

§113.45. Psychology (2020)

History

- 1 The student understands the development of the field of psychology** P.C.1
 - a identify characteristics that differentiate the field of psychology from other related social sciences P.C.1.A
 - b trace the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic P.C.1.B
 - c explore subfields and career opportunities available in the science of psychology P.C.1.C
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Science of psychology

- 2 The student differentiates the processes of theory development and validation** P.C.2
 - a define and differentiate the concepts of theory and principle P.C.2.A
 - b identify and describe the basic methods of social scientific reasoning P.C.2.B
 - c apply the standards of the American Psychological Association (APA) for ethical decision making regarding the collection, storage, and use of psychological data P.C.2.C
 - d define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) P.C.2.D
 - 3 The student understands the relationship between biology and behavior** P.C.3
 - a describe the anatomy of the central and peripheral nervous systems and the endocrine system P.C.3.A
 - b explain the effects of the endocrine and nervous systems on development and behavior P.C.3.B
 - 4 The student understands how sensations and perceptions influence cognition and behavior** P.C.4
 - a explain the capabilities and limitations of sensory systems and individual perceptions P.C.4.A
 - b understand the interaction of the individual and the environment in determining sensation and perception P.C.4.B
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Individual development

5 The student understands that development is a life-long process P.C.5

- a critique the various perspectives presented in the nature versus nurture debate P.C.5.A
 - b trace the influence of physical development on the individual P.C.5.B
 - c discuss the role of the caregiver on individual development P.C.5.C
 - d explain factors involved in cognitive development according to Jean Piaget P.C.5.D
 - e describe Erik Erikson's stages of psychosocial development P.C.5.E
 - f evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality P.C.5.F
 - g evaluate the presented theories of human development and specify the strengths and weaknesses of each P.C.5.G
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6 The student understands behavioral and social learning theories P.C.6

- a demonstrate an understanding of the principles of operant and classical conditioning and of social learning P.C.6.A
 - b describe the processes of learning using typical classroom situations P.C.6.B
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Individual identity

7 The student understands the principles of motivation and emotion P.C.7

- a compare predominant theories of motivation and emotion P.C.7.A
 - b explore the interaction of biological and cultural factors in emotion and motivation P.C.7.B
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8 The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence P.C.8

9 The student understands the basic principles of tests and measurements P.C.9

- a describe statistical concepts used in testing P.C.9.A
 - b differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests P.C.9.B
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10 The student understands the development and assessment of personality P.C.10

- a define personality P.C.10.A
 - b compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural P.C.10.B
 - c describe personality assessment tools P.C.10.C
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Individual experience

11 The student understands basic elements of cognition P.C.11

- a define and identify the basic elements of thought; P.C.11.A
 - b identify strategies and obstacles associated with problem solving and decision making; P.C.11.B
 - c explore the structural features of language; P.C.11.C
 - d discuss theories of language acquisition and development; P.C.11.D
 - e evaluate the limitations and capabilities of the information processing model; P.C.11.E
 - f understand the states and levels of consciousness. P.C.11.F
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12 The student understands the multifaceted aspects of mental health P.C.12

- a explain stress and the individual's physiological, behavioral, and psychological responses to stressors; P.C.12.A
 - b evaluate cognitive and behavioral strategies for dealing with stress; P.C.12.B
 - c analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal; P.C.12.C
 - d recognize the biological, social, and cognitive origins of abnormal behavior; P.C.12.D
 - e discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM); P.C.12.E
 - f evaluate the effectiveness of past and present methods of therapy. P.C.12.F
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The individual in society

13 The student will understand the influence of society and culture on behavior and cognition P.C.13

- a describe how attributions affect explanations of behavior P.C.13.A
 - b explore the nature and effects of bias and discrimination P.C.13.B
 - c describe circumstances in which conformity and obedience are likely to occur P.C.13.C
 - d describe the effects of the presence of others on individual behavior P.C.13.D
 - e discuss the nature of altruism P.C.13.E
 - f discuss the factors influencing attraction P.C.13.F
 - g identify sources of attitude formation and assess methods used to influence attitudes P.C.13.G
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Social studies skills

14 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology P.C.14

- a create a product on a contemporary psychology-related issue or topic using critical methods of inquiry P.C.14.A
 - b draw and evaluate conclusions from qualitative information P.C.14.B
 - c apply evaluation rules to quantitative information P.C.14.C
 - d analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions P.C.14.D
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15 The student communicates in written, oral, and visual forms P.C.15

- a use psychology-related terminology correctly P.C.15.A
 - b use standard grammar, spelling, sentence structure, and punctuation P.C.15.B
 - c transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate P.C.15.C
 - d create written, oral, and visual presentations of social studies information P.C.15.D
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16 The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings P.C.16

- a use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; P.C.16.A
 - b use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; P.C.16.B
 - c participate in conflict resolution using persuasion, compromise, debate, and negotiation. P.C.16.C
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17 The student develops long-term and short-term goal-setting skills for individual and community problem solving P.C.17

- a illustrate the relationship and sequence between intermediate goals and terminal goals P.C.17.A
 - b monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment P.C.17.B
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Science and technology

18 The student understands the relationship of changes in technology to personal growth and development P.C.18

- a analyze examples of attitudes, beliefs, and behaviors related to changes in available technology P.C.18.A
- b evaluate the impact of changes in technology on personal growth and development P.C.18.B