Kansas Standards
For
History
Government
And
Social Studies

Adopted April 16, 2013
The American Psychological Association defines Psychology as “the study of the mind and behavior. The discipline embraces all aspects of the human experience—from the functions of the brain to the actions of nations, from child development to care for the aged. . . In every conceivable setting . . . ‘the understanding of behavior’ is the enterprise of psychologists.” This course is a general introduction of Psychology and should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students’ ability to integrate content as part of their understanding of the Standards and Benchmarks. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of psychology rather than simple acquisition of content knowledge.

- Perspectives of Psychology
- Biology and Behavior
- Life Development
- Memory and Learning
- Social Interaction
- Sociocultural Diversity
- Mental Health and Treatment

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.
Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations, and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of psychology rather than simple acquisition of content knowledge.

As they prepare to teach the psychology course, teachers should review the Profile of the 21st Century Learner and the Kansas Social Emotional and Character Development Model Standards endorsed by the Kansas State Board of Education and National Standards for High School Psychology Curricula from the American Psychological Association.

Connecting with Past Learning

This is an introductory class and may be the only psychology class the student ever takes. Students should have some knowledge of choices and consequences, rights, and responsibilities, beliefs, ideas, diversity, continuity and change, and dynamic relationships between people, places, and their environment. They should be practiced in reading, writing, and other communication skills. Students should have the requisite technical skill and foundational knowledge to engage in a rigorous introduction to the discipline.

Connecting with Future Learning

The students should be able to discuss major theories and topics in psychology, think critically about research and methods, apply psychological principles to individual and social matters, and discuss the complexity of human behavior. The student will be able to link learning in this class to all future classes and learning as they fuse experience, knowledge, and reasoning to understand, identify, and solve problems.

Instructional Narrative and Content Outline

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

The content information in this document is based on recommendations from the American Psychological Association in their publication National Standards for High School Psychology Curricula 2011 American Psychological Association 750 First Street, NE, Washington DC 20002-4242.
A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of psychology would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in 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. The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn about classical conditioning without also learning about Pavlov and his dogs, so they do not appear in this outline.

This also means that the outline should be amended in ways that best fit the instructional needs of students. While retaining the integrity of the outline’s scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

**Perspectives on Psychology**

This unit is intended to be a general introduction to Psychology. It should include history of the discipline and the development of psychology as an empirical science. The student should be given exposure to various methodologies and subfields within the discipline. Students should be presented differing perspectives and values on the application of the discipline to both human and non-human subjects.

- History and development of psychology as empirical science
  - Define psychology
  - Goals of psychology
  - History of psychology
  - Perspectives employed to understand behavior

- Major sub-fields of psychology (Clinical, Developmental, Forensic, Rehabilitation, Neurological, Sports, etc.)
  - Value of “basic” and “applied” psychological research
  - Role psychology plays in benefiting individuals and society

**Sample Compelling Questions**

- What are the ethical considerations in deciding to research human behavior? (Standard 1)
- To what degree is a psychologist responsible for the outcome of behavior experimentation? (Standard 2)
- To what degree do personal biases impact the study of psychology? (Standard 3)
- What have been the most significant advances in the study of psychology? (Standard 4)
- What is the relationship between psychology and business, sports, religion, etc.? (Standard 5)

**Biology and Behavior**

This unit addresses the biological structures and functions of the nervous system. Students should be given instruction in specific structures of the brain and nervous system, how neural transmission takes place, brain chemistry, genetics, and advances in neuroscience.
Structure and Function of nervous systems
   Major subdivisions of the human nervous system
   Parts of the neuron and the basic process of neural transmission
   Structures and functions of the various parts of the central nervous system
   Lateralization of brain functions
   Mechanisms and plasticity of the nervous system

Structure and Function of endocrine systems
   Endocrine glands and the link to the nervous system
   Effects of hormones on behavior and mental processes
   Effects of hormones on the immune system

