URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE

SUBJECT: Social Studies
COURSE TITLE: Psychology
PREREQUISITES: 11-12 or with teacher approval

COURSE DESCRIPTION: A general survey of the important concepts in psychology with traditional theories and modern developments. It includes, but is not limited to, such topics as the history of psychology, the biological foundations of behavior, learning, memory, problem solving, sensation and perception, states of consciousness, motivation, emotions, personality, intelligence, gender and sexuality and abnormal behavior.

UCSD CONTENT STANDARDS:
In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Psychology program should be able to...

Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmarks: Outline the historical development of the behavioral sciences and the changing nature of the society.
Examine the influences on individual and group behaviors and group decision making.
Apply how personality and agents of socialization impact the individual.
Examine the appropriate research procedures and skills of the behavioral scientist.

Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmarks: *Not addressed in this course.*

Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmarks: *Not addressed in this course.*

Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.

Benchmarks: *Not addressed in this course.*

Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

Benchmarks: *Not addressed in this course.*

Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmarks: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Determine the central ideas or information of a primary source; provide an accurate summary that makes clear the relationship among the key ideas.
Write informative/ explanatory texts, focused on discipline-specific content.
Conduct research projects and gather relevant information from multiple sources.

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CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR PSYCHOLOGY:

Standard I: **Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.**

Benchmark: **Outline the historical development of the behavioral sciences and the changing nature of the society.**

Indicators: Identify/recognize the historical development of the behavioral sciences and the changing nature of society.
Examine the role of major social institutions of American society.
Identify change and development in psychology since its beginning

Benchmark: **Examine the influences on individual and group behaviors and group decision-making.**

Indicators: Compare differences in the behavior of individuals as examined from the interaction of heredity and experience.
Recognize that heredity, culture, and personal experience interact in shaping human behavior.
Recognize the factors that shape personality and identity.

Benchmark: **Apply how personality and agents of socialization impact the individual.**

Indicators: Evaluate the factors that shape personality and identity.
Examine the process of socialization as it leads to individuals becoming functioning members of society.

Benchmark: **Examine the appropriate research procedures and skills of the behavioral scientist.**

Indicators: Diagram and practice a multistep procedure for carrying out experiments, taking measurements, or performing technical tasks.
Analyze specific results based on explanations in text.
Evaluate the hypotheses, data, analysis, and conclusions in psychology texts.

Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmark: **Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.**

Indicators: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in text.
Synthesize information from a range of sources.
Evaluate the hypotheses, data, analysis, and conclusions of psychology text.

Benchmark: **Determine the central ideas or information of a primary source; provide an accurate summary that makes clear the relationship among the key ideas.**

Indicators: Interpret the meanings of symbols, key terms, and other domain-specific words and phrases as they are used in a specific or technical context.
Analyze how the text structures information or ideas into categories.
Integrate and evaluate multiple sources of information presented in diverse formats and media.

Benchmark: **Write informative/explanatory texts, focused on discipline-specific content.**

Indicators: Generate written responses to specific content.
Summarize information about topics and apply information to specific questions.

Benchmark: **Conduct research projects and gather relevant information from multiple sources.**

Indicators: Write short and long term assignments that focus on reflection, revision and audience specific topics.
Summarize information about topics and apply information to specific questions.