



Psychology Yearly Standards

Units	Priority Standards	Supporting Standards
Unit 1 Introduction to Psychology (history, perspectives, and research methods and brain)	<p>APA.NSHSPC.SI.PPS.CS.1.3 IDENTIFY <u>contemporary perspectives used by psychologists to understand behavior and mental processes.</u></p> <p>APA.NSHSPC.SI.PPS.CS.2.2 DESCRIBE <u>the major subfields of psychology.</u></p> <p>APA.NSHSPC.SI.PPS.CS.2.3 IDENTIFY <u>the important role psychology plays in benefiting society and improving people's lives.</u></p> <p>APA.NSHSPC.SI.RM.CS.1.1: DESCRIBE <u>the scientific method and its role in psychology</u></p> <p>APA.NSHSPC.SI.RM.CS.1.2: DESCRIBE and COMPARE <u>a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods</u></p> <p>APA.NSHSPC.SI.RM.CS.3.1: DEFINE <u>descriptive statistics and explain how they are used by psychological scientists</u></p> <p>APA.NSHSPC.SI.RM.CS. 3.2: DEFINE <u>forms of qualitative data and explain how they are used by psychological scientists</u></p>	<p><i>APA.NSHSPC.SA.1 The development of an empirical, scientific attitude and skill set (including critical thinking, problem solving, scientific methodologies, and drawing evidence based conclusions) in the exploration of behavior and mental processes of both human and nonhuman animals.</i></p> <p><i>APA.NSHSPC.SA.2 An understanding that different content areas within psychological science are interconnected, especially the interaction between biological, psychological, and social factors of behavior and how they relate to everyday life.</i></p> <p><i>APA.NSHSPC.SA.3 An appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual diversity to global variations. Board</i></p> <p><i>APA.NSHSPC.SA.5 An ability to understand, evaluate, and apply that understanding to the relationship between conscious and unconscious processes and their effects on behavior.</i></p> <p><i>TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.</i></p> <p><i>ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct</i></p>

	<p>APA.NSHSPC.SI.RM.CS. 3.3: DEFINE <u>correlation coefficients and explain their appropriate interpretation</u></p> <p>APA.NSHSPC.BD.BB.CS 1.1: IDENTIFY <u>the major divisions and subdivisions of the human nervous system</u></p> <p>APA.NSHSPC.BD.BB.CS 1.2: IDENTIFY <u>the parts of the neuron and describe the basic process of neural transmission</u></p> <p>APA.NSHSPC.BD.BB.CS 1.4: DESCRIBE <u>lateralization of brain functions</u></p>	<p><i>knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i></p> <p><i>ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i></p>
<p>Unit 2</p> <p>Unit 2: Social Psychology (cognition, behavior, antisocial vs. prosocial behavior)</p>	<p>APA.NSHSPC.SC.CS 1.1: DESCRIBE <u>attributional explanations of behavior</u></p> <p>APA.NSHSPC.SC.CS 1.2: DESCRIBE <u>the relationship between attitudes (implicit and explicit) and behavior</u></p> <p>APA.NSHSPC.SC.CS 2.1: DESCRIBE <u>the power of the situation</u></p> <p>APA.NSHSPC.SC.CS 2.2: DESCRIBE <u>effects of others' presence on individuals' behavior</u></p> <p>APA.NSHSPC.SC.CS 2.3: DESCRIBE <u>how group dynamics influence behavior</u></p> <p>APA.NSHSPC.SC.CS 2.4: DISCUSS <u>how an individual influences group behavior</u></p> <p>APA.NSHSPC.SC.CS 3.1 DISCUSS <u>the nature and effects of stereotyping, prejudice, and discrimination</u></p> <p>APA.NSHSPC.SC.CS 3.2: DESCRIBE <u>determinants of prosocial behavior</u></p>	<p><i>ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences</i></p> <p><i>ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions</i></p> <p><i>TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.</i></p> <p><i>TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</i></p>

