

Power Benchmarks

Social Studies Standard: Students investigate the development of society and the influence of history, geography, government, human behavior, and economics on individuals and cultures.

Advanced Psychology

***Behavioral Science Power Benchmark:** Students will be able to apply the scientific method to gain greater understanding of psychological methods and topics in the biopsychological and sociocultural domains.*

Course Benchmark	Vocabulary	Skills	Classroom Resources
a. Apply the scientific method to study social questions.	<ul style="list-style-type: none"> • Hypothesis • Dependent Variable • Independent Variable • Control/experimental groups • Random subject selection • Theory • Target population • Reliable • Valid • Bias • Hawthorne effect • Extraneous • Mean • Median • Mode • Scatter plot • Statistical Significance 	<ul style="list-style-type: none"> • Design and conduct a psychological investigation. • Form opinion based on critical examination of relevant information. • State hypotheses for further study. • Secure needed factual information relevant to research. • Make decisions based on the data obtained, as to how to manipulate and evaluate the information. • Use newspapers to locate, read and critique behavioral research. • Extract significant ideas from supporting illustrative details. • Place obtained data on a scatter plot and interpret the results to look for correlation. • Recognize experimenter bias and design ways to limit it. • Recognize and understand behavioral science terms. • Design research and manipulate the variables being investigated. 	<ul style="list-style-type: none"> • Text book • Internet Resources • Newspapers • Library Resources • Journals of scientific nature • Primary source research • Surveys • Student designed research

Course Benchmark	Vocabulary	Skills	Classroom Resources
	<ul style="list-style-type: none"> • Meta-analysis • Survey • Case study • Questionnaire • Observation • Double-blind procedure • Correlation 	<ul style="list-style-type: none"> • Serve as an active research team member and make contributions to the group. 	
<p>b. Examine factors that contribute to emotional health and wellbeing.</p>	<ul style="list-style-type: none"> • James-Lange theory • Cannon-Bard theory • Two-factor theory • Emotional Intelligence • The “flow” • Somatoform disorder • PET scan • Nonverbal communication • Facial expressions • Neurotransmitters • Endocrine system • Health psychology • Deviant • Stereotype • Nature v. nurture • Socialization • Affective • Cognitive 	<ul style="list-style-type: none"> • Read and/or view various forms of material to gain insight into the functioning of the human mind. • Describe theories of emotion used today. • Compare and contrast two theories of emotion. • Discuss research on Emotional Intelligence. • Use newspapers to find evidence of emotional responses related to the states of arousal. • Understand behaviors that assist good mental health and those that work to undermine it. • Communicate own beliefs about emotional expression. • Recognize potential cultural and gender differences in emotional expressions. • Analyze research into happiness and compare it to our culturally accepted views of happiness. • Self exploration of EQ. • Read and critique a published “self-help” book and analyze the theories presented in relation to accepted psychological principles. 	<ul style="list-style-type: none"> • Copy of EQ test-tests of emotional intelligence • Research on happiness • Body Language book or articles • AEA and school owned videos.

Course Benchmark	Vocabulary	Skills	Classroom Resources
		<ul style="list-style-type: none"> • Locate, read, view and critique media materials related to the behavioral sciences. • Extract significant ideas from supporting illustrative details. • Examine critically relationships between and among elements of a topic. 	
<p>c. Describe the ways motivation contributes to emotional responses and the expression of behaviors.</p>	<ul style="list-style-type: none"> • Extrinsic v. Intrinsic • Norms • Theory x/y • Theory Z • Abraham Maslow • Drive • Incentive • Afflictive needs • Achievement needs • Power needs • Arousal • Hierarchy of needs • Expectancy value • Self Actualized 	<ul style="list-style-type: none"> • Apply motivational concepts to the behavior of humans and other animals. • Describe the interaction of internal cues and environmental cues determining motivation derived from basic drives. • Describe the situational cues and individual characteristics giving rise to curiosity and anxiety. • Describe one or more theories of motivation, such as expectancy, arousal, drive reduction and Maslow's hierarchy of needs. • Explain how common motives develop. Identify how development of motives is impacted by social, cultural, and biological factors. 	

Course Benchmark	Vocabulary	Skills	Classroom Resources
d. Investigate the social and cultural dimensions of behavior.	<ul style="list-style-type: none"> • Cognitive dissonance • Persuasion • Attitude • Priming • Prejudice • Evolutionary Psychology • Fundamental attribution error • Halo • Heuristics • Compliance • Bystander effect • Social facilitation • Social loafing • Group polarization • Attitude • Altruism • Deindividuation • Groupthink • Obedience to authority • Stanly Milgrim • Philip Zimbardo • Kitty Genovese • Conformity • Empathy • Foot-in-the-door technique • Primacy effect • Schemata • Proximity 	<ul style="list-style-type: none"> • Describe how attitudes are formed and changed. • Demonstrate the role of cognitive dissonance on behavioral and attitudinal development. • Design a demonstration of Social facilitation and social loafing. • Examine critical relationships between and among elements of a topic. • Describe circumstances under which conformity and obedience are likely to occur. • Compare and contrast the major belief systems of the prominent psychological theorists. • Investigate research of Milgrim and Zimbardo. • Understand the impact of the presence of others on behavior. • Investigate the role of attractiveness on behavior. • Research the role of the media on acquisition of behavior and attitudes. • Creating campaigns to produce social change and evaluate their effectiveness. 	

Content Area Reading Practices:

- Define terms
- Summarize
- Answer literal questions
- Employ graphic organizers for comprehension
- Read other research related to field
- Read first; apply information from the text to real world situations
- Distinguish relevant and irrelevant information
- Read and identify main ideas and make generalizations
- Summarize/paraphrase information
- Support inference through textual reference or personal knowledge/experience