

Psychology

Social Studies

Curriculum Framework

Revised 2014

Course Title: Psychology

Course/Unit Credit: 0.5

Course Number: 474400

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Psychology

Course Focus and Content

Psychology is a social studies elective course that introduces students to the science of behavior and mental processes. It includes an overview of the history of psychology as well as an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. The content of this course includes human development; biological bases of behavior; sensation and perception; learning, memory, and cognition; behavior patterns; and psychological disorders and their treatments.

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. Psychology does not need Arkansas Department of Education approval.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
Engage in disciplinary thinking across the social sciences in Grades K-12		

Strand	Content Standard
Perspectives and Research	
	1. Students will analyze the evolving nature of psychology as a social science.
	2. Students will analyze the methods and measurements used to study behavior and mental processes.
Biology and Behaviors	
	3. Students will evaluate the behaviors related to sensation, perception, and consciousness.
	4. Students will analyze how biology influences psychology.
Conditioning, Learning, and Cognition	
	5. Students will analyze cognitive, moral, and social development throughout the human lifespan.
Dysfunctional Behaviors	
	6. Students will evaluate the impact of psychological disorders.

Notes:

1. Common Core State Standards (CCSS ELA-Literacy alignment) key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1
2. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.9-12 = Dimension 2.History. 1st K-12 Pathway. Grades 9-12
3. The course strands, content standards, and the SLEs are not meant to be taught in chronological order or in isolation.
4. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

Strand: Perspectives and Research

Content Standard 1: Students will analyze the evolving nature of psychology as a social science.

		CCSS ELA- Literacy Alignment	C3 Alignment
PR.1.P.1	Analyze developments in the field of psychology	CCRA.R.1, 3, 7 CCRA.W.7, 9	D2.Psy.3.9-12
PR.1.P.2	Compare and contrast contemporary perspectives used by psychologists	CCRA.R.1, 7 CCRA.W.2, 7 CCRA.SL.1, 2, 4 CCRA.L.6	D2.Psy.2, 3.9-12

Strand: Perspectives and Research

Content Standard 2: Students will analyze the methods and measurements used to study behavior and mental processes.

		CCSS ELA- Literacy Alignment	C3 Alignment
PR.2.P.1	Analyze methods for collecting data in the field of psychology	CCRA.R.1, 3 CCRA.W.8 CCRA.SL.5 CCRA.L.6	D1.2.9-12 D2.Psy.1, 5, 6.9-12
PR.2.P.2	Evaluate the impact of American Psychological Association (APA) and federal guidelines on the ethical treatment of human and nonhuman research participants	CCRA.R.1, 8 CCRA.W.7, 9 CCRA.SL.1, 4 CCRA.L.6	D2.Psy.4.9-12

Strand: Biology and Behaviors

Content Standard 3: Students will evaluate the behaviors related to sensation, perception, and consciousness.

		CCSS ELA- Literacy Alignment	C3 Alignment
BB.3.P.1	Analyze how the processes of sensation and perception influence experiences and expectations in one's environment	CCRA.R.1, 3 CCRA.W.8, 9 CCRA.SL.1, 4 CCRA.L.6	D2.Psy.8, 10.9-12
BB.3.P.2	Compare and contrast different stages of consciousness	CCRA.R.1, 3 CCRA.W.7 CCRA.SL.1, 4 CCRA.L.6	D2.Psy.22.9-12

Strand: Biology and Behaviors

Content Standard 4: Students will analyze how biology influences psychology.

		CCSS ELA- Literacy Alignment	C3 Alignment
BB.4.P.1	Explain the effects of the brain, nervous system, and endocrine system on behavior	CCRA.R.1, 3, 7 CCRA.W.2, 7, 9 CCRA.SL.1, 4 CCRA.L.6	D2.Psy.9.9-12
BB.4.P.2	Analyze interactions between biological factors and life experiences and their influences on behavior	CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.1, 4 CCRA.L.6	D2.Psy.10.9-12

Strand: Conditioning, Learning, and Cognition

Content Standard 5: Students will analyze cognitive, moral, and social development throughout the human lifespan.

		CCSS ELA- Literacy Alignment	C3 Alignment
CLC.5.P.1	Explain how lifespan development influences behavior and human interactions	CCRA.R.1, 3, 7 CCRA.W.2, 7, 9 CCRA.SL.1, 4 CCRA.L.6	D2.Psy.12.9-12
CLC.5.P.2	Evaluate the methods of conditioning and learning theories	CCRA.R.1, 3 CCRA.W.8 CCRA.SL.5 CCRA.L.6	D2.Psy.8, 9.9-12 D3.1.9-12
CLC.5.P.3	Evaluate biological processes and disorders associated with memory	CCRA.R.1, 3 CCRA.W.7, 8 CCRA.SL.1, 4, 5 CCRA.L.6	D2.Psy.9, 11.9-12
CLC.5.P.4	Analyze the development of intelligence	CCRA.R.1, 3 CCRA.W.7, 9 CCRA.SL.4 CCRA.L.6	D2.Psy.11.9-12

Strand: Dysfunctional Behaviors

Content Standard 6: Students will evaluate the impact of psychological disorders.

		CCSS ELA- Literacy Alignment	C3 Alignment
DB.6.P.1	Compare and contrast various psychological disorders and treatments	CCRA.R.1, 3, 7 CCRA.W.2, 7, 8 CCRA.SL.2, 4 CCRA.L.6	D1.5.9-12 D2.Psy.2, 8, 13.9-12
DB.6.P.2	Analyze various effects of psychological disorders on the individual, family, and society from multiple perspectives	CCRA.R.1, 7, 8 CCRA.W.1, 7, 8, 9 CCRA.SL.2, 4 CCRA.L.6	D2.Psy.9.9-12

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