Course Outline

Program:
Adult Literacy/High School Diploma

Course of Study:
High School Diploma

Course:
1:2004 Social Studies/Social Science

37-04-74

Psychology

Credits: 5 **Hours:** 60

Prerequisites:
1. A minimum reading level of 10.0 as measured by the TABE D9/10 reading comprehension test
2. Writing fluency at an English 4 placement level, determined by a student writing sample and evaluated by the receiving instructor
3. Recommendation of an instructor and/or a counselor

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

Course Description:

This competency-based course provides an introduction to the field of psychology through an exploration of basic methodology and biopsychological, cognitive, developmental, and sociocultural domains of the discipline. After a brief survey of the history of psychology and a review of research and statistical evaluation, students will investigate key areas of inquiry including: biological bases of behavior; sensation and perception; motivation and emotion; learning and memory; thinking and language; states of consciousness; lifespan development; personality and assessment; psychological disorders and their treatment; and social and cultural dimensions of behavior. This course has been approved to satisfy the "g" (college elective) subject area of the UC/CSU "a-g" requirements for freshman admission.

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been in-serviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum,   instruction, and assessment   share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components   Location

GOALS AND PURPOSES   Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth tojustify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES   pp. 7-34

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency•based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency•based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

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Course Outline Components	Location

INSTRUCTIONAL STRATEGIES pp.38

Instructional techniques or methods could include laboratory techniques, lecture method, small• group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will/earn at an optimum level. pp. 7-34

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work• based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES p.38

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

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(37-04-74)

ACKNOWLEDGMENTS

Thanks to MARK KAVANAGH and FRED PRINZ for revising this course outline.

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APPROVED:

(37-04-74)

NATIONAL STANDARDS FOR HIGH SCHOOL PSYCHOLOGY CURRICULA

This course is based upon national standards established by the American Psychological Association. The organization of American Psychological Association standards reflects five broad content domains: Methods, Biopsychological, Developmental, Cognitive, and Variations in Individual and Group Behavior. Central to the discipline of psychology, the Methods Domain serves as the foundation and unifying element of the standards. Broad content domains following the Methods Domain include Biopsychological, Developmental, Cognitive, and Variations in Individual and Group Behavior.

Each standard area refers to a major topic or unit representing a subdivision of psychology. The respective standard areas within each of the broad domains are listed below:

I. Methods Domain
    A. Introduction and Research Methods

II. Biopsychological Domain
    A. Biological Bases of Behavior
    B. Sensation and Perception
    C. Motivation and Emotion
    D. Stress, Coping and Health

III. Developmental Domain
    A. Lifespan Development
    B. Personality and Assessment

IV. Cognitive Domain
    A. Learning
    B. Memory
    C. Thinking and Language
    D. States of Consciousness
    E. Individual Differences

V. Variations in Individual and Group Behavior Domain
    A. Psychological Disorders
    B. Treatment of Psychological Disorders
    C. Social and Cultural Dimensions of Behavior

Content standards are more explicit and are grouped within each standard area. Within each content area, students should receive instruction that would enable them to meet specific performance standards.

To review content and performance standards and to learn more about the American Psychological Association's National Standards for High School Psychology Curricula, go to: www.apa.org.

CBE
Competency-Based Education

COMPETENCY-BASED   COMPONENTS
for the Psychology Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES

A. INTRODUCTION
 	
Understand how personal skill development-including positive attitude, honesty, self-confidence, time management, and other positive traits- contribute to academic success.
 	
(1 hour)
	1. Demonstrate an understanding of classroom policies and procedures.
	2. Discuss competency area and minimal competencies for the course.
	3. Discuss assignment grading and scoring policy.
	4. Discuss importance of the following personal skills in the classroom/lab environment:
	   a. positive attitude
	   b. self-confidence
	   c. honesty
	   d. self-management/work ethic
	   e. pride in product/work
	   f. dependability
	5. Prioritize tasks and meet deadlines.
	6. Describe the importance of initiative and leadership.

B. APPROACHES TO PSYCHOLOGY
 	
Understand the history, goals and scientific basis of psychology and the impact of psychology on different professions.
	12. Define:
	   a. physiological
	   b. cognitive
	   c. psychology
	   d. hypothesis
	   e. theory
	   f. basic science
	   g. applied science
	   h. scientific method
	2. Discuss why it is important to study psychology.
	3. Identify four goals of psychology.
	4. Discuss the scientific method and its impact on psychology.
	5. Define:
	   a. structuralist
	   b. introspection
	   c. functionalist
	   d. psychoanalyst
	   e. behaviorist
	   f. humanist

g. cognitivist
          h. psychobiologist
6. Describe the earl beginnings of psychology from the Ancient Greeks to the 19ⁱ century.
7. Describe the contributions of the following to psychology:
          a. Wilhelm Wundt
          b. William James
          c. Sir Francis Galton
          d. Max Wertheimer
          e. Wolfgang Kohler
          f. Kurt Koffka
          g. Sigmund Freud
          h. Carl Jung
          i. Ivan Pavlov
          j. John B. Watson
          k. B.F. Skinner
          l. Abraham Maslow
          m. Carl Rogers
          n. Rollo May
          o. Jean Piaget
          p. Noam Chomsky
          q. Leon Festinger
          r. Knight Dunlap
          s. Lev Vygotsky
8. Describe the following careers:
          a. psychologist
          b. psychiatry
          c. clinical psychologist
          d. counseling psychologist
          e. developmental psychologist
          f. educational psychologist
          g. community psychologist
          h. industrial/organizational psychologist
          i. experimental psychologist

(2 hours)

C. PSYCHOLOGICAL RESEARCH METHODS AND STATISTICS

Understand the process of psychological research, the importance of the scientific method, the attempt to eliminate bias in research, and the need for a statistical evaluation of research results.

