

Standards Document Name	Domain	Standards (=Student Expectations)	Plus Standards (=Breakouts)	Citations
Oklahoma Academic Standards for Social Studies	Psychology Content Standards	PS.1 The student will examine the foundations of psychology and its origins as an empirical science.	PS.1.1 Analyze the context and origins of psychology including the major approaches to psychology (e.g., cognitive-behavioral, psychoanalytic, cognitive) including major historical figures.	<p>Pages 4-10, 11-16</p> <p>Chapter 1: The Science of Psychology</p> <p>1.1-1.2 The History of Psychology</p> <p>1.3-1.4 The Field of Psychology Today</p> <p>1.1 In the Beginning: Wundt, Titchener, and James</p> <p>1.2 Three Influential Approaches: Gestalt, Psychoanalysis, and Behaviorism</p> <p>1.3 Modern Perspectives</p>
			PS.1.2 Describe the classifications and various subfields in psychology, including vocational applications such as counseling, industrial, clinical, experimental, and educational psychology.	<p>Pages 15-16, 618</p> <p>Chapter 1: The Science of Psychology</p> <p>Appendix: Applied Psychology and Psychology Careers</p> <p>1.4 Psychological Professionals and Areas of Specialization</p> <p>A.5 Areas of Specialization</p>
			PS.1.3 Compare the appropriate application of experimental and non-experimental research methodologies (e.g., case study, correlation, meta-analysis, and naturalistic observation).	<p>Pages 17-34</p> <p>Chapter 1: The Science of Psychology</p> <p>1.5-1.10 Scientific Research</p>

			1.7 Descriptive Methods 1.8 Correlations: Finding Relationships 1.9: The Experiment 1.10 Experimental Hazards and Controlling for Effects
		PS.1.4 Identify and evaluate psychological concepts in representations of data, including tables, graphs, charts, figures, and diagrams.	Pages 36-42 Chapter 1: The Science of Psychology 1.12-1.14 Descriptive Statistics 1.12 Frequency Distributions 1.13 Measures of Central Tendency 1.14 Measures of Variability
		PS.1.5 Compare quantitative and qualitative research strategies including experiments, surveys, focus groups, and narratives as the foundation of research in psychology.	Pages 17-34 Chapter 1: The Science of Psychology 1.5-1.10 Scientific Research 1.7 Descriptive Methods 1.8 Correlations: Finding Relationships 1.9: The Experiment 1.10 Experimental Hazards and

				Controlling for Effects
		PS.2 The student will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.	PS.2.1 Identify and describe the structure and function of major brain systems, including the major parts of the brainstem, limbic system and cerebral cortex.	Pages 73-81 Chapter 2: The Biological Perspective 2.6-2.10 From the Bottom Up: The Structures of the Brain 2.6 The Hindbrain 2.7 Structures Under the Cortex: The Limbic System 2.8 The Cortex
			PS.2.2 Identify the parts of a neuron and explain how the process of neural transmission affects behavior and mental processes.	Pages 56-64 Chapter 2: The Biological Perspective 2.1-2.3 Neurons and Neurotransmitters 2.1 Structure of the Neuron: The Nervous System's Building Block 2.2 Generating the Message Within the Neuron: The Neural Impulse 2.3 Neurotransmission
			PS.2.3 Explain the processes of sensation, including the structures and functions of visual, auditory, kinesthetic/vestibular, and chemical sensory systems.	Pages 104-106, 107-115, 116-119, 120-123, 124-128 Chapter 3: Sensation and Perception

