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<td>HISTORY &amp; SCIENTIFIC METHOD</td>
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| Discuss the History of Psychology and its Development as an Empirical Science by Understanding the Scientific Method. | P.1.1: Define psychology as a discipline and identify its goals as a science. | • Define psychology as a discipline.  
• Identify the goals of psychology as a science. | • Chapter 1 Quiz  
• Chapter 2 Quiz | • Physiological  
• Cognitive  
• Psychology  
• Basic Science  
• Applied Science  
• Scientific Method | CRITICAL |
| • Psychology Goals |  |  |  |  |  |
| • Methodology of Psychology  
– Past  
– Present | P.1.2: Explain the reasons and approaches for studying the methodology of psychology; past and present. | • Explain the reasons and approaches for studying the methodology of psychology.  
– Past  
– Present | • Case Study | • Methodology | CRITICAL |
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</table>
| • Research Methods  
  – Descriptive  
  – Experimental | P.1.3: Describe the differences between descriptive and experimental research methods. | • Describe the differences between descriptive and experimental research methods. | • Sample  
• Naturalistic Observation  
• Case Study  
• Survey  
• Longitudinal Study  
• Cross-Sectional Study  
• Correlation  
• Hypothesis | CRITICAL |
| • Variables  
  – Independent  
  – Dependent  
• Groups  
  – Experimental  
  – Control | P.1.4: Explain the interaction among independent and dependent variables as well as the difference between experimental and control groups. | • Explain the interaction among independent and dependent variables.  
• Explain the difference between experimental and control groups. | • Variable  
• Experimental Group  
• Control Group | CRITICAL |
| • Research  
  – Scientific  
  – Nonscientific | P.1.5: Distinguish between scientific and nonscientific research. | • Distinguish between scientific and nonscientific research. | | |
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| Ethical Guidelines                          | P.1.6: Describe the key concepts of the ethical guidelines applied by the American Psychological Association regarding the use of human and non-human animal subjects. | • Describe the key concepts of the ethical guidelines applied by the American Psychological Association regarding the use of human subjects.  
• Describe the key concepts of the ethical guidelines applied by the American Psychological Association regarding the use of human subjects. | • Single-Blind Experiment  
• Double-Blind Experiment  
• Placebo Effect |                                                                 | CRITICAL |
| Human Subjects                              |                                                                                     |                                                                        |                                                                    |                                                                            |          |
| Non-human Subjects                          |                                                                                     |                                                                        |                                                                    |                                                                            |          |
| Research Strategies                         | P.1.7: Describe the differences between quantitative and qualitative research strategies. | • Describe the difference between quantitative and qualitative research strategies. |                                                                    | • Statistics  
• Descriptive Statistics  
• Frequency Distribution  
• Normal Curve  
• Central Tendency  
• Variance  
• Standard Deviation | CRITICAL |
| Qualitative                                 |                                                                                     |                                                                        |                                                                    |                                                                            |          |
| Quantitative                                |                                                                                     |                                                                        |                                                                    |                                                                            |          |
| Correlational Coefficients                  | P.1.8: Define correlation coefficients and explain their appropriate interpretation. | • Define correlation coefficients.  
• Explain the appropriate interpretation of correlation coefficients. |                                                                    | • Correlation Coefficient  
• Inferential Statistics | CRITICAL |
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| • Modern Day Perspectives  
  – Psychoanalytic  
  – Behavioral  
  – Humanistic  
  – Cognitive  
  – Psychobiology  
  – Sociocultural | P.1.9: Analyze human behavior from modern day perspectives in psychology. | • Analyze human behavior from modern day perspectives in psychology. | | • Psychoanalyst  
  • Behaviorist  
  • Humanist  
  • Cognitivist  
  • Psychobiologist | CRITICAL |
| BIOLOGICAL BASES OF BEHAVIOR | | | | | |
| The Structure, Biochemistry and Circuitry of the Brain and the Nervous System.  
  • Major Regions of the Brain  
    – Forebrain  
    – Hindbrain  
    – Midbrain  
    – Four Lobes | P.2.1: Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes. | • Describe the structure of the major regions of the brain.  