12. Define the following:
          a. sample
          b. naturalistic observation
          c. case study
          d. survey
          e. longitudinal study
          f. cross-sectional study
          g. correlation
          h. hypothesis
          i. variable
          j. experimental group
          k. control group
          l. ethics

2. Compare the strengths and weaknesses of taking representative and nonrepresentative samples.
3. Discuss the difference between random and stratified samples.
4. Describe the naturalistic observation research method.
5. Describe the various forms a survey may take.
6. Compare the purpose of longitudinal studies versus cross•sectional studies.
7. Discuss the difference between a correlation and an explanation.
8. Describe the main reason for conducting experiments.
9. Describe an experimental research design.
10. Discuss ethics in experimental research designs.
11. Define:
    a. self-fulfilling prophecy
    b. single-blind experiment
    c. double-blind experiment
    d. placebo effect
12. Discuss experimental research and the self-fulfilling prophecy.
13. Compare single-blind and double-blind experiments.
14. Discuss Stanley Milgram's experiment in terms of:
    a. results
    b. ethical issues
14. Discuss the placebo effect and experiments.
15. Define:
    a. statistics
    b. descriptive statistics
    c. frequency distribution
    d. normal cure
    e. central tendency
    f. variance
    g. standard deviation
    h. correlation coefficient
    i. inferential statistics
16. Describe the role of descriptive statistics in experiments.
17. Describe different kinds of frequency distributions.
18. Describe the following measures of central tendency:
    a. mean
    b. mode
    c. median
19. Describe measures of variability.
20. Explain why psychologists use different measures of correlation coefficients.
21. Compare descriptive and inferential statistics.
22. Discuss the following concepts:
    a. probability
    b. chance
    c. statistical significance

(3 hours)

D. INFANCY AND CHILDHOOD

Understand how infants and children develop physically, socially, emotionally, morally and intellectually through sequential and interrelated stages.

1. Define the following:
   a. developmental psychology
   b. grasping reflex
   c. rooting reflex
   d. maturation
   e. telegraphic speech
   f. egocentric
2. Describe the "Nature versus Nurture" argument in child development.
3. Describe newborns in terms of:
   a. their capacities
   b. their physical development
   c. their perceptual development
4. Discuss the importance of language learning in human development.
5. Discuss the limitations of animal language use.
6. Define and examine the role of the following in the development of intellectual growth:
   a. schemas
   b. assimilation
   c. accommodation
   d. object permanence
   e. representational thought
   f. conservation
   g. imprinting
   h. critical period
7. Describe Jean Piaget's Four Stages of Cognitive Development.
8. Discuss the results of experiments by Konrad Lorenz and Harry Harlow on attachment in animals.
9. Discuss the result of experiments by Mary Ainsworth and John Bowlby on attachment in children.
10. Compare similarities in findings between the animal and the human studies on attachment.
11. Define:
    a. authoritarian family
    b. democratic/authoritative family
    c. permissive/laissez-faire family
    d. child abuse
    e. socialization
    f. identification
    g. sublimation
    h. role-taking
12. Describe the differences between the following parenting styles:
    a. authoritarian family
    b. democratic or authoritative family
    c. permissive or laissez-faire family
    d. uninvolved family

13. Describe the effects on the child who is raised in each of the following parenting styles:
    a. authoritarian family
    b. democratic or authoritative family
    c. permissive or laissez-faire family
    d. uninvolved family
14. Describe the psychological causes of and treatment for child abuse.
15. Describe different dimensions of socialization.
16. Describe Freud's Theory of Psychosexual Development.
17. Describe Erikson's Theory of Psychosexual Development.
18. Describe the Cognitive-Developmental Approach to social development.
19. Discuss the possibility of gender bias in Lawrence Kohlberg's Six Stages of Moral Development.

(3 hours)

E. ADOLESCENCE

Understand how adolescents develop physically, socially, emotionally, morally and intellectually through sequential and interrelated stages.

1. Define:
   a. initiation rites
   b. puberty
   c. menarche
   d. spermarche
   e. asynchrony
2. Describe initiation rites in a culture you are familiar with.
3. Compare and contrast the views of adolescent behavior from G. Stanley Hall and Margaret Mead:
4. Describe personal experience with one of Robert Havighurst's development tasks for adolescents.
5. Describe the physical differences in the growth spurt in males and females during puberty.
6. Describe the emotional effects of puberty in males and females.
7. Discuss why sexual attitudes have changed since the 1990s.
8. Describe the role of the internet as a help or an obstacle to developing relationships.
9. Define:
   a. rationalization
   b. identity crisis
   c. social learning theory
10. Discuss how Jean Piaget's formal operations theory explains the emergence of adult thinking patterns.
11. Describe Erik Erikson's Theory of the Identity Crisis
12. Describe James Marcia's Adolescent Identity Categories.
13. Summarize the main points of the society-centered view of the identity crisis.
14. Compare society-centered views of the identity crisis with Erik Erikson's biological-centered view.
15. Define:
    a. clique
    b. conformity

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c. anorexia nervosa

d. bulimia nervosa

16. Describe changes in the American family that have occurred since the 1970s.

17. Describe factors which may contribute to "adolescent rebellion."

18. Compare the role of peers with the role of the family in shaping adolescent behavior.

19. Discuss causes of depression in adolescents.

20. Identify behavior patterns of depressed adolescents.

21. List strategies to deal with adolescent depression.

22. Discuss psychological explanations for:

a. anorexia nervosa

b. bulimia nervosa

23. Define:

a. gender identity

b. gender role

c. gender stereotype

d. androgynous

e. gender schema

24. Discuss the differences between gender identify, gender role, and gender stereotype.

25. Describe the results of studies of gender differences in personality.

26. Discuss the argument that there are gender differences in cognitive abilities.

27. Compare the following theories regarding the origin of gender differences:

a.   biological theory

b.   psychoanalytical theory

c.   social learning theory

d.   cognitive-developmental theory

28. Discuss the impact of changing gender roles in American society.

(2 hours)

F. ADULTHOOD AND OLD AGE

Understand how adulthood copes with life changes and death.

