

WARREN COUNTY SCHOOL DISTRICT
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: _____ AP Psychology _____

Course Number: _____ 00154 _____

Course Prerequisites: _____ none _____

Course Description:

The goal of this course is to increase the understanding of psychology and its methods, theories and research, with the objective that each student passes the Advanced Placement Examination. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course will explore the psychological facts, principles and phenomena associated with each of the major sub-fields of psychology. The course is broken into 14 topics, which reflect a division of the major areas of psychology. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory courses. This course is taught at the college level. Student's study habits, preparation and participation should reflect this fact.

Another goal of the course is to encourage critical thinking and good writing. Writing should be clear and concise, and demonstrate knowledge of psychological concepts using appropriate terminology. There will be writing assignments designed to prepare each student for the free response portion of the AP Exam. Emphasis will be placed on the analysis, synthesis, and evaluation levels of critical thinking.

It is hoped that the knowledge of psychological inquiry will provide perceptions of the world around us, insights into one's own and into others' behavior, as well as an appreciation of the complexity of human behavior.

A final exam is required.

Suggested Grade Level: _____ 11-12 _____

Length of Course: _____ One Semester _____ X Two Semesters _____ Other _____

(Describe)

Units of Credit: _____ (Insert NONE if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s)

(Insert certificate title and CSPG#) _____ Social Studies and College Board certification _____

Certification verified by WCSD Human Resources Department:

X Yes No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: September 2010

Date Approved: _____

Implementation Year: 2011-2012

Suggested Supplemental Materials:

Meyers Study guide – photocopies will be made available upon request.

AP Psychology, Barron's-review book

Forty Studies that changed Psychology

Course Standards

PA Academic Standards:

None for course content-see national standards listed below

Additional PA standards covered just by covering course content

Reading and Writing

1.1 Learning to read independently

- A. Locate various texts, media and traditional resources for assigned and independent projects before reading.
- B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
- C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.
- D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.2 Reading critically in all content areas.

- A. Read and understand essential content of informational texts and documents in all academic areas.
- Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.
 - Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.
 - Use teacher and student established criteria for making decisions and drawing conclusions.
 - Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and

1.4 Types of Writing

- B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
- Include a variety of methods to develop the main idea.
 - Use precise language and specific detail.

- Include cause and effect.
 - Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).
 - Use primary and secondary sources.
- 1.5 Speaking and Listening
- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- C. Write with controlled and/or subtle organization.
- Sustain a logical order throughout the piece.
 - Include an effective introduction and conclusion.
- E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- G. Present and/or defend written work for publication when appropriate.
- 1.6 Listening to others
- A. Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.
- C. Speak using skills appropriate to formal speech situations.
- Use a variety of sentence structures to add interest to a presentation.
 - Pace the presentation according to audience and purpose.
 - Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.
- D. Contribute to discussions.
- Ask relevant, clarifying questions.
 - Respond with relevant information or opinions to questions asked.
 - Listen to and acknowledge the contributions of others.
 - Adjust tone and involvement to encourage equitable participation.
 - Facilitate total group participation.
 - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
 - Paraphrase and summarize as needed.
- E. Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
 - Select and present an oral reading on an assigned topic.
 - Organize and participate in informal debate around a specific topic
- 1.8 Research
- A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.
- Determine valid resources for researching the topic, including primary and secondary sources.
 - Evaluate the importance and quality of the sources.
 - Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
 - Use tables of contents, indices, key words, cross-references and appendices.
 - Use traditional and electronic search tools.
- C. Organize, summarize and present the main ideas from research.
- Take notes relevant to the research topic.

Mathematics

2.6 Statistics and Data Analysis

- A. Design and conduct an experiment using random sampling Describe the data as an example of distribution using statistical measures of center spread. Organize and represent the results with graphs. (Use standard deviation , variance and t-tests)
- E. Determine the validity of the sampling method described in the study.
- G. Describe questions of experimental design, control groups, treatment groups ,cluster sampling and reliability.

- H. Use sampling techniques to draw inferences about large populations
- I. Describe the normal curve and use its properties to answer questions about sets of data that are assumed to be normally distributed.

WCSD Academic Standards:)

none

National standards listed

I. Methods Domain

Standard Area IA: Introduction and Research Methods

Content Standards

After concluding this unit, students understand:

IA-1. Contemporary perspectives used by psychologists to understand behavior and mental processes in context

IA-2. Major subfields and career opportunities that comprise psychology

IA-3. Research strategies used by psychologists to explore behavior and mental processes

IA-4. Purpose and basic concepts of statistics

IA-5. Ethical issues in research with human and other animals that are important to psychologists

IA-6. Development of psychology as an empirical science

Content Standards With Performance Standards and *Suggested* Performance Indicators

CONTENT STANDARD IA-1: Contemporary perspectives used by psychologists to understand behavior and mental processes in context.

Students are able to (performance standards):

IA-1.1 Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic perspectives.

Students may indicate this by (performance indicators):

- a. Analyzing how each perspective would explain concepts, e.g., aggression, altruism*
- b. Evaluating the limitations of each perspective in assessing behavior and mental processes*
- c. Comparing primary emphases of the different perspectives*
- d. Examining historical factors that influenced the popularity of a selected perspective*

CONTENT STANDARD IA-2: Major subfields and career opportunities that comprise psychology. Students are able to (performance standards):

IA-2.1 List and explain the major subfields of psychology.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IA-3: Research strategies used by psychologists to explore behavior and mental processes.

Students are able to (performance standards):

IA-3.1 Describe the elements of an experiment.

Students may indicate this by (performance indicators):

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

IA-3.2 Explain the importance of sampling and random assignment in psychological research.

Students may indicate this by (performance indicators):

- a. Identifying examples of representative and biased samples in research designs*
- b. Specifying how random assignment permits causal inferences*
- c. Explaining the importance of being able to generalize results of research*
- d. Describing how sample selection (e.g., representation of gender, ethnicity, age, etc.) influences results*

IA-3.3 Describe and compare quantitative and qualitative research strategies.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IA-4: Purposes and basic concepts of statistics.

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

IA-4.2 Explain and describe measures of central tendency and variability.

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

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

IA-4.4 Recognize how inferential statistics are used in psychological research.

Students may indicate this by (performance indicators):

- a. Recognizing the basic process that psychologists use to draw statistical inferences*
- b. Defining statistical significance as a statement of probability*
- c. Recognizing limitations in interpretation of statistical significance*

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

Students are able to (performance standards):

IA-5.1 Identify ethical issues in psychological research.

Students may indicate this by (performance indicators):

- a. Discussing ethical issues in psychological research*
- b. Identifying historical examples of research that may have departed from contemporary ethical standards*
- c. Acknowledging the importance of adhering to APA and government ethical standards and procedures (i.e., Institutional Review Boards) for working with humans and other animals*
- d. Explaining the use and value of humans and other animals in behavioral research, including their ethical treatment*

CONTENT STANDARD IA-6: Development of psychology as an empirical science

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

IA-6.2 Describe the emergence of experimental psychology.

Students may indicate this by (performance indicators):

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

IA-6.3 Recognize the diversity of psychological theories in the 20th and 21st centuries.

