

<i>Advanced Placement Psychology</i>	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>2 terms</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>10-12</i>	2016 2021
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>N/A</i>	<i>July 13, 2021</i>
PRIMARY RESOURCE if applicable	
<p><i>"The use of primary and secondary sources are built in each unit to support the course skills. The course skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions.</i></p> <p><i>-and-</i></p> <p><i>AP Classroom- the online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of resources and tools including Unit Guides, Personal Progress Checks, Progress Dashboard, and AP Question Bank."</i></p> <p><i>-and-</i></p> <p><i>Myers' Psychology for AP, First Edition, 2011 (Bedford) - adopted 2011/2012</i></p>	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
<p><i>The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.</i></p>	
BIG IDEAS	ESSENTIAL QUESTIONS
<i>serve as the foundation of the course and students develop understanding as they spiral throughout the course.</i>	<i>are thought-provoking questions that motivate students and inspire inquiry</i>
Psychologists use a variety of research methods and designs to conduct their research, and must adhere to strict ethical and procedural guidelines.	How does the methodology of the research affect the outcome of a study? How do ethical guidelines impact psychological research?

The structures of human biological systems and their functions influence our behavior and mental processes.	How can biology influence our behavior and mental processes? What happens when a particular neurotransmitter is absent from the body? How do biological and environmental factors interact to influence our behaviors and mental processes?
Sensation and perception provide a bridge between the biological and cognitive perspectives, offering aspects of both for explaining how we think and behave.	How do we process the information we receive from our environments? How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?
The process of learning requires both physiological and psychological processes to work together	How do we learn? How do our experiences influence our behaviors and mental processes?
Understanding how this information is gathered and processed gives insight into how we make sense of and perceive the world.	What roles do memory and thinking play in our behaviors? What is intelligence and how can we study it to understand it?
Development can be studied from several different perspectives, including biological or cognitive perspectives.	How do we perceive and understand ourselves?
Psychologists use theory to categorize and explain different personalities.	What motivates us to think and act the way we do? Why do some people respond to stress in a healthier way than others? Why don't psychologists agree?
Psychologists who study psychological disorders, along with practitioners who treat disorders, often utilize a particular theoretical perspective.	Why is psychological perspective necessary in the treatment of disorders? How are psychological disorders treated?
Social psychology is the study of how other people and groups influence behavior and mental processes as well as how behavior and mental processes influence our experiences in social situations. Social psychology also involves the study of how our perceptions of social situations impact how we interact with others and how others interact with us.	How does the bias of a researcher affect their conclusions?

COURSE SKILLS

SKILL CATEGORY 1: CONCEPT UNDERSTANDING

Define, explain, and apply concepts, behavior, theories, and perspectives.

- 1.A I can define and/or apply concepts.
- 1.B I can explain behavior in authentic context.
- 1.C I can apply theories and perspectives in authentic contexts.

SKILL CATEGORY 2: DATA ANALYSIS <i>Analyze and interpret quantitative data.</i>	2. I can analyze and interpret quantitative data.
SKILL CATEGORY 3: SCIENTIFIC INVESTIGATION <i>Analyze psychological research studies.</i>	3. I can analyze psychological research studies.

<i>Unit 1: Scientific Foundations of Psychology</i>	
BIG IDEAS/THEMES	ESSENTIAL QUESTIONS
Psychologists use a variety of research methods and designs to conduct their research, and must adhere to strict ethical and procedural guidelines.	How does the methodology of the research affect the outcome of a study? How do ethical guidelines impact psychological research?
TOPIC & COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
Introducing Psychology 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice
Research Methods in Psychology 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
Defining Psychological Science: The Experimental Method 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
Selecting a Research Method 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
Statistical Analysis in Psychology 2. I can analyze and interpret quantitative data.	Free response question, short answer question, multiple choice, quick write/exit ticket for measures of central tendency or graph analyses
Ethical Guidelines in Psychology 1.A I can define and/or apply concepts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice, case study analysis, debate over ethics
	<i>AP Classroom- Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric</i>
LEARNING TARGET	ESSENTIAL KNOWLEDGE
1.A I can recognize how philosophical and physiological perspectives shaped the development of psychological thought.	