				<p>3.1-3.3 The ABCs of Sensation 3.4-3.6 The Science of Seeing</p> <p>3.7-3.9 The Hearing Sense: Can You Hear Me Now?</p> <p>3.10-3.11 Chemical Senses: It Tastes Good and Smells Even Better</p> <p>3.12-3.13 The Other Senses: What the Body Knows</p> <p>3.1 Transduction</p> <p>3.2 Sensory Thresholds</p> <p>3.4 Light and the Eye</p> <p>3.5 The Visual Pathway</p> <p>3.6 Perception of Color</p> <p>3.7 Sound Waves and the Ear</p> <p>3.8 Perceiving Pitch</p> <p>3.10 Gustation: How We Taste the World</p> <p>3.11 The Sense of Scents: Olfaction</p> <p>3.12 Somesthetic Senses</p>
		<p>PS.3 The student will describe physical, cognitive, social,</p>	<p>PS.3.1 Explain the interaction of environmental and biological factors in human development including the role of the brain in all aspects of development.</p>	<p>Pages 316-320, 325-328, 346-349, 350-357</p>

		<p>emotional, and language development from conception through the latter stages of adulthood.</p>	<p>PS.3.2 Describe the theories of Jean Piaget, Lawrence Kohlberg, and Erik Erikson regarding human development.</p>	<p>Chapter 8: Development Across the Lifespan</p> <p>8.1-8.1 Studying Human Development</p> <p>8.6-8.8 Infancy and Childhood Development</p> <p>8.12-8.14 Adolescence</p> <p>8.15-8.20 Adulthood and Aging</p> <p>8.2 Nature and Nurture</p> <p>8.6 Physical Development</p> <p>8.12 Physical Development</p> <p>8.16 Cognitive Development</p> <hr/> <p>Pages 329-337, 346-349</p> <p>Chapter 8: Development Across the Lifespan</p> <p>Classic Studies in Psychology: The Visual Cliff</p> <p>8.12-8.14 Adolescence</p> <p>8.7 Cognitive Development</p> <p>8.13 Cognitive Development</p>
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				8.14 Psychosocial Development
			PS.3.3 Explain the social, cognitive and neurological factors in learning.	<p>Pages 216-220, 221-223</p> <p>Chapter 5: Learning</p> <p>5.10-5.12 Cognitive Learning Theory</p> <p>5.13-5.14 Observational Learning</p> <p>5.10 Tolman’s Maze-Running Rats: Latent Learning</p> <p>5.11 Köhler’s Smart Chimp: Insight Learning</p> <p>5.12 Seligman’s Depressed Dogs: Learned Helplessness</p> <p>5.13 Bandura and the Bobo Doll</p> <p>5.14 The Four Elements of Observational Learning</p>
			PS.3.4 Identify and explain the major theories of learning including classical conditioning, operant conditioning, social learning theory, and insight learning.	<p>Pages 188-197, 198-211, 216-220, 221-223</p> <p>Chapter 5: Learning</p> <p>5.2-5.3 It Makes Your Mouth Water: Classical Conditioning</p>

				<p>5.4-5.9 What's in It for Me? Operant Conditioning</p> <p>5.10-5.12 Cognitive Learning Theory</p> <p>5.13-5.14 Observational Learning</p> <p>5.2 Pavlov and the Salivating Dogs</p> <p>5.3 Classical Conditioning Applied to Human Behavior</p> <p>5.4 The Contributions of Thorndike and Skinner</p> <p>5.5 The Concept of Reinforcement</p> <p>5.6 Schedules of Reinforcement: Why the One-Armed Bandit Is So Seductive</p> <p>5.7 The Role of Punishment in Operant Conditioning</p> <p>5.8 Other Aspects of Operant Conditioning</p> <p>5.9 Applications of Operant Conditioning: Shaping and Behavior Modification</p>
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				<p>5.11 Köhler’s Smart Chimp: Insight Learning</p> <p>5.13 Bandura and the Bobo Doll</p> <p>5.14 The Four Elements of Observational Learning</p>
			<p>PS.3.5 Describe the process, organization, and factors that influence encoding, storing, retrieving and forgetting memories.</p>	<p>Pages 230-232, 245-248, 249-254, 256-258</p> <p>Chapter 6: Memory</p> <p>6.1-6.2 What is Memory?</p> <p>6.6-6.9 Getting It Out: Retrieval of Long-Term Memories Classic Studies in Psychology: Elizabeth Loftus and Eyewitnesses</p> <p>6.10–6.11 What Were We Talking About? Forgetting</p> <p>6.1 Three Processes of Memory</p> <p>6.6 Retrieval Cues</p> <p>6.7 Recall and Recognition</p> <p>6.9 The Reconstructive Nature of Long-Term Memory Retrieval: How Reliable Are Memories?</p> <p>6.10 Ebbinghaus and the Forgetting Curve</p>

