

**Content Area: Social Studies  
Grade/Course: Psychology / ACCN: CSD2200**

<b>Strand</b>	<b>Psychology</b>
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<b>Topic</b>	Associative Learning		
<b>Benchmark SS.12P.1.1</b>	Analyze ways in which classical and operant conditioning achieve behavioral changes		
<b>Sample Performance Assessment (SPA)</b>	The student: Assesses an experiment using classical and operant conditioning to achieve behavioral changes.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Analyze ways in which classical and operant conditioning achieve behavioral changes, drawing relevant conclusions supported by clear and precise detail	Analyze ways in which classical and operant conditioning achieve behavioral changes, drawing relevant conclusions	Analyze ways in which classical and operant conditioning achieve behavioral changes, drawing partially relevant conclusions	Ineffectively analyze ways in which classical and operant conditioning achieve behavioral changes

<b>Topic</b>	Associative Learning		
<b>Benchmark SS.12P.1.2</b>	Examine the results of social cognitive theory on knowledge acquisition and learning		
<b>Sample Performance Assessment (SPA)</b>	The student: Investigates Bandura's experimental methods by modeling a behavior for another person (e.g., folding a napkin) and taking notes about the learning of the subject; attempts to elicit the same behavior using classical conditioning and compares the two methods.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Examine the results of social cognitive theory on knowledge acquisition and learning, drawing relevant conclusions supported by clear and precise detail	Examine the results of social cognitive theory on knowledge acquisition and learning, drawing relevant conclusions	Examine the results of social cognitive theory on knowledge acquisition and learning, drawing partially relevant conclusions	Ineffectively examine the results of social cognitive theory on knowledge acquisition and learning

<b>Topic</b>	Nature v. Nurture		
<b>Benchmark SS.12P.1.3</b>	Explain the effects of heredity vs. environment controversy as it relates to intelligence		
<b>Sample Performance Assessment (SPA)</b>	The student: Explains how differences in test scores can be attributed to heredity-environment interaction.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>

Explain, with clear and precise detail, the effects of heredity vs. environment on intelligence tests	Explain, with detail, the effects of heredity vs. environment on intelligence tests	Explain, with minimal detail, the effects of heredity vs. environment on intelligence tests	Ineffectively explain the effects of heredity vs. environment on intelligence tests
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<b>Topic</b>	Human Development		
<b>Benchmark SS.12P.2.1</b>	Analyze the significant aspects of major theories of human development (e.g., Piaget, Erikson, Freud, Gilligan, Kohlberg)		
<b>Sample Performance Assessment (SPA)</b>	The student: Compares the developmental theories of Piaget, Erickson, Gilligan, and Kohlberg.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Analyze the significant aspects of the major theories of human development, drawing relevant conclusions supported by clear and precise detail	Analyze the significant aspects of the major theories of human development, drawing relevant conclusions	Analyze the significant aspects of the major theories of human development, drawing partially relevant conclusions	Ineffectively analyze the significant aspects of the major theories of human development

<b>Topic</b>	Human Development		
<b>Benchmark SS.12P.2.2</b>	Describe the physical, mental, and emotional changes that occur throughout life		
<b>Sample Performance Assessment (SPA)</b>	The student: Identifies a variety of changes that occur during infancy, young adulthood, middle age, and old age and explains different ways people react to these changes.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Describe, with clear and precise detail, the physical, mental, and emotional changes that occur throughout life	Describe, with detail, the physical, mental, and emotional changes that occur throughout life	Describe, with minimal detail, the physical, mental, and emotional changes that occur throughout life	Ineffectively describe the physical, mental, and emotional changes that occur throughout life
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<b>Topic</b>	Personality Assessment		
<b>Benchmark SS.12P.3.1</b>	Analyze the characteristics of the major personality theories (e.g., psychoanalytic, cognitive, humanistic, and trait approaches)		
<b>Sample Performance Assessment (SPA)</b>	The student: Compares the major personality theories.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>