Advanced Placement Psychology UBD

<p>1.B I can identify the research contributions of major historical figures in psychology.</p>	<p>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 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</p>
<p>1.C I can describe and compare different theoretical approaches in explaining behavior.</p>	<p>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</p>
<p>1.D I can recognize the strengths and limitations of applying theories to explain behavior.</p>	
<p>1.E I can distinguish the different domains of psychology.</p>	<p>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 1.E.9 Personality domain 1.E.10 1.E.11 Industrial–organizational domain Psychometric domain Social domain 1.E.12 Positive domain</p>
<p>1.F I can differentiate types of research with regard to purpose, strengths, and weaknesses.</p>	<p>1.F.1 Research method: experiments 1.F.2 Research method: correlational studies 1.F.3 Research method: survey research 1.F.4 1.F.5 1.F.6 1.F.7 Research method: naturalistic observations Research method: case studies Research method: longitudinal studies Research method: cross-sectional studies</p>
<p>1.G I can discuss the value of reliance on operational definitions and measurement in behavioral research.</p>	
<p>1.H I can identify independent, dependent, confounding, and control variables in experimental designs.</p>	
<p>1.I I can describe how research design drives the reasonable conclusions that can be drawn.</p>	<p>1.I.1 Experiments are useful for determining cause and effect. 1.I.2 The use of experimental controls reduces alternative explanations. 1.I.3 cause and effect. 1.I.4 Random assignment is needed to demonstrate Correlational research can indicate if there is a relationship or association between two variables but cannot demonstrate cause and effect.</p>
<p>1.J I can distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and</p>	
<p>1.K I can predict the validity of behavioral explanations based on the quality of research design.</p>	<p>1.K.1 Confounding variables limit confidence in research conclusions.</p>

Advanced Placement Psychology UBD

1.L I can apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.	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)
1.M I can distinguish the purposes of descriptive statistics and inferential statistics.	
1.N I can identify how ethical issues inform and constrain research practices.	
1.O I can describe how ethical and legal guidelines protect research participants and promote sound ethical practice.	1.O.1 Those provided by the American Psychological Association 1.O.2 Federal regulations 1.O.3 1.O.4 Local Institutional Review Board (IRB) Institutional Animal Care and Use Committee (IACUC)

Unit 2: Biological Bases of Behavior	
BIG IDEAS/THEMES	ESSENTIAL QUESTIONS
The structures of human biological systems and their functions influence our behavior and mental processes.	How can biology influence our behavior and mental processes? What happens when a particular neurotransmitter is absent from the body? How do biological and environmental factors interact to influence our behaviors and mental processes?
TOPIC & COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
Interaction of Heredity and Environment 1.B I can explain behavior in authentic context.	misconception check, 1 minute essay, jigsaw, short answer question
The Endocrine System 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Overview of the Nervous System and the Neuron 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Neural Firing 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts, quick write ("super" neurotransmitter application)
Influence of Drugs on Neural Firing 1.A I can define and/or apply concepts.	graphic organizer (ex: mouse party simulation), multiple choice questions
The Brain 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Tools for Examining Brain Structure and Function 2. I can analyze and interpret quantitative data.	Case study analysis
The Adaptable Brain 1.A I can define and/or apply concepts.	case study analysis, quick write reflection
Sleep and Dreaming 1.A I can define and/or apply concepts.	personal sleep/dream log, graphic organizer on sleep disorders
	<i>AP Classroom- Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric</i>