		PS.4 The student will understand the principles of motivation and emotion.	PS.4.1 Explain how theories of motivation and emotion apply to behavior and mental processes.	6.11 Reasons We Forget Pages 364-373, 379-387 Chapter 9: Motivation and Emotion 9.1-9.5 Understanding Motivation 9.8-9.10 Emotion 9.2 Early Approaches to Understanding Motivation 9.3 Different Strokes for Different Folks: Psychological Needs 9.4 Arousal and Incentive Approaches 9.5 Humanistic Approaches 9.9 Early Theories of Emotion 9.10 Cognitive Theories of Emotion
			PS.4.2 Compare the predominant theories of motivation including drive-reduction, self-determination, instinct, conflicts, and sensation-seeking.	Pages 364-373 Chapter 9: Motivation and Emotion 9.1-9.5 Understanding Motivation 9.2 Early Approaches to Understanding Motivation

				9.4 Arousal and Incentive Approaches
				9.5 Humanistic Approaches
		PS.5 The student will examine how psychological disorders are diagnosed, classified, and treated.	PS. 5.1 Examine how psychologists use integrated approaches and evidence-based practices to understand and treat psychological disorders.	<p>Pages 576-581, 582-591, 592-594, 595-600</p> <p>Chapter 14: Psychological Therapies</p> <p>14.2-14.3 Insight Therapies: Psychodynamic and Humanistic Approaches</p> <p>14.4–14.5 Action Therapies: Behavior Therapies and Cognitive Therapies</p> <p>14.6–14.7 Group Therapies: Not Just for the Shy</p> <p>14.8–14.9 Does Psychotherapy Really Work?</p> <p>14.2 Psychotherapy Begins: Freud’s Psychoanalysis</p> <p>14.3 Humanistic Therapy: To Err Is Human</p> <p>14.4 Behavior Therapies: Learning One’s Way to Better Behavior</p> <p>14.5 Cognitive Therapies: Thinking Is Believing</p>

				<p>14.6 Types of Group Therapies</p> <p>14.9 Characteristics of Effective Therapy</p>
			<p>PS.5.2 Describe the symptoms and possible causes of categories of mental disorders, including neurodevelopmental, schizophrenic spectrum, depressive, bipolar, anxiety, obsessive-compulsive, dissociative, trauma/stressor-related, eating, and personality disorders.</p>	<p>Pages 539-543, 544-551, 552-555, 556-557, 558-560, 561-565</p> <p>Chapter 13: Psychological Disorders</p> <p>13.4–13.5 Disorders of Mood: The Effect of Affect</p> <p>13.6–13.8 Disorders of Anxiety, Trauma, and Stress: What, Me Worry?</p> <p>13.9–13.10 Dissociative Disorders: Altered Identities</p> <p>13.11 Eating Disorders</p> <p>13.12–13.13 Personality Disorders: I’m Okay, It’s Everyone Else Who’s Weird</p> <p>13.14–13.15 Schizophrenia: Altered Reality</p> <p>13.4 Major Depressive Disorder and Bipolar Disorders</p> <p>13.5 Causes of Disordered Mood</p>

				<p>13.6 Anxiety Disorders</p> <p>13.7 Other Disorders Related to Anxiety</p> <p>13.8 Causes of Anxiety, Trauma, and Stress Disorders</p> <p>13.9 Types of Dissociative Disorders</p> <p>13.10 Causes of Dissociative Disorders</p> <p>13.12 Categories of Personality Disorders</p> <p>13.13 Causes of Personality Disorders</p> <p>13.14 Symptoms of Schizophrenia</p> <p>13.15 Causes of Schizophrenia</p>
			<p>PS.5.3 Describe the research and trends in the treatment of psychological disorders.</p>	<p>Pages 574-575, 576-581, 582-591, 592-594, 595-600, 602-611</p> <p>Chapter 14: Psychological Therapies</p> <p>14.1 Treatment of Psychological Disorders: Past to Present</p> <p>14.2-14.3 Insight Therapies: Psychodynamic and</p>