Analyze the characteristics of the major personality theories, drawing relevant and insightful conclusions supported by clear and precise details	Analyze the characteristics of the major personality theories, drawing relevant conclusions	Analyze the characteristics of the major personality theories, drawing partially relevant conclusions	Ineffectively analyze the characteristics of the major personality theories
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<b>Topic</b>	Personality Assessment		
<b>Benchmark SS.12P.3.2</b>	Analyze various tests (e.g., the Thematic Apperception Test [TAT], the Rorschach Test) and techniques that have been used to assess personality traits		
<b>Sample Performance Assessment (SPA)</b>	The student: Compares different personality tests and evaluates the pros and cons of each test.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Analyze various tests and techniques that have been used to assess personality traits, using relevant and insightful examples supported by clear and precise detail	Analyze various tests and techniques that have been used to assess personality traits, using relevant examples	Analyze various tests and techniques that have been used to assess personality traits, using partially relevant examples	Ineffectively analyze various tests and techniques that have been used to assess personality traits
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<b>Topic</b>	Characteristics of Disorders		
<b>Benchmark SS.12P.4.1</b>	Describe anxiety disorders (e.g., generalized anxiety disorder, phobic disorders, obsessive-compulsive disorder), somatoform disorders (e.g., conversion disorder, hypochondriasis), and dissociative disorders (e.g., amnesia, fugue, and multiple personality disorder)		
<b>Sample Performance Assessment (SPA)</b>	The student: Describes the behavior of persons with an anxiety disorder, a somatoform disorder, and a dissociative disorder.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Describe anxiety disorders, somatoform disorders, and dissociative disorders, with clear and precise detail	Describe anxiety disorders, somatoform disorders, and dissociative disorders, with detail	Describe anxiety disorders, somatoform disorders, and dissociative disorders, with minimal detail	Ineffectively describe anxiety disorders, somatoform disorders, or dissociative disorders

<b>Topic</b>	Characteristics of Disorders		
<b>Benchmark SS.12P.4.2</b>	Identify the symptoms and types of affective or mood disorders (e.g., major depressive disorder, bipolar disorder, dysthymic disorder)		

<b>Sample Performance Assessment (SPA)</b>	The student: Describes the behavior of a person with a mood disorder.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Identify the symptoms and types of mood disorders, with no errors	Identify the symptoms and types of mood disorders, with no significant errors	Identify the symptoms and types of mood disorders, with a few significant errors	Ineffectively identify the symptoms and types of mood disorders

<b>Topic</b>	Characteristics of Disorders		
<b>Benchmark SS.12P.4.3</b>	Describe the symptoms of schizophrenia, personality disorders, and childhood disorders (e.g. attention-deficit disorder, autistic disorder)		
<b>Sample Performance Assessment (SPA)</b>	The student: Describes the behavior of persons with schizophrenia and a personality disorder and a child with autistic disorder.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Describe the symptoms of schizophrenia, personality disorders, and childhood disorders, with no errors	Describe the symptoms of schizophrenia, personality disorders, and childhood disorders, with no significant errors	Describe the symptoms of schizophrenia, personality disorders, and childhood disorders, with a few significant errors	Ineffectively describe the symptoms of schizophrenia, personality disorders, and childhood disorders.

<b>Topic</b>	Defining Disorders		
<b>Benchmark SS.12P.4.4</b>	Analyze the current therapies (e.g. psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders		
<b>Sample Performance Assessment (SPA)</b>	The student: Compares and critiques, orally or in writing, the current therapies (e.g., psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Analyze the current therapies (e.g. psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders, drawing relevant conclusions as to their effectiveness supported by clear and precise detail	Analyze the current therapies (e.g. psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders, drawing relevant conclusions as to their effectiveness	Describe the current therapies (e.g. psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders, drawing partially relevant conclusions as to their effectiveness	Ineffectively assess the current therapies (e.g. psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders