

Psychology

12th Grade

SOC 611 Introduction to Psychology I

½ credit
5 days per week 1 semester
Taught in English

This is a **required course for the 12th grade students** in the Mexican program and an elective for students in the U. S. diploma program. Content areas include the goals, structure and history of psychology, areas of consciousness, child development, the scope and sequence of human development and abnormal psychology. Students will understand the goals of psychology, will see a link between biological and environmental factors that affect behavior, will recognize the stages of physical and mental development and be able to identify abnormal behavior and their possible causes and effects.

Textbook: Myers, David G. *Exploring Psychology: Eighth Edition in Modules*. New York, NY: Worth, 2011. Print.
Prerequisite: NONE

Benchmark Code – Subject: Psychology = PSY

Strand 1= Geographic Understandings

Strand 2= Historical Understandings

Strand 3= Sociological Understandings

Strand 4= Economic Understandings

Strand 5= Civic and Governmental Understandings

Strand 6= Philosophic and Ethical Understandings

Strand 7= Developmental and Psychological Understandings

Strand 8= Reading Standards for Literacy

Strand 9= Writing Standards for Writing

Code: Subject.Grade.Strand#.Standard#. Benchmark#

Example: PSY.12.7.4.3 – Psychology, Twelfth Grade, Strand 7, Standard 4, Benchmark 3

Standard 1: The student outlines and discusses various aspects of the field of psychology.

Benchmark Code	Benchmark
PSY.12.7.1.1	The student will recognize why psychology is studied and taught.
PSY.12.7.1.2	The student will describe the range of topics that are covered in an introductory course in psychology.
PSY.12.7.1.3	The student will chart the historical trends and influences on psychology.
PSY.12.7.1.4	The student will explain the three most important historical trends within psychology.
PSY.12.7.1.5	The student will explain the contributions made by leaders in the field of psychology.
PSY.12.7.1.6	The student will summarize the specialized fields of psychology.

Standard 2: The student describes the physiological aspects of psychology.

Benchmark Code	Benchmark
PSY.12.7.2.1	The student will clarify the physiological aspects of human behavior.
PSY.12.7.2.2	The student will name the parts and functions of the nervous system.
PSY.12.7.2.3	The student will discuss the different ways psychologists study the brain.
PSY.12.7.2.4	The student will summarize research on the effects of heredity and environment.

Standard 3: The student articulates the factors involved in learning.	
PSY.12.7.3.1	The student will describe and apply the principles and techniques of both classical and operant conditioning.
PSY.12.7.3.2	The student will discuss factors involved in the process of learning.
PSY.12.7.3.3	The student will describe the concept of information processing.
PSY.12.7.3.4	The student will explain the different theories that account for memory.
Standard 4: The student explains sensation.	
Benchmark Code	Benchmark
PSY.12.7.4.1	The student will describe the physiological basis for sensation and perception.
PSY.12.7.4.2	The student will define and provide examples of the different concepts and principles of sensation and perception.
PSY.12.7.4.3	The student will describe the nature and functioning of the sense organs.
PSY.12.7.4.4	The student will provide reasons for the physiological basis of motivation and critique those schools of thought.
PSY.12.7.4.5	The student will explain the sociological basis/theories for sensation and perception.
Standard 5: The student explains perception.	
Benchmark Code	Benchmark
PSY.12.7.5.1	The student will explain and apply Maslow's Hierarchy of Needs.
PSY.12.7.5.2	The student will provide examples of physiological theories of emotion.
Standard 6: The student explains consciousness.	
Benchmark Code	Benchmark
PSY.12.7.6.1	The student will recognize altered states of consciousness and how they are achieved.
PSY.12.7.6.2	The student will describe research related to sleep and dreaming.
PSY.12.7.6.3	The student will define the various altered states of consciousness.
PSY.12.7.6.4	The student will evaluate and interpret dreams based on psychological theory.
Standard 7: The student outlines the stages of life physically, mentally and emotionally.	
Benchmark Code	Benchmark
PSY.12.7.7.1	The student will describe the process of child growth and development physically, socially, and intellectually.
PSY.12.7.7.2	The student will describe the process of intellectual development and theory.
PSY.12.7.7.3	The student will compare and contrast Freud and Erikson's theories of social development.
PSY.12.7.7.4	The student will apply the theories of Piaget and Kohlberg to real life situations.
PSY.12.7.7.5	The student will analyze the role of family on child growth and development.
PSY.12.7.7.6	The student will explain the different parenting styles.
PSY.12.7.7.7	The student will define child abuse.
Standard 8: The student describes personality as a component of human behavior.	
Benchmark Code	Benchmark
PSY.12.7.8.1	The student will examine personality theories and their applications in the real world.