Interaction between biological factors and experience
   Concepts of genetic transmission
   Interactive effects of heredity and environment
   Genetic influences on behavior

Methods and issues related to biological advances
   Tools used to study the nervous system
   Advances in neuroscience
   Related issues in neuroscience and genetics

Sample Compelling Questions
   • In what ways do biological factors affect the way we make decisions? (Standard 1)
   • At what point can abnormal or criminal behavior be attributed to biology? (Standard 2)
   • How do biological systems affect what you believe? (Standard 3)
   • What biological factors affect cognitive acuity as individual's age? (Standard 4)
   • How do various parts of the nervous system work together to create various behaviors? (Standard 5)

Life Development
This unit addresses various theories of development from pre-natal to end of life. Cognitive, moral, and social development is central. Pre-natal, infancy, childhood, adolescence, adulthood, and aging should be topics. The development of communication and learning skills should play a significant role in this unit.

Methods and issues in life-span development
   Biological and environmental factors in brain development
   Issues of continuity and change
   Methods used to study development
   Sensitive and critical periods in development
   End of Life issues

Theories of life-span development
   Cognitive
   Moral
Social

Infancy
- Physical motor development
- Perceptual abilities and intellectual development
- Attachment and the caregiver
- Communication and Language

Childhood
- Physical motor development
- Memory and thinking development
- Social, cultural, and emotional development

Adolescence
- Physical changes
- Reasoning and morality
- Identity formation
- Family and peers

Adulthood and Aging
- Physical changes associated with aging
- Cognitive changes associated with adulthood and aging
- Social, cultural, and emotional issues of aging

Sample Compelling Questions

- What changes occur in decision-making between infancy and adulthood? (Standard 1)
- To what extent does aging, disease, ethics, or other factors impact end-of-life issues? (Standard 2)
- To what extent does physical development affect self-identity? (Standard 3)
- What aspect of being human seems to change the least from infancy to adulthood? (Standard 4)
- To what extent do nature and nurture play in determining individual human behavior? (Standard 5)

Memory and Learning

This unit addresses encoding, storage, and retrieval of information from memory. Students should be instructed on factors affecting encoding, shallow and deep processing strategies for improving memory. Students should also receive instruction in the importance of and factors effecting retrieval. This unit should address student learning from both cognitive and metacognitive perspectives. Classical and operant conditioning, and observational and cognitive leaning should be discussed. Intelligence may be included here or discussed in the unit on Socio-cultural diversity.

Encoding of memory
- Factors influencing encoding
- Difference between shallow and deep processing
- Strategies for improving encoding of memory
Storage of Memory
- Differences between working and long-term memory
- Biological processes related to how memory is stored
- Types of memory and memory disorders
- Strategies for improving memory storage

Retrieval of Memory
- Retrieval cues in memory
- Interference in retrieval
- Factors influencing memory retrieval
- Strategies for improving retrieval of memories

Classical Conditioning
- Principles of classical conditioning
- Clinical and experimental examples
- Everyday real-life examples

Operant Conditioning
- Law of effect
- Principles of operant conditioning
- Clinical and experimental examples
- Everyday real-life examples

Observational and Cognitive Learning
- Principles of observational and cognitive learning
- Everyday examples of observational and cognitive learning

Sample Compelling Questions
- How much control do we have over what we remember? (Standard 1)
- What responsibilities do individuals using classical or operant conditioning have towards their subjects? (Standard 2)
- How might your belief about your own ability to learn affect your memory? (Standard 3)
- How does an individual’s ability to encode and retrieve information change over time? (Standard 4)
- In what ways does learning affect behavior? (Standard 5)

Social Interaction

This unit addresses behavior in relation with others. Characteristics such as attitudes, implicit and explicit behaviors, group dynamics, stereotyping, prejudice, aggression, attraction, etc. should be covered.