Students may indicate this by (performance indicators):

- a. Describing the 20th and 21st centuries schools of psychology (e.g., behaviorism, Gestalt psychology, psychoanalysis, humanistic psychology, cognitive psychology)*
- b. Showing how different theories of psychology produce different explanations of a particular behavior (e.g., truancy, altruism)*
- c. Explaining the growing influence of new approaches to psychology (e.g., positive psychology, behavioral genetics, or the study and practice of psychology at the beginning of the 21st century)*

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

Students may indicate this by (performance indicators):

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

II. Biopsychological Domain

Standard Area IIA: Biological Bases of Behavior

CONTENT STANDARDS

After concluding this unit, students understand:

IIA-1. Structure and function of the neuron

IIA-2. Organization of the nervous system

IIA-3. Hierarchical organization of the structure and function of the brain

IIA-4. Technologies and clinical methods for studying the brain

IIA-5. Structure and function of the endocrine system

IIA-6. How heredity interacts with the environment to influence behavior

IIA-7. How psychological mechanisms are influenced by evolution

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIA-1: Structure and function of the neuron

Students are able to (performance standards):

IIA-1.1 Identify the neuron as the basis for neural communication.

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators)

- a. Describing the process of synaptic transmission*
- b. Contrasting excitatory and inhibitory transmission*

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

Students may indicate this by (performance indicators):

- a. Comparing the effects of certain drugs or toxins with the effects of neurotransmitters in relation to synaptic transmission*
- b. Discussing the role of neurotransmitters in Parkinson's disease, hyperactivity, and/or multiple sclerosis*
- c. Describing how learning affects neural transmission (e.g., Eric Kandel's work)*

CONTENT STANDARD IIA-2: Organization of the nervous system

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- a. Describing how views of the nervous system have evolved*
- b. Identifying the central nervous system and its component parts*
- c. Identifying the peripheral nervous system and its subdivisions*

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

Students may indicate this by (performance indicators):

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

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

Students are able to (performance standards):

IIA-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

IIA-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

IIA-3.3 Describe lateralization of brain functions

Students may indicate this by (performance indicators):

- a. Identifying the role of the corpus callosum in hemispheric communication*
- b. Identifying how vision, motor, language, and other functions are regulated by the hemispheres*
- c. Explaining the purpose and findings of split-brain research*
- d. Analyzing critically popular conceptions of hemispheric specialization*

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

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- a. Describing how lesions and electrical stimulation in animal research provide information about brain functions*
- b. Discussing how the use of the CT scan, PET scan, MRI, fMRI, and EEG provides information about the brain*

CONTENT STANDARD IIA-5: Structure and function of the endocrine system

Students are able to (performance standards):

IIA-5.1 Describe how the endocrine glands are linked to the nervous system.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IIA-6: How heredity interacts with environment to influence behavior

Students are able to (performance standards):

IIA-6.1 Assess the effects of heredity and environment on behavior.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IIA-7: How psychological mechanisms are explained by evolution

Students are able to (performance standards):

IIA-7.1 Explain how evolved tendencies interact with the present environment and culture to determine behavior.

Students may indicate this by (performance indicators):

- a. Describing how the environment selects traits and behaviors that increase the survival rate of organisms*
- b. Comparing and contrasting sleeping behavior in animals and humans*

Standard Area IIB: Sensation and Perception

Content Standards

After concluding this unit, students understand:

IIB-1. Basic concepts explaining the capabilities and limitations of sensory processes

IIB-2. Interaction of the person and the environment in determining perception

IIB-3. Nature of attention

Content Standards With Performance Standards and Suggested Performance Indicators

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

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- a. Devising demonstrations that illustrate threshold, adaptation, and constancy*
- b. Providing real-life examples of threshold, adaptation, and constancy*
- c. Describing classical examples of psychophysical research*

IIB-1.2 Describe the operation of sensory systems.

Students may indicate this by (performance indicators):

- a. Identifying the physiological features common across all sensory systems (e.g., receptors, pathways to the brain, transduction)*
- b. Labeling a diagram of the parts of the eye and ear and explaining the role of each part*
- c. Explaining the operation of other sensory systems, such as taste and touch*
- d. Discussing how to protect sensory systems (e.g., avoiding prolonged loud voices)*

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

Students may indicate this by (performance indicators)

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

IIB-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):

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

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

Students are able to (performance standards):

IIB-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):

- a. Finding examples of Gestalt principles*
- b. Constructing demonstrations of Gestalt principles*
- c. Explaining the significance of the whole is greater than the sum of its parts*

IIB-2.2 Describe binocular and monocular depth cues.

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

- a. Analyzing the factors that influence the validity of eyewitness testimony (e.g., framing of questions, cross-racial identification problems)*
- b. Hypothesizing why students from different schools disagree about an official's call in a*

football game

c. Comparing perceptions of school violence in urban, suburban, and rural communities from the standpoint of race/ethnicity, class, or gender

d. Hypothesizing about how perceptual principles may relate to stereotypes and prejudice

e. Describing cross-cultural studies that illustrate cultural similarities and differences in perception

f. Discriminating between bottom-up and top-down processing and how those interact when we encounter new stimuli.

CONTENT STANDARD IIB-3: Nature of attention

Students are able(performance standards):

IIB-3.1 Explain what is meant by attention.

Students may indicate this by (performance indicators):

a. Finding examples of selective attention and divided attention

b. Identifying variables that draw attention to a particular event

c. Identifying variables that influence the ability to divide attention

d. Designing a demonstration that illustrates the difference between selective attention and divided attention, such as listening to a lecture while taking notes

e. Relating signal detection theory to an everyday example

IIB-3.2 Describe how attention differs for demanding verses simple tasks.

Students may indicate this by (performance indicators):

a. Analyzing the amount of attention required for demanding versus simple tasks

b. Applying knowledge of attentional processes to design an ideal environment for homework

Standard Area IIC: Motivation and Emotion

Content Standards

After concluding this unit, students understand:

IIC-1. Motivational concepts

IIC-2. The role of biology and learning in motivation and emotion

IIC-3. Major theories of motivation

IIC-4. Interaction of biological and cultural factors in emotions and motivations

IIC-5. Role of values and expectancies in determining choice and strength of motivation

IIC-6. Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions

among these aspects

IIC-7. Effects of motivation and emotion on perception, cognition, and behavior

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIC-1: Motivational concepts

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

a. Describing their own motives, goals, and values

b. Analyzing the goals and expectancies in a case study or vignette

c. Identifying the values or motives appealed to in political campaigns or television advertisements

d. Analyzing factors that may increase their intrinsic motivation for studying psychology

- e. Explaining how the effect of teacher praise or punishment on student motivation depends on the student's attribution*
- f. Giving examples of how motivation has and can be studied*

CONTENT STANDARD IIC-2: The role of biology and learning in motivation and emotion

Students are able to:

IIC-2.1 Describe the interaction of internal cues and learning on basic drives.

Students may indicate this by (performance indicators):

- a. Explaining why one becomes hungry when one smells bread baking or hears an ice cream truck*
- b. Discussing how the concepts of homeostasis and adaptation level can be applied in understanding motivated behavior*
- c. Describing how addiction and tolerance to drugs are modified by learning*

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

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IIC-3: Major theories of motivation

Students are able to (performance standards):

IIC-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):

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

CONTENT STANDARD IIC-4: Interaction of biological and cultural factors in emotions and motivations

Students are able to (performance standards):

IIC-4.1 Explain how common motives and emotions develop.

Students may indicate this by (performance indicators):

- a. Describing how the development of their own motives was affected by their parents, peers, as well as genetic and biological factors*
- b. Describing changes in their own motivation from the beginning of the school year to the present*
- c. Identifying how motivation for food develops*

- d. Discussing how motives differ for those who drop out of school compared to those who stay in school*
- e. Describing how expectations about menstruation affect “premenstrual symptoms” and emotions*

CONTENT STANDARD IIC-5: Role of values and expectancies in determining choice and strength of motivation

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IIC-6: Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

IIC-6.2 Explaining how emotions and behaviors are related

Students may indicate this by (performance indicators):

- a. Describing how emotions related to non-verbal communication*
- b. Identifying components of the emotional experience*

CONTENT STANDARD IIC-7: Effects of motivation and emotion on perception, cognition, and behavior

Students are able to (performance standards):

IIC-7.1 Describe differences in perception between individuals differing in motivation.

