

Psychology

Social Studies

Curriculum Framework

Revised 2006

Course Title: Psychology  
 Course/Unit Credit: ½  
 Course Number:  
 Teacher Licensure: Secondary Social Studies  
 Grades: 9-12

### Psychology

Psychology is a one-semester high school social studies elective course that introduces students to the science of behavior and mental processes. It includes an overview of the history of psychology as well as an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. The content of this course includes human development; biological bases of behavior; sensation and perception; learning, memory, and cognition; behavior patterns; motivation and emotion; adjustments to social environments; and psychological disorders and their treatments. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. Arkansas Department of Education approval is not required.

| Strand                          | Standards   |
|---------------------------------|---|
| History and Methods             | 1. Students shall examine the development of psychology as an empirical science.  |
|                                 | 2. Students shall investigate major subfields that comprise psychology.   |
|                                 | 3. Students shall investigate research strategies and basic statistical concepts employed by psychologists.                 |
| Biological Bases of Behavior    | 4. Students shall investigate the structure and function of the nervous system.   |
|                                 | 5. Students shall describe the basic concepts of sensation and perception.  |
|                                 | 6. Students shall examine the states of consciousness evident in human behavior.  |
| Personality and Assessment      | 7. Students shall explain the role of personality development and methods of assessment.                                    |
| Human Development               | 8. Students shall explain the process of how humans grow, learn, and adapt to their environment.                            |
| Learning, Memory, and Cognition | 9. Students shall identify the major theories and approaches to the modern understanding of learning, memory, and cognition |
|                                 | 10. Student shall describe the role of motivation and emotion in human behavior.  |
| Social Psychology               | 11. Students shall describe the underlying social influences that shape human behavior.                                     |
| Stress and Mental Health        | 12. Students shall examine the relationship between stress and health.  |
|                                 | 13. Students shall describe major psychological disorders and treatments.   |

Strand: History and Methods

Content Standard 1: Students shall examine the development of psychology as an empirical science.

|          |   |
|----------|---|
| HM.1.P.1 | Discuss psychology as the scientific study of behavior and mental processes   |
| HM.1.P.2 | Summarize the development of psychology from a branch of philosophy and biology to an independent empirical discipline  |
| HM.1.P.3 | Compare and contrast the contemporary perspectives used by psychologists: <ul style="list-style-type: none"><li>• <i>Psychodynamic perspective</i></li><li>• <i>Behaviorism</i></li><li>• <i>Humanism</i></li><li>• <i>Cognitive perspective</i></li><li>• <i>Sociocultural perspective</i></li><li>• <i>Biological perspective</i></li><li>• <i>Evolutionary perspective</i></li></ul> |
| HM.1.P.4 | Identify the major events in the history of psychology from 1879 to present   |

Strand: History and Methods

Content Standard 2: Students shall investigate major subfields that comprise psychology.

|          |  |
|----------|--|
| HM.2.P.1 | Research the research (basic) subfields and applications of contemporary psychology (e.g., university/academic careers)                                  |
| HM.2.P.2 | Research the applied subfields and applications of contemporary psychology (e.g., schools, industrial/organizational)                                    |
| HM.2.P.3 | Research the clinical/medical subfields and applications of contemporary psychology (e.g., counseling psychologist, clinical psychologist, psychiatrist) |

Strand: History and Methods

Content Standard 3: Students shall investigate research strategies and basic statistical concepts employed by psychologists.

|          |   |
|----------|---|
| HM.3.P.1 | Examine the scientific method as a tool for determining cause and effect  |
| HM.3.P.2 | Critique the research methods and tools psychologists use to gather and interpret data: <ul style="list-style-type: none"><li>• experiments versus correlation studies</li><li>• field experiments versus naturalistic observations</li><li>• case studies versus surveys</li><li>• longitudinal studies versus cross-sectional studies</li></ul> |
| HM.3.P.3 | Employ the basic concepts of statistical data (e.g., calculation of mean, median, and mode)   |
| HM.3.P.4 | Explain the manipulation of statistical data  |

Strand: Biological Bases of Behavior

Content Standard 4: Students shall investigate the structure and function of the nervous system.

