

BEMIDJI AREA SCHOOLS
SOCIAL STUDIES LEARNER OUTCOMES
General Psychology II
Grades 9-12

What students should know:

1. Know theories of human behavior, learning or development
2. Know methods and techniques of primary research (e.g., interview techniques, narrative reporting, record keeping)
3. Know legal and ethical procedures related to research (e.g., copyright laws, use of human subjects)

What students should do:

1. Refine a topic unto a clear statement of a research problem with subproblems
2. Create a plan for collecting data:
 - a. evaluate feasibility (e.g., access, confidentiality, obligations)
 - b. establish a process for conducting observations and recording descriptions
3. Gather and analyze data
4. Communicate findings:
 - a. describe key scenes, people, dialogue and or places
 - b. compare findings to theories of human interaction, learning or development
 - c. make conclusions based on findings
 - d. identify implications for further study

District Learner Outcomes:

I. Personality Theory & Measurement

1. Define personality. Evaluate the validity of personality as a psychological concept.
2. Describe the Freudian concept of “psychic structures” and how these structures are hypothesized to work in relation to personality.
3. Describe and evaluate the concept of psychosexual development.
4. Compare the views of neoanalysts such as Carl Jung, Karen Horney, Alfred Adler and Erik Erikson to Freud's traditional psychoanalytic views.
5. Evaluate the history and relevance of psychodynamic / analytic theories of personality.
6. Define *trait* and evaluate trait theories of personality.
7. Describe and critique the contribution to trait theories made by Gordon Allport in terms of how such contributions enhance or detract from understanding personality psychologically.
8. Explain the trait theory views of Hans Eysenck and Raymond Cattell.
9. Discuss the historical and contemporary significance of trait theories in understanding personality.
10. Describe, compare and contrast the personality theories of behaviorism and social-learning theorists. Evaluate learning-theory approaches to personality.
11. Describe and critique the humanist / phenomenological theories of personality advocated by Abraham Maslow, Carl Rogers and George Kelly.
12. Differentiate between objective and projective personality testing/evaluation.

13. Know and evaluate the primary research techniques used to study personality.
14. Explain ethical considerations related to personality research.

II. Motivation and Emotion

1. Discuss the drive reduction theory of motivation by explaining motives, needs, drives and incentives.
2. Describe and compare the instinct and humanistic theories of motivation.
3. Explain homeostasis as a biological process with an impact on motivational states.
4. Explain and evaluate research conclusions on hunger and thirst drives.
5. Discuss and evaluate the concept of stimulus motives.
6. Explain the concept of optimal arousal.
7. Evaluate the assumptions of the Yerkes-Dodson Law.
8. Explain the concept of social motives. Evaluate research conclusions regarding the following alleged social motives: nPower, nAch, nAff.
9. Define emotion and evaluate the role emotions play in human behavior.
10. Describe, compare and evaluate the Bridges/Stroufe and Izard theories of emotional development.
11. Explain and evaluate the James-Lange, Cannon-Bard and Cognitive Appraisal theories of emotion.

III. Abnormal Behavior & Psychological Disorders

1. Define abnormal behavior and use theories of personality and motivation to formulate a clear statement of a research problem regarding the cause of psychological disorders.
2. Create a plan for collecting data to evaluate the research statement.
 - a. evaluate the feasibility of the plan and establish a process for conducting observations and recording descriptions.
 - b. gather and analyze data using primary and secondary sources.
 - c. communicate findings by describing key issues, comparing findings to basic theories of human behavior.
 - d. present conclusions and identify implications for further study and effective treatment of psychological disorders.
3. Describe the symptoms of the major anxiety disorders. Use research findings to evaluate explanations of origins and causation.
4. Describe the symptoms of dissociative disorders. Use research findings to evaluate possible explanations of origins and causation.
5. Describe the symptoms of somatoform disorders. Use research findings to evaluate explanations of origins and causation.
6. Describe the symptoms of eating disorders. Use research findings to evaluate possible origins and causation.
7. Describe the symptoms of the major affective disorders. Use research findings to evaluate explanations of origins and causation.
8. Describe the symptoms of schizophrenia. Use research findings to evaluate explanations of causation.
9. Identify and describe each specific category of schizophrenia.
10. Describe the symptoms and characteristics of personality disorders. Discuss implications regarding the cause of personality disorders.

11. Define anti-social personality and discuss causation.

IV: Treatment of Psychological Disorders.

1. Define psychotherapy and evaluate the history and treatment of psychological disorders.
2. Describe and evaluate the goals and effectiveness of traditional psychoanalysis.
3. Compare and contrast modern psychoanalytic methodology with Freud's traditional method.
4. Describe and critique the central theme of all phenomenological/humanist therapies.
5. Define and evaluate the goals and processes of person-centered and transactional analysis therapies.
6. Evaluate the assumptions and processes of cognitive therapy.
7. Explain and evaluate the goal and process of rational-emotive therapy.
8. Describe the method and consider the effectiveness of cognitive restructuring.
9. Describe the goals and methods of the primary behavior therapy procedures.
10. Evaluate the effectiveness of behavior therapy.
11. Describe, and explain the reasons for use, of chemotherapy in treating specific disorders. Consider the ethical issues regarding the use of electroconvulsive therapy and psychosurgery. Describe accepted contemporary scenarios for use of these methods.