



UNDERSTANDING Psychology

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| STANDARDS | | PAGE REFERENCES |
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| <p>Psychology</p> <p><i>This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, development, cognition, personality, assessment and mental health, and the socio-cultural and biological bases of behavior.</i></p> <p><i>At the high school level, Indiana’s academic standards for social studies provide standards for specific courses that focus on one of the content areas that make up the core of the social studies curriculum: history; government; geography; economics; psychology, sociology, and anthropology. One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.</i></p> | | |
| <p>Standard 1</p> <p>The Scientific Method</p> <p><i>Students will understand the development of psychology as an empirical science by describing the scientific method, explaining research strategies, and identifying ethical issues.</i></p> | | |
| P.1.1 | List and explain the reasons for studying the methodology of psychology. | <p>Student Edition: 7-13 <i>Psychology and You</i> 8 <i>Psychology Journal</i> 6 <i>Reading Check</i> 8 <i>The Scientific Method</i> 12</p> <p>Teacher Wraparound Edition: F 7; TML 6</p> |

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| P.1.2 | Differentiate between descriptive and experimental research methods. | Student Edition: 39-40, 48 <i>Experimental Research 40</i> |
| P.1.3 | List and describe key concepts in descriptive and experimental research. | Student Edition: 39-40 <i>Experimental Research 40</i> |
| P.1.4 | Explain the relationship among independent and dependent variables and experimental and control groups. | Student Edition: 39-40 <i>Experimental Research 40</i> Teacher Wraparound Edition: CTA 38; R 40; VI 40 |
| P.1.5 | Distinguish between scientific and nonscientific research. | Student Edition: 12-13, 35-37 <i>Reading Check 13</i> |
| P.1.6 | List and describe the key concepts, and follow the ethical guidelines created and supported by the American Psychological Association regarding the use of human and animal subjects. | Student Edition: 40-41 Teacher Wraparound Edition: E 41 |
| P.1.7 | Identify ethical issues in psychological research. | Student Edition: 40-41 Teacher Wraparound Edition: E 41 |
| P.1.8 | Apply the principles of research design to an appropriate experiment. | Student Edition: 37-40 <i>A Correlational Study 39</i> <i>Experimental Research 40</i> Teacher Wraparound Edition: PLE 39 |
| P.1.9 | Describe and compare quantitative and qualitative research strategies. | Student Edition: 36-40 Teacher Wraparound Edition: CLA 36; T 36 |
| P.1.10 | Create a testable hypothesis and design and carry out appropriate research. | Student Edition: <i>Analyzing the Case Study 46</i> <i>Case Studies 46</i> <i>Experimental Research 40</i> Teacher Wraparound Edition: VI 40 |

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| P.1.11 Discuss the problems of attributing cause and effect to the outcomes of descriptive research. | Student Edition: 53-54 Teacher Wraparound Edition: E 54 |
| Standard 2 Development | |
| <i>Students will explain the process of how humans grow, learn, and adapt to their environment.</i> | |
| P.2.1 Explain the role of prenatal, perinatal, and post-natal development in human behavior. | Student Edition: 62-68 <i>Did You Know?</i> 63 <i>More About...</i> 62 <i>Reading Check</i> 62 <i>The Flowering of Language</i> 68 <i>The Visual Preferences of Infants</i> 65 Teacher Wraparound Edition: CA 65; CC 66; CLA 62; EC 67; FYI 63; LI 64; TT 65; VI 65 |
| P.2.2 Discuss aspects of life span development (infancy, childhood, adolescence, adulthood, later years, dying, and death). | Student Edition: 62-68, 70-77, 81-86, 93-99, 101-108, 109-115, 116-122, 129-136, 137-143, 144-147 <i>Case Studies</i> 69 <i>Did You Know?</i> 63 <i>How Our Bodies Age</i> 131 <i>Living Long</i> 139 <i>More About...</i> 140 <i>Physical and Motor Development</i> 64 <i>Profiles in Psychology</i> 145 <i>Quick Lab</i> 136 <i>Reading Check</i> 146 <i>Showing Object Permanence</i> 72 <i>The Aging Brain</i> 143 <i>The Flowering of Language</i> 68 <i>Views of Growing Older</i> 138 Teacher Wraparound Edition: C 77, 136; CC 66; CLA 73; CTA 112; EC 76; TT 65; VI 64 |

