

AP Psychology Scope & Sequence

| Grading Period | Unit Title or Big Idea | Standards | TEKS | Learning Targets | Assessment Evidence |
|----------------------------|---|---|---|---|---|
| Throughout the School Year | Vocabulary Development and Understanding Reading Comprehension from Academic Journals or Articles | | | | Formative: Class discussion and personal examples Formative/Summative: Group assignments and presentations |
| First Grading Period | <u>Cognition- 20 Days</u> Content/Topic Outline 1. Information Processing Model 2. Sensory Registers and Attention 3. STM and LTM 4. Biology of Memory 5. Retrieval and Forgetting 6. Special Topics in Memory 1. Thinking: Concepts, Schemas and Prototypes 2. Problem Solving 3. Obstacles to Problem Solving 4. Decision Making and Biases 5. Creativity | Memory and Cognition Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to: (A) explain the capabilities and limitations of sensory systems and individual perceptions; and (B) understand the interaction of the individual and the environment in determining sensation and perception. Individual experience. The student understands basic elements of cognition. The student is expected to: (A) define and identify the basic elements of thought; (B) identify strategies and obstacles associated with problem solving and decision making; | Unit 1: Memory and Cognition In this unit, Psychology students must be able to complete the following essential tasks: 1. Encoding of memory <ul style="list-style-type: none">1.1 Identify factors that influence encoding.1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing.1.3 Discuss strategies for improving the encoding of memory. 2. Storage of memory <ul style="list-style-type: none">2.1 Describe the differences between working memory and long-term memory.2.2 Identify and explain biological processes related to how memory is stored.2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias).2.4 Discuss strategies for improving the storage of memories 3. Retrieval of memory | Formative- Vocabulary/Quizlet Examples of Schemas and Prototypes Memory Examples Context & State Dep Summative Assessment- Studying tips for students project | |

| | | | | |
|--|--|---|---|--|
| | <p>6. Feral Children: Victor and Genie</p> | <p>(C) explore the structural features of language;</p> <p>(D) discuss theories of language acquisition and development;</p> <p>(E) evaluate the limitations and capabilities of the information processing model; and</p> <p>(F) understand the states and levels of consciousness.</p> <p>The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:</p> <p>(A) describe how attributions affect explanations of behavior;</p> <p>(B) explore the nature and effects of bias and discrimination;</p> <p>(C) describe circumstances in which conformity and obedience are likely to occur;</p> <p>(D) describe the effects of the presence of others on individual behavior;</p> <p>(E) discuss the nature of altruism;</p> <p>(F) discuss the factors influencing attraction; and</p> | <ul style="list-style-type: none"> ○ 3.1 Analyze the importance of retrieval cues in memory. ○ 3.2 Explain the role that interference plays in retrieval. ○ 3.3 Discuss the factors influencing how memories are retrieved. ○ 3.4. Explain how memories can be malleable. ○ 3.5 Discuss strategies for improving the retrieval of memories. <ol style="list-style-type: none"> 1. Basic elements comprising thought <ul style="list-style-type: none"> ○ 1.1 Define cognitive processes involved in understanding information. ○ 1.2 Define processes involved in problem solving and decision making. ○ 1.3 Discuss non-human problem-solving abilities 2. Obstacles related to thought <ul style="list-style-type: none"> ○ 2.1 Describe obstacles to problem solving. ○ 2.2 Describe obstacles to decision making. ○ 2.3 Describe obstacles to making good judgments. | |
|--|--|---|---|--|

