CW High School
Psychology

1. **Intro to Psychology (10.00%)**

Learning Targets

1.1 **I can discuss the different psychological approaches to behavior.**

Learning Target	Descriptor	Definition
4	Proficient	I can discuss the different psychological approaches to behavior.
3	Developing	I can distinguish between the psychological approaches to behavior within a situation.
2	Basic	I can describe the focus of each psychological approach towards behavior.
1	Minimal	I can state the psychological approaches to behavior.
0	No Evidence	No evidence shown.

1.2 **I can evaluate the methods of psychological research by applying them to real-world situations.**

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the methods of psychological research by applying them to real-world situations.
3	Developing	I can distinguish between the most common methods of psychological research.
2	Basic	I can define the terminology associated with psychological research.
1	Minimal	I can state the common methods of psychological research.
0	No Evidence	No evidence shown.

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2. **Biological Bases of Behavior (15.00%)**

Learning Targets

2.1 **I can examine the components of the brain, the nervous system and how they function in relation to human behavior.**

Learning Target	Descriptor	Definition
4	Proficient	I can examine the components of the brain, the nervous system and how they function in relation to human behavior.
3	Developing	I can compare and contrast the components of the brain as well as the nervous system.
2	Basic	I can distinguish between the different parts of the brain and the nervous system.
1	Minimal	I can identify the parts of the brain and the nervous system.
0	No Evidence	No evidence shown.

2.2 **I can discuss the concepts and principles of sensation, perception and relate them to real world examples.**

Learning Target	Descriptor	Definition
4	Proficient	I can discuss the concepts and principles of sensation, perception and relate them to real world examples.
3	Developing	I can differentiate and explain the basic principles of sensation and perception.
2	Basic	I can distinguish between sensation and perception.
1	Minimal	I can identify the senses.
0	No Evidence	No evidence shown.

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3. **States of Consciousness (15.00%)**

Learning Targets

3.1 I can compare and contrast the different states/levels of consciousness, describe their characteristics and relate them to a real world situation.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast the different states/levels of consciousness, describe their characteristics and relate them to a real world situation.
3	Developing	I can distinguish between the different states/levels of consciousness.
2	Basic	I can describe the different states/levels of consciousness.
1	Minimal	I can state the different states/levels of consciousness.
0	No Evidence	No evidence shown.

3.2 I can examine the characteristics of sleep as a state of consciousness as well as disorders that may hinder sleep.

Learning Target	Descriptor	Definition
4	Proficient	I can examine the characteristics of sleep as a state of consciousness as well as disorders that may hinder sleep.
3	Developing	I can distinguish between various characteristics of sleep and common sleep disorders.
2	Basic	I can describe the characteristics sleep and common sleep disorders.
1	Minimal	I can identify the stages of sleep and common sleep disorders.
0	No Evidence	No evidence shown.

4. **Cognition (5.00%)**

Learning Targets

4.1 I can examine different types & stages of memory as well as the multi-store model of memory.

Learning Target	Descriptor	Definition
4	Proficient	I can examine different types & stages of memory as well as the multi-store model of memory.
3	Developing	I can explain the cognitive processes of encoding, storage and challenges of the retrieval of information.
2	Basic	I can describe the multi-store model of memory..
1	Minimal	I can state the three stages of memory.
0	No Evidence	No evidence shown.

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5. **Learning (10.00%)**

Learning Targets

5.1 I can examine the entire process of respondent conditioning, operant conditioning & social learning, their effect on behavior and apply these to a real-world situation.

Learning Target	Descriptor	Definition
4	Proficient	I can examine the entire process of respondent conditioning, operant conditioning & social learning, their effect on behavior and apply these to a real-world situation.
3	Developing	I can analyze the stages of the three major types of conditioning/learning.
2	Basic	I can distinguish between the different stages of conditioning/learning.
1	Minimal	I can identify the basic elements of conditioning/learning.
0	No Evidence	No evidence shown.

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6. **Psychological Disorders (20.00%)**

Learning Targets

6.1 **I can examine and categorize major psychological disorders including the characteristics, possible causes and treatment of the disorder.**

Learning Target	Descriptor	Definition
4	Proficient	I can examine and categorize major psychological disorders including the characteristics, possible causes and treatment of the disorder.
3	Developing	I can compare and contrast the categories and types of psychological disorders.
2	Basic	I can distinguish between different psychological disorders.
1	Minimal	I can list types of psychological disorders.
0	No Evidence	No evidence shown.

6.2 **I can evaluate methods of diagnosis for psychological disorders, recommended treatments and their success rate.**

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate methods of diagnosis for psychological disorders, recommended treatments and their success rate.
3	Developing	I can compare and contrast different types of treatment for psychological disorders.
2	Basic	I can describe types of treatments for psychological disorders.
1	Minimal	I can identify different types of treatments for psychological disorders.
0	No Evidence	No evidence shown.

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7. **Reading and Writing (10.00%)**

Learning Targets

7.1 I can read to identify and explain the central idea of a topic-specific text while also determining supporting details used and summarizing information accurately.

Learning Target	Descriptor	Definition
4	Proficient	I can read to identify and explain the central idea of a topic-specific text while also determining supporting details used and summarizing information accurately.
3	Developing	I can read to identify and explain the central idea of a topic-specific text while also determining supporting details used.
2	Basic	I can read to identify the central idea of a topic-specific text while also determining supporting details used.
1	Minimal	I can read to identify the central idea of a topic-specific text.
0	No Evidence	No evidence shown.

7.2 I can produce clear and coherent writing, with sound conventions and mechanics, in which the development, organization, and style are appropriate to the task.

Learning Target	Descriptor	Definition
4	Proficient	I can produce clear and coherent writing, with sound conventions and mechanics, in which the development, organization, and style are appropriate to the task.
3	Developing	I can produce coherent writing, with minimal errors in conventions and mechanics, in which the development and organization are appropriate to the task.
2	Basic	I can produce coherent writing, with few errors in conventions and mechanics, with evident organization and appropriate to the task.
1	Minimal	I can produce coherent writing appropriate to the task.
0	No Evidence	No evidence shown.

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8. **Visual Representation (15.00%)**

Learning Targets

8.1 I can logically and effectively convey an idea through a detailed visual representation and support that idea through various forms of analysis.

Learning Target	Descriptor	Definition
4	Proficient	I can logically and effectively convey an idea through a detailed visual representation and support that idea through various forms of analysis.
3	Developing	I can adequately express an idea through the creation of a visual representation.
2	Basic	I can create a basic representation of a psychology topic with no missing elements of the genre.
1	Minimal	I can create a basic representation of a psychology topic but am missing some of the elements of the genre.
0	No Evidence	No evidence shown.

Submitted on 8/2/2022 by