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| <p>P.2.3 Compare the different ways in which people develop, including physical, social, moral, cognitive, emotional, and language development.</p> | <p>Student Edition: 62-68, 70-77, 81-86, 95-99, 101-108, 109-115, 116-122, 129-136, 137-143 <i>Average Annual Gains in Height</i> 96 <i>Case Studies</i> 69, 100 <i>Levinson’s Theory of Male Development</i> 134 <i>More About...</i> 110 <i>Quick Lab</i> 77, 136 <i>Reading Check</i> 97 <i>Showing Object Permanence</i> 72 <i>The Aging Brain</i> 143 <i>The Flowering of Language</i> 68 <i>Time Reports</i> 90-91</p> <p>Teacher Wraparound Edition: C 77, 86, 99, 136; CTA 73; E 86; EC 76, 107, 135; FYI 83, 94; PJ 74; PLE 74; QD 91; R 98; T 94, 130</p> |
| <p>P.2.4 Describe the theories of Piaget, Erikson, and Kohlberg regarding development.</p> | <p>Student Edition: 83, 84-86, 103-104, 105 <i>Erikson’s Stages of Psychosocial Development</i> 84 <i>Kohlberg’s Stages of Moral Development</i> 86 <i>Piaget’s Stages of Cognitive Development</i> 75 <i>Profiles in Psychology</i> 73, 106 <i>Reading Check</i> 83</p> <p>Teacher Wraparound Edition: CA 86; CTA 104; EC 84; FYI 104, 106; PIP 73; PLE 105; T 71; VI 84, 86</p> |
| <p>P.2.5 Compare children’s thinking at different stages of cognitive development.</p> | <p>Student Edition: 71-73, 74, 76-77 <i>Object Permanence</i> 72 <i>Piaget’s Stages of Cognitive Development</i> 75 <i>Tasks to Measure Conservation</i> 74</p> <p>Teacher Wraparound Edition: PLE 74</p> |
| <p>P.2.6 Identify and compare the level of moral reasoning from Kohlberg’s stages of moral development.</p> | <p>Student Edition: 84-86 <i>Kohlberg’s Stages of Moral Development</i> 86</p> <p>Teacher Wraparound Edition: CA 86; EC 84; VI 86</p> |

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| P.2.7 | Design and conduct experiments related to cognitive, emotional, motor, moral, and language development. | Student Edition: <i>Skills Handbook</i> 622 Teacher Wraparound Edition: MSN 72, 103; PLE 74, 113, 133; T 622 |
| Standard 3 Cognition | | |
| <i>Students will understand how organisms adapt to their environment through learning, information processing, and memory.</i> | | |
| P.3.1 | Explain learning, including operant, classical, associational, and social learning. (Sociology) | Student Edition: 241-248, 250-258, 259-266 <i>A Skinner Box</i> 252 <i>Case Studies</i> 249 <i>Classical Conditioning Experiment</i> 243 <i>Classical Conditioning vs. Operant Conditioning</i> 48 <i>Did You Know?</i> 246 <i>Examples of Common Conditioned Responses</i> 247 <i>How Social Learning Works</i> 264 <i>Learned Helplessness</i> 261 <i>More About...</i> 262 <i>Operant Conditioning</i> 251 <i>Profiles in Psychology</i> 245 <i>Psychology and You</i> 264 <i>Quick Lab</i> 253 <i>Reading Check</i> 246, 251 <i>The Imitation of Others</i> 263 Teacher Wraparound Edition: AP 263; C 248, 258, 266; CC 243, 246; CLA 251; CTA 253; E 248; ICA 264; MSN 252; PJ 254; PLE 245; VI 248 |
| P.3.2 | Differentiate between learning, reflexes, and fixed-action patterns. | Student Edition: 62-63, 253, 260 <i>More About...</i> 62 <i>Newborn Reflexes</i> 63 Teacher Wraparound Edition: R 248 |