1. Define:

a. menopause

b. generativity

c. stagnation

2. Describe various aging theories.

3. Describe the following that occur with aging:

a. physical changes

b. cognitive changes

c. health changes

d. effect of menopause

e. stability of marriage

f. diminished sex drive

4. Discuss the evidence of the stability of an individual's "basic character."

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5. Describe Levinson's Theory of Male Development.
6. Contrast the differences in midlife development between males and females.
7. Describe events that can cause the onset of depression in middle-aged females.
8. Define:
   a. decremental model of aging
   b. ageism
   c. senile dementia
   d. Alzheimer's disease
9. Compare the Decremental Model of Aging and psychologists' knowledge about the behavior of old people.
10. Discuss why health care for the elderly is inferior to that provided to the rest of the population.
11. Describe the effects of the loss of a spouse on the older adult.
12. Discuss the effects of loss of control in old age and strategies to counter this loss.
13. Describe general changes in mental functioning in old age.
14. Compare the effects of both senile dementia and Alzheimer's disease.
15. Define:
    a. Thanatology
    b. hospice
16. Describe the work of Elizabeth Kubler-Ross on coping with death.
17. Discuss the effect of the hospice in restoring the dignity of death.

(2 hours)

G. BODY AND BEHAVIOR

Understand how the nervous system, the brain, the endocrine system, heredity, and the environment all contribute to the knowledge of human behavior.

1. Define:
   a. central nervous system (CNS)
   b. spinal cord
   c. peripheral nervous system (PNS)
   d. neurons
   e. synapse
   f. neurotransmitters
   g. somatic nervous system (SNS)
   h. autonomic nervous system (ANS)
2. Describe the function of the two parts of the nervous system:
   a. the central nervous system (CNS)
   b. the peripheral nervous system (PNS)
3. Describe how the nervous system is protected from injury.
4. Describe how transmission occurs between neurons.
5. Discuss the function of the parts of a neuron.
6. Describe the general effects of neurotransmitters on neurons.
7. Discuss the specific actions of the following neurotransmitters:
   a. norepinephrine
   b. endorphin

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c. acetylcholine

d. dopamine

e. serotonin

8. Differentiate between the activities of:

a. afferent neurons

b. efferent neurons

c. interneurons

9. Distinguish between the actions of the somatic nervous system (SNS) and the autonomic nervous system (ANS).

10. Describe the functions of the sympathetic and parasympathetic nervous systems.

11. Define:

a. hindbrain

b. midbrain

c. forebrain

d. lobes

e. electroencephalograph (EEG)

f. computerized axial tomography (CT)

g. positron emission tomography (PET)

h. magnetic resonance imaging (MRI)

12. List the parts and functions of the:

a. hindbrain

b. midbrain

c. forebrain

13. Describe the function of each of the parts of the cerebral cortex:

a. corpus callosum

b. occipital lobe

c. parietal lobe

d. somatosensory cortex

e. motor cortex

f. frontallobe

g. temporal lobe

14. List the functions of the left and right hemispheres.

15. Discuss the reason for performing split-brain operations,

16. Describe the results of experiments with people who have had split-brain operations.

17. Describe the importance of the findings from the following areas of brain research:

18. Rank the different lobes of the brain from most to least important and explain the ranking.

19. Define:

a. endocrine system

b. hormones

c. pituitary gland

20. Describe the way the endocrine system communicates with the brain.

21. Describe the function of the following glands:

a. pituitary gland

b. thyroid gland

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c. adrenal glands
d. sex glands
22. Discuss the differences between hormones and neurotransmitters.
23. Discuss the ways that the endocrine system affects behavior.
24. Define:
    a. heredity
    b. identical twins
    c. genes
    d. fraternal twins
25. Discuss how studies involving identical twins help to understand the "Nature versus Nurture" debate.

(3 hours)

H. ALTERED STATES OF CONSCIOUSNESS

Understand the different states of consciousness.

1. Define:
    a. consciousness
    b. REM sleep
    c. circadian rhythm
    d. insomnia
    e. sleep apnea
    f. narcolepsy
    g. nightmares
    h. night terrors
2. Describe the difference between consciousness and an altered state of consciousness.
3. List various answers to the question: "Why do we sleep?"
4. List the physical responses in the following stages of sleep:
    a. Early Stages
    b. Later Stages
5. Describe the average amount of sleep the following types of people need:
    a. newborns
    b. sixteen-year-olds
    c. students in graduate school
    d. men and women over 70 years old
6. Describe how each of the following sleep disorders affects the quality of life:
    a. insomnia
    b. sleep apnea
    c. narcolepsy
    d. nightmares and night terrors
    e. sleepwalking and sleep talking
7. Discuss the relationship between REM sleep and dreaming.
8. Describe the range of content of dreams.
9. Describe various theories of dream interpretation.
10. Describe the importance of daydreaming.
11. Discuss the concept that sleep is a form of consciousness.
12. Define:
    a. hypnosis