	<p>APA.NSHSPC.SC.CS 3.3: DISCUSS <u>influences upon aggression and conflict</u></p> <p>APA.NSHSPC.SC.CS 3.4: DISCUSS <u>factors influencing attraction and relationships</u></p>	
<p>Unit 3</p> <p>Unit 3: Learning and Memory</p>	<p>APA.NSHSPC.DL.L.CS.1.1: DESCRIBE <u>the principles of classical conditioning</u></p> <p>APA.NSHSPC.DL.L.CS.1.3: APPLY <u>classical conditioning to everyday life</u></p> <p>APA.NSHSPC.DL.L.CS.2.2: DESCRIBE <u>the principles of operant conditioning</u></p> <p>APA.NSHSPC.DL.L.CS.2.4: APPLY <u>operant conditioning to everyday life</u></p> <p>APA.NSHSPC.DL.L.CS.3.1: DESCRIBE <u>the principles of observational and cognitive learning</u></p> <p>APA.NSHSPC.DL.L.CS.3.2: APPLY <u>observational and cognitive learning to everyday life</u></p> <p>APA.NSHSPC.CD.M.CS.1.1: IDENTIFY <u>factors that influence encoding</u></p> <p>APA.NSHSPC.CD.M.CS.1.3: DISCUSS <u>strategies for improving the encoding of memory</u></p> <p>APA.NSHSPC.CD.M.CS.2.1: DESCRIBE <u>the differences between working memory and long-term memory</u></p> <p>APA.NSHSPC.CD.M.CS.2.3: DISCUSS <u>types of memory and memory disorders (e.g., amnesias, dementias)</u></p>	<p><i>TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</i></p>

	<p>APA.NSHSPC.CD.M.CS.2.4: DISCUSS <u>strategies for improving the storage of memories</u></p> <p>APA.NSHSPC.CD.M.CS.3.1: ANALYZE <u>the importance of retrieval cues in memory</u></p> <p>APA.NSHSPC.CD.M.CS.3.3: DISCUSS <u>the factors influencing how memories are retrieved</u></p> <p>APA.NSHSPC.CD.M.CS. 3.4: EXPLAIN <u>how memories can be malleable</u></p> <p>APA.NSHSPC.CD.M.CS. 3.5: DISCUSS <u>strategies for improving the retrieval of memories</u></p>	
<p>Unit 4</p> <p>Unit 4: Development and Cognition (How does development from birth to death affect how we think, interact, and relate to one another?)</p>	<p>APA.NSHSPC.DL.LSD.CS.1.1: EXPLAIN <u>the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development</u></p> <p>APA.NSHSPC.DL.LSD.CS.1.4: DESCRIBE <u>the role of sensitive and critical periods in development</u></p> <p>APA.NSHSPC.DL.LSD.CS.1.5: DISCUSS <u>issues related to the end of life</u></p> <p>APA.NSHSPC.DL.LSD.CS.2.1: DISCUSS <u>theories of cognitive development</u></p> <p>APA.NSHSPC.DL.LSD.CS.2.2: DISCUSS <u>theories of moral development</u></p> <p>APA.NSHSPC.DL.LSD.CS.2.3: DISCUSS <u>theories of social development</u></p> <p>APA.NSHSPC.DL.LSD.CS.4.3: DESCRIBE <u>the development of attachment and the role of the caregiver</u></p>	<p>ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solution.</p> <p>TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.</p> <p>TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</p> <p>TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.</p>

APA.NSHSPC.DL.LSD.CS.4.4: DESCRIBE the development of communication and language

APA.NSHSPC.DL.LSD.CS.7.3: DISCUSS social, cultural, and emotional issues in aging

APA.NSHSPC.DL.LD.CS.1.1: DESCRIBE the structure and function of language

APA.NSHSPC.CD.T.CS.1.1: DEFINE cognitive processes involved in understanding information