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| <p>P.3.3 Describe the characteristics and operation of short-term and long-term memory.</p> | <p>Student Edition: 274-279 <i>Stages of Memory</i> 275 <i>Three Systems of Memory</i> 278 <i>Time Reports</i> 180-181 <i>Using Short-Term Memory</i> 277 Teacher Wraparound Edition: D 278; FYI 242; VI 277</p> |
| <p>P.3.4 Identify factors that interfere with memory.</p> | <p>Student Edition: 285-287 <i>Did You Know?</i> 277, 286 <i>Profiles in Psychology</i> 285 <i>Psychology and You</i> 288 <i>Time Reports</i> 180-181 Teacher Wraparound Edition: CA 286</p> |
| <p>P.3.5 Describe mnemonic techniques for improving memory.</p> | <p>Student Edition: 287-288 <i>Quick Lab</i> 287 <i>Reading Check</i> 288 Teacher Wraparound Edition: E 288; ICA 287</p> |
| <p>P.3.6 Identify the brain structures related to memory.</p> | <p>Student Edition: 274, 279-280 <i>Memory Centers in the Brain</i> 280 <i>Time Reports</i> 180-181 Teacher Wraparound Edition: CA 280; VI 280</p> |
| <p>P.3.7 Explain cognition from both developmental and information processing perspectives.</p> | <p>Student Edition: 70-77, 273-280, 282-288 <i>Memory Centers in the Brain</i> 280 <i>More About...</i> 284 <i>Piaget's Stages of Cognitive Development</i> 75 <i>Psychology and You</i> 283 <i>The Processes of Memory</i> 274 Teacher Wraparound Edition: C 280; PJ 74; PLE 74; SI 73; VI 274</p> |

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| <p>P.3.8 Examine the roles of reinforcement and punishment as ways of understanding and modifying behavior.</p> | <p>Student Edition: 250-258 <i>Aversive Stimuli</i> 258 <i>Operant Conditioning</i> 251 <i>Partial Schedules of Reinforcement</i> 254 <i>Quick Lab</i> 253 Teacher Wraparound Edition: CA 251; CLA 251; DR 254; LI 256; PJ 254; VI 251</p> |
| <p>P.3.9 Explain the principles of classical conditioning, operant conditioning, observational learning, and associational learning to daily life.</p> | <p>Student Edition: 241-248, 250-258, 262 <i>Case Studies</i> 249 <i>Did You Know?</i> 246 <i>Examples of Common Conditioned Responses</i> 247 <i>More About...</i> 262 <i>Quick Lab</i> 253 <i>Reading Check</i> 246, 262 Teacher Wraparound Edition: DRJ 245; MSN 243; P 246</p> |
| <p>P.3.10 Create and carry out a plan for changing one's own behavior.</p> | <p>Student Edition: 263-266 <i>Improving Study Habits</i> 265 Teacher Wraparound Edition: AP 263</p> |
| <p>P.3.11 Provide examples of learning from daily life.</p> | <p>Student Edition: <i>Did You Know?</i> 246 <i>Examples of Common Conditioned Responses</i> 247 <i>More About...</i> 262 <i>Psychology and You</i> 473 Teacher Wraparound Edition: DRJ 245; MSN 243; P 246</p> |
| <p>P.3.12 Apply mnemonics techniques to learning situations.</p> | <p>Student Edition: 288 <i>Reading Check</i> 288 Teacher Wraparound Edition: E 288</p> |