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

- a. Describing the effect of motivation and emotion on their learning from the assignment for today’s class*
- b. Hypothesizing about the effect of mood differences on behavior between Wednesday and Friday*
- c. Gathering examples of advertisements or political appeals designed to motivate choice or*

behavior

d. Explaining the relationship between level of arousal and performance

Standard Area IID: Stress, Coping, and Health

Content Standards

After concluding this unit, students understand:

IID-1. Sources of stress

IID-2. Physiological reactions to stress

IID-3. Psychological reactions to stress

IID-4. Cognitive and behavioral strategies for dealing with stress and promoting health

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IID-1: Sources of stress

Students are able to (performance standards):

IID-1.1 Identify and explain major sources of stress.

Students may indicate this by (performance indicators):

- a. Defining frustration and giving examples of how it can be a source of stress*
- b. Relating results of research about stress effects on animals*
- c. Explaining and giving examples of approach-approach, approach-avoidance, and avoidance-avoidance conflicts*
- d. Explaining how the hassles of contemporary life are a source of stress*
- e. Discussing how our cognitive appraisal of situations can cause stress*
- f. Exploring how challenges in work environments, such as violence, harassment, and downsizing, can increase stress reactions*
- g. Examining the impact of discrimination from sexism, heterosexism, racism, ageism, and so on*
- h. Examining the impact of discrimination on people with accents or distinguishing phenotypes*
- i. Describing the impact of poverty on levels of daily stress*

CONTENT STANDARD IID-2: Physiological reactions to stress

Students are able to (performance standards):

IID-2.1 List and explain possible physiological reactions to stress.

Students may indicate this by (performance indicators):

- a. Comparing the results of initial fight or flight experiments with animals to human stress reactions*
- b. Describing Selye's General Adaptation Syndrome (GAS)*
- c. Describing how stress can affect the immune system*
- d. Explaining models of stress such as learned helplessness*

CONTENT STANDARD IID-3: Psychological reactions to stress

Students are able to (performance standards):

IID-3.1 List and explain possible psychological reactions to stress.

Students may indicate this by (performance indicators):

- a. Relating personal examples of how stress can impair psychological functioning in such areas as work, school, and relationships*
- b. Explaining how stress can affect neurotransmitter function, mood states, and immunity to illness*

- c. Describing how stress may have positive outcomes*
- d. Discussing how cultural differences can influence one's reaction to stress*

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

Students are able to (performance standards):

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

Students may indicate this by (performance indicators)

- a. Describing how the use of problem solving and other cognitive strategies may help to cope with stress and promote health*
- b. Explaining how person versus situation attributions for life events can influence one's response to stressors and promote health*
- c. Discussing the sources and beneficial effects of hope and optimism*

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

Students may indicate this by (performance indicators):

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

III. Developmental Domain

Standard Area IIIA: Lifespan Development

Content Standards

After concluding this unit, students understand:

IIIA-1. Development as a lifelong process

IIIA-2. Research techniques used to gather data on the developmental process

IIIA-3. Theories of development

IIIA-4. Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIIA-1: Development as a lifelong process

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- a. Illustrating developmental changes in physical, cognitive, and social development*
- b. Describing research on child development*
- c. Hypothesizing on the interaction of physical, cognitive, and/or social changes in behavior*
- d. Inferring how peer relationships change over time*
- e. Describing similarities and differences in development across cultures*
- f. Discussing the relative importance of peers' versus parents' influence in different cultural*

groups

g. *Examining the role of psychology in enhancing the life of older adults*

IIIA-1.2 Examine the nature of change over the lifespan.

Students may indicate this by (performance indicators)

- a. *Describing how social roles change over time*
- b. *Examining how culture, ethnicity, race, age, religion, gender, social class, ability/disability, and sexual orientation, and so on affect our lives over the lifespan*
- c. *Discussing quality of life issues related to aging*

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

Students may indicate this by (performance indicators):

- a. *Citing research on the capabilities of infants and young children*
- b. *Comparing contemporary research on early views of infant capabilities with current understanding*
- c. *Discussing the role of the caregiver in promoting child development*
- d. *Explaining how cultural practices in child-rearing may influence cognitive development*

IIIA-1.4 Apply lifespan principles to personal experience.

Students may indicate this by (performance indicators):

- a. *Comparing their own life experiences with general patterns of others from their generation*
- b. *Predicting their own developmental changes over time*
- c. *Describing transition from childhood to adolescence*
- d. *Explaining the transition from adolescence to adulthood*
- e. *Projecting themselves into late life adulthood (i.e., post 65)*

CONTENT STANDARD IIIA-2: Research techniques used to gather data on the developmental process

Students are able to (performance standards):

IIIA-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 IIIA-3: Theories of development

Students are able to (performance standards):

IIIA-3.1 Explain various developmental models.

Students may indicate this by (performance indicators):

- a. Explaining components of various developmental models (e.g. Piaget, Erikson, Kohlberg).*
- b. Applying developmental theories to life situations*
- c. Identifying limitations of stage theories*

IIIA-3.2 Recognize how biological and cultural notions of gender shape the experiences of men and women.

Students may indicate this by (performance indicators):

- a. Explaining the differences between sex, identity, and roles*
- b. Exploring effects of gender discrimination on development throughout the lifespan*
- c. Explaining how gender identity develops*
- d. Exploring how gender expectations may differ depending on ethnicity and acculturation*
- e. Identifying biological factors that may lead to gender differences and similarities*

IIIA-3.3 Examine the development of ethnic identity.

Students may indicate this by (performance indicators):

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

IIIA-3.4 Explore developmental theories as they relate to cultural bias.

Students may indicate this by (performance indicators)

- a. Identifying how cultural differences affect development, such as in collectivist versus individualist cultures*
- b. Evaluating strengths and weaknesses of developmental theories, such as Erikson's stage of identity versus role confusion, from the perspective of different cultures*
- c. Exploring effects of discrimination on the basis of sexual orientation on the understanding of human development*

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

Students are able to (performance standards):

IIIA-4.1 Describe the role of critical periods in development.

Students may indicate this by (performance indicators):

- a. Giving an example of a critical period in development*
- b. Evaluating significance of critical periods in development*
- c. Explaining difficulties of research in the area of critical periods*
- d. Linking cortical development to enriched environments during critical periods*

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

Students may indicate this by (performance indicators):

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

Standard Area IIIB: Personality and Assessment

Content Standards

After concluding this unit, students understand:

IIIB-1. Distinguish between personality and personality constructs

IIIB-2. Personality approaches and theories

IIIB-3. Assessment tools used in personality

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IIIB-1: Distinguish between personality and personality constructs

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IIIB-2: Personality approaches and theories

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

IIIB-2.2 Identify important contributions to the understanding of personality.

Students may indicate this by (performance indicators):

- a. Diagramming Freud's structure of personality and describing his role in initiating study in the area of personality*
- b. Describing the influence of external stimuli, modeling, and situational context on behavior*
- c. Exploring the significance of self-perception and needs on an individual's thoughts, feelings, and actions*

d. Classifying primary dimensions, such as emotional stability or extraversion, as a way to organize behavioral phenomena

CONTENT STANDARD IIIB-3: Assessment tools used in personality

Students are able to (performance standards):

IIIB-3.1 Distinguish between objective and projective techniques of personality assessment.