  • Describe the function of the major regions of the brain.  
    – Forebrain  
    – Hindbrain  
    – Midbrain  
    – Four lobes. | • Chapter 6 Quiz | • Hindbrain  
  • Midbrain  
  • Forebrain  
  • Lobes | CRITICAL |
| CONTENT                  | STANDARD INDICATORS                                                                 | SKILLS                                                                 | ASSESSMENT   | VOCABULARY                                                                 | PRIORITY |
|-------------------------|-------------------------------------------------------------------------------------|                                                                      |              |                                                                            |          |
| Left and Right Hemispheres - Vision - Motor - Language | **P.2.2:** Compare and contrast between the left and right hemispheres of the brain and identify how vision, motor, language and other functions are regulated by each hemisphere. | • Compare between the left and right hemispheres of the brain.  
• Contrast between the left and right hemispheres of the brain.  
• Identify how vision, motor, language and other functions are regulated by each hemisphere. | • Case Study | • Frontal Lobe  
• Parietal Lobe  
• Occipital Lobe  
• Temporal Lobe | CRITICAL |
| Neuron  
Neural Transmission | **P.2.3:** Describe the structure and function of the neuron and describe the basic process of neural transmission. | • Describe the structure of the neuron.  
• Describe the function of the neuron.  
• Describe the basic process of neural transmission. | | • Central Nervous System  
• Spinal Cord  
• Peripheral Nervous System  
• Neurons  
• Synapse  
• Somatic Nervous System  
• Autonomic Nervous System | CRITICAL |
| Brain Study                  | **P.2.4:** Compare and contrast the methods for studying the brain. | • Compare the methods for studying the brain.  
• Contrast the methods for studying the brain. | | • Electroencephalograph  
• Computerized Axial Tomography  
• Positron Emission Tomography  
• Magnetic Resonance Imaging | CRITICAL |
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<td>• Divisions and Subdivisions of the Nervous System</td>
<td>P.2.5: Identify the major divisions and subdivisions of the nervous system and describe how they function.</td>
<td>• Identify the major divisions and subdivisions of the nervous system. • Describe how the major divisions and subdivisions of the nervous system function.</td>
<td>• Case Study</td>
<td></td>
<td>CRITICAL</td>
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<tr>
<td>• Endocrine System</td>
<td>P.2.6: Analyze the structure and function of the endocrine system and its effect on human behavior.</td>
<td>• Analyze the structure of the endocrine system and its effect on human behavior. • Analyze the function of the endocrine system and its effect on human behavior. • Analyze the effect of the endocrine system on human behavior.</td>
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<td>• Endocrine System • Hormones • Pituitary Gland</td>
<td>CRITICAL</td>
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<td>• Neurotransmitters</td>
<td>P.2.7: Compare and contrast the effect of neurotransmitters on human behavior.</td>
<td>• Compare the effect of neurotransmitters on human behavior. • Contrast the effect of neurotransmitters on human behavior.</td>
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<td>• Neurotransmitters</td>
<td>CRITICAL</td>
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<td>DEVELOPMENT</td>
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<td><strong>The Process of How Humans Grow, Learn, and Adapt to Their Environment.</strong></td>
<td>P.3.1: Explain the role of prenatal and post-natal development on human development.</td>
<td>• Explain the role of prenatal development on human development. • Explain the role of post-natal development on human development.</td>
<td>• Chapter 3 quiz • Chapter 4 Quiz • Chapter 5 Quiz • “Genie” Case-Study</td>
<td>• Developmental Psychology</td>
<td>CRITICAL</td>
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<td>• Prenatal Development • Post-natal Development</td>
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<td>• Developments of Infants – Physical – Motor – Perceptual</td>
<td>P.3.2: Explain the physical, motor, and perceptual development of infants.</td>
<td>• Explain the physical development of infants. • Explain the motor development of infants. • Explain the perceptual developments of infants.</td>
<td>• Grasping Reflex • Rooting Reflex • Telegraphic Speech</td>
<td>CRITICAL</td>
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<td>• Developments of Children – Physical – Motor – Cognitive</td>
<td>P.3.3: Understand the physical, motor and cognitive development of children.</td>
<td>• Understand the physical development of children. • Understand the motor development of children. • Understand the cognitive development of children.</td>
<td>• Erikson and Kohlberg Skits</td>
<td>CRITICAL</td>