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	b. therapeutic
	c. posthypnotic suggestion
	d. biofeedback
	e. meditation

13. Describe the difference between a hypnotic trance and sleep.
14. Describe different theories about the nature of hypnosis.
15. List the ways in which hypnosis can be used in medical or therapeutic situations.
16. Describe different therapeutic uses of biofeedback.
17. Describe different effects of meditation.
18. Define:
    a. sleepwalking
    b. psychoactive drugs
    c. marijuana
    d. hallucinations
    e. hallucinogens
    f. LSD
19. Describe how drugs work in the body.
20. Describe the effects of marijuana.
21. List various ways in which hallucinations can occur.
22. Describe the effects of hallucinogens.
23. Discuss why hallucinations are similar from one person to another.
24. Describe the effects of prolonged use of opiates.
25. Discuss the effects of prolonged use of alcohol.
26. Describe reasons for abusing drugs.
27. Describe the risks of abusing drugs.
28. Define addiction.
29. List the steps for the treatment of drug abuse.
30. Compare hypnosis, biofeedback, meditation and the use of psychoactive drugs on the basis of:
    a. how each method achieves an altered state of consciousness,
    b. the effect on the body

(3 hours)

I. SENSATION AND PERCEPTION

   Understand the mechanisms of receiving and perceiving sensations.

1. Define:
   a. sensation
   b. perception
   c. psychophysics
   d. absolute threshold
   e. difference threshold
   f. just noticeable difference (JND)
   g. Weber's law
   h. sensory adaptation
   i. signal-detection theory
   j. preattentive process
   k. attentive process

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2. Discuss the difference between sensation and perception.
3. Describe an experiment that establishes an absolute threshold.
4. Describe examples of absolute thresholds for the five senses (vision, hearing, taste, smell and touch).
5. Describe an experiment that establishes a difference threshold.
6. Discuss Weber's Law based on the student's personal experiences.
7. Describe the benefits of having sensory adaptation.
8. Discuss the difference between signal-detection theory and absolute threshold.
9. Define:
   - a. pupil
   - b. lens
   - c. retina
   - d. optic nerve
   - e. electromagnetic spectrum
   - f. color deficiency
   - g. binocular fusion
   - h. retinal disparity
   - i. depth perception
   - j. nearsightedness
   - k. farsightedness
   - l. auditory nerve
   - m. amplitude
   - n. decibel
   - o. pitch
   - p. conduction deafness
   - q. sensorineural deafness
   - r. vestibular system
   - s. olfactory nerve
   - t. kinesthesis
10. Describe how vision occurs.
11. Discuss how the "blind spot" occurs in vision.
12. Discuss the relationship of visible light to the electromagnetic spectrum.
13. Describe why a red-colored ball is "red."
14. Discuss the reasons for different types of color deficiency.
15. Discuss the relation between binocular fusion, retinal disparity and the sense of depth perception.
16. Describe the causes of nearsightedness and farsightedness.
17. Describe how hearing occurs.
18. Discuss the differences between amplitude and pitch.
19. Describe why you can distinguish sounds coming from different directions.
20. Describe how the ear captures sound waves.
21. Describe the causes of different types of deafness.
22. Describe how a cochlear implant can assist people with sensorineural deafness.

23. Discuss the relationship between the vestibular system and the sense of balance.
24. Describe why smell and taste are chemical senses.
25. Discuss the relationship between smell and taste.
26. Give examples of four tastes: sweet, sour, salty and bitter.
27. Discuss why there are many skin sensors that detect pressure on the fingertips, but relative few on the middle of the back.
28. Discuss the difference between sensation and perception.
29. Describe the advantages of having skin sensors that can detect pressure, heat, cold and pain.
30. Discuss the difference between localized and generalized pain.
31. Discuss the gate control theory of pain.
32. Discuss the advantages and disadvantages of having a reduced perception of pain.
33. Discuss the importance of kinesthetic sensation to body movement.
34. Describe the relationship of the brain to the sense organs.
35. Define:
    a. Gestalt
    b. figure and ground
    c. perceptual inference
    d. subliminal images
    e. motion parallax
    f. constancy
    g. illusions
    h. extrasensory perception (ESP)
36. Describe the importance of the following Gestalt Principles of Organization:
    a. proximity
    b. similarity
    c. closure
    d. continuity
    e. simplicity
37. Describe examples of figure and ground in vision and hearing.
38. Discuss the importance of perceptual inference in daily life.
39. Describe the factors that contribute to the ability to perceive.
40. Discuss the accuracy of the belief that subliminal perception of advertisements leads to changes in behavior.
41. . Describe the differences between monocular and binocular depth cues.
42. Discuss why perceptual constancies are important to our understanding of the world.
43. Discuss and demonstrate how illusions create incorrect perceptions.

44. Discuss the difficulty of scientifically validating studies in Extrasensory Perception (ESP).

46. Discuss how illusions challenge the Gestalt Principles of Organization.

(3 hours)

J. LEARNING: PRINCIPLES AND APPLICATIONS

Understand how classical conditioning, operant conditioning and social learning are ways to change behavior.

