

**Alabama State Department of Education**  
**High-Quality Instructional Materials Review Form for Social Studies**  
**Psychology (High School Elective)**

**Textbook Title:** \_Psychology, High School edition\_\_\_\_\_

**Publisher:** \_Pearson Education, Inc. \_\_\_\_\_

**Grade Level or Subject Area:** \_9-12, Psychology\_\_\_\_\_

**ALSDE Reviewer:** \_\_\_\_\_

**Please note that this form is to be completed only for comprehensive material submissions. Publishers must complete the information in red.**

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

The Alabama State Department of Education has moved to a binary scoring system for **Section Two** (Alignment to Alabama Course of Study Standards). When reviewed by the state textbook committee, material will receive a **YES** if it aligns to the standards for a particular grade/subject or a **NO** if it does not align to the standards.

## Psychology Content Standards

Each content area completes the stem “Students will....”

	<p style="color: red; text-align: center;"><b>Publishers, Please Identify Location of Content Standard in Resource Submitted (chapters, sections, pages, etc.)</b></p>
<b>TOPIC 1: INTRODUCTION TO PSYCHOLOGY</b>	
<p>1. Trace the development of psychology as a scientific discipline, including its evolution from other fields of study.*</p> <p>a. Investigate and describe the history of psychology from its beginning to the modern era, including key contributors to the field.* <i>Examples: Daniel Kahneman, Elizabeth Loftus, Francis Sumner, G. Stanley Hall, Mary Whiton Calkins, Wilhelm Wundt</i></p> <p>b. Differentiate among various schools of thought and perspectives that have developed in psychology since 1879.* <i>Examples: behaviorism, cognitive, humanistic, neuroscience, socio-cultural</i></p> <p>c. Describe how modern psychologists utilize multiple perspectives to understand behavior and mental processes, citing examples.*</p>	<p>1. Trace the Development of Psychology as a Science (Module 1), Identify Psychology’s Subfields (Module 1): pages 3-14</p> <p>a. Describe how psychology developed as a science: pages 5-10; → e.g. Mary Whiton Calkins: page 7, Francis Sumner, page 7; Describe the perspectives used to understand psychology today: pages 10-13</p> <p>b. Describe how psychology developed as a science: pages 5-10; Describe the perspectives used to understand psychology today: pages 10-13; → e.g. humanistic: page 10, socio-cultural: page 13</p> <p>c. Describe the perspectives used to understand psychology today: pages 10-13</p>
<p>2. Describe methodologies, research tools, and strategies used by researchers in psychological studies.* <i>Examples: case studies, cross-sectional studies, longitudinal studies, naturalistic observations, surveys</i></p> <p>a. Contrast the roles of independent, dependent, and confounding variables and the functions of control and experimental groups within the scientific method.</p> <p>b. Identify and explain systematic procedures necessary for conducting an experiment and improving the validity of results.*</p>	<p>2. Understand Research Methods and Measurements (Module 2): pages 17-26; → e.g. naturalistic observation: pages 19-20, case studies: page 20;</p> <p>Cross-sectional and Longitudinal studies Chapter 5: Development across the</p>