| | | | | |
|--|--|---|--|--|
| | | (G) identify sources of attitude formation and assess methods used to influence attitudes. | | |
| | <p><u>Social Psychology - 20 Days</u></p> <p>Content/Topic Outline:</p> <ol style="list-style-type: none"> 1. Social Cognition - Attribution 2. Attitudes and Persuasion 3. The impact of others on you 4. Conformity 5. Compliance 6. Treatment of group members. | <p>Social Psychology</p> <p>Individual development. The student understands behavioral and social learning theories. The student is expected to:</p> <p>(A) demonstrate an understanding of the principles of operant and classical conditioning and of social learning; and</p> <p>(B) describe the processes of learning using typical classroom situations.</p> <p>The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:</p> <p>(A) describe how attributions affect explanations of behavior;</p> <p>(B) explore the nature and effects of bias and discrimination;</p> | <p>Unit 2: Social Psychology</p> <p>After concluding this unit, students understand:</p> <ol style="list-style-type: none"> 1. Social cognition <ul style="list-style-type: none"> • 1.1 Describe attributional explanations of behavior. • 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior. • 1.3 Identify persuasive methods used to change attitudes. 2. Social influence <ul style="list-style-type: none"> • 2.1 Describe the power of the situation. • 2.2 Describe effects of others' presence on individuals' behavior. • 2.3 Describe how group dynamics influence behavior. • 2.4 Discuss how an individual influences group behavior. 3. Social relations <ul style="list-style-type: none"> • 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination. • 3.2 Describe determinants of prosocial behavior. • 3.3 Discuss influences on aggression and conflict. • 3.4 Discuss factors influencing attraction and relationships. 1. Social and cultural diversity <ul style="list-style-type: none"> • 1.1 Define culture and diversity. | <p>Formative- Discussion on "A Class Divided" Skits on Group behaviors Milgram experiments ethics panel</p> <p>Summative- Violating social norms project</p> |

| | | | | |
|------------------------------|---|--|---|--|
| | | <p>(C) describe circumstances in which conformity and obedience are likely to occur;</p> <p>(D) describe the effects of the presence of others on individual behavior;</p> <p>(E) discuss the nature of altruism;</p> <p>(F) discuss the factors influencing attraction; and</p> <p>(G) identify sources of attitude formation and assess methods used to influence attitudes.</p> | <ul style="list-style-type: none"> 1.2 Identify how cultures change over time and vary within nations as well as internationally. 1.3 Discuss the relationship between culture and conceptions of self and identity. 1.4 Discuss psychological research examining race and ethnicity. 1.5 Discuss psychological research examining socioeconomic status. 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination. <p>2. Diversity among individuals</p> <ul style="list-style-type: none"> 2.1 Discuss psychological research examining gender identity. 2.2 Discuss psychological research examining diversity in sexual orientation. 2.3 Compare and contrast gender identity and sexual orientation. 2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination. 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived. 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society. 2.7 Discuss psychological research examining differences in individual cognitive and physical abilities. | |
| Second Grading Period | <p><u>Personality - 10 Days</u></p> <p>Content/Topic Outline:</p> | <p>Personality</p> <p>Individual identity. The student understands the development and</p> | <p>1. Perspectives on personality</p> <ul style="list-style-type: none"> 1.1 Evaluate psychodynamic theories. 1.2 Evaluate trait theories. 1.3 Evaluate humanistic theories. 1.4 Evaluate social-cognitive theories. | <p>Formative- Personality analysis</p> <p>Summative Assessment- Evaluating pop media with the 5 Factor personality inventory</p> |