1. Define:
   a. classical conditioning
   b. neutral stimulus
   c. unconditioned stimulus (US)
   d. unconditioned response (UR)
   e. conditioned stimulus (CS)
   f. conditioned response (CR)
   g. acquisition
   h. generalization
   i. discrimination
   j. extinction
2. Describe Pavlov's experiments in classical conditioning.
3. Discuss the importance of timing in classical conditioning.
4. Distinguish between the concepts of generalization and discrimination in classical conditioning.
5. Describe the relationship between the extinction of a classically conditioned response and its spontaneous recovery.
6. Describe how researchers applied classical conditioning experiments to:
   c. bed-wetting children (H. and M. Mowrer)
   d. rats and flavored water (Garcia and Koelling)
   e. coyotes and sheep avoidance (Gustavson et al.)
7. Discuss why the Little Albert study raised the awareness of the need for ethical experiments.
8. Define:
   a. operant conditioning
   b. reinforcement
   c. primary reinforcer
   d. secondary reinforcer
   e. fixed-ratio schedule
   f. variable ratio schedule
   g. fixed-interval schedule
   h. variable-interval schedule
   i. shaping
   j. response chain
   k. aversive control
   l. negative reinforcement
   m. escape conditioning
   n. avoidance conditioning
9. Describe the difference between classical conditioning and operant conditioning.

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10. Describe the use of the Skinner box in operant conditioning.
11. Describe the situation in which each of the following schedules of reinforcement applies:
    a. fixed-ratio schedule
    b. variable-ratio schedule
    c. fixed interval schedule
    d. variable-interval schedule
12. Describe the relationship between shaping and chaining in operant conditioning.
13. Discuss how both positive and negative reinforcement shape behavior.
14. Compare the advantages and disadvantages of using punishment as a negative reinforcer.
15. Discuss why reinforcement and aversive control are both forms of operant conditioning.
16. Define:
    a. social learning
    b. cognitive learning
    c. cognitive map
    d. latent learning
    e. learned helplessness
    f. modeling
    g. behavior modification
    h. token economy
17. Describe how the experiment with the Bobo doll illustrates the concept of social learning.
18. Discuss the influence of latent learning and learned helplessness on cognitive learning.
19. Describe how Seligman's concepts of stability, globality, and internality contribute to learned helplessness.
20. Describe how the three types of modeling lead to social learning.
21. Discuss how behavior modification works.
22. Compare the use of the Skinner box with Computer-Assisted Instruction as a method of reinforcing learning.
23. Describe the method of a token economy in changing behavior.
24. Describe how self-control can be used to change behavior.
24. Compare the similarities and differences between the following forms of social learning: cognitive learning, modeling, and behavior modification.

(3 hours)

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K. MEMORY AND THOUGHT

Understand the processes of remembering and retrieving information.

1. Define:
   a. memory
   b. encoding
   c. storage
   d. retrieval
   e. sensory memory
   f. short-term memory
   g. maintenance rehearsal
   h. chunking
   i. semantic memory
   j. episodic memory
   k. declarative memory
   l. procedural memory
2. Describe the memory processes of encoding, storing and retrieval.
3. Describe the advantages of having sensory memory.
4. Describe the advantages of having short-term memory.
5. Describe the advantages of having long-term memory.
6. Briefly summarize the similarities and differences between sensory memory, short-term memory, and long-term memory.
7. Define:
   a. recognition
   b. recall
   c. reconstructive processes
   d. confabulation
   e. schemas
   f. eidetic memory
   g. decay
   h. interference
   i. elaborative rehearsal
   j. Describe the difference between recognition and recall.
8. Discuss the concept of state-dependent learning as it applies to studying for a test.
9. Describe the difference between memory decay and amnesia.
10. Describe different ways association helps remembering.

(3 hours)

L. THINKING AND LANGUAGE

Understand the close relationship between language and thought.

1. Define:
   a. thinking
   b. image
   c. symbol
   d. concept
   e. prototype
   f. rule
   g. metacognition
   h. algorithm
   i. heuristic
   j. mental set

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k. functional fixedness

l. creativity

m. flexibility

n. recombination

o. insight

2. Describe the relationship between image, symbol, concept, prototype, and rule.

3. Describe the applications of directed or convergent thinking, nondirected thinking, and metacognition.

4. Discuss when a strategy becomes an algorithm.

5. Describe the advantages and disadvantages of employing heuristics in solving problems.

6. Describe the limitations of relying on mental sets and functional fixedness to solve problems.

7. Discuss two characteristics of creative thinking that can help "refocus, repurpose, and reinvent" secondary education.

8. Define

a. thinking

b. image

c. symbol

d. language

e. phoneme

f. morpheme

g. syntax

h. semantics

9. Describe the difference between language and meaning.

10. Describe the evidence that both nature (Noam Chomsky's view) and nurture (B.F. Skinner's view) influence language development.

11. Discuss the ways that language reflects gender and cultural differences in society.

(3 hours)

M. MOTIVATION AND EMOTION

Understand psychological, biological, and social theories of motivation.

