

Students study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students examine the structure and function of the nervous system in humans, as well as the processes of sensation and perception. Students elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Throughout the course, student examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

Tennessee State Standards	Student Friendly "I Can" Statements
<p><u>Research Methods, Measurement, and Statistics</u></p> <p>P.01 Describe the scientific method and its role in psychology.</p> <p>P.02 Describe and compare a variety of quantitative and qualitative research methods, including: Correlations, Experiments, Focus groups Interviews, Narratives, Surveys.</p> <p>P.03 Explain systematic procedures used to improve the validity of research findings, including external validity.</p> <p>P.04 Describe how and why psychologists use animal subjects in research and identify ethical guidelines to follow in performing this type of research.</p> <p>P.05 Identify ethical standards psychologists must follow regarding research with human participants.</p>	<p>I can identify the different perspectives of study in psychology.</p> <p>I can describe the scientific method and its role in psychology.</p> <p>I can describe and compare a variety of quantitative and qualitative research methods, including:</p> <ul style="list-style-type: none"> ● Correlations ● Experiments ● Focus groups ● Interviews ● Surveys ● Naturalistic and Direct Observations ● Longitudinal Study ● Cross Sectional Study <p>I can explain procedures to eliminate bias and improve the validity of research findings within the study.</p> <p>I can describe how and why psychologists use animal subjects in research and the ethical principles to follow.</p> <p>I can identify ethical standards psychologists must follow regarding research with human participants.</p>

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<p>P.06 Explain descriptive statistics and qualitative data and how they are used by psychological scientists.</p> <p>P.07 Define correlation coefficients and explain their appropriate interpretation.</p> <p>P.08 Interpret graphical representations of data, as used in both quantitative and qualitative methods, and explain other statistical concepts, such as statistical significance and effect size</p> <p>P.09 Explain how validity and reliability of observation and measurements relate to data analysis.</p> <p style="text-align: center;"><u>Biological Bases of Behavior</u></p> <p>P.10 Identify and describe the major structures of the brain.</p> <p>P.11 Identify and describe the methodology, including the tools, used to study the brain.</p>	<p>I can explain the difference between qualitative and quantitative data.</p> <p>I can explain how these types of data are used by psychological scientists.</p> <p>I can define <u>correlation coefficients</u> and explain their appropriate interpretation.</p> <p>I can interpret graphical representations of data, as used in both quantitative and qualitative methods (<i>including charts and graphs</i>).</p> <p>I can explain other statistical concepts, such as statistical significance.</p> <p>I can explain how validity and reliability of observation and measurements relate to data analysis including sample size, population, and random assignment and sampling.</p> <p>I can identify and describe the major structures of the brain and their functions including:</p> <ul style="list-style-type: none">• Cerebral cortex (<i>temporal, parietal, frontal and occipital lobes, corpus callosum</i>)• Brain Stem (<i>Medulla, Pons, and Cerebellum</i>)• Limbic System (<i>Hippocampus, Hypothalamus, Thalamus, and Amygdala</i>) <p>I can identify and describe the methodology, including the imagery tools, used to study the brain including:</p> <ul style="list-style-type: none">• CAT scan• PET Scan• MRI• EEG
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<p>P.12 Identify and discuss the functions of the central nervous system.</p> <p>P.13 Discuss issues related to scientific advances in neuroscience and genetics.</p> <p>P.14 Identify and describe the structure and function of the endocrine system and its impact on human behavior, including hormonal effects on the immune system.</p> <p>P.15 Describe the interactive effects of heredity and environment.</p> <p>P.16 Describe and discuss the role of genetics in human behavior.</p> <p style="text-align: center;"><u>Sensation and Perception</u></p> <p>P.17 Discuss the interaction between the processes of sensation and perception.</p> <p>P.18 Describe the auditory sensory and visual sensory systems.</p> <p>P.19 Describe other sensory systems (including olfaction and gustation), and identify skin senses, kinesthesia, and vestibular sense.</p>	<p>I can identify and discuss the functions of the central nervous system and peripheral nervous system (<i>including parasympathetic and sympathetic</i>).</p> <p>I can discuss issues related to scientific advances in <u>neuroscience</u> and genetics.</p> <p>I can identify and describe the structure and function of the <u>endocrine system</u> including:</p> <ul style="list-style-type: none">● Pituitary Gland● Thyroid and Metabolism● Adrenal Glands and Adrenaline● Pancreas and Insulin <p>I can describe the endocrine system's impact on human behavior, including the stress hormone, cortisol, on the <u>immune system</u>.</p> <p>I can describe the interactive effects of <u>heredity</u> and <u>genetics</u> on behavior and within the environment.</p> <p>I can discuss the differences between the processes of sensation and perception.</p> <p>I can describe the auditory sensory system and transduction process including:</p> <ul style="list-style-type: none">● Auditory Canal● Tympanic Membrane (<i>ear drum</i>)● Cochlea● Vestibular Nerve
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	<p>I can describe the visual sensory systems and transduction process including:</p> <ul style="list-style-type: none">• Iris• Pupil• Lens• Cornea• Rods and Cones• Optic nerve <p>I can describe other sensory systems (<i>including olfaction & gustation</i>) including:</p> <ul style="list-style-type: none">• Olfactory receptors and transduction to limbic system• Taste receptors and 4 main tastes <p>I can identify skin senses, <u>kinesthesia</u>, and vestibular sense.</p> <p>I can explain Gestalt's principles of perception including</p> <ul style="list-style-type: none">• Figure/Ground• Proximity• Similarity• Continuity <p>I can explain how experiences, environment and expectations influence individual perception and cognitive constructs.</p> <p>I can explain how culture and expectations influence the use of drugs including:</p> <ul style="list-style-type: none">• Response to Stress/Anxiety• Cultural Norms
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<p><u>Consciousness</u></p> <p>P.22 Describe the relationship between conscious and unconscious processes.</p> <p>P.23 Describe the circadian rhythm and its relation to sleep.</p> <p>P.24 Explain the functions of sleep and dreams.</p> <p>P.25 Identify types of sleep disorders and methods of treatment.</p> <p>P.27 Describe the use of hypnosis, meditation, and relaxation techniques, including the effects of each.</p>	<p>I can explain various psychoactive drugs and their effects including:</p> <ul style="list-style-type: none">● Nicotine● Alcohol● Cannabis <p>I can describe the relationship between conscious and unconscious processes.</p> <p>I can describe the <u>circadian rhythm</u> and its relation to sleep.</p> <p>I can explain the functions of sleep and effects of sleep deprivation.</p> <p>I can explain the functions of dreams according to various perspectives of psychology specifically psychoanalytic and neuropsychology.</p> <p>I can identify types of sleep disorders and methods of treatment including:</p> <ul style="list-style-type: none">● Sleep apnea● Sleep walking● Night Terrors● Insomnia <p>I can describe the use of hypnosis, meditation, and relaxation techniques, including the effects of each.</p>
<p><u>Lifespan Development (Part 1)</u></p> <p>P.28 Explain the interaction between environmental and biological factors in lifespan development, including the role of the brain in all aspects of development.</p>	<p>I can explain the interaction between environmental and biological factors in lifespan development, including the role of the brain in all aspects of development.</p>

