypes, shadow, persona, anima/animus, introversion, extroversion, social psychoanalytical/neo-Freudian theory, Adler, inferiority, creative self, striving for superiority, free will, lifestyle, Horney, insecurity, basic hostility/basic anxiety, coping mechanisms, moving away from others, moving toward others, moving against others, Allport, Cattell, behaviorism, Skinner, reinforcement, Bandura, social learning theory, self efficacy, Maslow, hierarchy of needs, Rogers, self, organism, positive regard, unconditional positive regard, conditions of worth, congruence, incongruence, fully functioning person.

SS.PSY.55 Abnormal Psychology

The professional classification of mental disorders is covered in this unit. Attention is also given to the difficulty in defining abnormality as well as possible causes for the various disorders.

SS.PSY.55.01	Define abnormality and discuss why there is not a universal definition for this term
SS.PSY.55.02	Illustrate the problems involved with diagnosing mental disorders
SS.PSY.55.03	Describe the characteristics of various mental disorders identified in the DSM-IV (since this is an extensive list, teachers should select the more commonly diagnosed illnesses or ones in which students have great misunderstanding) these include: examples of anxiety disorders, somatoform disorders, mood disorders, schizophrenic disorders, organic disorders, personality disorders, dissociative disorders, substance abuse
SS.PSY.55.04	Using information from personality theory models, explain the cause of specific mental illnesses from these perspectives
SS.PSY.55.05	Vocabulary to achieve the content in these indicators would include: generalized anxiety, panic attacks, phobias, obsessive compulsive disorder, post traumatic stress disorder, somatoform disorders, hypochondriasis, conversion disorder, dissociative disorders, amnesia, fugue, dissociative identity disorder, mood, depression, mania, bipolar disorder, anorexia, bulimia, psychosis, undifferentiated schizophrenia, paranoid schizophrenia, catatonic schizophrenia, hebephrenic schizophrenia, autism, personality disorders, schizoid, paranoid, narcissistic, antisocial (sociopath), substance abuse, normal vs. abnormal, sane vs. insane, delusions of grandeur, delusions of persecution, delusions of reference, lithium, DSM-IV, hallucinations, delusions.

SS.PSY.60 Treatment of Psychological Disorders

Building on a foundation from the previous unit, this unit concentrates on the ways psychotherapists treat psychological disorders. Students will evaluate the effectiveness of the various treatments.

SS.PSY.60.01	Compare the modes of therapy (e.g. individual, group)
SS.PSY.60.02	Identify the resources available for the treatment of mental illness and evaluate advantages and disadvantages of each
SS.PSY.60.03	Compare and contrast the treatment approaches medical, psychoanalytical/psychodynamic, behavioral, cognitive, insight
SS.PSY.60.04	Evaluate the effectiveness of the these treatment approaches
SS.PSY.60.05	Vocabulary to achieve the content in these indicators would include: public facilities, private facilities, halfway houses, psychiatrist, psychologist, psychoanalysis, resistance, transference, psychotherapy, person centered therapy, Rational Emotive Therapy (RET), cognitive therapy,

Gestalt therapy, empty chair technique, transactional analysis, behavior therapies, aversive therapy, systematic desensitization, group therapy, types of group therapy.

SS.PSY.65 Social Psychology

In this unit students will examine how the structure and function of a group affects the behavior of individual group members. Special emphasis is given to landmark experiments in social psychology.

SS.PSY.65.01   Examine the methodology and outcome of classic studies in social psychology which deal with conformity, compliance and obedience
SS.PSY.65.02   Describe factors which affect group dynamics
SS.PSY.65.03   Explain the attribution theory
SS.PSY.65.04   Evaluate how organizational behavior (e.g. group think, group polarization) can be positive or negative
SS.PSY.65.05   Vocabulary to achieve the content in these indicators would include: attribution theory, fundamental attribution error, bystander effect, diffusion of responsibility, deindividuation, compliance, social facilitation, social loafing, Zimbardo prison study, scapegoating, discrimination, Leon Festinger, Solomon Asch, Stanley Milgram, group polarization, groupthink.