1. Define:

a. motivation

b. instincts

c. need

d. drive

e. homeostasis

f. incentive

g. extrinsic motivation

h. intrinsic motivation

2. Describe the difference between instinct theory and drive‐reduction theory in explaining motivation.

3. Describe how the concept of "Nature versus Nurture" is related to incentive theory and drive-reduction theory.

4. Describe how both intrinsic and extrinsic motivation can explain a particular behavior.

5. Define
    a. lateral hypothalamus (LH)
    b. ventromedial hypothalamus (VMH)
    c. fundamental needs
    d. psychological needs
    e. self-actualization
    f. self-actualization needs
    g. instincts
    h. need
6. Use the concept of homeostasis to explain biological motives for creating and satisfying hunger.
7. Describe the influence of psychosocial factors on eating habits.
8. Discuss the role of biological and social factors in contributing to obesity.
9. Describe the strengths and weaknesses of the argument that a need for achievement motivates people to be successful.
10. Describe the strengths and weaknesses of the argument that a fear of failure motivates people to be successful.
11. Describe the strengths and weaknesses of the argument that a fear of success motivates people to be successful.
12. Defend and criticize Maslow's Hierarchy of Needs as an explanation for achievement motivation.
13. Summarize the "Nature versus Nurture" arguments that explain the causes of motivation.
14. Define emotion.
15. Describe physiological responses to emotions such as hunger, fear, and love.
16. Describe the concept of emotional intelligence and its relation to social situations.
17. Describe the differences between the James-Lange theory and the Cannon-Bard theory of emotion.
18. Discuss the interaction between the mind and the body that Schachter and Singer observed during their experiment on emotions.
19. Describe the role of classical conditioning in explaining emotional reactions.
20. Summarize the "Nature versus Nurture" arguments that explain the development of emotion.

(3 hours)

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N. PSYCHOLOGICAL TESTING

Understand the need for standardization and how psychologists measure intelligence, achievement, ability, interest, and personality.

1. Define:
    a. reliability
    b. validity
    c. percentile system
    d. norms
2. Describe the overall benefits and dangers of tests.
3. Discuss why test-retest reliability, scorer reliability, and split-half reliability are important measures of reliability.
4. Discuss why test validity is harder to measure than test reliability.
5. Discuss the importance of standardization in testing.
6. Describe how psychologists establish percentiles and norms for tests.
7. Define:
    a. intelligence
    b. two-factor theory
    c. triarchic theory
    d. emotional intelligence
    e. extraversion
    f. intelligence quotient (IQ)
    g. heritability
    h. cultural bias
8. Describe the strengths and limitations of Spearman's Two-Factor Theory of Intelligence.
9. Describe the strengths and limitations of Thurstone's Theory of Intelligence
10. Describe the strengths and limitations of Gardner's Theory of Multiple Intelligences.
11. Compare Thurstone's Theory of Intelligence with Gardner's Theory of Multiple Intelligences.
12. Describe the strengths and limitations of Sternberg's Theory of Intelligence.
13. Describe the strengths and limitations of Meyer and Salovey's Theory of Emotional Intelligence.
14. Describe how Alfred Binet and Theodore Simon developed their intelligence test.
15. Discuss how the Stanford-Binet test instructions can influence the outcome of the test.
16. Describe why the Wechsler Tests of Intelligence provide a more detailed picture of an individual's intelligence than a single score does.
17. Describe what IQ scores mean.
18. Describe the "Nature versus Nurture" controversy as it applies to IQ testing.
19. Discuss the effect of cultural bias on IQ scores.
20. Define:
    a. aptitude test
    b. achievement test
    c. interest inventory

21. Discuss why the distinction between achievement and aptitude tests is blurred.
22. Describe the advantage of taking an adaptive test over a normal achievement test.
23. Discuss why interest inventories have no right or wrong answers.
24. Define:
    a. personality test
    b. objective test
    c. projective test
25. Describe:
    a. the purpose of the Minnesota Multiphasic Personality Inventory (MMPI),
    b. the questions in the MMPI
    c. the strengths and weaknesses of the MMPI
26. Describe the strengths and weaknesses of the California Psychological Inventory (CPI).
27. Describe the purpose of the Myers-Briggs Test (MBTI).
28. Describe the theory behind projective tests such as the Rorschach Inkblot Test and the Thematic Apperception Test (TAT).
29. Compare objective personality tests to projective personality tests on:
    a. the administration of the tests,
    b. the reliability of the tests
    c. the validity of the tests

(3 hours)

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0. THEORIES OF PERSONALITY

Understand the need for standardization and how psychologists measure intelligence, achievement, ability, interest, and personality

1. Define personality.
2. Describe the four goals or purposes of personality theory.
3. Describe the experiences that led Sigmund Freud to develop his psychoanalytic theory.
4. Define:
    a. unconscious
    b. id
    c. ego
    d. superego
    e. defense mechanisms
    f. collective unconscious
    g. archetype
    h. inferiority complex
5. Describe the interaction between the id, ego, and superego.
6. Describe each of the following defense mechanisms :
    a. rationalization
    b. repression
    c. denial
    d. projection
    e. reaction formation

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f.   regression

g.   displacement

h.   sublimation

7.   Discuss the need for defense mechanisms in daily life.

8.   Discuss Freud's contribution to psychology.

9.   Describe Carl Jung's contribution to psychoanalysis.

10. Describe the difference between the psychoanalytic theories of Carl Jung and Sigmund Freud.

11. Describe Alfred Adler's contribution to psychoanalysis.

12. Summarize how the theories of Erich Fromm, Karen Horney, and Erik Erikson differed from Sigmund Freud's Theory of the Unconscious.

13. Define:

a.   behaviorism

b.   contingencies of reinforcement

14. Describe Skinner's concept of personality.

15. Describe how psychologists have applied Skinner's work.

16. Describe Bandura's social cognitive theory of personality.

17. Discuss the strengths and weaknesses of learning theories of personality.

18. Define:

a.   humanistic psychology

b.   self-actualization

c.   self

d.   positive regard

e.   conditions of worth

f.   unconditional positive regard

g.   fully functioning

19. Describe Maslow's idea of self-actualization.

20. Discuss the strengths and weaknesses of Maslow's work.

21. Describe Carl Roger's view of human behavior.

22. Describe the cognitive theory approach to understanding personality.

23. Define:

a.   trait

b.   cardinal trait

c.   factor analysis

d.   surface trait

e.   source trait

f.   extravert

g.   introvert

24. Describe the main features of trait personality theory.

25. Describe Allport's, Cattell's, and Eysenck's theories of personality.

26. Discuss the strengths and weaknesses of the trait theory of personality.

(3 hours)

P. STRESS AND HEALTH

Understand the results of stress and how people cope with it.