LEARNING TARGET	ESSENTIAL KNOWLEDGE
2.A I can discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.	
2.B I can identify key research contributions of scientists in the area of heredity and environment.	2.B.1 Contributions of Charles Darwin, a key scientist in the area of heredity and environment
2.C. I can predict how traits and behavior can be selected for their adaptive value.	
2.D I can discuss the effect of the endocrine system on behavior.	
2.E I can describe the nervous system and its subdivisions and functions.	2.E.1 Central and peripheral nervous systems
2.F I can identify basic processes and systems in the biological bases of behavior, including parts of the neuron.	
2.G I can identify basic process of transmission of a signal between neurons.	
2.H I can discuss the influence of drugs on neurotransmitters.	2.H.1 Reuptake mechanisms 2.H.2 Agonists 2.H.3 Antagonists
2.I I can describe the nervous system and its subdivisions and functions in the brain.	2.I.1 Major brain regions 2.I.2 Lobes 2.I.3 Cortical areas 2.I.4 Brain lateralization and hemispheric specialization
2.J I can identify the contributions of key researchers to the study of the brain.	2.J.1 Contributions of Paul Broca 2.J.2 Contributions of Carl Wernicke
2.K I can recount historic and contemporary research strategies and technologies that support research.	2.K.1 Research tool: case studies 2.K.2 Research tool: split-brain research 2.K.3 Research tool: imaging techniques 2.K.4 2.K.5 Research tool: lesioning Research tool: autopsy
2.L I can identify the contributions of key researchers to the development of tools for examining the brain.	2.L.1 Contributions of Roger Sperry
2.M I can discuss the role of neuroplasticity in traumatic brain injury.	
2.N I can identify the contributions of key researchers to the study of neuroplasticity.	2.N.1 Contributions of Michael Gazzaniga
2.O I can describe various states of consciousness and their impact on behavior.	
2.P I can identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.	2.P.1 Depressants 2.P.2 Stimulants 2.P.3 Hallucinogens
2.Q I can discuss drug dependence, addiction, tolerance, and withdrawal.	
2.R I can identify the contributions of major figures in consciousness research.	2.R.1 Contributions of William James, major figure in consciousness research 2.R.2 Contributions of Sigmund Freud, major figure in consciousness research
2.S I can discuss aspects of sleep and dreaming.	2.S.1 Neural and behavioral characteristics of the stages of the sleep cycle 2.S.2 2.S.4 Theories of sleep and dreaming Symptoms and treatments of sleep disorders

Unit 3: Sensation and Perception	
BIG IDEAS/THEMES	ESSENTIAL QUESTIONS
Sensation and perception provide a bridge between the biological and cognitive perspectives, offering aspects of both for explaining how we think and behave.	How do we process the information we receive from our environments? How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?
TOPIC & COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
Principles of Sensation 1.A I can define and/or apply concepts.	graphic organizer, free response question, multiple choice, quick write
Principles of Perception 1.B I can explain behavior in authentic context.	graphic organizer, free response question, multiple choice, quick write
Visual Anatomy 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Visual Perception 1.B I can explain behavior in authentic context.	misconception check, 1-minute essay/exit ticket, jigsaw, multiple choice
Auditory Sensation and Perception 1.B I can explain behavior in authentic context.	misconception check, 1-minute essay/exit ticket, jigsaw, multiple choice
Chemical Senses 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), Graph and Switch, index card summary, data set analysis, pair and share
Body Senses 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
	<i>AP Classroom- Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric</i>
LEARNING TARGET	ESSENTIAL KNOWLEDGE
3.A I can describe general principles of organizing and integrating sensation to promote stable awareness of the external world.	3.A.1 Gestalt principles 3.A.2 Depth perception 3.A.3 Top-down processing 3.A.4 Bottom-up processing
3.B I can discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.	
3.C I can identify the research contributions of major historical figures in sensation and perception.	3.C.1 Contributions of Gustav Fechner 3.C.2 Contributions of David Hubel 3.C.3 Contributions of Ernst Weber 3.C.4 Contributions of Torsten Wiesel