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| <p>Standard 4 Personality, Assessment, and Mental Health</p> <p><i>Students will recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives, and emotions that characterize an individual. They will also identify the different types and functions of assessment instruments; understand the factors that contribute to mental health, stress, and mental illness, and identify approaches for treatment of mental health problems.</i></p> | |
| <p>P.4.1 Identify the factors that may influence the formation of personality. (Sociology)</p> | <p>Student Edition: 376-377, 378-386, 387-390, 392-397, 398-403 <i>More About...</i> 383, 396 <i>Theories of Personality</i> 403 Teacher Wraparound Edition: C 377; FYI 395; P 382; PLE 382</p> |
| <p>P.4.2 Identify and describe the characteristics of the major personality theories.</p> | <p>Student Edition: 378-386, 387-390, 392-397, 398-403 <i>Bandura's Social Cognitive Theory</i> 390 <i>B.F. Skinner's Box</i> 388 <i>Defense Mechanisms</i> 382 <i>Freud's Model</i> 379 <i>Theories of Personality</i> 403 Teacher Wraparound Edition: C 390, 397; E 390; FYI 395; PJ 393; R 390; T 392; VI 382</p> |
| <p>P.4.3 Distinguish between objective and projective techniques of personality assessment.</p> | <p>Student Edition: 363-368, 392 <i>Taking the Rorschach Test</i> 366 Teacher Wraparound Edition: PLE 367; T 364</p> |
| <p>P.4.4 Describe tests used in personality assessment.</p> | <p>Student Edition: 363-368 <i>Cattell's Sixteen Source Traits</i> 400 <i>Eysenck's Personality Table</i> 401 Teacher Wraparound Edition: E 368; PLE 402; R 367, 402; T 364; TT 364</p> |
| <p>P.4.5 Distinguish between stress and distress.</p> | <p>Student Edition: 413-414, 416-418 (examples of stressors) <i>Suffering from Stress</i> 414 Teacher Wraparound Edition: MSN 415; T 414</p> |

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| P.4.6 Identify environmental factors that lead to stress. | Student Edition: 413-414, 416-419 <i>Quick Lab</i> 418 <i>Some Daily Hassles</i> 419 <i>The Source Readjustment Rating Scale</i> 417 Teacher Wraparound Edition: C 419; PJ 416; PLE 417; T 414; VI 419 |
| P.4.7 Describe the common characteristics of abnormal behavior. | Student Edition: 448-454 Teacher Wraparound Edition: C 454; CA 448; R 454 |
| P.4.8 Explain how culture influences the definition of abnormal behavior. (Sociology) | Student Edition: 448 <i>Did You Know?</i> 448 <i>Is This Normal?</i> 449 Teacher Wraparound Edition: CA 449; FYI 452 |
| P.4.9 Identify and describe the theories of abnormality. | Student Edition: 445-459, 460-463, 465-473, 474-478 <i>Did You Know?</i> 468 <i>More About...</i> 466 Teacher Wraparound Edition: C 473, 478; CC 475; CLA 466; MSN 467; PJ 462; PLE 469; RG 455 |
| P.4.10 Discuss major categories of abnormal behavior. | Student Edition: 445-459, 460-463, 465-473, 474-478 <i>Case Studies</i> 464 <i>Catatonic Type</i> 468 <i>Major Psychological Disorders of Axis I</i> 452 <i>Reading Check</i> 471, 476 <i>Types of Personality Disorders</i> 475 Teacher Wraparound Edition: C 478; CLA 461; E 471, 472; MSN 476; PJ 476 |

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| <p>P.4.11 Describe availability and appropriateness of various modes of treatment for people with psychological disorders.</p> | <p>Student Edition: 485-492, 494-497, 499-505, 506-510 <i>Did You Know?</i> 504 <i>Group Therapy</i> 490 <i>Kinds of Therapists</i> 489 <i>Reading Check</i> 504 Teacher Wraparound Edition: AP 503; CLA 507; E 505; FYI 503; R 510</p> |
| <p>P.4.12 Describe characteristics of effective treatment and prevention.</p> | <p>Student Edition: 489-492, 494-497, 499-505, 506-510 <i>Did You Know?</i> 504 <i>Group Therapy</i> 490 <i>Humanistic Approaches to Therapy</i> 496 <i>Kinds of Therapists</i> 489 <i>Losing Fears</i> 503 <i>Quick Lab</i> 502 <i>Reading Check</i> 490, 509 Teacher Wraparound Edition: C 492, 505, 510; CC 494, 509; CLA 507; ICA 504; LI 491; MSN 508; TT 490, 502</p> |
| <p>P.4.13 Explain the relationship between mental health categories and the law. (Government)</p> | <p>Student Edition: <i>More About...</i> 450 Teacher Wraparound Edition: CTA 450, 509; EC 491</p> |
| <p>P.4.14 Evaluate the influence of variables, such as culture, family, and genetics on personality development. (Sociology)</p> | <p>Student Edition: 389-390, 396-397 <i>Bandura's Social Cognitive Theory</i> 390 <i>More About...</i> 396 Teacher Wraparound Edition: CA 390; VI 390</p> |
| <p>P.4.15 Explore the impact of socio-cultural factors on personality development. (Sociology)</p> | <p>Student Edition: 389-390, 396-397 <i>Bandura's Social Cognitive Theory</i> 390 <i>More About...</i> 396 Teacher Wraparound Edition: CA 390; E 390; VI 390</p> |