Updated 2018

| | | | | |
|--|--|---|---|---|
| | <ol style="list-style-type: none"> 1. Psychodynamic Theories 2. Humanistic Theories 3. Cognitive-Social Theories 4. Trait Theories – The Big Five 5. Projective and Objective Tests of Personality | <p>assessment of personality. The student is expected to:</p> <p>(A) define personality;</p> <p>(B) compare and evaluate various theories of personality, including psychodynamic, trait, humanistic, and sociocultural; and</p> <p>(C) describe personality assessment tools.</p> | <p>2: Assessment of personality</p> <ul style="list-style-type: none"> • 2.1 Differentiate personality assessment techniques. • 2.2 Discuss the reliability and validity of personality assessment techniques. <p>3: Issues in personality</p> <ul style="list-style-type: none"> • 3.1 Discuss biological and situational influences. • 3.2 Discuss stability and change. • 3.3 Discuss connections to health and work. • 3.4 Discuss self-concept. • 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality. | |
| | <p><u>Emotion and Motivation - 10 Days</u></p> <ol style="list-style-type: none"> 1. Perspectives on Motivation <ol style="list-style-type: none"> a. Instincts b. Drive-Reduction Theory c. Arousal Theory d. Yerkes-Dodson Law e. Maslow's Hierarchy of Needs 2. Contact, Aggression, Achievement, Affiliation | <p>Motivation and Emotion</p> <p>Individual identity. The student understands the principles of motivation and emotion. The student is expected to:</p> <p>(A) compare predominant theories of motivation and emotion; and</p> <p>(B) explore the interaction of biological and cultural factors in emotion and motivation.</p> <p>Individual identity. The student understands the principles of motivation and emotion. The student is expected to:</p> <p>(A) compare predominant theories of motivation and emotion; and</p> | <p>Motivation and Emotion</p> <p>After concluding this unit, students understand:</p> <ol style="list-style-type: none"> 1. Perspectives on motivation <ul style="list-style-type: none"> • 1.1 Explain biologically based theories of motivation. • 1.2 Explain cognitively based theories of motivation. • 1.3 Explain humanistic theories of motivation. • 1.4 Explain the role of culture in human motivation. 2. Domains of motivated behavior in humans and non-human animals <ul style="list-style-type: none"> • 2.1 Discuss eating behavior. • 2.2 Discuss sexual behavior and orientation. • 2.3 Discuss achievement motivation. • 2.4 Discuss other ways in which humans and non-human animals are motivated. <p>1. Perspectives on emotion</p> <ul style="list-style-type: none"> • 1.1 Explain the biological and cognitive components of emotion. | <p>Formative- Emotional playlist</p> <p>Motivational Questionnaire</p> <p>Summative Assessment- Emotional Evaluation Poster</p> <p>Motivational Workout Video</p> |

| | | | | |
|--|---|--|---|---|
| | 3. Hunger and Thirst 4. Theories of Emotion 5. Expressed Emotions 6. Sources of Stress 7. Coping with Stress 8. Stress, Health, and Reducing stress | (B) explore the interaction of biological and cultural factors in emotion and motivation. | <ul style="list-style-type: none"> 1.2 Discuss psychological research on basic human emotions. 1.3 Differentiate among theories of emotional experience. 2. Emotional interpretation and expression <ul style="list-style-type: none"> 2.1 Explain how biological factors influence emotional interpretation and expression. 2.2 Explain how culture and gender influence emotional interpretation and expression. 2.3 Explain how other environmental factors influence emotional interpretation and expression. 3. Domains of emotional behavior <ul style="list-style-type: none"> 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear. 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness. | |
| | <u>Abnormal Psychology: Behavior and Treatment- 16 Days</u> Content/Topic Outline: <ol style="list-style-type: none"> Definition and Perspectives on Psychological Disorders Mood Disorders Anxiety Disorders | Abnormal Behavior Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to: <p>(A) explain stress and the individual's physiological, behavioral, and psychological responses to stressors;</p> <p>(B) evaluate cognitive and behavioral strategies for dealing with stress;</p> | Unit 5: Abnormal Psychology and the Treatment of Psychological Disorders 1: Perspectives on abnormal behavior <ul style="list-style-type: none"> 1.1 Define psychologically abnormal behavior. 1.2 Describe historical and cross-cultural views of abnormality. 1.3 Describe major models of abnormality. 1.4 Discuss how stigma relates to abnormal behavior. 1.5 Discuss the impact of psychological disorders on the individual, family, and society. 2: Categories of psychological disorders | Formative- Abnormal case studies Summative- Abnormal Psychology presentations. |

| | | | | |
|--|--|--|---|--|
| | <p>4. Somatoform Disorders</p> <p>5. Childhood Disorders</p> <p>6. Dissociative Disorders</p> <p>7. Schizophrenic Disorders</p> <p>8. Personality Disorders</p> <p>9. Insight Therapies</p> <p>10. Behavior Therapies</p> <p>11. Cognitive Therapies</p> | <p>(C) analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of labeling behavior as abnormal;</p> <p>(D) recognize the biological, social, and cognitive origins of abnormal behavior;</p> <p>(E) discuss major categories of abnormal behaviors and identify their respective characteristics as classified in the Diagnostic and Statistical Manual (DSM); and</p> <p>(F) evaluate the effectiveness of past and present methods of therapy.</p> | <ul style="list-style-type: none"> • 2.1 Describe the classification of psychological disorders. • 2.2 Discuss the challenges associated with diagnosis. • 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders). • 2.4 Evaluate how different factors influence an individual's experience of psychological disorders. | |
|--|--|--|---|--|