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<td>• Developments of Adolescents – Physical – Cognitive – Moral</td>
<td>P.3.4: Describe the physical, cognitive, and moral changes that occur during adolescence.</td>
<td>• Describe the physical changes that occur during adolescence. • Describe the cognitive changes that occur during adolescence. • Describe the moral changes that happen during adolescence.</td>
<td>• Initiation Rites • Puberty • Menarche • Spermarche • Asynchrony • Rationality • Identity Crisis • Social Learning Theory • Clique • Conformity • Anorexia Nervosa • Bulimia Nervosa</td>
<td>CRITICAL</td>
<td></td>
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<tr>
<td>• Developments of Adults – Physical – Cognitive – Social Issues</td>
<td>P.3.5: Understand the major physical, cognitive, and social issues that accompany adulthood and aging.</td>
<td>• Understand the major physical issues that accompany adulthood and aging. • Understand the major cognitive issues that accompany adulthood and aging. • Understand the major social issues that accompany adulthood and aging.</td>
<td>• Menopause • Generativity • Stagnation • Decremental Model of Aging • Ageism • Senile Dementia • Alzheimer’s Disease • Thanatology • Hospice</td>
<td>CRITICAL</td>
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<tr>
<td>• Nature vs. Nurture</td>
<td>P.3.6: Explain how nature and nurture influence human development.</td>
<td>• Explain how nurture influences human development. • Explain how nature influences human development.</td>
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<td>CRITICAL</td>
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<td>• Developmental Theories</td>
<td>P.3.7: Describe the theories of various developmental psychologists.</td>
<td>• Describe the theories of various developmental psychologists.</td>
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<td>CRITICAL</td>
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<td>COGNITION</td>
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</table>
| How Organisms Adapt to Their Environment Through Learning, Information Processing, and Memory. | P.4.1: Explain the process of learning, including principles of operant, classical, and observational. | • Explain the process of learning. 
– Operant 
– Classical 
– Observational | • Chapter 9 Quiz 
• Chapter 11 Quiz 
• Interval/Ratio Schedules | • Classical Conditioning 
• Neutral Stimulus 
• Unconditioned Stimulus 
• Unconditioned Response 
• Conditioned Stimulus 
• Conditioned Response 
• Generalization 
• Discrimination 
• Extinction 
• Operant Conditioning 
• Reinforcement 
• Primary Reinforcer 
• Secondary Reinforcer 
• Fixed-Ratio Schedule 
• Variable-Ratio Schedule 
• Fixed-Interval Schedule 
• Variable-Interval Schedule 
• Shaping 
• Response Chain 
• Aversive Control | CRITICAL |
- Negative Reinforcement
- Escape Conditioning
- Avoidance Conditioning
- Social Learning
- Cognitive Learning
- Cognitive Map
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<tr>
<td>P.4.2: Differentiate between learning, reflexes, and fixed-action patterns.</td>
<td>• Differentiate between learning, reflexes, and fixed-action patterns.</td>
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<td>IMPORTANT</td>
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<tr>
<td>• Learned Helplessness</td>
<td>P.4.3: Explain the concept of learned helplessness.</td>
<td>• Explain the concept of learned helplessness.</td>
<td>• Latent Learning • Learned Helplessness</td>
<td>CRITICAL</td>
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<tr>
<td>• Memory Processes - Encoding - Storage - Retrieval</td>
<td>P.4.4: Describe the processes of memory, including encoding, storage, and retrieval.</td>
<td>• Describe the processes of memory: - Encoding - Storage - Retrieval</td>
<td>• Chapter 10 Quiz • Case Study: Clive Wearing</td>
<td>CRITICAL</td>
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<tr>
<td>• Memory Stages - Sensory - Short-Term - Long-Term</td>
<td>P.4.5: Differentiate between the three different stages of memory, including sensory, short-term, and long-term.</td>
<td>• Differentiate between the three different stages of memory: - Sensory - Short-Term - Long-Term</td>
<td>• Sensory Memory • Short-Term Memory • Long-Term Memory • Recognition • Recall</td>
<td>CRITICAL</td>
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<tr>
<td>• Memory Interference</td>
<td>P.4.6: Identify the factors that interfere with memory.</td>
<td>• Identify the factors that interfere with memory.</td>
<td>• Decay • Interference</td>
<td>CRITICAL</td>
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<tr>
<td>• Memory Improvement</td>
<td>P.4.7: Discuss various strategies that can be used to improve memory.</td>
<td>• Discuss various strategies that can be used to improve memory.</td>
<td>• Elaborative Rehearsal • Mnemonic Devices</td>
<td>CRITICAL</td>
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| P.4.8:  | Compare and contrast between explicit and implicit memory. | • Compare explicit and implicit memory.  