|           |  |
|-----------|--|
| BBB.4.P.1 | Describe the basic parts of a neuron and the electrochemical process of neural firing  |
| BBB.4.P.2 | Describe the hierarchy of the nervous system<br>(e.g., <i>central nervous system</i> , <i>peripheral nervous system</i> , and respective components) |
| BBB.4.P.3 | Compare and contrast the communication systems of the nervous and endocrine systems  |

Strand: Biological Bases of Behavior

Content Standard 5: Students shall describe the basic concepts of sensation and perception.

|           |  |
|-----------|--|
| BBB.5.P.1 | Distinguish between sensation and perception   |
| BBB.5.P.2 | Identify the transduction processes of the five basic senses with emphasis on vision                           |
| BBB.5.P.3 | Discuss thresholds, <i>Weber's Law</i> , and signal detection theory   |
| BBB.5.P.4 | Summarize principles associated with perception (e.g., illusions, constancies, and <i>Gestalt principles</i> ) |

Strand: Biological Bases of Behavior

Content Standard 6: Students shall examine the states of consciousness evident in human behavior.

|           |  |
|-----------|--|
| BBB.6.P.1 | Compare and contrast the Freudian viewpoints of consciousness: <ul style="list-style-type: none"><li>• conscious</li><li>• nonconscious</li><li>• <i>preconscious</i></li><li>• <i>unconscious</i></li></ul> |
| BBB.6.P.2 | Compare and contrast levels of consciousness other than Freudian viewpoints  |
| BBB.6.P.3 | Distinguish between the different stages of sleep  |
| BBB.6.P.4 | Discuss sleep disorders: <ul style="list-style-type: none"><li>• <i>insomnia</i></li><li>• <i>sleep apnea</i></li><li>• <i>narcolepsy</i></li><li>• <i>night terrors</i></li></ul>                           |
| BBB.6.P.5 | Explain the current theories on the purpose and functions of dreams (e.g., Freudian view, <i>activation-synthesis theory</i> )   |
| BBB.6.P.6 | Describe the effects of drugs on the states of consciousness   |
| BBB.6.P.7 | Explain altered states of consciousness and the roles each have played in human culture (e.g., <i>trances, hypnosis, meditation</i> )  |

Strand: Personality and Assessment

Content Standard 7: Students shall explain the role of personality development and methods of assessment.

|          |  |
|----------|--|
| PA.7.P.1 | Describe the various approaches and theories of personality  |
| PA.7.P.2 | Determine the relationship between personality and behavior in terms of both situation and life span |
| PA.7.P.3 | Describe different methods used to assess personality (e.g., <i>Myers-Briggs, Rorschach</i> )        |

Strand: Human Development

Content Standard 8: Students shall explain the process of how humans grow, learn, and adapt to their environment.

|          |   |
|----------|---|
| HD.8.P.1 | Describe physical human development over the life span: <ul style="list-style-type: none"><li>• prenatal</li><li>• infancy</li><li>• childhood</li><li>• adolescence</li><li>• adulthood</li><li>• late adulthood</li></ul> |
| HD.8.P.2 | Investigate Piaget's theory of cognitive human development  |
| HD.8.P.3 | Investigate Eriksson's theory of social human development   |
| HD.8.P.4 | Investigate Kohlberg's theory of moral human development  |
| HD.8.P.5 | Examine the origins and roles of language and the resulting effects on thought and behavior: <ul style="list-style-type: none"><li>• Chomsky</li><li>• Skinner</li></ul>  |

Strand: Learning, Memory, and Cognition

Content Standard 9: Students shall identify the major theories and approaches to the modern understanding of learning, memory, and cognition.

|           |  |
|-----------|--|
| LMC.9.P.1 | Examine the principles and scope associated with learning: <ul style="list-style-type: none"><li>• <i>classical conditioning</i></li><li>• <i>operant conditioning</i></li><li>• <i>observational learning</i></li></ul> |
| LMC.9.P.2 | Explain the three stage model of memory processing: <ul style="list-style-type: none"><li>• sensory memory</li><li>• short-term (working) memory</li><li>• long-term memory</li></ul>                                    |
| LMC.9.P.3 | Identify strategies for improving memory and study skills (e.g., <i>mnemonic devices</i> , <i>spacing effect</i> , <i>active learning</i> , and test-taking strategies)  |

