

Course Outline

Psychology

Module and Topic		2011 National Standards for High School Psychology Curricula from the American Psychological Association
<p>Developmental Module: <i>The purpose of this module is to provide course resources and to review skills that students need in order to be successful in other areas of the course.</i></p>		
Module 1: Introduction to Psychology		
Topic 1	Foundations of Psychology	<p><i>Scientific Inquiry Domain</i> <i>Standard Area: Perspectives in Psychological Science</i> Students are able to</p> <ol style="list-style-type: none"> 1.1) Define psychology as a discipline and identify its goals as a science; 1.2) Describe the emergence of psychology as a scientific discipline; 1.3) Describe perspectives employed to understand behavior and mental processes; and 1.4) Explain how psychology evolved as a scientific discipline.
Topic 2	Perspectives in Psychology	<p><i>Scientific Inquiry Domain</i> <i>Standard Area: Perspectives in Psychological Science</i> Students are able to</p> <ol style="list-style-type: none"> 2.1) Discuss the value of both basic and applied psychological research with human and non-human animals; 2.2) Describe the major subfields of psychology; and 2.3) Identify the important role psychology plays in benefitting society and improving people's lives.
Topic 3	Research Methods	<p><i>Scientific Inquiry Domain</i> <i>Standard Area: Research Methods, Measurement, and Statistics</i> Students are able to</p> <ol style="list-style-type: none"> 1.1) Describe the scientific method and its role in psychology; 1.2) Describe and compare quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews narratives, focus groups) research methods; 1.4) Discuss how and why psychologists use non-human animals in research; 2.1) Identify ethical standards psychologists must address regarding research with human participants; and 2.2) Identify ethical guidelines psychologists must address regarding research with non-human animals.
Module 2: Biological Basis of Behavior		
Topic 1	Neural Communication	<p><i>Biopsychology Domain</i> <i>Standard Area: Biological Bases of Behavior</i> Students are able to</p> <ol style="list-style-type: none"> 1.2) Identify the parts of the neuron and describe the basic process of neural transmission.
Topic 2	Nervous and Endocrine Systems	<p><i>Biopsychology Domain</i> <i>Standard Area: Biological Bases of Behavior</i> Students are able to</p> <ol style="list-style-type: none"> 1.1) Identify the major divisions and subdivisions of the human nervous system; 1.3) Differentiate between the structures and functions of the various parts of the central nervous system; 2.1) Describe how the endocrine glands are linked to the nervous system; and 2.2) Describe the effects of hormones on behavior and mental processes.

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Topic 3	The Brain	<p><i>Biopsychology Domain</i> <i>Standard Area: Biological Bases of Behavior</i> Students are able to</p> <ul style="list-style-type: none"> 1.4) Describe lateralization of brain functions; 1.5) Discuss the mechanisms and the importance of plasticity of the nervous system; 4.1) Identify tools used to study the nervous system; and 4.2) Describe advances made in neuroscience.
Module 3: Sensation and Perception		
Topic 1	Sensory Thresholds	<p><i>Biopsychology Domain</i> <i>Standard Area: Sensation and Perception</i> Students are able to</p> <ul style="list-style-type: none"> 1.1) Discuss processes of sensation and perception and how they interact; and 1.2) Explain the concepts of threshold and adaptation.
Topic 2	Vision and Perception	<p><i>Biopsychology Domain</i> <i>Standard Area: Sensation and Perception</i> Students are able to</p> <ul style="list-style-type: none"> 2.2) Describe the visual sensory system. 3.1) Explain Gestalt principles of perception; 3.2) Describe binocular and monocular depth cues; 3.3) Describe the importance of perceptual constancies; and 3.4) Describe perceptual illusions.
Topic 3	Hearing	<p><i>Biopsychology Domain</i> <i>Standard Area: Sensation and Perception</i> Students are able to</p> <ul style="list-style-type: none"> 2.3) Describe the auditory sensory system.
Topic 4	Smell, Taste, and Touch	<p><i>Biopsychology Domain</i> <i>Standard Area: Sensation and Perception</i> Students are able to</p> <ul style="list-style-type: none"> 2.4) Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
Module 4: States of Consciousness		
Topic 1	Sleeping and Dreaming	<p><i>Biopsychology Domain</i> <i>Standard Area: Consciousness</i> Students are able to</p> <ul style="list-style-type: none"> 2.1) Describe the circadian rhythm and its relation to sleep; 2.2) Describe the sleep cycle; 2.3) Compare theories about the functions of sleep; 2.4) Describe types of sleep disorders; and 2.5) Compare theories about the functions of dreams.
Topic 2	Hypnosis and Meditation	<p><i>Biopsychology Domain</i> <i>Standard Area: Consciousness</i> Students are able to</p> <ul style="list-style-type: none"> 1.1) Identify states of consciousness; 1.2) Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit); 4.1) Describe meditation and relaxation and their effects; and 4.2) Describe hypnosis and controversies surrounding its nature and use.