• Contrast between explicit and implicit memory. | | | IMPORTANT |
| P.4.9:  | Discuss the obstacles and strategies involved in problem solving. | • Discuss the obstacles involved in problem solving.  
• Discuss the strategies involved in problem solving. | • Chapter 11 Quiz | • Thinking  
• Image  
• Symbol  
• Concept  
• Prototype  
• Rule  
• Metacognition  
• Algorithm  
• Heuristic  
• Mental Set  
• Functional Fixedness  
• Creativity  
• Flexibility  
• Recombination  
• Insight | CRITICAL |
| P.4.10: | Identify key psychologists in the fields of learning and cognition and explain the impact of their contributions. | • Identify key Psychologists in the fields of learning and cognition.  
• Explain the impact of their contributions. | | • Language  
• Phoneme  
• Morpheme  
• Syntax  
• Semantics | CRITICAL |
<p>| P.4.11: | Describe language development in humans. | • Describe language development in humans. | | | ADDITIONAL |</p>
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<td><strong>Read and Comprehend</strong></td>
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<td>• History/Social Studies Texts</td>
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<td>• Write Effectively For a Variety of Discipline-Specific Tasks</td>
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<tr>
<td><strong>LH.1.1</strong>: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</td>
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<tr>
<td>• Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</td>
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<tr>
<td>• Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</td>
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<td><strong>LH.1.2</strong>: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
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<td>• Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
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<td><strong>PRIORITY</strong></td>
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<td>CRITICAL</td>
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## Personality, Assessment, and Stress

Personality is the Distinctive and Relatively Stable Pattern of Behaviors, Thoughts, Motives, and Emotions.

- Major Psychologists
  - Sigmund Freud
  - Carl Jung
  - Alfred Adler
  - B.F. Skinner
  - Albert Bandura
  - Abraham Maslow
  - Carl Rogers
  - Gordon Allport
  - Hans Eysenck

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<td>P.5.1: Identify the major psychologists involved in the study of personality and describe the main characteristics of their theories.</td>
<td>• Identify the major psychologists involved in the study of personality. • Describe the main characteristics of their theories.</td>
<td>• Chapter 13 Quiz • Chapter 14 Quiz • Chapter 15 Quiz • Case Study</td>
<td>• Personality • Unconscious • Id • Ego • Superego • Defense Mechanisms • Collective Unconscious • Archetype • Inferiority Complex • Behaviorism • Contingencies of Reinforcement • Humanistic Psychology • Self-Actualization • Self • Positive Regard • Conditions of Worth • Unconditional Positive Regard • Trait • Extrovert • Introvert</td>
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<td>• Techniques and Examples of Personality Assessment – Objective – Projective</td>
<td>P.5.2: Distinguish between objective and projective techniques of personality assessment and give examples of each.</td>
<td>• Distinguish between Objective and Projective techniques of personality assessment. • Give examples of objective and projective techniques of personality assessment.</td>
<td>• Psychological Test Group Project</td>
<td>• Reliability • Validity • Percentile System • Norms • Intelligence • Two-Factor Theory • Triarchic Theory • Emotional Intelligence • IQ • Heritability • Cultural Bias • Aptitude Test • Achievement Test • Interest Inventory • Personality Test • Objective Test • Projective Test</td>
<td>CRITICAL</td>
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<td>P.5.3: Distinguish between stress and distress.</td>
<td>• Distinguish between stress and distress.</td>
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<td>• Stress • Stresor • Stress Reaction • Distress • Eustress • Anxiety • Anger • Fear</td>
<td>CRITICAL</td>
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<td>• Environmental Factors</td>