Social Cognition
- Attributional explanations of behavior
- Attitudes (implicit and explicit) and behavior
- Persuasion

Social Influence
Power of the situation
Effects of other’s presence on individual behavior
Group dynamics
Individual influence on group behavior

Social Relations
Stereotyping, prejudice, and discrimination
Determinants to pro-social behavior
Aggression and conflict
Attraction and relationships

Sample Compelling Questions

- What factors influence an individual’s decisions to obey, make friends, find love, and help others? (Standard 1)
- How much responsibility does an individual have for group behavior and the group for individual behavior? (Standard 2)
- How do people explain the behavior of others? (Standard 3)
- How are individuals affected by groups? (Standard 4)
- In what ways do social relationships and interactions impact individuals and communities? (Standard 5)

Sociocultural Diversity

This unit focuses on how people are different. It defines culture and diversity. Topics should also include diversity issues such as gender, race, ethnicity, socioeconomic status, and identity and self-concept. Issues surrounding personality, emotion, motivation, thinking, and intelligence should also be discussed.

Social and Cultural Diversity
- Define cultural diversity
- Cultures change over time and vary within communities and nations
- Culture and conceptions of self and identity
- Race and ethnicity
- Socioeconomic status
- Privilege and social power structures relating to stereotypes, prejudice and discrimination

Diversity among Individuals
- Gender similarities and differences
- Gender roles and expectations
- Gender identity and sexual orientation
- Stereotypes and treatment of minority and majority groups in society

Perspectives on Personality
- Theories on Personality (psychodynamic, trait, humanistic, social-cognitive, etc.)
- Personality assessment techniques and systems
- Issues (biological, situational, change, health, work, self-concept, identity, individual and collective culture)
Sample Compelling Questions

- To what degree does personality and self-identity impact the choices individuals make? (Standard 1)
- What is the relationship between privilege and social power to prejudice and discrimination? (Standard 2)
- In what ways is diversity among individuals positive and negative? (Standard 3)
- What factors are critical to cultural change in a community? (Standard 4)
- What is the relationship between socioeconomic status and personality? (Standard 5)

Mental Health and Treatment

In this unit students should address perspectives on abnormal behavior and psychological disorders. Students should be exposed to cross-cultural view of abnormality, and stigma attached to mental illness or disorder. Students should be made aware of the challenges associated with diagnosis, and the symptoms of major disorders, how treatment might occur, and factors that influence those effects. Coping procedures, attitudes and behaviors that promote mental health should be discussed.

Perspectives on Abnormal behavior
- Define abnormal behavior
- Historical and cross-cultural views of abnormal behavior
- Models of abnormality
- Stigma related to abnormality
- Impact of abnormality on relationships (friends, family, community, society)

Categories of psychological disorders
- Classification of psychological disorders
- Diagnosis of disorders
- Symptoms and causes of disorders (schizophrenia, mood anxiety, personality disorders)
- Factors influencing individual experiences with psychological disorders

Perspectives on Treatment
- Changes in psychological treatment over time
- Methods of treatment and psychological perspectives
- Varieties of treatment options

Categories and types of treatment
- Biomedical
- Psychological
- Age specific
- Efficacy of treatment for particular disorders

Stress and Coping
- Stress as a psychophysiological reaction
- Sources of stress
- Health consequences
- Strategies for dealing with stress
Behaviors and attitudes the promote health
Ways to promote mental and physical health
Characteristics of and factors that promote resilience and optimism
Effective means of dealing with stressors and other health issues

Sample Compelling Questions

- In what ways do mental health issues impact an individual’s ability to make choices? (Standard 1)
- What protections might exist for individuals with mental health issues? (Standard 2)
- How do beliefs and ideas about mental health issues make treating mental illness difficult? (Standard 3)
- How has the treatment of mental illness changed in the last 75 years? (Standard 4)
- What is the relationship between stress and physical and mental health? (Standard 5)

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