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| P.4.16 Compare and contrast the validity and reliability of objective and projective assessment techniques. | Student Edition: 364-368 <i>Did You Know?</i> 364 Teacher Wraparound Edition: C 368; T 364 |
| P.4.17 Develop a strategy to promote support for individuals with specific mental disorders. | Student Edition: 488-492, 494-497, 500-505 Teacher Wraparound Edition: CTA 496; ICA 504; PJ 489 |
| P.4.18 Locate sources of mental health care providers. | This standard can be met through an internet research of national, state, and local mental health providers as well as during teacher/class discussion. See also careers in psychology to learn about types of mental health care providers. Student Edition: 603-608 |
| P.4.19 Explain how one's outlook (positive or negative) can influence mental health. | Student Edition: 433, 496-497, 500-505 <i>Ellis' ABCs</i> 501 Teacher Wraparound Edition: C 497 |
| P.4.20 Develop a plan for raising a child with a healthy personality. | Student Edition: 76-77, 385 Teacher Wraparound Edition: E 77 |
| P.4.21 Explain antisocial behavior using major personality theories. | Student Edition: 475-476 <i>Types of Personality Disorders</i> 475 Teacher Wraparound Edition: CC 475; T 475 |
| Standard 5 Socio-Cultural Dimensions of Behavior | |
| <i>Students will understand the socio-cultural dimensions of behavior including topics, such as conformity, obedience, perception, attitudes, and the influence of the group on the individual.</i> | |
| P.5.1 Understand how cultural socialization determines social schema development. (Sociology) | Student Edition: 520-525 |

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| P.5.2 Describe the components of culture, such as symbols, language, norms, and values. (Geography, Anthropology) | Student Edition: 545-554 <i>Group Norms</i> 548 <i>Psychology and You</i> 549 Teacher Wraparound Edition: CC 547; EC 551 |
| P.5.3 Explain how perceptions and attitudes develop. | Student Edition: 527-532 Teacher Wraparound Edition: C 532; FYI 528; PJ 529 |
| P.5.4 Describe factors that lead to conformity, obedience, and nonconformity. | Student Edition: 556-558, 564-566 <i>Asch's Experiment</i> 556 <i>Quick Lab</i> 558 <i>Should He Conform?</i> 557 Teacher Wraparound Edition: CA 557; CLA 556; MSN 557 |
| P.5.5 Discuss the role of altruism in society. | Student Edition: 568-570 <i>Would You Help Someone in Need?</i> 569 Teacher Wraparound Edition: C 570; CA 569; E 570; ICA 569 |
| P.5.6 Describe circumstances under which conformity and obedience are likely to occur. | Student Edition: 557-558, 562 <i>Going With the Group</i> 559 <i>More About...</i> 567 <i>Other Cultures</i> 561 Teacher Wraparound Edition: CA 559 |
| P.5.7 Explain how attributions affect our explanations of behavior. | Student Edition: 530-531 <i>Actor-Observer Bias</i> 532 Teacher Wraparound Edition: CA 532; PLE 531; TT 530 |
| P.5.8 List and assess some methods used to change attitudes. Example: team building, knowledge and learning, peer group influence, coercion, economic reward. | Student Edition: 582-588 Teacher Wraparound Edition: T 582 |