Students may indicate this by (performance indicators):

- a. Naming popularly used self-report measures and projective tests*
- b. Comparing the validity and reliability of objective and projective assessment techniques*

IIIB-3.2 Describe tests used in personality assessment.

Students may indicate this by (performance indicators):

- a. Explaining key features of tests, such as the Minnesota Multiphasic Personality Inventory (MMPI-2), the Thematic Apperception Test (TAT), the NEO-PI-R, California Psychological Inventory, and 16 Personality Factors (16PF)*
- b. Identifying the possible applications of personality assessment*

IV. Cognitive Domain

Standard Area IVA: Learning

Content Standards

After concluding this unit, students understand:

IVA-1. Characteristics of learning

IVA-2. Principles of classical conditioning

IVA-3. Principles of operant conditioning

IVA-4. Components of cognitive learning

IVA-5. Roles of biology and culture in determining learning

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVA-1: Characteristics of learning

Students are able to (performance standards):

IVA-1.1 Discuss learning from a psychological viewpoint.

Students may indicate this by (performance indicators):

- a. Examining key contributors to learning theory*
- b. Defining learning as relatively permanent changes of behavior resulting from experience*
- c. Distinguishing learning from performance*
- d. Demonstrating the use of theories of learning in applied examples*

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IVA-2: Principles of classical conditioning

Students are able to (performance standards):

IVA-2.1 Describe the classical conditioning paradigm.

Students may indicate this by (performance indicators):

- a. Explaining how, using Pavlovian conditioning procedures, a neutral stimulus becomes capable of evoking a response through pairing with an unconditioned stimulus*
- b. Labeling elements in classical conditioning examples*
- c. Designing procedures to produce classically conditioned responses*

CONTENT STANDARD IVA-3: Principles of operant conditioning

Students are able to (performance standards):

IVA-3.1 Describe the operant conditioning paradigm.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IVA-4: Components of cognitive learning

Students are able to (performance standards):

IVA-4.1 Explain how observational learning works.

Students may indicate this by (performance indicators)

- a. Describing examples of learning by observation, such as Bandura's bobo doll study and studies involving other animals (e.g., chimpanzees)*
- b. Identifying everyday examples of observational learning*
- c. Discussing impact of role models*

IVA-4.2 Describe cognitive learning approaches.

Students may indicate this by (performance indicators):

- a. Comparing learned behavior across cultures*
- b. Exploring the role of expectation in promoting learning*
- c. Differentiating insight learning from other forms of learning*
- d. Describing how cognitive approaches differ from classical and operant conditioning*
- f. Explaining the concept of latent learning (e.g., cognitive mapping)*

CONTENT STANDARD IVA-5: Roles of biology and culture in determining learning

Students are able to (performance standards):

IVA-5.1 Identify biological contributions to learning.

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

- a. Comparing learned behavior across cultures*
- b. Describing environmental constraints on learning opportunities*

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

Students may indicate this by (performance indicators):

- a. Examining factors affecting academic performance that may differ for males and females (e.g., stereotype threat)*
- b. Predicting how teacher expectancy can influence differential achievement for members of ethnic groups*
- c. Debating whether sociocultural factors can reliably predict individual success*
- d. Contrasting academic supports available for people who have learning disabilities with those who are gifted learners*

IVA-5.4 Describe the collaborative nature of some forms of learning within cultures.

Students may indicate this by (performance indicators):

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

Standard Area IVB: Memory

Content Standards

After concluding this unit, students understand:

IVB-1. Encoding, or getting information into memory

IVB-2. Sensory, working or short-term, and long-term memory systems

IVB-3. Retrieval, or getting information out of memory

IVB-4. Biological bases of memory

IVB-5. Methods for improving memory

IVB-6. Memory constructions

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVB-1: Encoding, or getting information into memory

Students are able to (performance standards):

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

Students may indicate this by (performance indicator):

Providing several examples of surface and deep processing

IVB-1.2 Identify other factors that influence encoding.

Students may indicate this by (performance indicators):

- a. Demonstrating the role of imagery in encoding*
- b. Discussing the role of context and meaning on encoding (e.g., semantic encoding, surface processing, context dependent)*
- c. Discussing the role of rote rehearsal, imagery, and organization on memory*

CONTENT STANDARD IVB-2: Sensory, working or short-term, and long-term memory systems

Students are able to (performance standards):

IVB-2.1 Describe the operation of sensory memory

Students may indicate this by (performance indicators)

- a. Discussing the role of iconic memory through everyday examples*
- b. Describing Sperling's research on iconic memory*

IVB-2.2 Describe the operation of short-term memory and working memory.

Students may indicate this by (performance indicators):

- a. Explaining the duration and capacity of short-term memory*
- b. Providing examples of the use of chunking to increase the capacity of short-term memory*
- c. Conducting a demonstration that uses short-term memory*
- d. Providing examples of primacy and recency effects*
- e. Discussing the concept of working memory as it relates to short-term memory (e.g., Baddeley)*
- f. Examining the concept of serial position effect*

IVB-2.3 Describe the operation of long-term memory.

Students may indicate this by (performance indicators):

- a. Charting the duration and capacity of long-term memory*
- b. Providing examples of different types of memory (e.g., episodic, semantic, implicit, explicit and procedural memories)*
- c. Reporting the primary findings of Ebbinghaus' nonsense-syllable studies or Bahrick's more recent research examining very long term memory*
- d. Distinguishing between implicit and explicit memory*

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

Students are able to (performance standards):

IVB-3.1 Analyze the importance of retrieval cues in memory.

Students may indicate this by (performance indicators):

- a. Identifying contextual and state-related cues (e.g., encoding specificity, state dependent memory, mood congruence)*
- b. Examining problems related to retrieval, such as the tip-of-the-tongue phenomenon and context effects*

IVB-3.2 Explain the role that interference plays in retrieval.

Students may indicate this by (performance indicators):

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

IVB-3.3 Relate difficulties created by reconstructive memory processes.

Students may indicate this by (performance indicators):

Discussing the role of reconstruction in claims of repressed childhood memories
Hypothesizing about the role of reconstruction in cases of eyewitness testimony

CONTENT STANDARD IVB-4: Biological bases of memory

Students are able to (performance standards):

IVB-4.1 Identify the brain structures most important to memory.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IVB-5: Methods for improving memory

Students are able to (performance standards):

IVB-5.1 Identify factors that interfere with memory.

Students may indicate this by (performance indicators):

- a. Generating examples of interference that reduce academic performance*
- b. Describing case studies that involve memory loss*
- c. Exploring the false memory/recovered memory controversy, as it relates to child abuse*
- d. Explaining cross-racial eyewitness identification*

IVB-5.2 Describe strategies for improving memory based on our understanding of memory.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IVB-6: Memory Constructions

Students are able to (performance standards):

IVB-6.1 Describe the processes that lead to inaccuracies in memory.

Students may indicate this by (performance indicators):

- a. Describing research (e.g., Loftus) on the tendency to construct memories*
- b. Discussing the misinformation effect*
- c. Describing the implications constructed memories have on courtroom testimonies*

Standard Area IVC: Thinking and Language

Content Standards

After concluding this unit, students understand:

IVC-1. Basic elements comprising thought

IVC-2. Strategies and obstacles involved in problem solving and decision-making

IVC-3. Structural features of language

IVC-4. Theories and developmental stages of language acquisition

IVC-5. Links between thinking and language

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVC-1: Basic elements comprising thought

Students are able to (performance standards):

IVC-1.1 Define thinking as a mental process involved in the manipulation and understanding of information.