<p>c. Describe the role of the American Psychological Association in setting ethical guidelines regarding the use of human and animal subjects in psychological research.*</p>	<p>Lifespan, Understand methods used to study development: page 156          Consider Ethical Issues in Research (Module 2): pages 27-28</p> <p>a. Describe and Compare the various research methods: pages 24-25          b. Describe and compare the various research methods: pages 24-25; Define the procedures used to improve the validity of research findings: pages 25-26          c. Identify ethical standards for research in psychology with human participants: page 27; Identify ethical guidelines for research in psychology with nonhuman animals: page 28</p>
<p>3. Describe various careers pursued by psychologists, including medical and mental health care fields, the business world, education, law and criminal justice, and research.*</p>	<p>3. Describe the important subfields of psychology, Figure 1.2: page 14          Careers in Psychology (Module 37): pages 542-550</p>
<p><b>TOPIC 2: BIOLOGICAL BASIS OF PSYCHOLOGY</b></p>	
<p>4. Compare the effects of heredity and environment on development and behavior.*</p>	<p>4. Understand the Interaction Between Biological Factors and Experience (Module 6): pages 70-73</p>
<p>5. Describe the structure, biochemistry, and circuitry of the brain and nervous system, and explain their roles in human behavior and mental processes.*  <i>Examples: central nervous system, peripheral nervous system, somatic nervous system</i></p> <p>a. Describe communication between neurons and the electrochemical process, including the role of neurotransmitters in behavior.*</p> <p>b. Explain the effect of neurotransmitters on human behavior and compare the effects of drugs and toxins on the brain.</p> <p>c. Describe the specialized and interdependent functions of sections of the brain, including the lobes and hemispheres of the cerebral cortex.</p> <p>d. Describe technologies used to study the brain and nervous system.*  <i>Examples: CAT, EEG, fMRI, MRI, PET</i></p>	<p>5. Understand the Structure and Function of the Nervous System (Module 4): pages 44-52; Understand How the Brain is Studied (Module 5): Pages 57-60; Describe the Functions of the Parts of the Brain (Module 5): Pages 61-68          → E.g. central nervous system: pages 48-49; somatic nervous system: page 51</p>

<p>e. Explain how psychoactive drugs affect people, including the mechanisms of addiction, tolerance, and withdrawal.</p>	<p>a. Describe the parts of the neuron and understand the basic process of neural transmission: pages 45-48  b. Describe the parts of the neuron and understand the basic process of neural transmission: pages 46-48  c. Understand the structures and functions of the various parts of the central nervous system: pages 60-66  d. Describe tools used to study the brain and nervous system: pages 57-60  → e.g. CAT: page 58; fMRI: page 60  e. Chapter 4: Consciousness- Understand the Categories of Psychoactive Drugs and Their Effects (Module 10): pages 140-141</p>
<p>6. Explain how behavior genetics has contributed to the understanding of behavior and mental processes, including differentiating among deoxyribonucleic acid (DNA), chromosomes, and genes and identifying effects of chromosomal abnormalities.</p>	<p>6. Understand the Interaction Between Biological Factors and Experience (Module 6)- Understand the role of chromosomes and genes in determining the transmission of traits and the inheritance of disorders: pages 71-72</p>
<p>7. Describe the interconnected processes of sensation and perception.</p> <p>a. Explain the role of sensory systems in human behavior.  b. Explain how perceiving can differ from sensing, including how attention and environmental cues can impact what is perceived and what is sensed.  c. Explain perception in terms of Gestalt principles and concepts.</p>	<p>7. Understand the Process of Sensation (Module 7): pages 82-85; Learn the Capabilities and Limitations of Sensory Processes (Module 7): pages 86-102; Understand How We Perceive the World (Module 8): pages 104-114</p> <p>a. Explain how the visual sensory system works: pages 86-91; Explain how the auditory sensory system works: pages 91-95; Outline other sensory systems, such as olfaction, gustation, and somesthesis: pages 95-101</p>

	<p>b. Discuss the differences between sensation and perception: page 82; Explain the process of sensation: page 83; Explain the nature of attention: page 104</p> <p>c. Describe the Gestalt principles of perception: pages 105-106</p>
<p>8. Compare theories about the functions of sleep and of dreaming. <i>Examples: activation synthesis theory, adaptive theory, energy conservation theory, restorative theory</i></p>	<p>8. Describe the Characteristics of Sleep and Theories That Explain Why We Sleep and Dream (Module 9)- Outline theories about the functions of sleep: page 126; Compare perspectives on the function of dreams: pages 132-134 → e.g. activation-synthesis theory: pages 133-134; restorative theory: 127</p>
<b>TOPIC 3: COGNITIVE PSYCHOLOGY</b>	
<p>9. Describe cognitive, physical, and social development across the human lifespan, citing theories of Carol Gilligan, Erik H. Erikson, Jean Piaget, and Lawrence Kohlberg.</p>	<p>9. Learn About Prenatal and Newborn Development (Module 12): pages 161-164; Describe Development during Infancy and Childhood (Module 12): pages 155-177; Describe Development During Adolescence (Module 13): pages 179-183; Understand Development During Adulthood and Aging (Module 13): pages 184-189</p>
<p>10. Explain the importance and processes of memory, including how information is encoded and stored, the use of mnemonic devices, and how schemas influence memory construction and retrieval.</p> <p>a. Compare ways memories are stored in the brain, including episodic and procedural, and explain how information is retrieved, reconstructed, or misremembered.</p>	<p>10. Explain How the Brain Encodes Memories (Module 23): pages 307-311; Understand How Memories Are Stored in the Brain (Module 23)- Explain how memory is stored: page 312; Learn How Memories are Retrieved from the Brain (Module 24)- Explain the importance of retrieval cues in memory: pages 316-317</p>