Strand: Learning, Memory, and Cognition

Content Standard 10: Student shall describe the role of motivation and emotion in human behavior.

|            |   |
|------------|---|
| LMC.10.P.1 | Discuss the functions and interrelations of motivation and emotion  |
| LMC.10.P.2 | Discuss the areas of the brain associated with the activation of motivation and emotion: <ul style="list-style-type: none"><li>• <i>limbic system</i></li><li>• <i>hypothalamus</i></li></ul> |
| LMC.10.P.3 | Explain <i>Maslow's Hierarchy of Needs</i>  |

Strand: Social Psychology

Content Standard 11: Students shall describe the underlying social influences that shape human behavior.

|           |   |
|-----------|---|
| SP.11.P.1 | Describe the effects of social interaction on individual behavior   |
| SP.11.P.2 | Describe the effects of group interaction on thought and behavior (e.g., <i>conformity, obedience, groupthink, group polarization</i> ) |
| SP.11.P.3 | Discuss the psychological basis for <i>prejudice</i> and <i>social identity</i>   |

Strand: *Stress* and Mental Health

Content Standard 12: Students shall examine the relationship between *stress* and health.

|            |  |
|------------|--|
| SMH.12.P.1 | Examine the causes of <i>stress</i>                                    |
| SMH.12.P.2 | Explain the effects <i>stress</i> has on the body                      |
| SMH.12.P.3 | Explain defensive and active strategies for dealing with <i>stress</i> |

|            |  |
|------------|--|
| SMH.13.P.1 | Define the major psychological disorders and diseases: <ul style="list-style-type: none"> <li>• <i>addiction</i></li> <li>• <i>anxiety disorders</i></li> <li>• <i>developmental disorders</i></li> <li>• <i>dissociative disorders</i></li> <li>• <i>mood disorders</i></li> <li>• <i>personality disorders</i></li> <li>• <i>schizophrenia</i></li> <li>• <i>somatoform disorders</i></li> </ul> |
| SMH.13.P.2 | Investigate the history of the treatment of psychological diseases and disorders through the modern perspective  |
| SMH.13.P.3 | Discuss popular misconceptions related to those suffering mental disorders   |

# Appendix

## Glossary for Psychology

|                             |  |
|-----------------------------|--|
| Activation-synthesis theory | Maintains that dreams represent the brain's attempt to interpret random patterns of neural activation triggered by the brain stem during sleep   |
| Active Learning             | A process whereby learners are actively engaged in the learning process. This process is often contrasted against the "passivity" which occurs when observing a lecture.   |
| Addiction                   | A chronic disorder proposed to be precipitated by a combination of genetic, biological, pharmacological and social factors. Addiction is characterized by the repeated use of substances or behaviors despite clear evidence of morbidity secondary to such use. |
| Anxiety disorders           | Disorders marked by excessive fear, caution, and attempts to avoid anxiety; includes Generalized Anxiety Disorder, phobias, Post-Traumatic Stress Disorder, Obsessive Compulsive Disorder, panic disorders   |
| Behaviorism                 | The belief that the proper subject matter of psychology is objectively observable behavior and nothing else  |
| Biological perspective      | An approach that focuses on the role of biological factors in behavior, including biochemical and brain processes, as well a genetic and evolutionary factors  |
| Central Nervous System      | The part of the nervous system that consists of the brain and spinal cord  |
| Classical conditioning      | A learning procedure in which associations are made between a natural stimulus and a learned, neutral stimulus   |
| Cognitive perspective       | An approach that emphasized humans as rational information processors and problem solvers, and that focuses on the mental processes that influence behavior  |
| Conformity                  | Acting in accordance with some specified authority   |
| Developmental disorders     | Disorders that occur at some stage in a child's development, often retarding the development; These may include psychological or physical disorders  |
| Dissociative disorder       | A disorder characterized by a disruption, split, or breakdown in a person's normally integrated and functioning memory, identity, or consciousness; includes Dissociative Identify Disorder, dissociative amnesia, dissociative fugue                            |
| Evolutionary perspective    | A field of study that focuses on the role of evolutionary processes, especially natural selection, in the development of adaptive psychological mechanisms and social behavior in humans   |
| Gestalt principles          | The principles the brain uses in constructing perceptions; they include proximity, similarity, closure, continuity, and simplicity   |
| Group polarization          | The theory that group discussion reinforces the majority's point of view and shifts group members' opinions to a more extreme position   |
| Groupthink                  | Poor decision making that occurs as a result of a group emphasizing unity over critical thinking   |
| Humanism                    | An approach to psychology that is concerned with consciousness, values, and abstract beliefs, including spiritual experiences and the beliefs that people live by and die for  |
| Hypnosis                    | A state of consciousness resulting from a narrowed focus of attention and characterized by heightened suggestibility   |
| Hypothalamus                | A forebrain structure located below the thalamus and above the pituitary gland that controls autonomic and hormonal processes and plays a major role in many aspects of motivation and emotional behavior  |
| Insomnia                    | A sleep disorder characterized by recurring problems in falling asleep or staying asleep   |
| Limbic system               | A group of sub cortical structures, including the hippocampus and amyglata, which are involved in organizing many goal-directed and emotional behaviors  |