Students may indicate this by (performance indicators):

- a. Identifying mental images and verbal symbols as elements that comprise thinking*
- b. Describing controversies related to the role of thinking in behavior*

IVC-1.2 Recognize that information is classified into categories containing similar properties known as concepts

Students may indicate this by (performance indicators):

- a. Describing the process of concept formation*
- b. Analyzing a group of words, phrases, or images and identifying the unifying concept*
- c. Discussing how researchers study concept formation*
- d. Discussing examples of prototypes*
- e. Examining the role of hierarchies in organizing concepts*

CONTENT STANDARD IVC-2: Strategies and obstacles involved in problem solving and decision-making

Students are able to (performance standards):

IVC-2.1 Identify problem solving as a directed and productive example of thinking.

Students may indicate this by (performance indicators):

- Describing the steps involved in the problem-solving process*
- Providing examples of how algorithms, heuristics, and insight are used in problem solving*

IVC-2.2 Explain the use of creative thinking in problem solving.

Students may indicate this by (performance indicators):

- a. Discussing how creative thinking strategies, such as divergent thinking, and restructuring, are used in problem solving*
- b. Describing the effects of social factors on problem solving*

IVC-2.3 Analyze the obstacles that inhibit problem solving and decision-making.

Students may indicate this by (performance indicators):

- a. Providing examples of how mental set and functional fixedness prevent the solving of a problem*
- b. Evaluating strategies and obstacles involved in a class problem-solving activity*
- c. Providing examples of how framing, risk avoidance, and overconfidence can affect decision-making*
- d. Determining the effects of hindsight bias, confirmation bias and belief perseverance*
- e. Explaining how availability and representativeness heuristics hinder problem solving*

CONTENT STANDARD IVC-3: Structural features of language

Students are able to (performance standards):

IVC-3.1 Define language as symbols and sounds that convey meaning and facilitate communication.

Students may indicate this by (performance indicators):

- a. Defining the properties of meaningfulness, structure, and reference in language*
- b. Demonstrating that language is not limited to sounds by using American Sign Language*

IVC-3.2 Recognize that language is organized in a hierarchical structure.

Students may indicate this by (performance indicators):

- a. Identifying the basic unit of language as phonemes that are combined in meaningful strings known as morphemes*
- b. Providing examples of how morphemes combine to form words, phrases, and sentences*
- c. Describing the role of grammar in language systems*

CONTENT STANDARD IVC-4: Theories and developmental stages of language acquisition

Students are able to (performance standards):

IVC-4.1 Discuss the effects of development on language acquisition.

Students may indicate this by (performance indicators):

- a. Tracing the stages of language development from infancy to childhood*
- b. Contrasting the language development of multilingual children to the development of children who speak only one language (e.g., code switching)*
- c. Using case studies such as Genie or the Wild Boy of Aveyron to examine language development*

IVC-4.2 Evaluate the theories of language acquisition.

Students may indicate this by (performance indicators):

- a. Comparing the views of Chomsky and Skinner on language development*
- b. Describing current theories of language acquisition*
- c. Discussing the effect of culture on language acquisition*
- d. Debating the advantages and disadvantages of bilingual education*

IVC-4.3 Speculate on whether animals acquire and use language.

Students may indicate this by (performance indicators):

- a. Describing the nature of communication in honeybees
- b. Relating conclusions drawn from early attempts to teach language to primates
- c. Discussing contemporary views on whether animals can acquire language

CONTENT STANDARD IVC-5: Links between thinking and language

Students are able to (performance standards):

IVC-5.1 Examine the influence of language on thought and behavior.

Students may indicate this by (performance indicators):

- a. Evaluating Whorf's linguistic relativity theory that language determines or only influences thought*
- b. Providing examples, such as how sexist language can influence thought processes*
- c. Comparing differing cultural practices regarding expressions of respect or formal pronoun use*

Standard Area IVD: States of Consciousness

Content Standards

After concluding this unit, students understand:

IVD-1. Understand the nature of consciousness

IVD-2. Characteristics of sleep and theories that explain why we sleep

IVD-3. Theories used to explain and interpret dreams

IVD-4. Basic phenomena and uses of hypnosis

IVD-5. Categories of psychoactive drugs and their effects

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVD-1: Understand the nature of consciousness

Students are able to (performance standards)

IVD-1.1 Define states of consciousness

Students may indicate this by (performance indicator):

- a. Discussing various states of consciousness*

IVD-1.2 Describe levels of consciousness

Students may indicate this by (performance indicator):

- a. Differentiating among nonconscious, conscious, preconscious, and conscious awareness*

CONTENT STANDARD IVD-2: Characteristics of sleep and theories that explain why we sleep

Students are able to (performance standards):

IVD-2.1 Describe the sleep cycle.

Students may indicate this by (performance indicators):

- Drawing and labeling a graph that shows the sleep cycle throughout the night*
- Charting the differences between REM and Non-REM (NREM) sleep*

IVD-2.2 Compare theories that explain why we sleep.

Students may indicate this by (performance indicators):

- a. Comparing restorative theories with evolutionary theories*
- b. Explaining the effects of sleep deprivation*
- c. Evaluating evidence to support various theories*

IVD-2.3 Assess types of sleep disorders.

Students may indicate this by (performance indicators):

- a. Providing possible solutions for insomnia*
- b. Listing the symptoms of narcolepsy and sleep apnea*

CONTENT STANDARD IVD-3: Theories used to explain and interpret dreams

Students are able to (performance standards):

IVD-3.1 Demonstrate an understanding of individual differences in dream content and recall.

Students may indicate this by (performance indicators):

- Collecting and analyzing data about dream content and recall with an informal survey*
- Exploring cross-cultural differences in the significance of dreams*

IVD-3.2 Compare different theories about the use and meaning of dreams.

Students may indicate this by (performance indicator):

- Comparing different theories about the significance of dreams (e.g., activation-synthesis, psychodynamic, and cognitive theories)*

CONTENT STANDARD IVD-4: Basic phenomena and uses of hypnosis

Students are able to (performance standards):

IVD-4.1 Describe several hypnotic phenomena.

Students may indicate this by (performance indicators):

- a. Discussing why some people are better hypnotic subjects than others*
- c. Explaining hypnotic induction, suggestibility, and amnesia*
- d. Explaining the relationship of healing practices that use trance induction and altered states of consciousness to hypnosis*

IVD-4.2 Explain possible uses of hypnosis in psychology.

Students may indicate this by (performance indicators):

- a. Describing early uses of hypnosis to address psychological symptoms*
- c. Evaluating the accuracy of memories recovered by hypnosis*
- d. Identifying the uses of hypnosis in pain control and psychotherapy*

CONTENT STANDARD IVD-5: Categories of psychoactive drugs and their effects

Students are able to (performance standards):

IVD-5.1 Characterize the major categories of psychoactive drugs and their effects.

Students may indicate this by (performance indicators):

- a. Charting the names, sources, and uses of narcotic, depressant, stimulant, and hallucinogenic drugs*
- b. Classifying drugs, such as tobacco, alcohol, and marijuana*
- c. Discussing cultural and historical influences on making value judgments*

IVD-5.2 Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs.