				Humanistic Approaches 14.4–14.5 Action Therapies: Behavior Therapies and Cognitive Therapies 14.6–14.7 Group Therapies: Not Just for the Shy 14.8–14.9 Does Psychotherapy Really Work? 14.10–14.12 Biomedical Therapies 14.2 Psychotherapy Begins: Freud’s Psychoanalysis 14.3 Humanistic Therapy: To Err Is Human 14.4 Behavior Therapies: Learning One’s Way to Better Behavior 14.5 Cognitive Therapies: Thinking Is Believing 14.6 Types of Group Therapies 14.9 Characteristics of Effective Therapy 14.10 Psychopharmacology 14.11 ECT and Psychosurgery 14.12 Emerging Techniques
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		<p>PS.6 The student will evaluate the many factors that promote mental health.</p>	<p>PS.6.1 Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress.</p>	<p>Pages 398-407, 408-424, 425-431</p> <p>Chapter 10: Stress and Health</p> <p>10.1-10.3 Stress and Stressors</p> <p>10.4–10.9 Physiological Factors: Stress and Health</p> <p>10.10–10.13 Coping with Stress</p> <p>10.2 Environmental Stressors: Life’s Ups and Downs</p> <p>10.3 Psychological Stressors: What, Me Worry?</p> <p>10.5 The Immune System and Stress</p> <p>10.9 Social and Cultural Factors in Stress: People Who Need People</p> <p>10.10 Coping Strategies</p>
			<p>PS.6.2 Explain how physical, psychological, and social factors combine to promote overall health and well-being.</p>	<p>Pages 408-424, 425-431</p> <p>Chapter 10: Stress and Health</p> <p>10.4–10.9 Physiological Factors: Stress and Health</p> <p>10.10–10.13 Coping with Stress</p>

			<p>10.4 The General Adaptation Syndrome</p> <p>10.5 The Immune System and Stress</p> <p>10.11 How Social Support Affects Coping</p> <p>10.12 How Culture Affects Coping</p> <p>10.13 How Religion Affects Coping</p>	
			<p>PS.6.3 Examine the influence of the social situation on individual behavior and mental processes, including persuasion, conformity and obedience.</p>	<p>Pages 438-448, 450-460</p> <p>Chapter 11: Social Psychology</p> <p>11.1-11.4 Social Influence</p> <p>11.5–11.9 Social Cognition</p> <p>11.1 Conformity</p> <p>11.4 Obedience</p> <p>11.6 Attitude Change: The Art of Persuasion</p>
			<p>PS.6.4 Explain how biological, cognitive, environmental, and social factors can produce or influence emotional states, and how positive or negative emotions can affect thinking and action.</p>	<p>Pages 379-387, 388-390</p> <p>Chapter 9: Motivation and Emotion</p> <p>9.8-9.10 Emotion Classic Studies in Psychology: The Angry/Happy Man</p> <p>9.8 The Three Elements of Emotion</p>

				<p>9.9 Early Theories of Emotion</p> <p>9.10 Cognitive Theories of Emotion</p>
			<p>PS.6.5 Explain how positive psychology approaches mental health, identifying factors that lead to well-being, including resilience, positive emotions and expressing gratitude.</p>	<p>Pages 500-503, 612-613</p> <p>Chapter 12: Theories of Personality Chapter 14: Psychological Therapies</p> <p>12.8–12.9 The Third Force: Humanism and Personality</p> <p>14.13 Lifestyle Factors: Fostering Resilience</p> <p>12.9 Current Thoughts on the Humanistic View of Personality</p>