APA.NSHSPC.CD.T.CS.1.2: DEFINE processes involved in problem solving and decision making

APA.NSHSPC.CD.T.CS.2.1: DESCRIBE obstacles to problem solving

APA.NSHSPC.CD.T.CS.2.2: DESCRIBE obstacles to decision making

APA.NSHSPC.CD.I.CS.1.1:DISCUSS intelligence as a general factor

APA.NSHSPC.CD.I.CS.1.2: DISCUSS alternative conceptualizations of intelligence

APA.NSHSPC.CD.I.CS.1.3: DESCRIBE the extremes of intelligence

APA.NSHSPC.CD.I.CS.2.2: IDENTIFY current methods of assessing human abilities

APA.NSHSPC.CD.I.CS.3.2: DISCUSS the influences of biological, cultural, and environmental factors on intelligence

<p>Unit 5</p> <p>Unit 5 Personality and Psychoanalysis</p>	<p>APA.NSHSPC.IVD.P.CS.1.1 EVALUATE <u>psychodynamic theories</u></p> <p>APA.NSHSPC.IVD.P.CS.1.2 EVALUATE <u>trait theories</u></p> <p>APA.NSHSPC.IVD.P.CS.2.1 DIFFERENTIATE <u>personality assessment techniques</u></p> <p>APA.NSHSPC.IVD.P.CS.2.2 DISCUSS the reliability and validity of personality assessment techniques</p> <p>APA.NSHSPC.IVD.P.CS.3.1 DISCUSS biological and situational influences on personality</p> <p>APA.NSHSPC.APSD.H.CS.1.1 DEFINE <u>stress as a psychophysiological reaction</u></p> <p>APA.NSHSPC.APSD.H.CS. 1.2 IDENITFY and EXPLAIN <u>potential sources of stress</u></p> <p>APA.NSHSPC.APSD.H.CS.1.3 EXPLAIN <u>physiological and psychological consequences for health</u></p> <p>APA.NSHSPC.APSD.H.CS.1.4 IDENITFY and EXPLAIN <u>physiological, cognitive, and behavioral strategies to deal with stress</u></p> <p>APA.NSHSPC.IVD.M.CS.1.1: EXPLAIN <u>biologically based theories of motivation</u></p> <p>APA.NSHSPC.IVD.M.CS.1.2 EXPLAIN <u>cognitively based theories of motivation</u></p> <p>APA.NSHSPC.IVD.M.CS.1.3 EXPLAIN <u>humanistic theories of motivation</u></p>	<p><i>TT.AB.1.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</i></p> <p><i>ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i></p>
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	APA.NSHSPC.IVD.E.CS.1.1 EXPLAIN <u>the biological and cognitive components of emotion</u>	
Unit 6 Unit 6: Clinical and Treatments	APA.NSHSPC.IVD.PD.CS.1.1: DEFINE <u>psychologically abnormal behavior</u> APA.NSHSPC.IVD.PD.CS.1.3: DESCRIBE <u>major models of abnormality</u> APA.NSHSPC.IVD.PD.CS.1.4: DISCUSS <u>how stigma relates to abnormal behavior</u> APA.NSHSPC.IVD.PD.CS.1.5: DISCUSS <u>the impact of psychological disorders on the individual, family, and society</u> APA.NSHSPC.IVD.PD.CS.2.1: DESCRIBE the classification of psychological disorders APA.NSHSPC.IVD.PD.CS. 2.3: DESCRIBE <u>symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)</u> APA.NSHSPC.APSD.TPD.CS.1.1: EXPLAIN <u>how psychological treatments have changed over time and among cultures</u> APA.NSHSPC.APSD.TPD.CS.1.2: MATCH <u>methods of treatment to psychological perspectives</u> APA.NSHSPC.APSD.TPD.CS.1.3: EXPLAIN <u>why psychologists use a variety of treatment options</u>	<i>TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.</i> <i>TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</i>