	<p>a. Describe the roles of working memory and long-term memory: page 312; Explain how memory is stored: page 312; Learn strategies for improving the storage of memories: pages 312-314; Explain the importance of retrieval cues in memory: pages 316-317; Explain how memories can change: pages 317-321</p>
<p>11. Describe ways in which organisms learn, including the processes of classical conditioning, operant conditioning, and observational learning.*</p> <p>a. Identify and describe unconditioned stimuli, conditioned stimuli, unconditioned responses, and conditioned responses.</p> <p>b. Explain the law of effect, and differentiate between reinforcement and punishment, positive and negative reinforcement, and various schedules of reinforcement.</p> <p>c. Describe original experiments conducted by Albert Bandura, B. F. Skinner, Ivan Pavlov, John B. Watson, Kenneth and Mamie Clark, and Rosalie Rayner.</p>	<p>11. Learn about the Process of Classical Conditioning (Module 14): pages 199-205; Learn About the Process of Operant Conditioning (Module 15): pages 207-218; Identify the Aspects of Cognitive and Observational Learning (Module 16): pages 220-224</p> <p>a. Outline the principles of classical conditioning: pages 199-203</p> <p>b. Understand the law of effect: pages 207-208; Explain the principles of operant conditioning: pages 208-201; Describe specialized examples of operant conditioning: pages 210-215</p> <p>c. Understand the principles of observational learning: pages 223-224; Explain the principles of operant conditioning: pages 208-201; Outline the principles of classical conditioning: pages 199-203; Understanding clinical and experimental examples of classical conditioning: page 204</p>
<p>12. Explain processes involved in problem-solving and decision-making, including cognitive processes related to thinking and concept formation.</p> <p>a. Explain the role of mental images and verbal symbols in the thought process.</p>	<p>12. Understand the Basic Elements of Thought (Module 25): pages 336-343</p>

	a. Explain cognitive processes involved in understanding information: page 336-339
<p>13. Describe methods of assessing individual differences and theories of intelligence, including Charles E. Spearman's general (g) factor of intelligence, Howard Gardner's multiple intelligences, and Robert J. Sternberg's triarchic theory of intelligence.</p> <p>a. Describe different types of intelligence tests and explain the Flynn effect.</p> <p>b. Summarize concerns regarding the reliability and validity of intelligence test scores and describe the historical use and misuse of intelligence tests.</p>	<p>13. Compare and Contrast Perspectives on Intelligence (Module 26)- pages 347-354</p> <p>a. Learn How Intelligence is Measured (Module 26)- Explain the history of intelligence testing, including historical use and misuse in the context of fairness: pages 354-355; Describe current methods of assessing human abilities: page 356; Consider Key Issues in Intelligence Research (Module 26)- Describe the influences of biological, cultural and environmental factors on intelligence: pages 360-361</p> <p>b. Explain the measures of and data on reliability and validity for intelligence test scores: pages 357-359</p>
<b>TOPIC 4: CLINICAL PSYCHOLOGY</b>	
<p>14. Explain the role of personality development in human behavior and differentiate among theories that seek to explain this development.</p> <p>a. Describe different measures of personality, including the Neuroticism-Extroversion-Openness Personality Inventory (NEO-PI), the Minnesota Multiphasic Personality Inventory (MMPI), and projective tests.</p>	<p>14. Understand Personality Perspectives and Issues (Module 29): pages 405-426</p> <p>a. Learn about Personality Assessment (Module 30): pages 428-433</p>
<p>15. Explain the role of motivation and emotion in human behavior.*</p> <p>a. Describe theories that explain how biological, cognitive, and social factors influence motivation, including Abraham Maslow's hierarchy of needs, arousal theory, and the theory drive for hunger (homeostasis).</p> <p>b. Describe situational cues that cause emotions, including anger, curiosity, and anxiety.</p>	<p>15. Describe Motivated Behaviors (Module 27): pages 381-386; Understand Perspectives on Emotion and Emotional Behavior (Module 28): pages 388-396</p> <p>a. Explain Major Theories of Motivation (Module 27): pages 374-380</p>