1. Define:
   a. psychotherapy
   b. eclectic approach
   c. placebo effect
   d. empathy
   e. group therapy
2. Describe the nature of psychotherapy in terms of:
   a. the functions of psychotherapy
   b. the types of psychotherapy
   c. the goals of psychotherapy
3. Describe what makes a good therapist.
4. Describe the duties of each of the following kinds of therapists:
   a. clinical psychologists
   b. counseling psychologists
   c. clinical neuropsychologists
   d. psychiatrists
   e. psychoanalysts
   f. psychiatric social workers
   g. psychiatric nurses
   h. counselors
5. Discuss the method of each of the following types of therapy:
   a. group therapy
   b. family therapy
   c. self-help groups
6. Defend or criticize the position that psychotherapy is no more effective than no treatment at all.
7. Define:
   a. psychoanalysis
   b. insight
   c. free association
   d. resistance
   e. dream analysis
   f. transference
   g. humanistic therapy
   h. client-centered therapy
   i. nondirective therapy
   j. active listening
   k. unconditional positive regard
8. Describe the aims of psychoanalysis.
9. Describe the methods of psychoanalysis.
10. Describe the goal of humanistic therapy.
11. Describe the relationship between the client and the therapist in client-centered therapy.
12. Describe the techniques used in client-centered therapy.

13. Define:
    a. behavior modification
    b. cognitive therapy
    c. rational-emotive therapy (RET)
    d. behavior therapy
    e. systematic desensitization
    f. aversive conditioning
    g. contingency management
    h. token economy
    i. cognitive-behavior therapy
14. Describe cognitive therapies and their aims.
15. Explain the processes and goals of behavior therapy.
16. Describe cognitive-behavior therapy.
17. Define:
    a. drug therapy
    b. antipsychotic drugs
    c. antidepressants
    d. lithium carbonate
    e. antianxiety drugs
    f. electroconvulsive therapy (ECT)
    g. psychotherapy
    h. prefrontal lobotomy
18. Describe biological approaches to treatment.
19. Give examples of treatment medicines and their effects on patients.

(3 hours)

Q. **PSYCHOLOGICAL DISORDERS**

Understand the range of psychological disorders: anxiety disorders, somatoform and dissociative disorders, schizophrenia and mood disorders, personality disorders and drug addiction

1. Distinguish between the concepts of normality and abnormality.
2. Discuss the concepts of mental illness and mental health.
3. Discuss the value of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) in classifying emotional disorders.
4. Describe how the DSM-IV describes the categories of emotional disorders.
5. Compare the content of Axis I, II, III, and IV.
6. Describe how a patient can have a disorder on both Axis I and Axis II.
7. Define:
    a. anxiety
    b. phobia
    c. panic disorder
    d. post-traumatic stress disorder
8. Identify the behavioral patterns that psychologists label as anxiety disorders.
9. Explain what causes anxiety disorders.

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20. Define:
    a. somatoform disorder
    b. conversion disorder
    c. hypochondriasis
    d. dissociative disorder
    e. dissociative amnesia
    f. dissociative fugue
    g. dissociative identity disorder
21. Identify the behavioral patterns that psychologists label as somatoform disorders.
22. Compare the symptoms of conversion disorders with hypochondriasis.
23. Describe the symptoms of dissociative disorders.
24. Define:
    a. schizophrenia
    b. delusions
    c. hallucinations
    d. major depressive disorder
    e. bipolar disorder
25. Describe the disorder of schizophrenia.
26. Describe several theories that try to explain the cause of schizophrenia.
27. Describe different mood disorders.
28. Describe several theories that try to explain mood disorders.
29. Describe the profile of a person most likely to commit suicide.
30. Define:
    a. personality disorders
    b. antisocial personality
    c. psychological dependence
    d. addiction
    e. tolerance
    f. withdrawal
31. Describe how personality disorders differ from psychological disorders.
32. Describe the antisocial personality.
33. Describe psychological theories that may explain the development of the antisocial personality.
34. Explain how drug abuse is a psychological problem.

(4 hours)

R. THERAPY AND CHANGE

Understand the range of therapies: psychotherapy, psychoanalysis and humanistic therapy, cognitive and behavior therapies, and biological approaches to treatment.

14. Define:
    a. psychotherapy
    b. eclectic approach
    c. placebo effect
    d. empathy
    e. group therapy
15. Describe the nature of psychotherapy in terms of:
    a. the functions of psychotherapy
    b. the types of psychotherapy
    c. the goals of psychotherapy

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16. Describe what makes a good therapist.
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  b. counseling psychologists
  c. clinical neuropsychologists
          d. psychiatrists
          e. psychoanalysts
  f. psychiatric social workers
  g. psychiatric nurses
  h. counselors

18. Discuss the method of each of the following types of therapy:

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19. Defend or criticize the position that psychotherapy is no more effective than no treatment at all.

