

PSYCHOLOGY I

Social Science

TREATMENT OF PSYCHOLOGICAL DISORDERS

10-12

Curriculum Standard One: The students will be able to discuss prominent treatment methods appropriate to specific psychological disorders. The students will be able to predict the type of treatment needed for a specific psychological disorder and the training expertise of that practitioner.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will be able to identify the major treatment orientations used in therapy, such as behavioral, cognitive, psychoanalytic, humanistic, and biomedical.</p> <p>2. The students will be able to identify the four main approaches used in the United States today to treat the mentally ill.</p> <p>3. The students will be able to explain what specific treatments would be appropriate for a given psychological disorder.</p>	<p>A. Can the students identify the major treatment approaches being used to treat illness?</p> <p>A. Can the students list and explain the four main approaches used to treat mental disorders in the United States today (electric shock, drug therapy, talk therapy, and psychosurgery)?</p> <p>A. Can the students select and defend why a given approach used to treat mental illness would be the best in the treatment of a given mental disorder?</p>	<ul style="list-style-type: none"> • When given a case study with a treatment approach, the students will be able to identify the specific orientation being used. • In essay format, the students will be able to list and explain the four main approaches for treating psychological disorders. • The students will be able to review case studies of mentally ill individuals and suggest a method of treatment, as well as defend that method of treatment in essay format that they would recommend.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will be able to differentiate the specialization background of a given practitioner.</p>	<p>A. Can the students infer the training background and credentials of a given practitioner treating mental illness?</p>	<ul style="list-style-type: none">• When given case studies describing the specific treatment approaches used for treating mental illness, the students will be able to identify the expertise of the practitioner and their academic background, and support their position in an essay format.

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HUMAN DEVELOPMENT

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Curriculum Standard Two: The students will be able to identify the various critical stages humans experience during their life span. The students will recognize the roles that gender differences and environment play in the development process.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The students will be able to describe the developmental changes that take place between birth and death.	A. Can the students identify the major developmental changes that take place during the life-span?	<ul style="list-style-type: none"> • The students will be able to create a timeline and explain the major life changes that take place during the life span.
2. The students will be able to outline the stages of developmental theory by theorists, such as Piaget, Erikson, Gilligan, and Kohlberg.	A. Can the students recognize the developmental theories of Piaget, Erikson, Gilligan, and Kohlberg and relate those theories to real life situations?	<ul style="list-style-type: none"> • Given selected case studies, the students will be able to interpret how select developmental theorists would explain those stages of development.
3. The students will be able to recognize how biological factors contribute to gender differences.	A. Can the students identify the biological factors that may lead to gender differences?	<ul style="list-style-type: none"> • Given a list of biological factors that would influence gender differences, the students will be able to explain what possible gender differences could occur.
4. The students will be able to recognize how environmental factors contribute to gender differences.	A. Can the students cite examples of gender bias in a child's environment and speculate on the effects it may have on development?	<ul style="list-style-type: none"> • The students will be able to cite specific examples of gender bias that they personally experienced in a 24 hour period and in essay format explain how that bias may have influenced or impacted their behavior.

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LIFE-SPAN DEVELOPMENT

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Curriculum Standard Three: The students will understand theories of human development and lifelong processes. The students will recognize how developmental process impacts their life on a personal level.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The students will be able to identify the complex cognitive structures found in the early development of infants and young children.	A. Can the students construct a timeline outlining the cognitive, physical, and development in infants and young children?	<ul style="list-style-type: none"> The students will be able to explain the cognitive stages found in the development of infants and young children in the format of a book on parenting, a web page, or advice column of their own design directed toward parents asking questions about the development of their children.
2. The students will be able to understand how parent/child relationships impact the child later in life.	A. Can the students recall past childhood events and explain how those events have had an impact on their life today?	<ul style="list-style-type: none"> The students will be able to write an essay explaining how childhood events impact children later in life.
3. The students will be able to explain the issues of continuity/discontinuity.	A. Can the students give an example to illustrate continuity or discontinuity in development?	<ul style="list-style-type: none"> The students will be able to list the issues of continuity and discontinuity, and explain how they impact the developmental process.
4. The students will be able to explain the issues of stability/instability.	A. Can the students cite research as to the stability or instability of traits over time?	<ul style="list-style-type: none"> The students will be able to list the issues of stability and instability, and explain how they impact the developmental process.