Course Outline Psychology

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Topic 3	Psychoactive Drugs and Their Effects	<p><i>Biopsychology Domain</i> <i>Standard Area: Consciousness</i> Students are able to</p> <ul style="list-style-type: none"> 3.1) Characterize the major categories of psychoactive drugs and their effects; 3.2) Describe how psychoactive drugs act at the synaptic level; and 3.3) Evaluate the biological and psychological effects of psychoactive drugs.
Module 5: Life Span Development		
Topic 1	Nature vs. Nurture	<p><i>Biopsychology Domain</i> <i>Standard Area: Biological Basis of Behavior</i> Students are able to</p> <ul style="list-style-type: none"> 3.1) Describe concepts in genetic transmission; and 3.2) Describe the interactive effects of heredity and environment.
Topic 2	Infancy and Childhood	<p><i>Development and Learning Domain</i> <i>Standard Area: Life Span Development</i> Students are able to</p> <ul style="list-style-type: none"> 1.1) Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development; 1.3) Distinguish methods used to study development; 1.4) Describe the role of sensitive and critical periods in development; 2.1) Discuss theories of cognitive development; 3.1) Describe physical development from conception through birth and identify influences on prenatal development; 3.2) Describe newborns' reflexes, temperament, and abilities; 4.1) Describe physical and motor development; 4.3) Describe the development of attachment and the role of the caregiver; and 6.2) Describe the development of reasoning and morality.
Topic 3	Adolescence	<p><i>Development and Learning Domain</i> <i>Standard Area: Life Span Development</i> Students are able to</p> <ul style="list-style-type: none"> 6.1) Identify major physical changes; 6.3) Describe identity formation; and 6.4) Discuss the role of family and peers in adolescent development.
Topic 4	Adulthood and Aging	<p><i>Development and Learning Domain</i> <i>Standard Area: Life Span Development</i> Students are able to</p> <ul style="list-style-type: none"> 7.1) Identify major physical changes associated with adulthood and aging; 7.2) Describe cognitive changes in adulthood and aging; and 7.3) Discuss social, cultural, and emotional issues in aging.
Module 6: Learning and Memory		
Topic 1	Classical Conditioning	<p><i>Development and Learning Domain</i> <i>Standard Area: Learning</i> Students are able to</p> <ul style="list-style-type: none"> 1.2) Describe clinical and experimental examples of classical conditioning; and

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		1.3) Apply classical conditioning to everyday life.
Topic 2	Operant Conditioning and Observational Learning	<p><i>Development and Learning Domain</i> <i>Standard Area: Learning</i> Students are able to</p> <ul style="list-style-type: none"> 2.1) Describe the Law of Effect; 2.2) Describe the principles of operant conditioning; 2.3) Describe clinical and experimental examples of operant conditioning; 2.4) Apply operant conditioning to everyday life. 3.1) Describe the principles of observational and cognitive learning; and 3.2) Apply observational and cognitive learning to everyday life.
Topic 3	Memory	<p><i>Cognition Domain</i> <i>Standard Area: Memory</i> Students are able to</p> <ul style="list-style-type: none"> 1.1) Identify factors that influence encoding; 1.2) Characterize the difference between shallow (surface) and deep (elaborate) processing; 1.3) Discuss strategies for improving the encoding of memory; 2.2) Identify and explain biological processes related to how memory is stored; 2.3) Discuss types of memory and memory disorders (e.g., amnesias, dementias); 2.4) Discuss strategies for improving the storage of memories; 3.1) Analyze the importance of retrieval cues in memory; 3.2) Explain the role that interference plays in retrieval; 3.4) Explain how memories can be malleable; and 3.5) Discuss strategies for improving the retrieval of memories.
Topic 4	Problem Solving and Cognitive Principles	<p><i>Cognition Domain</i> <i>Standard Area: Thinking</i> Students are able to</p> <ul style="list-style-type: none"> 1.1) Define cognitive processes involved in understanding information; 1.2) Define processes involved in problem solving and decision making; 2.1) Describe obstacles to problem solving; 2.2) Describe obstacles to decision making; and 2.3) Describe obstacles to making good judgments.
Topic 5	Intelligence	<p><i>Cognition Domain</i> <i>Standard Area: Intelligence</i> Students are able to</p> <ul style="list-style-type: none"> 1.1) Discuss intelligence as a general factor; 1.2) Discuss alternative conceptualizations of intelligence; 1.3) Describe the extremes of intelligence; 2.1) Discuss the history of intelligences testing; 2.2) Identify current methods of assessing human abilities; and 3.2) Discuss the influences of biological, cultural, and environmental factors on intelligence.
Module 7: Motivation, Emotion, and Stress		
Topic 1	Motivation	<p><i>Individual Variations Domain</i> <i>Standard Area: Motivation</i> Students are able to</p>