Students may indicate this by (performance indicators):

- a. Identifying the potential for physiological and psychological dependence*
- b. Describing the short-term behavioral, physiological, and cognitive effects*
- c. Identifying the neurochemical mechanisms of drugs, such as nicotine or cocaine*

Standard Area IVE: Individual Differences

Content Standards

After concluding this unit, students understand:

IVE-1. Concepts related to measurement of individual differences

IVE-2. Influence and interaction of heredity and environment on individual differences

IVE-3. Nature of intelligence

IVE-4. Nature of intelligence testing

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD IVE-1: Concepts related to measurement of individual differences

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

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

IVE-1.2 Describe basic statistical concepts in testing

Students may indicate this by (performance indicators):

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

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

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- a. Citing one or more studies demonstrating how environmental variables influence the development of intellectual skills*
- b. Characterizing how studies of identical versus fraternal twins help establish the role of heredity in determining individual differences in intelligence*
- c. 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*
- d. Describing how the interaction between children and parents relates to differences in motivation and personality*
- e. Explaining the role of cultural and group norms in establishing the frames of reference we use in thinking about individual differences*
- f. Describing the link between intelligence testing and the eugenics movement*

CONTENT STANDARD IVE-3: Nature of intelligence

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- a. Explaining how cognitive processes, such as analogical reasoning and speed of processing, are involved in intelligence*
- b. Discussing the role of planning and self-regulation in intelligence*
- c. 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 d. intelligence tests*
- e. Describing how intelligence test scores are derived*
- f. Discussing the relationship between intelligence and musical, artistic, and other special abilities*

IVE-3.2 Describe theories of intelligence.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD IVE-4: Nature of intelligence testing

Students are able to (performance standards):

IVE-4.1 Explain why intelligence tests predict achievement.

Students may indicate this by (performance indicators):

- a. Citing correlations between IQ and academic achievement and explaining the correlation*
- b. Predicting how intelligence test scores correlate with other measurable variables (e.g., grades, supervisor ratings, etc.)*

- c. 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*
- d. Exploring how ethnicity and gender can moderate achievement predictions based on intelligence tests*

IVE-4.2 Explain issues of using conventional intelligence tests.

Students may indicate this by (performance indicators):

- a. Describing the abilities commonly measured by intelligence tests*
- b. Identifying valid uses of conventional tests*
- c. Discussing the research on the cultural context of intelligence tests.*
- d. Exploring the consequences of using labels derived from testing, such as genius, normal, or developmentally delayed*
- e. Evaluating research on stereotype threat*
- f. Explaining the meaning of culture and gender fair testing*

b. . Variations in Individual and Group Behavior Domain

Standard Area VA: Psychological Disorders

Content Standards

After concluding this unit, students understand:

VA-1. Characteristics and origins of abnormal behavior

VA-2. Methods used in exploring abnormal behavior

VA-3. Major categories of abnormal behavior

VA-4. Impact of mental disorders

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD VA-1: Characteristics and origins of abnormal behavior

Students are able to (performance standards):

VA-1.1 Distinguish the common characteristics of abnormal behavior.

Students may indicate this by (performance indicators):

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

VA-1.2 Cite examples of abnormal behavior.

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

- a. Recognizing the influence of context in designating abnormal behavior*
- b. Identifying how judgments about abnormality have changed through history (e.g., epilepsy)*
- c. Describing some abnormal behaviors specific to particular contexts or circumstances*
- d. Acknowledging sociocultural implications of labeling behavior as abnormal*
- e. Citing examples of misdiagnosis that may result from evaluator ignorance of relevant cultural and situational norms for behavior*

VA-1.4 Describe major explanations for the origins of abnormality.

Students may indicate this by (performance indicators):

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

CONTENT STANDARD VA-2: Methods used in exploring abnormal behavior

Students are able to (performance standards):

VA-2.1 Identify the purpose of different research methods.

Students may indicate this by (performance indicators):

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

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

Students may indicate this by (performance indicators):

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

CONTENT STANDARD VA-3: Major categories of abnormal behavior

Students are able to (performance standards):

VA-3.1 Discuss major categories of abnormal behavior.

Students may indicate this by (performance indicators):

- a. Explaining selected psychological disorders as classified in the Diagnostic and Statistical Manual*
- b. Identifying symptoms of selected categories of disorders*

VA-3.2 Explore the challenges associated with accurate diagnosis.

Students may indicate this by (performance indicators):

- a. Examining the influence of cultural, ethnic, racial, age, religious, gender, social class, ability/disability, or sexual orientation bias on diagnosis*
- b. Explaining how psychologists with different orientations produce different diagnostic conclusions about the same case example*
- c. Exploring how definitions of abnormality differ over time and across cultures*

CONTENT STANDARD VA-4: Impact of mental disorders

Students are able to (performance standards):

VA-4.1 Consider factors that influence vulnerability to abnormal behavior.

Students may indicate this by (performance indicators):

- a. Exploring how sociocultural factors influence vulnerability to abnormal behavior*
- b. Describing the role of heredity as it influences risk for abnormal behavior*
- c. Identifying sociocultural factors that can help to explain the higher incidence of depression in women than in men (e.g., workplace discrimination, family violence, and poverty)*

VA-4.2 Discuss the stigma associated with abnormal behavior.

Students may indicate this by (performance indicators):

- a. Citing historic or fictional examples of stigmatized behavior*
- b. Hypothesizing about how abnormal conditions might influence acceptance in contemporary life*

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

Students may indicate this by (performance indicators):

- a. Describing historic efforts to promote tolerance of those stigmatized by mental disorder*
- b. Developing a strategy to promote support for individuals (e.g., children, adolescents, and adults) with specific mental disorders*

Standard Area VB: Treatment of Psychological Disorders

Content Standards

After concluding this unit, students understand:

VB-1. Prominent methods used to treat individuals with disorders

VB-2. Types of practitioners who implement treatment

VB-3. Legal and ethical challenges involved in delivery of treatment

Content Standards With Performance Standards and Suggested Performance Indicators

CONTENT STANDARD VB-1: Prominent methods used to treat individuals with disorders

Students are able to (performance standards):

VB-1.1 Describe availability and appropriateness of various modes of treatment for individuals (e.g., children, adolescents, and adults) with psychological disorders.

Students may indicate this by (performance indicators):

- a. Describing major treatment orientations used in therapy, such as behavioral, cognitive, psychoanalytic, humanistic, feminist, and biomedical*
- b. Distinguishing psychotherapy from medical intervention and spiritual support*
- c. Describing different treatment formats, such as individual, couple therapy or group therapy*
- d. Explaining how different treatment orientations will influence the therapy plan*
- e. Discussing how theoretical orientations may promote specific treatment biases*

VB-1.2 Describe characteristics of effective treatment and prevention.

Students may indicate this by (performance indicators):

- a. Characterizing early attempts to reduce psychological symptoms and speculate about their likelihood of success*
- b. Discussing credibility of treatment based upon cultural explanations or beliefs about abnormality or causation of illness*
- c. Hypothesizing 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

d. Identifying criteria for evaluating successful treatment

e. Discussing the validity of treatments for different cultural groups

f. Citing evidence for success of a treatment intervention

g. Describing prevention strategies that build resilience and promote competence

CONTENT STANDARD VB-2: Types of practitioners who implement treatment

Students are able to (performance standards):

VB-2.1 Identify therapists according to training.

Students may indicate this by (performance indicators):

a. Differentiating various types of intervention specialists (e.g., psychologist, psychiatrist, counselor, social worker)

b. Debating the advantages and disadvantages of different types of practitioners

c. Exploring how credibility of treatment professionals or healers varies among diverse groups of people

VB-2.2 Describing strategies for locating appropriate therapists.

Students may indicate this by (performance indicators):

a. Locating care providers through established systems, such as local mental health associations, hospitals, and mental health clinics

b. Incorporating the idea of matching the presenting problem to the orientation and expertise of the care provider

c. Hypothesizing about why disenfranchised group members might mistrust mental health professionals in traditional settings

d. Discussing validity of findings of research methods with different cultural groups

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

Students are able to (performance standards):

VB-3.1 Describe the intersection between mental health and law.

Students may indicate this by (performance indicators):

a. Identifying conflicts between individual rights and rights of society, as illustrated by deinstitutionalization and commitment proceedings

b. Distinguishing competent to stand trial versus legally insane status

c. Identifying historic or fictional examples involving mental health judgments in legal settings

VB-3.2 Examine the influence of ethics and professional practice.

Students may indicate this by (performance indicators):

a. Identifying the therapist's ethical obligation to practice competently

b. Describing how confidentiality protect client privacy

c. Explaining "right to treatment" as well as "right to refuse treatment"

Standard Area VC: Social and Cultural Dimensions of Behavior

Content Standards

After concluding this unit, students understand:

VC-1. Social judgment and attitudes**VC-2. Social and cultural categories****VC-3. Social influence and relationships****Content Standards With Performance Standards and Suggested Performance Indicators****CONTENT STANDARD VC-1: Social judgment and attitudes**

Students are able to (performance standards):

VC-1.1 Demonstrate an understanding of person perception.

Students may indicate this by (performance indicators):

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

VC-1.2 Describe how attributions affect our explanations of behavior.

Students may indicate this by (performance indicators):

- a. Explaining differences between internal and external attributions and the role that culture plays in assigning such attributions*
- b. Drawing conclusions about the effect of actor-observer bias and the formation of fundamental attribution errors*

VC-1.3 Identify sources of attitude formation.

Students may indicate this by (performance indicators):

- a. Providing learning-based interpretations of attitude formation (e.g., Asch)*
- b. Explaining the role of expectations and stereotyped thinking as they relate to attitude and behavior (e.g., Milgram)*
- c. Discussing the contribution of role-playing to attitude formation (e.g., Zimbardo's prison experiment)*

VC-1.4 Assess some methods used to change attitudes.

Students may indicate this by (performance indicators):

- a. Citing research on the effects of advertising and persuasion*
- b. Hypothesizing about the potential of media to influence positive attitude change*
- c. Creating campaigns to produce social change and evaluate their effectiveness*

CONTENT STANDARD VC-2: Social and cultural categories

Students are able to (performance standards):

VC-2.1 Identify basic social and cultural categories.

Students may indicate this by (performance indicators)

- a. Identifying major social categories in the U.S. culture (e.g., gender, race, ethnicity, sexual orientation, and disability)*
- b. Describing the components of culture (e.g., symbols, language, norms, and values)*
- c. Differentiating between culture and society or social structure*
- d. Describing and differentiating between rural and urban social structures and diverse populations*

VC-2.2 Discuss how social and cultural categories affect behavior.

Students may indicate this by (performance indicators):

- a. Explaining how U.S. culture is both similar to and different from culture in other countries*
- b. Discussing how membership in particular social categories (e.g., gender, age, and sexual orientation) can affect how individuals are treated, and how that treatment can change over time and differ across cultures*
- c. Hypothesizing about how lives would change if magically transformed into a different social category (e.g., other gender)*
- d. Discussing the types of misunderstandings (both verbal and nonverbal) that can occur between people of different cultures (e.g., differences in interpersonal space, attitude toward silence in a conversation)*

CONTENT STANDARD VC-3: Social influence and relationships

Students are able to (performance standards):

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

Students may indicate this by (performance indicators):

- a. Applying the concept of social facilitation to performance at a track meet*
- b. Providing an example of the bystander effect*
- c. 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)*

VC-3.2 Describe how social structure can affect intergroup relations.

Students may indicate this by (performance indicators):

- a. Discussing conflict and the processes involved in conflict resolution*
- b. Describing Sherif's research and explaining its implications about superordinate goals*
- c. Giving examples of creating social structures that would foster competition between groups*
- d. Differentiating between American and Japanese business models*
- e. Providing positive and negative outcomes of group polarization*
- f. Giving examples of how a superordinate goal can increase cooperation between groups*

VC-3.3 Explore the nature and effects of bias and discrimination.

Students may indicate this by (performance indicators):

- a. Describing how social biases create a world where one kind of person is considered to be normative, and other kinds of persons are "different" (e.g., males are normative, whereas females are different; European Americans are normative, whereas other ethnic groups are different)*
- b. Examining how bias and discrimination influence behavior*
- c. Describing examples from early research on prejudice and discrimination*
- d. Relating a personal example of ethnocentrism*
- e. Exploring the nature of in-group/out-group dynamics*
- f. Describing the sources of opposition to the 1954 Supreme Court's decision regarding Brown vs. Board of Education of Topeka*
- g. Predicting how the self-fulfilling prophecy can fuel stereotypes about ethnic groups and gender*
- h. Developing strategies for promoting tolerance, cooperation, and equality*

VC-3.4 Describe circumstances under which conformity and obedience are likely to occur.

Students may indicate this by (performance indicators):

- a. Explaining the importance of group size as a predictor of conformity*
- b. Discussing why obedience to authority is a common phenomenon*
- c. Citing examples of disobedience to authority*

d. Analyzing disasters from the perspective of the groupthink hypothesis (e.g., space shuttle disaster, Bay of Pigs)

VC-3.5 Discuss the nature of altruism in society.

Students may indicate this by (performance indicators):

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

VC-3.6 Discuss the significance of aggression.

Students may indicate this by (performance indicators):

- a. Explaining aggression from several theoretical orientations (e.g., biomedical, psychodynamic, and social-learning perspectives)*
- b. Debating whether media can influence aggressive acts*
- c. Discussing ways to reduce aggression and violence in schools and/or in society at large*
- d. Describing examples of aggression in animals, other than humans*

VC-3.7 Discuss factors influencing attraction

Students may indicate this by (performance indicators):

- a. Identifying the important factors that help or hinder the forming and maintaining of close relationships*
- b. Discussing gender and cultural differences in the criteria for, and the process of, mate selection*
- c. Explaining how gender and culture may influence attraction*

HOW TO USE THE NATIONAL STANDARDS FOR HIGH SCHOOL PSYCHOLOGY CURRICULA IN DAY-TO-DAY LESSON PLANS

Accountability legislation typically demands that teachers demonstrate how their lessons and courses align with local, state, and national standards. Some local school districts and state boards of education have adopted standards for teaching high school psychology that are based on these standards. Along with, or in the absence of, local or state guidelines for teaching high school psychology, teachers can use these standards as a starting point for daily lesson planning, once scope and sequence for the course are determined. Teachers should first note that there are suggested performance indicators for every performance standard. These performance indicators may be used as a starting point for classroom activities or student assignments. They are only suggestions. Teachers will want to substitute and supplement freely as they develop their own courses and lesson plans. Many other resources can help build the standards into an effective course. APA Teachers of Psychology in Secondary Schools (TOPSS) has been especially active in publishing a series of unit plans designed to help instructors teach a scientifically based course. Each of these plans contains a suggested procedural outline, a content outline, activities, critical-thinking exercises, discussion questions, and a bibliography. Two of the already published units, *An Introduction to the Field of Psychology* and *The Stats Pack*, are extremely helpful for developing the Introduction and Research Methods unit, which is the core of these standards. As they are developed, these unit plans are distributed to TOPSS members. Previously published units are available online for current members on the TOPSS Web site (<http://www.apa.org/ed/topss/unitlesson.html>). Paper and electronic copies of unit lesson plans can be obtained from the Education Directorate at APA. In addition, various groups within the APA produce products that are especially beneficial to high school psychology teachers. The vast expertise of the members of the APA is a rich resource for enhancing a person's own knowledge of psychology and for enriching course content for high school students. Becoming an APA High School Teacher Affiliate/TOPSS member can be beneficial because APA resources can be key tools for planning, preparing, and teaching a high school psychology course. Appendix C provides additional information about TOPSS. Teachers can also use materials provided with psychology textbooks. Most books have an extensive package of materials that can be used to teach content more effectively. Perhaps the most helpful of these materials is the instructor's manual, which generally contains background information for the concepts covered in the text, lecture ideas, and suggestions for activities, demonstrations, and assignments. The usefulness of this information may vary, and one way to help select the most valuable information is to use the instructor's manual in conjunction with these standards. Time is at a premium for most teachers, so the standards can be helpful in choosing what to emphasize. Ideally, the teacher can relate every class activity to these standards. From software to