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          b. cognitive therapy
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          d. behavior therapy
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  g. contingency management
          h. token economy
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	30. Define:
	a. drug therapy
	b. antipsychotic drugs
	c. antidepressants
	d. lithium carbonate
	e. antianxiety drugs
	f. electroconvulsive therapy (ECT)
	g. psychotherapy
	h. prefrontal lobotomy
	35. Describe biological approaches to treatment.
	36. Give examples of treatment medicines and their effects on patients.
(4 hours)	

S. INDIVIDUAL INTERACTION	1. Define:
	a. social psychology
Understand why people prefer to interact with others.	b. social cognition
	c. physical proximity
	d. stimulation value
	e. utility value
	f. ego-support value
	g. complementarity
	2. Discuss why we need friends.
	3. List and explain the factors involved in choosing friends.
	4. Define:
	a. primacy effect
	b. stereotype
	c. attribution theory
	d. fundamental attribution error
	e. actor-observer bias
	f. self-serving bias
	g. nonverbal communication
	5. Explain how we use first impressions and schemas.
	6. Describe several factors that influence how we interpret others' behavior.
	7. Describe how errors might arise in our interpretations.
	8. Define: generational identity.
	9. Describe sources of parent-adolescent conflict.
	10. Describe different types of love.
	11. Describe different types of marriage.
	12. Describe how marital problems arise.
	13. Describe how divorce may affect the children's behavior.
(3 hours)	

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T. GROUP INTERACTION

Understand why people join groups
and how groups affect individual
behavior in different situations.

1. Define:
    a. group
    b. task functions
    c. social functions
    d. norms
    e. ideology
    f. commitment
    g. in-group
    h. out-group
    i. primary group
    j. secondary group
    k. social facilitation
    l. social inhibition
    m. group polarization
    n. groupthink
    o. sociogram
2. Describe the ways groups are held together.
3. Describe experiences you have had with:
    a. an in-group
    b. an out-group
    c. a primary group
    d. a secondary group
4. Describe the actions that lead to social facilitation and social
    inhibition.
5. Describe the interactive patterns within groups.
6. Describe the importance of a sociogram.
7. Define:
    a. conformity
    b. obedience
8. Identify ways that groups can influence an individual's
    behavior.
9. Explain why most people tend to obey authority figures.
10. Describe the ethical issues that Milgram's experiment raises.
11. Define:
    a. aggression
    b. catharsis
    c. altruism
    d. diffusion of responsibility
    e. bystander effect
    f. social loafing
    g. social inhibition
8. Describe aggression as a result of:
    a. biological influences
    b. cognitive factors
    c. personality factors

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	9. Describe different ways to control aggression.
	10. Explain causes of group conflict and cooperation.
	11. Summarize how group dynamics promote or restrain altruism and aggression.
(3 hours)	

U. ATTITUDES AND SOCIAL INFLUENCE
 	
Understand where beliefs, attitudes, and opinions come from and how they change.
	1. Define:
	   a. attitude
	   b. self-concept
	2. Trace the origin of attitudes.
	3. Describe the functions of attitudes.
	4. Define:
	   a. compliance
	   b. identification
	   c. internalization
	   d. cognitive dissonance
	   e. counterattitudinal behavior
	   f. self-justification
	   g. self-fulfilling prophecy
	   h. prejudice
	   i. discrimination
	5. Cite the sources of attitude change.
	6. Describe the difference between cognitive consistency and cognitive dissonance.
	7. Describe ways to reduce cognitive dissonance.
	8. Describe the relationship between attitudes and actions.
	9. Describe prejudice and its relationship to stereotypes and roles.
	10. Define:
	   a. persuasion
	   b. boomerang effect
	   c. sleeper effect
	   d. inoculation effect
	   e. brainwashing
	11. Describe the factors involved in the communication process.
	12. Explain the different types of persuasion processes.

(1 hour)	

V. PSYCHOLOGY: PRESENT AND FUTURE
 	
Understand career opportunities in psychology and the contributions psychology has made to the world.
	1. Define: crisis intervention program.
	2. Outline the requirements needed to become a psychologist.
	3. List several careers available in psychology.
	4. Define:
	   a. ACT
	   b. SAT
	   c. forensic psychology
	   d. industrial/organizational psychology
	   e. sports psychology

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	f. visualization
	g. gerontology
	5. Describe psychologists' contribution in:
	a. mental health,
	b. testing
	c. everyday life
	6. Describe the state of psychology today.
	7. Describe current trends in psychology.
	8. Summarize psychology's challenges for the future.
(2 hours)	

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DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Resources
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
- Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
- Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
- Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
- Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
- Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.

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Technology
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
- Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
- Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

Basic Skills
- Reading: Locates, understands, and interprets written information in prose and documents -including manuals, graphs, and schedules- to perform tasks.
- Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
- Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
- Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
- Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
- Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

Thinking Skills
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
- Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
- Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

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SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Understanding Psychology.   New York, New York: Glencoe McGraw-Hill Publishing Company, 2008. (Student text and teacher's wrap-around edition)

MEDIA AND TECHNOLOGY

ABC News Prime Time Basic Instincts 5: The Millgram Experiment Revisited. ASIN: BOOOVHY8DW. 2007

A Beautiful Mind. AS IN: BOOOFVQLQQ. 2006.

Depression: Out of the Shadows. AS IN: B0018QOIWG. 2008.

Secrets of the Mind. NOVA479. ASIN: BOOOJJ5F80. 2001.

RESOURCE MATERIALS

Understanding Psychology. Teacher Classroom Resources.

RESOURCE PERSONS

Subject area advisors

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A.   Lecture

B.   Group discussion

C.   Class readings

D.   Independent reading/research

E.   Written assignments

F.   Written/oral class reports

G.   Films

H.   Field trips

EVALUATION

A.   Oral/written assignments

B.   Teacher observation

C.   Teacher/Division-made tests or quizzes developed from the competencies in this course outline

(37-04-74)

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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