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MOTIVATION AND EMOTION

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Curriculum Standard Four: The students will be able to define the components related to both environmental and biological cues related to basic drives or motives. The students will be able to recognize the psychological, affective, cognitive, and the behavioral aspects of emotional response and the role they often play in the perceptions of an individual.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will be able to apply motivational concepts to human behavior.</p> <p>2. The students will be able to describe the interaction of environmental cues and internal cues determining motivation derived from basic drives.</p> <p>3. The students will be able to identify the physiological, feeling, cognitive, and behavioral aspects of emotions and the interactions among those aspects.</p> <p>4. The students will be able to assess the role that perception and motivation play in everyday life.</p>	<p>A. Can the students describe their own motives, goals, and values?</p> <p>A. Can the students explain why one becomes hungry when one smells cookies baking or hears an ice cream truck coming down a street?</p> <p>A. Can the students list the factors related to the physiological, feeling, cognitive, and behavioral aspects of emotions?</p> <p>A. Can the students describe differences in perception between individuals differing in motivation?</p>	<ul style="list-style-type: none"> • The students will be able to write a reflection paper on their own life chronicling how motivation has played a role in their successful endeavors and how a lack of motivation has been responsible for their failures. • The students will be able to correctly answer a series of questions that ask about environmental and internal cues. • The students will be able to read a case study and identify the emotional aspects presented in the case study. • The students will be able to list personal examples and explain how differences in perception can occur when motivational factors differ for individuals.

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PERSONALITY

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Curriculum Standard Five: The students will recognize the diverse approaches taken in defining personality theory, and will be able to identify the common characteristics found in each theory.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will be able to create a general definition of personality.</p> <p>2. The students will be able to explain the characteristics of the psychoanalytic, cognitive, behavioral, humanistic, and trait approaches to defining personality.</p> <p>3. The students will recognize the role personality plays in individual differences and individual consistencies.</p>	<p>A. Can the students differentiate between the approaches used to define personality?</p> <p>A. Can the students create a definition of personality of their own design that possesses the bias of the psychoanalytic, cognitive, behavioral, humanistic, and trait models?</p> <p>A. Can the students differentiate how personality plays a unique role with individuals on how they think, feel, and act?</p>	<ul style="list-style-type: none"> • The students will be able to analyze a case history and explain how each approach would explain the personality of the individual depicted. • The students will be able to write a definition of personality that illustrates the psychoanalytic, cognitive, behavioral, humanistic, and trait approach. • The students will be able to review a case study and cite how personality impacts the thinking, feeling, and acting of the individual portrayed.

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LEARNING

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Curriculum Standard Six: The students will be able to differentiate between classical and operant conditioning. The students will be able to identify the components of cognitive learning.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will recognize that learning is a permanent change in behavior and once something is truly learned it is not forgotten.</p> <p>2. The students will identify the concepts of classical conditioning and the role Ivan Parlov played in its discovery.</p> <p>3. The students will identify the concepts of operant conditioning and the impact B.F. Skinner played in the acceptance of operant conditioning in life and behavior.</p>	<p>A. Can the students recall life experiences they have encountered that support the definition of learning?</p> <p>A. Can the students label the specific elements in a situation that illustrates classical conditioning?</p> <p>B. Can the students identify personal examples of classical conditioning in their daily life and routine?</p> <p>A. Can the students identify “the law and effect” on their everyday behavior?</p> <p>B. Can the students give examples of how operant conditioning has had an impact on their life?</p>	<ul style="list-style-type: none"> • The students will be able to write an essay that shows how early learning experiences impact the behavior of an individual later in life. • Given a case study, the students will be able to identify those factors which illustrate the elements of classical conditioning. • The students will be able to list personal examples of how operant conditioning impacts their everyday life.

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LEARNING

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will be able to differentiate between cognitive and observational learning.</p>	<p>A. Can the students relate how observational learning has had an impact on their behavior?</p> <p>B. Can the students give an example of when cognitive learning was used to solve a personal problem?</p>	<ul style="list-style-type: none"> The students will be able to answer a series of questions related to both cognitive and observational learning.
<p>5. The students will be able to identify the role that biology plays in the individual learning process.</p>	<p>A. Can the students list biological influences that would impact the learning process?</p>	<ul style="list-style-type: none"> The students will be able to write an essay explaining why biology would have an impact on the learning process.
<p>6. The students will recognize the role that culture plays in the learning process.</p>	<p>A. Can the students identify a variety of cultural influences that would impact the learning process?</p>	<ul style="list-style-type: none"> The students will be able to read a variety of short case studies and explain how the culture of that individual depicted the study will have his/her learning process impacted.