electronic mailing lists, technological resources also provide teachers with support in the form of specific classroom activities, and can be used in conjunction with these standards. Software can enhance the teaching of high school psychology by promoting active learning; most of the major textbook publishers have developed software to accompany their introductory psychology textbooks, and other distributors have marketed relevant software. Electronic mailing lists provide teachers with the opportunity to communicate with many other teachers with relative ease and convenience and are an excellent way to get answers to questions about the teaching of psychology. Electronic mailing lists allow groups of people to carry on dialogue (called "threads") and share ideas. Appendix C contains information on print, video, and computer resources, and lists several electronic mailing lists that are of particular interest to psychology teachers. The best thing for a teacher to do is to start with the basic framework provided by the standards to determine which parts of the textbook will be taught.

National Standards for High School Psychology Curricula

The teacher should join TOPSS to tap into a source of high-quality curriculum materials (as well as a professional connection with other high school psychology teachers and a variety of student-oriented benefits, among other things). The teacher needs to explore other sources of information to continually refine and improve the psychology course. As long as the materials and activities used fit the standards suggested in this document, students will experience an accurate, high-quality introduction to the science of psychology. This section contains a Lesson Planning Sheet to help connect teachers' present teaching strategies and materials to the psychology curricula standards and to develop new lessons designed specifically to meet one or more performance standards. The format of the sheet makes it possible to integrate the standards quickly and efficiently into the curriculum in a practical, useful way. To show how the Lesson Planning Sheet might be used, a blank planning sheet and a sample lesson are included at the end of this section.

Topic Outline

These are the major content areas covered by the AP Psychology Exam, as well as the approximate percentages of the multiple-choice section that are devoted to each area.

I. History and Approaches (2–4%)

Logic, Philosophy, and History of Science

Approaches:

Biological

Psychodynamic

Behavioral

Sociocultural

Cognitive

Evolutionary/Sociobiological

Humanistic

II. Research Methods(6–8%)

Experimental, Correlational, and Clinical Research: Correlational (e.g., observational, survey, clinical)

Experimental

Statistics:

Descriptive

Inferential

Ethics in Research

III. Biological Bases of Behavior (8–10%)

Physiological Techniques (e.g., imaging, surgical)

Functional Organization of Nervous System

Genetics

Neural Transmission

Neuroanatomy

Endocrine System

IV. Sensation and Perception (7–9%)

Thresholds

Attention

Sensory Mechanisms

Perceptual Processes

Sensory Adaptation

V. States of Consciousness (2–4%)

Sleep and Dreaming

Hypnosis

Psychoactive Drug Effects

VI. Learning (7–9%)

Classical Conditioning

Learning Biological Factors

Operant Conditioning

Social Learning

Cognitive Processes in

VII. Cognition (8–10%)

Memory

Problem Solving and Creativity

Language

Thinking

VIII. Motivation and Emotion (7–9%)		
Biological Bases	Theories of Motivation	Theories of Emotion
Hunger, Thirst, Sex, and Pain	Social Motives	Stress
IX. Developmental Psychology (7–9%)		
Life-Span Approach	Research Methods (e.g., longitudinal, cross-sectional)	
Heredity-Environment Issues	Developmental Theories	
Dimensions of Development:	Sex Roles, Sex Differences	
Physical, Cognitive, Social, Moral		
X. Personality (6–8%)		
Personality Theories and Approaches	Assessment Techniques	Self-concept, Self-esteem
Growth and Adjustment		
XI. Testing and Individual Differences (5–7%)		
X. Standardization and Norms	Reliability and Validity	Types of Tests
Ethics and Standards in Testing	Intelligence	
Heredity/Environment and Intelligence	Human Diversity	
XII. Abnormal Psychology (7–9%)		
Definitions of Abnormality	Theories of Psychopathology	Diagnosis of Psychopathology
Anxiety Disorders	Somatoform Disorders	Mood Disorders
Schizophrenic Disorders	Organic Disorders	Personality Disorders
Dissociative Disorders		
XIII. Treatment of Psychological Disorders (5–7%)		
Treatment Approaches:	Insight Therapies: Psychodynamic/Humanistic Approaches	
Behavioral Approaches	Cognitive Approaches	
Biological Approaches (psychopharmacology/psychosurgery)		
Modes of Therapy (e.g., individual, group)		
Community and Preventive Approaches		
XIV. Social Psychology (7–9%)		
Group Dynamics	Attribution Processes	Interpersonal Perception

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: _____ Yes X No

District-wide Final Examination Required: X Yes No

Course Challenge Assessment (Describe):

Take and score at least a 3 on the AP exam

REQUIRED COURSE SEQUENCE AND TIMELINE

Content Sequence

14 Subjects of AP Test Per College Board (Meyers chapters/supplements)	Days to cover (Including test)	% of MC on AP test
I History & Approaches.		
P History, views, sub-fields	6 days	2-4%
II Research Methods.....		8-10%
1 Methods/Statistics	11 days	
III Biological Bases of Behavior.....		8-10%
2 Neuroscience	(combined chapters 2 & 3)	
3 Nature/Nurture	17 days	
IV Sensation and Perception.....		7-9%
5 Sensation	(combined chapters 5 & 6)	
6 Perception	12 days	
V Consciousness.....		2-4%
7 Conscious	5 days	
VI Learning.....		7-9 %
8 Learning	11 days	
VII Cognition.....		8-10 %
9 Memory	(combined chapters 9 & 10)	
10 Cognition	14 days	
Mid-year review	review/AP test	5 days
VIII Motivation and Emotion.....		6-8 %
12 Motivation	combined chapters 12 & 13)	
13 Emotion	11 days	
14 Health (parts of chapter)	4 days	
IX Developmental		7-9 %
4 Development	10 days	
X Personality.....		5-7 %
15 Personality	9 days	
XI Testing and Individual difference.....		5-7 %
11 Intelligence	6 days	
XII Abnormal Psychology.....		7-9 %
16 Abnormal	12 days	
XIII Treatment of Psychological Disorders.....		5-7 %
17 Therapy	10 days	
XIV Social Psychology.....		8-10 %
18 Social	10 days	

Objectives:

See national standards

WRITING TEAM: Michel Elmer

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? X Yes No
2. Does this course issue a mark/grade for the report card? X Yes No
3. Does this course issue a Pass/Fail mark? Yes X No
4. Is the course mark/grade part of the GPA calculation? X Yes No
5. Is the course eligible for Honor Roll calculation? X Yes No
6. What is the academic weight of the course?
 No weight/Non credit Standard weight
 X Enhanced weight -- Advanced Placement