

## Connecting Themes/Enduring Understandings Used in Psychology

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout the courses. Following the term is an enduring understanding that gives focus to the theme and, in parentheses, the grades or courses where they appear. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

**Human Environmental Interaction:** The student will understand that humans, their society, and the environment affect each other.

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society

Psychology Curriculum Map for the Georgia Standards of Excellence in Social Studies

The following curriculum map is part of a GaDOE collection of Unit Frameworks for the Psychology Social Studies Course.

Unit #/Title	Unit 1: Connecting Themes	Unit 2: History & Approaches in Psychology	Unit 3: Research Methods	Unit 4: Biological Foundations of Psychology
<b>GSE for Social Studies</b>	<b>The focus of this first unit is on the concepts and enduring understandings rather than specific standards.</b>	SSPFR1; SSPVB2	SSPFR2; SSPSP1d	SSPBF1; SSPBF2; SSPBF3; SSPBF4; SSPBF5
<b>Key Concepts</b>	Beliefs and Ideals Human Environment Interaction Individuals, Groups, Institutions Technological Innovation	Key figures & perspective (FR1b) Occupations & Subfields of Psychology (FR1c) Define the field of psychology (FR1a) Psychodynamic Theory (VB2a) Humanistic Perspective (VB2b) Trait Perspective (VB2c) Social-Cognitive Perspective (VB2d)	Conducting Research (FR2a) Research Methods (FR2b) Elements of a Psychological Experiment (FR2c) Types of Research (FR2d) Descriptive Statistics (FR2e) Ethical Issues (FR2g; SP1d)	Sleep cycle & circadian rhythm (BF2b) Strategies to deal with stress to promote health (BF3b) Basic structures of the eyes & ear, neural pathways, & sensory transduction (BF4a) Causes of hearing & vision deficits (BF4b) Five senses (BF4a & BF4d) Perceptual illusions (BF4e) Major Theories of Sensation & Perception (BF4c) Perspectives of Motivation (BF5a) Theories of Emotion (BF5b) Theories of Sleeping & Dreaming (BF2c) Structure, function & role of the brain, nervous system, & neurons (BF1a & BF1b) Validity of hypnosis (BF2d) Methods used to analyze biological functions (BF1e) The role of genetics in psychological development (BF1f) Altered states of consciousness (BF2a) Physical & psychological issues of Addiction (BF2e) Major drug classes affect on neurotransmission & behaviors (BF2f) Physiological & psychological reactions to stress (BF3a) Top-down processing & bottom-up processing (BF4f)

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Unit #/Title	Unit 5: Behavior, Learning, & Cognition	Unit 6: Variability of Behavior Among Individuals & Groups	Unit 7: Social Psychology
<b>GSE for Social Studies</b>	SSPBC1; SSPBC2; SSPBC3	SSPVB1; SSPVB2; SSPVB3	SSPSP1
<b>Key Concepts</b>	<p>Classical &amp; operant conditioning (BC1c)</p> <p>Changes in behavior &amp; social learning theory (BC1d)</p> <p>Physical changes through development (BC3a)</p> <p>Critical periods in development (BC3d)</p> <p>Learning as change of behavior based on experience (BC1a)</p> <p>Behavioral approach to learning (BC1b)</p> <p>Components of human information processing (BC2a)</p> <p>Strategies that enhance memory (BC2b)</p> <p>Theories of forgetting (BC2c)</p> <p>Problem-solving &amp; decision-making (BC2d)</p> <p>Theories of Language &amp; Language Acquisition (BC3c)</p> <p>Development Models (BC3b)</p>	<p>Psychological Disorders &amp; Treatment Approaches &amp; Impact (VB3a, VB3d, &amp; VB3e)</p> <p>Influence of heredity &amp; environment on intelligence (VB1a)</p> <p>Implications of measurement of intelligence on the individual &amp; the culture (VB1d)</p> <p>Normal vs. disordered behavior (VB3a)</p> <p>Historical &amp; contemporary intelligence tests (VB1c)</p> <p>Personality assessment tools (VB2e)</p> <p>Methods of diagnosis &amp; assessment of psychological disorders (VB3b)</p> <p>Challenges of psychological labeling (VB3d)</p> <p>General &amp; Multiple Intelligences (VB1a)</p> <p>Levels of intelligence (VB1e)</p> <p>Personality Theories (VB2)</p>	<p>Influence of the social environment on the individual (SP1a)</p> <p>Attribution &amp; Cognitive Dissonance Theories pertaining to social judgements &amp; attitudes (SP1b)</p> <p>Factors that contribute to affiliation &amp; attraction (SP1c)</p> <p>Influence of the social environment on the individual (SP1a)</p> <p>Ethics of experimentation in social psychology (SP1d)</p>