PSY.12.7.8.2	The student will identify the nature and aims of personality theory.
PSY.12.7.8.3	The student will compare and contrast various personality theories.
PSY.12.7.8.4	The student will apply various personality theories to self.
PSY.12.7.8.5	The student will explain applications of aptitude tests, achievement tests, and personality tests.
Standard 9: The student recognizes and explains characteristics of mental breakdown and abnormality.	
Benchmark Code	Benchmark
PSY.12.7.9.1	The student will examine an understanding of the components of stress on humans.
PSY.12.7.9.2	The student will provide examples of psychological, physical, and behavioral reactions to stress.
PSY.12.7.9.3	The student will discuss research related to coping with stress.
PSY.12.7.9.4	The student will analyze societal, physical and psychological concepts of disturbance and breakdown.
PSY.12.7.9.5	The student will distinguish between the concepts of normalcy and abnormality.
PSY.12.7.9.6	The student will identify behavior patterns labeled by psychologists as neurotic and psychotic.
PSY.12.7.9.7	The student will distinguish between personality disorders and neurosis and psychosis.
PSY.12.7.9.8	The student will compare and contrast various means for treating disturbance and breakdown.
PSY.12.7.9.9	The student will describe the use of psychotherapy, psychoanalysis and group therapy.
Standard 10: The student demonstrates an understanding of the psychological factors involved with human interaction.	
Benchmark Code	Benchmark
PSY.12.7.10.1	The student will examine the human behavior or grouping.
PSY.12.7.10.2	The student will describe the basic human need for interaction with others and trace interactive patterns within groups.
PSY.12.7.10.3	The student will analyze the concept of attitudes and behavior.
PSY.12.7.10.4	The student will trace the origin of attitudes and sources of attitude change.
PSY.12.7.10.5	The student will develop an understanding of prejudice and its manifestations.
PSY.12.7.10.6	The student will describe prejudice and its manifestation in oppression, discrimination and authoritarianism.
PSY.12.7.10.7	The student will recognize the process of persuasion among humans.
PSY.12.7.10.8	The student will explain the persuasion process.

Strand 8: Reading Standards for Literacy	
Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
PSY.12.8.1.1	The student will 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.
PSY.12.8.1.2	The student will determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas.
PSY.12.8.1.3	The student will evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Standard 2: The student identifies the craft and structure of an informational text.	
Benchmark Code	Benchmark
PSY.12.8.2.1	The student will determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
PSY.12.8.2.2	The student will analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
PSY.12.8.2.3	The student will evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Standard 3: The student integrates knowledge and ideas in informational text.	
Benchmark Code	Benchmark
PSY.12.8.3.1	The student will integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
PSY.12.8.3.2	The student will evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. .
PSY.12.8.3.3	The student will integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Standard 4: The student increases own range of reading and level of text complexity in informational text.	
Benchmark Code	Benchmark
PSY.12.8.4.1	The student will read and comprehend history/social studies texts in the grades 11 th to 12 th text complexity band independently and proficiently.
Strand 9: Writing Standards for Literacy	
Standard 1: The student writes arguments that focus on discipline-specific content.	
Benchmark Code	Benchmark
PSY.12.9.1.1	The student will introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence.
PSY.12.9.1.2	The student will develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

PSY.12.9.1.3	The student will use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
PSY.12.9.1.4	The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
PSY.12.9.1.5	The student will provide a concluding statement or section that follows from or supports the argument presented.
Standard 2: The student writes informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes.	
Benchmark Code	Benchmark
PSY.12.9.2.1	The student will introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.
PSY.12.9.2.2	The student will develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotation, or other information and examples appropriate to the audience’s knowledge of the topic.
PSY.12.9.2.3	The student will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts..
PSY.12.9.2.4	The student will use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
PSY.12.9.2.5	The student will provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
Standard 3: Production and Distribution of Writing	
Benchmark Code	Benchmark
PSY.12.9.3.1	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PSY.12.9.3.2	The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PSY.12.9.3.3	The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Standard 4: Research to Build and Present Knowledge	
Benchmark Code	Benchmark
PSY.12.9.4.1	The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. .
PSY.12.9.4.2	The student will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the specific task, purpose, and audience integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on al any one source and following standard format for citation.

PSY.12.9.4.3	The student will draw evidence from informational texts to support analysis, reflection, and research.
Standard 5: Range of Writing	
Benchmark Code	Benchmark
PSY.12.9.5.1	The student will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific, purposes, and audiences.