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<p>P.29 Distinguish methods used to study lifespan development.</p> <p>P.30 Identify cognitive, moral, and social development theories.</p> <p>P.31 Describe physical development from conception through birth and identify influences on prenatal development.</p> <p>P.32 Describe the physical, motor, and perceptual development of infants.</p> <p>P.33 Describe the physical, motor, and cognitive development of children.</p>	<p>I can distinguish methods used to study lifespan development including the use of case studies, longitudinal studies, and cross-sectional studies and twin studies.</p> <p>I can identify Piaget's <u>cognitive</u>, Kohlberg's moral, and Erikson's social development theories.</p> <p>I can describe physical development from conception through birth.</p> <p>I can identify influence of teratogens on <u>prenatal</u> development.</p> <p>I can describe the physical milestones (<i>rooting reflex, startle reflex</i>), motor (<i>sitting up, crawling, supporting weight on legs, grasping</i>) and perceptual (<i>depth perception</i>) development of infants.</p> <p>I can describe the physical, motor (<i>running, jumping, throwing a ball</i>), and cognitive development of children.</p>
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Students study lifespan development and memory, including encoding, storage, and the retrieval of memory. Students look at perspectives of abnormal behavior and categories of psychological disorders, including treatment of. Throughout the course, student examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

Tennessee State Standards	Student Friendly "I Can" Statements
<u>Lifespan Development (Part 2)</u>	
P.34 Describe the physical, motor, cognitive, and moral changes that occur during adolescence.	I can describe the physical (<i>puberty</i>), motor (<i>coordination, core strength, and flexibility</i>), cognitive (<i>abstract and critical thinking</i>), and moral changes that occur during <u>adolescence</u> . [Continuation of P. 30]
P.35 Describe the major physical, cognitive, and social changes that accompany adulthood and aging.	I can describe the major physical (<i>deterioration of 5 sense</i>), cognitive (<i>dementia and Alzheimer's</i>), and social changes (<i>Erikson's Theory</i>) that accompany adulthood and aging.
P.36 Explain how nature and nurture influence human growth and development.	I can explain how nature and nurture influence human growth and development.
P.37 Examine issues related to the end of life.	I can examine issues related to the end of life specifically Kubler- Ross Theory.
<u>Social Interactions</u>	
P.38 Describe the relationship between attitudes (<i>implicit and explicit</i>) and behavior, including attributes associated with different types of behavior.	I can describe the relationship between attitudes (<i>implicit and explicit</i>) and behavior, including fundamental attribution error and Locus of Control.
P.39 Describe the situational effects and group dynamics associated with individual behavior, including how an individual can influence group norms.	I can describe the situational effects and group dynamics associated with individual behavior, including how an individual can influence group norms like group think, group polarization, social facilitation, and social pressure.
P.40 Examine the nature and effects of stereotyping, prejudice, and discrimination.	I can examine the nature and effects of stereotyping, prejudice, and discrimination.