|                                    |  |
|------------------------------------|--|
| Maslow's Hierarchy of Needs        | A theory that contends that as humans meet 'basic needs' they seek to satisfy successively 'higher needs' that occupy a set hierarchy.   |
| Meditation                         | A systematic narrowing of attention on an image through bodily process, or external object with the goal of clearing one's mind and producing relaxation                                     |
| Mnemonic devices                   | Techniques of memorizing information by forming vivid associations or images which facilitate recall and decrease forgetting   |
| Mood disorder                      | Psychological disorders involve disturbances in a person's affect; includes major depression, bipolar disorder, cyclothymia, and dysthymia   |
| Myers-Briggs Type Indicator (MBTI) | A personality test designed to assist a person in identifying some significant personal preferences  |
| Narcolepsy                         | A condition characterized by suddenly falling asleep or feeling very sleepy during the day   |
| Night terrors                      | Sleep disruptions that occur during stage four of sleep involving screaming, panic, or confusion that is seldom remembered   |
| Obedience                          | A change in attitude or behavior brought about by social pressure to comply with people perceived to be authorities  |
| Observational learning             | Learning by observing and imitation the behavior of others   |
| Operant conditioning               | A form of learning in which a certain action is reinforced or punished, resulting in corresponding increases or decreases in the likelihood that similar actions will occur again            |
| Peripheral Nervous System          | A network of nerves branching out from the spinal cord that conduct information from the bodily organs to the central nervous system and take information back to the organs                 |
| Personality disorders              | Maladaptive or inflexible ways of dealing with others and one's environment  |
| Preconscious                       | A structure of the mind containing all memories that can be easily accessed by the conscious mind  |
| Prejudice                          | Preconceived, unjustifiable, and usually negative attitude toward a person or group that has been formed without sufficient evidence   |
| Psychodynamic perspective          | An approach that focuses on how personality processes, including unconscious impulses, defenses, and conflicts, influence behavior   |
| Rorschach test                     | A projective technique involving the interpretation of ink blots that is used by psychodynamic psychologists to assess perceptual and psychodynamic aspects of personality                   |
| Schizophrenia                      | A group of severe psychotic disorders characterized by confused and disconnected thoughts, emotions, behavior, and perceptions   |
| Sleep apnea                        | A disorder characterized by a repeated cycle in which the sleeper stops breathing momentarily, awakens gasping for air, then returns to sleep  |
| Social identity                    | A theory formed to understand the psychological basis of intergroup discrimination; it is composed of three elements   |
| Sociocultural perspective          | An approach that emphasizes the role of culture and the social environment in understanding commonalities and differences in human behavior  |
| Somatoform disorder                | Psychological disorder marked by a pattern of recurring physical symptoms for which there is no apparent physical cause; includes hypochondria and conversion disorder                       |
| Spacing effect                     | States that while you are more likely to remember material if exposed to it many times, you will be much more likely to remember it if the exposures are repeated over a longer span of time |

|             |   |
|-------------|---|
| Stress      | A person's mental or physical perception of his or her inability to cope with a certain tense event or situation                          |
| Trance      | A daze or unconscious condition   |
| Unconscious | The part of the mind that contains material of which we are unaware but that strongly influences conscious processes and behaviors        |
| Weber's Law | A psychophysics law stating that the larger or stronger a stimulus, the larger the change required for an observer to notice a difference |