


## SUGGESTED SKILL

 *Concept Understanding*

## 1.C

Apply theories and perspectives in authentic contexts.

## TOPIC 1.1

# Introducing Psychology

### LEARNING TARGET

**1.A**

Recognize how philosophical and physiological perspectives shaped the development of psychological thought.

**1.B**

Identify the research contributions of major historical figures in psychology.

### EXAMPLES

**1.B.1**

Mary Whiton Calkins, major historical figure in psychology

**1.B.2**

Charles Darwin, major historical figure in psychology

**1.B.3**

Dorothea Dix, major historical figure in psychology

**1.B.4**

Sigmund Freud, major historical figure in psychology

**1.B.5**

G. Stanley Hall, major historical figure in psychology

**1.B.6**

William James, major historical figure in psychology

**1.B.7**

Ivan Pavlov, major historical figure in psychology

**1.B.8**

Jean Piaget, major historical figure in psychology

**1.B.9**

Carl Rogers, major historical figure in psychology

**1.B.10**

B. F. Skinner, major historical figure in psychology

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## LEARNING TARGET

### 1.B

Identify the research contributions of major historical figures in psychology.

### 1.C

Describe and compare different theoretical approaches in explaining behavior.

### 1.D

Recognize the strengths and limitations of applying theories to explain behavior.

## EXAMPLES

### 1.B.11

Margaret Floy Washburn, major historical figure in psychology

### 1.B.12

John B. Watson, major historical figure in psychology

### 1.B.13

Wilhelm Wundt, major historical figure in psychology

### 1.C.1

Structuralism

### 1.C.2

Functionalism

### 1.C.3

Early Behaviorism

### 1.C.4

Gestalt

### 1.C.5

Psychoanalytic/psychodynamic

### 1.C.6

Humanistic

### 1.C.7

Evolutionary approach

### 1.C.8

Biological approach

### 1.C.9

Cognitive approach

### 1.C.10

Biopsychosocial approaches

### 1.C.11

Sociocultural

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**LEARNING TARGET**

**1.E**

Distinguish the different domains of psychology.

**EXAMPLES**

**1.E.1**

Biological domain

**1.E.2**

Clinical domain

**1.E.3**

Cognitive domain

**1.E.4**

Counseling domain

**1.E.5**

Developmental domain

**1.E.6**

Educational domain

**1.E.7**

Experimental domain

**1.E.8**

Industrial–organizational domain

**1.E.9**

Personality domain

**1.E.10**

Psychometric domain

**1.E.11**

Social domain

**1.E.12**

Positive domain



**Topic Planning Notes**

Use the space below to plan your approach to the topic.

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# TOPIC 1.2

## Research Methods in Psychology

**SUGGESTED SKILL**

 *Scientific Investigation*

**3**

Analyze psychological research studies.



**AVAILABLE RESOURCE**

- Classroom Resource > [Teaching Statistics and Research Methodology](#)

**LEARNING TARGET**

**1.F**

Differentiate types of research with regard to purpose, strengths, and weaknesses.

**1.G**

Discuss the value of reliance on operational definitions and measurement in behavioral research.

**EXAMPLES**

**1.F.1**

Research method: experiments

**1.F.2**

Research method: correlational studies

**1.F.3**

Research method: survey research

**1.F.4**

Research method: naturalistic observations

**1.F.5**

Research method: case studies

**1.F.6**

Research method: longitudinal studies

**1.F.7**

Research method: cross-sectional studies



### Topic Planning Notes

Use the space below to plan your approach to the topic.

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## SUGGESTED SKILL

 Scientific Investigation

3

Analyze psychological research studies.



## AVAILABLE RESOURCE

- Classroom Resource > [Teaching Statistics and Research Methodology](#)

## TOPIC 1.3

# The Experimental Method

## LEARNING TARGET

**1.H**

Identify independent, dependent, confounding, and control variables in experimental designs.

**1.I**

Describe how research design drives the reasonable conclusions that can be drawn.

**1.J**

Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.

## EXAMPLES

**1.1.1**

Experiments are useful for determining cause and effect.

**1.1.2**

The use of experimental controls reduces alternative explanations.

**1.1.3**

Random assignment is needed to demonstrate cause and effect.

**1.1.4**

Correlational research can indicate if there is a relationship or association between two variables but cannot demonstrate cause and effect.

# TOPIC 1.4

## Selecting a Research Method

**SUGGESTED SKILL**

 *Scientific Investigation*

**3**

Analyze psychological research studies.

**LEARNING TARGET**

**1.K**

Predict the validity of behavioral explanations based on the quality of research design.

**EXAMPLES**

**1.K.1**

Confounding variables limit confidence in research conclusions.



### Topic Planning Notes

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**SUGGESTED SKILL**

 *Data Analysis*

**2**

Analyze and interpret quantitative data.



**AVAILABLE RESOURCE**

- Classroom Resource > [Teaching Statistics and Research Methodology](#)

# TOPIC 1.5

## Statistical Analysis in Psychology

**LEARNING TARGET**

**1.L**

Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.

**1.M**

Distinguish the purposes of descriptive statistics and inferential statistics.

**EXAMPLES**

**1.L.1**

Measures of central tendency

**1.L.2**

Variation (range, standard deviation)

**1.L.3**

Correlation coefficient

**1.L.4**

Frequency distribution (normal, bimodal, positive skew, negative skew)



### Topic Planning Notes

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# TOPIC 1.6

## Ethical Guidelines in Psychology

**SUGGESTED SKILL**

 *Concept Understanding*

**1.A**

Define and/or apply concepts.

### LEARNING TARGET

**1.N**

Identify how ethical issues inform and constrain research practices.

**1.O**

Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.

### EXAMPLES

**1.0.1**

Those provided by the American Psychological Association

**1.0.2**

Federal regulations

**1.0.3**

Local Institutional Review Board (IRB)

**1.0.4**

Institutional Animal Care and Use Committee (IACUC)



### Topic Planning Notes

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