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<p>P.41 Identify influences on aggression and conflict.</p> <p>P.42 Examine factors that influence attraction and relationships.</p> <p style="text-align: center;"><u>Sociocultural Diversity</u></p> <p>P.43 Define culture and diversity.</p> <p>P.44 Examine cultural change, including variations within and across nations, and consider the following factors using psychological research: gender, race, ethnicity, socioeconomic status, and societal norms.</p> <p>P.45 Explain how social power structures relate to stereotypes, prejudice, and discrimination.</p> <p>P.46 Examine how perspectives influence stereotypes and the treatment of minority and majority groups in society.</p> <p>P.47 Interpret psychological research to examine differences in individual, cognitive, and physical abilities.</p> <p style="text-align: center;"><u>Learning, Memory, and Intelligence</u></p> <p>P.48 Explain the process of learning, including principles of operant and classical conditioning as well as methods of observation.</p> <p>P.49 Describe the differences between learning, reflexes, and fixed-action patterns.</p>	<p>I can identify influences on aggression and conflict including stress, and biological causes.</p> <p>I can examine factors that influence attraction and relationships specifically Proximity, Similarity, Attractiveness, and Reciprocity.</p> <p>I can define <u>culture</u> and <u>diversity</u>.</p> <p>I can examine cultural change, including variations within and across nations and consider the following factors using psychological research: gender, race, ethnicity, <u>socioeconomic</u> status, and societal norms.</p> <p>I can explain how influential and powerful groups affect stereotypes, prejudice, and discrimination.</p> <p>I can examine how perspectives and groups influence stereotypes and the treatment of minority and majority groups in society including in-group and out-group.</p> <p>I can interpret psychological research to examine differences in individual, cognitive, and physical abilities.</p> <p>I can explain the process of learning, including principles of operant and classical conditioning as well as methods of observation.</p> <p>I can describe the differences between learning, reflexes, and fixed-action patterns (<i>imprinting</i>).</p>
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<p>P.50 Describe the processes of memory, including encoding, storage, and retrieval.</p> <p>P.51 Identify the types of memory, and describe memory disorders, including amnesias and dementias.</p> <p>P.52 Describe the factors that influence how memories are retrieved and strategies for improving the retrieval of memories.</p> <p>P.53 Describe the cognitive processes involved in understanding information.</p> <p>P.54 Define processes involved in problem-solving and decision-making.</p> <p>P.55 Discuss intelligence as a general factor in examining human growth and development.</p> <p>P.56 Identify current methods of assessing human abilities, including the role of reliability and validity in determining appropriate assessments.</p> <p>P.57 Discuss the influences of biological, cultural, and environmental factors on intelligence.</p>	<p>I can describe the processes of memory, including encoding (<i>Visual, Acoustic and Semantic</i>), storage (<i>short term, long term</i>), and retrieval (<i>recall, recognition, priming, and context effects</i>).</p> <p>I can identify the types of memory (<i>semantic, episodic, implicit, and flashbulb</i>), and describe memory disorders, including amnesias and dementias.</p> <p>I can describe the factors that influence how memories are retrieved and strategies for improving the retrieval of memories (<i>chunking, spacing, serial position, mnemonics</i>).</p> <p>I can describe the 5 cognitive processes involved in understanding information (<i>Learning, Perception, Attention, Memory, and Reasoning</i>).</p> <p>I can define processes involved in problem-solving steps and decision-making.</p> <p>I can discuss types of intelligence as a general factor in examining human growth and development (<i>visual, auditory, social, logical/mathematical</i>).</p> <p>I can identify various current methods of assessing human abilities and intelligence and assessing the reliability and validity of these methods.</p> <p>I can discuss the influences of biological, cultural, and environmental factors on intelligence.</p>
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<p><u>Psychological Disorders</u></p> <p>P.58 Describe and discuss psychologically abnormal behavior and examine how the stigma impacts relationships.</p> <p>P.59 Describe historical and cross-cultural views of abnormality and major models of abnormality.</p> <p>P.60 Analyze the impact of psychological disorders on the individual, family, and society.</p> <p>P.61 Describe the availability of treatment for psychological disorders and the impact of treatment options on society.</p>	<p>I can define abnormal behavior as defined by the DSM V and discuss characteristics psychological disorders including:</p> <ul style="list-style-type: none">● Personality Disorder (<i>anti-social, dependent, histrionic</i>)● Anxiety Disorders (<i>Generalized, Phobias, Panic</i>)● Obsessive Compulsive Disorder● ADHD● Depression● Bipolar Disorder● Schizophrenia <p>I can examine how the stigma of disorders impacts the perceptions of others.</p> <p>I can describe historical and cross-cultural views of abnormality and major models of abnormality.</p> <p>I can analyze the impact of psychological disorders on the individual, family, and society.</p> <p>I can describe the availability of treatment (<i>behavioral, cognitive, psychoanalytic, biological, humanistic</i>) for psychological disorders and the impact of treatment options on society.</p>
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