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		1.1) Explain biologically based theories of motivation; 1.2) Explain cognitively based theories of motivation; 1.3) Explain humanistic theories of motivation. 1.4) Explain the role of culture in human motivation; 2.3) Discuss achievement and motivation; and 2.4) Discuss other ways in which humans and non-human animals are motivated.
Topic 2	Emotion	<i>Individual Variations Domain</i> <i>Standard Area: Emotion</i> Students are able to 1.1) Explain the biological and cognitive components of emotion; 1.2) Discuss psychological research on basic human emotions; and 1.3) Differentiate among theories of emotional experience; 2.1) Explain how biological factors influence emotional interpretation and expression; 2.2) Explain how culture and gender influence emotional interpretation and expression; and 2.3) Explain how other environmental factors influence emotional interpretation and expression.
Topic 4	Stress and Coping	<i>Applications of Psychological Science Domain</i> <i>Standard Area: Health</i> Students are able to 1.1) Define stress as a psychophysiological reaction; 1.2) Identify and explain potential sources of stress; 1.3) Explain physiological and psychological consequences for health; 1.4) Identify and explain physiological, cognitive, and behavioral strategies to deal with stress; and 2.3) Distinguish between effective and ineffective means of dealing with stressors and other health issues.
Module 8: Personality		
Topic 1	The Psychoanalytic Approach	<i>Individual Variations Domain</i> <i>Standard Area: Personality</i> Students are able to 1.1) Evaluate psychodynamic theories.
Topic 2	Other Theories of Personality	<i>Individual Variations Domain</i> <i>Standard Area: Personality</i> Students are able to 1.2) Evaluate trait theories; 1.3) Evaluate humanistic theories; and 1.4) Evaluate social-cognitive theories.
Topic 3	Assessing Personality	<i>Individual Variations Domain</i> <i>Standard Area: Personality</i> Students are able to 2.1) Differentiate personality assessment techniques; 3.1) Discuss biological and situational influences; 3.2) Discuss stability and change; and 3.5) Analyze how individualistic and collectivistic cultural perspectives relate to personality.
Module 9: Psychological Disorders and Treatment		

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Topic 1	Defining Abnormal	<p><i>Individual Variations Domain</i> <i>Standard Area: Psychological Disorders</i> Students are able to</p> <ol style="list-style-type: none"> 1.1) Define psychologically abnormal behavior; 1.2) Describe historical and cross-cultural views of abnormality; 1.3) Describe major models of abnormality; 1.4) Discuss how stigma relates to abnormal behavior; 1.5) Discuss the impact of psychological disorders on the individual, family, and society; 2.1) Describe the classification of psychological disorders; and 2.2) Discuss the challenges associated with diagnosis.
Topic 2	Anxiety Disorders and Treatment	<p><i>Individual Variations Domain</i> <i>Standard Area: Psychological Disorders</i> Students are able to</p> <ol style="list-style-type: none"> 2.3) Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
Topic 3	Mood Disorders and Treatments	<p><i>Individual Variations Domain</i> <i>Standard Area: Psychological Disorders</i> Students are able to</p> <ol style="list-style-type: none"> 2.3) Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
Topic 4	Schizophrenia	<p><i>Individual Variations Domain</i> <i>Standard Area: Psychological Disorders</i> Students are able to</p> <ol style="list-style-type: none"> 2.3) Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
Topic 5	Therapy	<p><i>Applications of Psychological Science Domain</i> <i>Standard Area: Treatment of Psychological Disorders</i> Students are able to</p> <ol style="list-style-type: none"> 1.2) Match methods of treatment to psychological perspectives; 2.1) Identify biomedical treatments; 2.2) Identify psychological treatments; and 2.4) Evaluate the efficacy of treatments for particular disorders.
Module 10: Social Psychology		
Topic 1	Social Thinking – Attitudes and Actions	<p><i>Sociocultural Context Domain</i> <i>Standard Area: Social Interactions</i> Students are able to</p> <ol style="list-style-type: none"> 1.1) Describe attributional explanations of behavior; 1.2) Describe the relationship between attitudes (implicit and explicit) and behavior; and 1.3) Identify persuasive methods used to change attitudes.
Topic 2	Social Influence – Conformity, Obedience, and Group Behavior	<p><i>Sociocultural Context Domain</i> <i>Standard Area: Social Interactions</i> Students are able to</p> <ol style="list-style-type: none"> 2.1) Describe the power of the situation; 2.2) Describe effects of others' presence on individuals' behavior; 2.3) Describe how group dynamics influence behavior; and 2.4) Discuss how an individual influences group behavior.
Topic 3	Social Relations –	<i>Sociocultural Context Domain</i>

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	Conflict, Cooperation, and Attraction	<i>Standard Area: Social Interactions</i> Students are able to 3.1) Discuss the nature and effects of stereotyping, prejudice, and discrimination; and 3.3) Discuss influences upon aggression and conflict. 3.4) Discuss factors influencing attraction and relationships.