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| P.5.9 Explain how economic, social and cultural factors affect behavior. (Economics, Geography, Sociology, Anthropology) | Student Edition: 549-550 Teacher Wraparound Edition: ICA 550 |
| P.5.10 Understand how social structure can affect inter-group relations. (Sociology, Anthropology) | Student Edition: 545-550 <i>Reading Check</i> 549 Teacher Wraparound Edition: TT 550 |
| P.5.11 Identify differences between internal and external attributions. | Student Edition: 530-531 Teacher Wraparound Edition: CTA 530; PLE 531 |
| P.5.12 Discuss conflict and the processes involved in conflict resolution. | Student Edition: 414-416 (conflict situations) 566 (controlling aggression) 566-567 (cooperation) This standard also can be met through class discussion and activities based on resolving conflict using principles of personality assessment described in this text. |
| P.5.13 Explain how bias and discrimination influence behavior. | Student Edition: 588 Teacher Wraparound Edition: ICA 587 |
| P.5.14 Provide positive and negative outcomes of group polarization. (Sociology) | Student Edition: 550-551 <i>Group Polarization</i> 551 Teacher Wraparound Edition: LI 551; VI 551 |
| P.5.15 Compare the factors that lead to conformity and nonconformity. | Student Edition: 557-558 <i>Quick Lab</i> 558 <i>Should He Conform?</i> 557 Teacher Wraparound Edition: PJ 558 |

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| P.5.16 Describe how a social group can influence the behavior of an individual or another group. (Sociology) | Student Edition: 549-550 <i>Performance Factors</i> 550 Teacher Wraparound Edition: CA 550; P 549 |
| P.5.17 Explore the nature of bias and discrimination. | Student Edition: 588 Teacher Wraparound Edition: FYI 586; ICA 587 |
| P.5.18 Explain the role of expectations and stereotypes as they relate to attitude and behavior. | Student Edition: 587-588 <i>Application Activity</i> 588 Teacher Wraparound Edition: ICA 587; PLE 586; R 588 |
| P.5.19 Give examples of the bystander effect*. (Sociology) | Student Edition: 569 <i>Would You Help Someone in Need?</i> 569 Teacher Wraparound Edition: C 570 |
| P.5.20 Compare the effects of cooperation and competition on individuals and groups. | Student Edition: 547, 566-568 |
| P.5.21 Identify and explain sources of attitude formation. * bystander effect: the phenomenon in which someone is less likely to intervene in an emergency when others are present than when alone | Student Edition: 578-580 <i>Attitude Formation Through Classical Conditioning</i> 578 <i>Did You Know?</i> 579 <i>Learning Attitudes</i> 579 Teacher Wraparound Edition: MSN 579 |

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| Standard 6 Biological Bases of Behavior | | |
| <i>Students will investigate the structure, biochemistry, and circuitry of the brain and the nervous system to understand their roles in affecting behavior, including the ability to distinguish between sensation and perception.</i> | | |
| P.6.1 | List and describe the structure and function of the major regions of the brain. | Student Edition: 160-165 <i>Functions of the Brain's Hemispheres</i> 163 <i>Reading Check</i> 162 <i>The Cerebral Cortex</i> 162 <i>The Parts of the Brain</i> 161 Teacher Wraparound Edition: CLA 161; T 161 |
| P.6.2 | Identify the role of the corpus callosum. | Student Edition: 161-162 <i>The Parts of the Brain</i> 161 |
| P.6.3 | Describe the structure and function of the neuron in relation to how the brain works. | Student Edition: 156-159 <i>Anatomy of Two Neurons</i> 157 <i>The Nervous System</i> 156 <i>The Synapse</i> 158 Teacher Wraparound Edition: CLA 156; E 159; T 156; TT 157 |
| P.6.4 | Identify the major divisions and subdivisions of the nervous system. | Student Edition: 156-159 <i>Reading Check</i> 157 <i>The Nervous System</i> 156 <i>The Synapse</i> 158 Teacher Wraparound Edition: E 159; T 156 |
| P.6.5 | List the methods for studying the brain. | Student Edition: 165-168 <i>An EEG Machine</i> 166 <i>An MRI</i> 168 <i>Brain Activity on a PET Scan</i> 167 <i>Case Studies</i> 167 Teacher Wraparound Edition: C 168; CAA 168; EC 166; VI 167 |