	<p>b. Explain how culture, environment, and gender influence emotional expression, interpretation and behavior: pages 390-392</p>
<p>16. Describe major psychological disorders and their treatments and explain how examples of abnormal behavior differ from normal behavior.*</p> <p>a. Describe various approaches for explaining mental illness, including biological and medical, cognitive, and sociocultural models.</p> <p>b. Differentiate among types of mental illness, including mood, anxiety, somatoform, schizophrenic, dissociative, and personality disorders.</p>	<p>16. Learn About the Types of Psychological Disorders (Module 32): pages 453-467; Identify Psychological Treatments and Evaluate Their Effectiveness (Module 33): pages 479-491; Identify Biomedical Treatments and Evaluate Their Effectiveness (Module 34): pages 493-499; Learn About Perspectives on Abnormal Behavior (Module 31)- Explain psychologically abnormal behavior: pages 444-445</p> <p>a. Explain major models of abnormality: pages 446-448</p> <p>b. Learn About the Types of Psychological Disorders (Module 32): pages 453-467</p>
<p>17. Describe how attitudes, conditions of obedience and conformity, and other influences affect actions and shape human behavior, including actor-observer, self-server, social facilitation, social loafing, bystander effect, groupthink, and group polarization.</p> <p>a. Critique the ethical issues found in Stanley Milgram's work with obedience and S. E. Asch's work with conformity.</p>	<p>17. Explore How Social Influence Affects Behavior (Module 18): pages 241-248; Understand the Effects of Social Cognition (Module 19): pages 250-256; Describe Different Kinds of Social Relations (Module 20)- Discuss determinants of prosocial behavior: pages 268-270</p> <p>a. Explain how the presence of others affects obedience in an individual's behavior: pages 247-248; Explain how the presence of others affects conformity</p>

	in an individual's behavior: pages 242-243
<p>18. Summarize ways to promote psychological wellness.*</p> <p>a. Identify sources of stress across the human lifespan and explain the physiological and psychological consequences of stress for health and wellness.*</p> <p>b. Explain physiological, cognitive, and behavioral strategies to deal with stress, and contrast positive and negative ways of coping with stress.</p>	<p>18. Learn Behaviors and Attitudes That Promote Health (Module 36): pages 526-533</p> <p>a. Understand the Causes and Consequences of Stress (Module 35): pages 513-524</p> <p>b. Learn Behaviors and Attitudes That Promote Health (Module 36): pages 526-533</p>
<p>19. Describe different types of biomedical and psychological treatments for mental disorders.</p> <p>a. Explain how mental health professionals determine the appropriate treatment from the variety of psychological treatments available for various mental health issues and disorders.*</p> <p>b. Identify differences among licensed mental health providers and outline legal and ethical requirements for mental health providers.</p> <p>c. Explain the significance of *Wyatt v. Stickney* (1972) and explain how the Wyatt Standards improved mental health codes and federal regulations regarding the treatment of mental disorders.</p>	<p>19. Identify Psychological Treatments and Evaluate Their Effectiveness (Module 33): pages 479-491; Identify Biomedical Treatments and Evaluate Their Effectiveness (Module 34): pages 493-499. Why psychologists use a variety of treatment options: pages 477-478. Treatment providers for psychological disorders and the training required for each: page 478; Consider Legal, Ethical, and Professional Challenges in the Treatment of Psychological Disorders (Module 34)- Learn about the ethical challenges involved in the delivery of treatment: pages 499-501.</p>