<td>P.5.4: Identify environmental factors that lead to stress.</td>
<td>• Identify environmental factors that lead to stress.</td>
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<td>• General Adaptation Syndrome – Hans Selye</td>
<td>P.5.5: Explain Hans Selye’s General Adaptation Syndrome (GAS).</td>
<td>• Explain Hans Selye’s General Adaptation Syndrome (GAS).</td>
<td>• General Adaptation Syndrome</td>
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<td>• Influence on Personality Development</td>
<td>P.5.6: Evaluate the influences of variables, such as culture, family and genetics,</td>
<td>• Evaluate the influences of culture on personality development.</td>
<td>• Social Cognitive Theory</td>
<td>CRITICAL</td>
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<td>on personality development and identify the psychologists associated with each.</td>
<td>• Evaluate the influences of family on personality development.</td>
<td>• Self-Efficacy</td>
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<td>• Psychologist view of Personality</td>
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<td>• Evaluate the influences of genetics on personality development.</td>
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<td>Development</td>
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<td>• Identify the psychologists associated with personality development.</td>
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<td>– Cultural</td>
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<td>– Family</td>
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<td>– Genetics</td>
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<td>ABNORMAL PSYCHOLOGY</td>
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<td>The Common Characteristics of Abnormal Behavior as Well as the Influence Culture Has on That Definition. Identify Major Theories and Categories of Abnormal Behavior. The Characteristics of Effective Treatment and Prevention of Abnormal Behaviors.</td>
<td>P.6.1: Describe the common characteristics of abnormal behavior.</td>
<td>• Describe the common characteristics of abnormal behavior.</td>
<td>• Chapter 16 Quiz • Chapter 17 Quiz • Case Study</td>
<td>• Normality • Abnormality • Mental Illness • Mental Health</td>
<td>CRITICAL</td>
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<td>Cultural and Historical Influences on Abnormal Behavior</td>
<td><strong>P.6.2:</strong> Explain how both cultural and historical influences have affected the definition of abnormal behavior</td>
<td>• Explain how cultural influences have affected the definition of abnormal behavior. • Explain how historical influences have affected the definition of abnormal behavior.</td>
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<td>Theories of Abnormality</td>
<td><strong>P.6.3:</strong> Identify and describe the theories of abnormality.</td>
<td>• Identify the theories of abnormality. • Describe the theories of abnormality.</td>
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<td>CRITICAL</td>
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<td>Categories of Abnormal Behavior</td>
<td><strong>P.6.4:</strong> Discuss major categories of abnormal behavior and distinguish which disorders fit under which categories – <em>DSM-IV/DSM-V.</em></td>
<td>• Discuss major categories of abnormal behavior. • Distinguish which disorders fit under which categories – <em>DSM-IV/DSM-V.</em></td>
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| • Treatment for People with Psychological Disorders | **P.6.5:** Describe availability and appropriateness of various modes of treatment and prevention for people with psychological disorders. | • Describe availability of various modes of treatment and prevention for people with psychological disorders.  
• Describe appropriateness of various modes of treatment and prevention for people with psychological disorders. | • Chapter 18 Quiz  
• Chapter 19 Quiz  
• Chapter 20 Quiz | • Psychotherapy  
• Psychoanalysis  
• Free Association  
• Humanistic Therapy  
• Client-Centered Therapy  
• Behavior Modification  
• Cognitive-Behavioral Therapy  
• Drug Therapy  
• Electroconvulsive Therapy  
• Psychosurgery | CRITICAL |
| **SOCIO-CULTURAL DIMENSIONS OF BEHAVIOR** | **P.7.1:** Understand and identify social norms and how they differ across cultures. | • Understand social norms and how they differ across cultures.  