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| P.6.6 | Understand the structure and function of the endocrine system. | Student Edition: 170-173 <i>An Adrenaline Rush</i> 173 <i>Reading Check</i> 171 <i>The Endocrine System</i> 172 Teacher Wraparound Edition: C 173; R 172; VI 172 | |
| P.6.7 | Explain how heredity interacts with the environment to influence behavior. | Student Edition: 174-176 <i>DNA & Genes</i> 175 <i>Identical Twins</i> 176 <i>Reading Check</i> 175 Teacher Wraparound Edition: C 176; CA 176; CLA 175 | |
| P.6.8 | Distinguish between conscious and unconscious perception. | Student Edition: 183-184, 378-379 <i>Freud's Levels of Consciousness</i> 184 <i>Freud's Model</i> 379 Teacher Wraparound Edition: CA 184; T 184; VI 184 | |
| P.6.9 | List and describe the location and function of the major brain regions. | Student Edition: 160-165 <i>The Cerebral Cortex</i> 162 <i>The Parts of the Brain</i> 161 Teacher Wraparound Edition: MSN 162; PLE 164; VI 162 | |
| P.6.10 | Describe the relationship among DNA, genes, and chromosomes. | Student Edition: 175-176 <i>DNA & Genes</i> 175 <i>Identical Twins</i> 176 Teacher Wraparound Edition: C 176; CA 176 | |
| P.6.11 | Compare and contrast the influence of the left and right hemispheres on the function of the brain. | Student Edition: 162-165 <i>Functions of the Brain's Hemispheres</i> 163 <i>Profiles in Psychology</i> 164 Teacher Wraparound Edition: VI 163 | |

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| <p>P.6.12 Explain sensory adaptation, sensory deprivation, and the importance of selective attention.</p> | <p>Student Edition: 208-213 <i>Fraser's Spiral</i> 208 <i>Quick Lab</i> 211 <i>The Disappearing Circle</i> 212 <i>The Human Senses</i> 210 <i>The Stroop Effect</i> 213 Teacher Wraparound Edition: CTA 210; ICA 212; LI 210; PJ 210; R 212; VI 212</p> |
| <p>P.6.13 List and explain the psychological influences and experiences on perception.</p> | <p>Student Edition: 224-231 <i>Pop Out Features</i> 226 <i>Shape Consistency</i> 229 Teacher Wraparound Edition: CLA 224; E 231; MSN 225; TT 229; VI 224</p> |
| <p>P.6.14 Compare the effects of certain drugs or toxins with the effects of neurotransmitters in relation to synaptic transmission.</p> | <p>Student Edition: 198 <i>Some Psychoactive Drugs</i> 198 Teacher Wraparound Edition: CA 198; VI 198</p> |
| <p>P.6.15 Identify how vision, motor, language, and other functions are regulated by each hemisphere.</p> | <p>Student Edition: 162-163 <i>Functions of the Brain's Hemispheres</i> 163 <i>Quick Lab</i> 165 <i>The Cerebral Cortex</i> 162 Teacher Wraparound Edition: CA 163; LI 162; VI 163</p> |
| <p>P.6.16 Give examples of how hormones are linked to behavior.</p> | <p>Student Edition: 170-173 <i>An Adrenaline Rush</i> 173 <i>Psychology and You</i> 171 <i>The Endocrine System</i> 172 Teacher Wraparound Edition: C 173; E 173; R 172; T 171; VI 172</p> |
| <p>P.6.17 Give examples of how the environment selects traits and behaviors that increase the survival rate of organisms.</p> | <p>Student Edition: 421, 425-426 <i>Fight-or-Flight Reaction</i> 421 <i>The Fight-or-Flight Response</i> 425 Teacher Wraparound Edition: CA 421; VI 425</p> |

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| <p>P.6.18 Discuss the possible effects of heredity and environment on behavior.</p> | <p>Student Edition: 174-176 <i>Application Activity</i> 176 <i>DNA & Genes</i> 175 <i>Identical Twins</i> 176 <i>Reading Check</i> 175 Teacher Wraparound Edition: CA 176; E 176; R 176</p> |
| <p>P.6.19 Explain the function of the sympathetic and parasympathetic nervous system on heart rate or other physiological responses in an emotional situation.</p> | <p>Student Edition: 158-159, 335 <i>The Fight-or-Flight Response</i> 425 <i>Theories of Emotion</i> 335 <i>Voluntary and Involuntary Activities</i> 159 Teacher Wraparound Edition: C 159; CA 159; R 336</p> |