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STRESS

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Curriculum Standard Seven: The students will be able to list various sources of stress and identify the specific psychological reactions that a person will experience when he/she is in a stress induced state.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The students will be able to list and discuss major sources of stress.	A. Can the students list the various factors that come into play when a person encounters frustration?	<ul style="list-style-type: none"> • The students will be able to list frustration that they encounter in their daily routine.
2. The students will be able to define conflict and explain the relationship between conflict and frustration in everyday life.	A. Can the students discuss how conflict and frustration negatively impact individuals?	<ul style="list-style-type: none"> • The students will be able to cite examples as portrayed in the media when conflict and frustration have resulted in a negative impact on an individual, also on society.
3. The students will be able to list the physiological aspects of stress on the human body.	A. Can the students identify the components of Selye's C.A.S. and recognize those components as related to their own reactions when they encounter stress?	<ul style="list-style-type: none"> • The students will be able to explain why it is more stressful to go to a job interview than to ask your parents for the keys to the family car.
4. The students will be able to list and describe types of psychological reactions to stress.	A. Can the students list both positive and negative aspects of how stress impacts their normal school day?	<ul style="list-style-type: none"> • The students will be able to describe in an essay format how stress impacts their life on a daily basis both in a positive and negative manner.
5. The students will examine both the cognitive and behavioral perspectives in relationship to stress.	A. Can the students list ways that they cognitively and behaviorally deal with stress in their everyday life?	<ul style="list-style-type: none"> • The students will be able to create a simple, easy to follow manual on how to deal with everyday stress factors.

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STATES OF CONSCIOUSNESS

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Curriculum Standard Eight: The students will be able to give examples of what takes place in the sleep cycle and be able to discuss the various factors that can alter one's state of consciousness.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will be able to recall research related to sleep studies.</p> <p>2. The students will be able to discuss methods and uses of hypnosis.</p> <p>3. The students will be able to discuss the impact of psychoactive drugs in altering states of consciousness.</p>	<p>A. Can the students identify current studies as they relate to sleep?</p> <p>B. Can the students explain the consequences of sleep deprivation?</p> <p>C. Can the students list concepts of altered states of consciousness as theorized by Freud?</p> <p>A. Can the students identify when hypnosis would be appropriate in a treatment type setting?</p> <p>A. Can the students identify the impact of psychoactive drugs would have on altering states of consciousness?</p>	<ul style="list-style-type: none"> • The students will be able to identify and explain the various stages of sleep that individuals experience. • The students will be able to discuss personal and societal impacts of sleep deprivation. • The students will be able to recall and state the content of their dreams from a Freudian standpoint. • The students will be able to create a case study illustrating hypnosis as a treatment option. • The students will be able to discuss the resulting effects of psychoactive drugs on altered states of consciousness.

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Curriculum Standard Nine: The students will be able to understand the dynamics of group processes and identify the role that conformity, obedience, altruism, and aggression play in group interaction.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<ol style="list-style-type: none"> 1. The students will be able to explain how their individual perceptions impact their interactions with others. 2. The students will be able to discern how the group think process influences the individual's decision. 3. The students will be able to review their background in social psychology to see how advertisers use it to influence the purchase of their products. 4. The students will recognize the impact that others play on individual behavior and intergroup relations, as well as the productivity of groups. 	<ol style="list-style-type: none"> A. Can the students identify their personal biases influence their everyday social encounters? A. Can the students give examples of how group think processes have influenced their personal value system? A. Can the students list the various types of advertising techniques used to get individuals to buy a given product? A. Can the students describe the effects of others on individual behavior, intergroup relationships, and the productivity by the group? 	<ul style="list-style-type: none"> • The students will explain how their personal biases have influenced the decisions they have made in their social encounters. • The students will cite examples from the media that involves group think processes, both positively, as well as negatively. • The students will be able to identify, through a portfolio of ads, the various techniques used by the advertisers to get the public to buy their product. • The students will be able to describe the effects of others in situations that are individual and group related.

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SOCIAL PSYCHOLOGY

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>5. The students will be able to identify the impact of conformity on human behavior.</p>	<p>A. Can the students define conformity?</p> <p>B. Can the students list examples of when their conformity in a situation has conflicted with their own value system?</p>	<ul style="list-style-type: none">• The students will, in an essay format, be able to give both positive and negative examples of conformity in their life experiences.