• Identify social norms and how they differ across cultures. | • Chapter 18 Quiz  
• Chapter 19 Quiz  
• Chapter 20 Quiz | • Social Psychology  
• Social Cognition  
• Physical Proximity  
• Stimulation Value  
• Utility Value  
• Ego-Support Value  
• Complementarity | CRITICAL |
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| • Development of Perceptions and Attitudes | **P.7.2:** Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor-observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance. | • Explain how perceptions and attitudes develop.  
  – Attribution Theory  
  – Fundamental Attribution Error  
  – Actor-Observer Bias  
  – Central Route of Persuasion  
  – Peripheral Route of Persuasion  
  – Cognitive Dissonance | • Primacy Effect  
 • Stereotype  
 • Attribution Theory  
 • Fundamental Attribution Error  
 • Actor-Observer Bias  
 • Self-Serving Bias  
 • Nonverbal Communication | CRITICAL |
| • Conformity, Nonconformity, and Obedience | **P.7.3:** Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance. | • Analyze the studies that lead to current understandings of conformity.  
 • Analyze the studies that lead to current understandings of obedience.  
 • Analyze the studies that lead to current understandings of nonconformity.  
 • Analyze the studies that lead to current understandings of compliance. | • Case Study (Asch and Milgram experiments)  
 • Conformity  
 • Obedience  
 • Nonconformity  
 • Compliance | CRITICAL |
| • Group Think and Group Polarization | **P.7.4:** Explain the concepts of groupthink and group polarization. | • Explain the concept of groupthink.  
 • Explain the concept of group polarization. | • Groupthink  
 • Group Polarization | CRITICAL |
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| • Conflict and Conflict Resolution | P.7.5: Discuss the various types of conflict and the processes involved in conflict resolution. | • Discuss the various types of conflict.  
• Discuss the processes involved in conflict resolution. | | • Aggression  
• Catharsis  
• Altruism  
• Diffusion of Responsibility  
• Bystander Effect  
• Social Loaing  
• Deindividuation | CRITICAL |
| • Stereotypes  
• Prejudice  
• Discrimination | P.7.6: Explain how stereotypes, prejudice, and discrimination influence behavior. | • Explain how stereotypes influence behavior.  
• Explain how prejudice influences behavior.  
• Explain how discrimination influences behavior. | | • Prejudice  
• Discrimination  
• Persuasion  
• Boomerang Effect  
• Sleeper Effect  
• Inoculation Effect  
• Brainwashing | CRITICAL |
| **PSYCHOLOGICAL THINKING** | | | | | |
| **How to Think Like a Psychologist and the Critical Thinking Skills Needed in the Life of a Psychologist.**  
• Critical Thinking | P.8.1: Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation. | • Understand the six steps in critical thinking;  
– Knowledge  
– Comprehension  
– Application  
– Analysis  
– Synthesis  
– Evaluation | • Chapter 21 Quiz | • Forensic Psychology  
• Industrial/Organizational Psychology  
• Sports Psychology  
• Visualization | IMPORTANT |
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<tr>
<td>Landmark Experiments in Psychology</td>
<td>P.8.2: Locate and analyze primary sources of landmark experiments in psychology and other counter arguments.</td>
<td>• Locate primary sources of landmark experiments in psychology and other counter arguments. • Analyze primary sources of landmark experiments in psychology and other counter arguments.</td>
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<td>IMPORTANT</td>
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<tr>
<td>Research Design</td>
<td>P.8.3: Construct a testable hypothesis and apply the principles of research design to an appropriate experiment.</td>
<td>• Construct a testable hypothesis for an appropriate experiment. • Apply the principles of research design to an appropriate experiment.</td>
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<td>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</td>
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| Read and Comprehend  
- History/Social Studies Texts  
- Write Effectively For a Variety of Discipline-Specific Tasks | LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. | • Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.  
• Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. | | | CRITICAL |
| • Write Routinely  
  – Variety of Time Frames  
  – Range of Discipline-Specific Tasks, Purposes, and Audiences | LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. | • Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. | | | CRITICAL |