Advanced Placement Psychology UBD

3.D I can discuss how experience and culture can influence perceptual processes.	3.D.1 Perceptual set 3.D.2 Context effects 3.D.3 Schema
3.E I can discuss the role of attention in behavior.	
3.F I can describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	3.F.1 Vision process 3.F.2 Concepts related to visual perception 3.F.3 Theories of color vision
3.G I can explain common sensory conditions.	3.G.1 Visual and hearing impairments 3.G.2 Synesthesia
3.H I can explain the role of top-down processing in producing vulnerability to illusion.	
3.I I can describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	3.I.1 Hearing process
3.J I can describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	3.J.1 Taste 3.J.2 Smell
3.K I can describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses.	3.K.1 Body sense: touch 3.K.2 Body sense: pain 3.K.3 Body sense: vestibular 3.K.4 Body sense: kinesthesia

<i>Unit 4: Learning</i>	
BIG IDEAS/THEMES	ESSENTIAL QUESTIONS
The process of learning requires both physiological and psychological processes to work together	How do we learn? How do our experiences influence our behaviors and mental processes?
TOPIC & COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
Introduction to Learning 1.B I can explain behavior in authentic context.	misconception check, 1 minute essay, jigsaw, short answer question
Classical Conditioning 1.B I can explain behavior in authentic context.	misconception check, 1 minute essay, jigsaw, short answer question
Operant Conditioning 1.B I can explain behavior in authentic context.	misconception check, 1 minute essay, jigsaw, short answer question
Social and Cognitive Factors in Learning 1.B I can explain behavior in authentic context.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
	<i>AP Classroom- Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric</i>
LEARNING TARGET	ESSENTIAL KNOWLEDGE
4.A I can identify the contributions of key researchers in the psychology of learning.	4.A.1 Contributions of Albert Bandura, key researcher to the psychology of learning 4.A.2 Contributions of Ivan Pavlov, key researcher in the psychology of learning 4.A.3 Contributions of Robert Rescorla, key researcher in the psychology of learning 4.A.4 Contributions of B. F. Skinner, key researcher in the psychology of learning 4.A.5 Contributions of Edward Thorndike, key researcher in the psychology of learning 4.A.6 Contributions of Edward Tolman, key researcher in the psychology of learning 4.A.7 Contributions of John B. Watson, key researcher in the psychology of learning 4.A.8 Contributions of John Garcia, key researcher in the psychology of learning
4.B I can interpret graphs that exhibit the results of learning experiments.	
4.C I can describe the essential characteristics of insight learning, latent learning, and social learning.	
4.D I can apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.	
4.E I can provide examples of how biological constraints create learning predispositions.	

4.F I can describe basic classical conditioning phenomena.

4.F.1 Acquisition 4.F.2 Extinction 4.F.3 Spontaneous recovery 4.F.4 Generalization 4.F.5 Stimulus discrimination 4.F.6 Higher-order learning 4.F.7 Unconditioned stimulus 4.F.8 Unconditioned response 4.F.9 Neutral/conditioned stimulus 4.F.10 Conditioned response

Unit 5: Cognitive Psychology	
BIG IDEAS/THEMES	ESSENTIAL QUESTIONS
Understanding how this information is gathered and processed gives insight into how we make sense of and perceive the world.	What roles do memory and thinking play in our behaviors? What is intelligence and how can we study it to understand it?
TOPIC & COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
Introduction to Memory 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Encoding 1.B I can explain behavior in authentic context.	misconception check, 1 minute essay, jigsaw, short answer question
Storing 1.B I can explain behavior in authentic context.	misconception check, 1 minute essay, jigsaw, short answer question
Retrieving 1.B I can explain behavior in authentic context.	misconception check, 1 minute essay, jigsaw, short answer question
Forgetting and Memory Distortion 1.B I can explain behavior in authentic context.	misconception check, 1 minute essay, jigsaw, short answer question
Biological Bases of Memory 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Introduction to Thinking and Problem Solving 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Biases and Errors in Thinking 1.B I can explain behavior in authentic context.	misconception check, 1 minute essay, jigsaw, short answer question
Introduction to Intelligence 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice
Psychometric Principles and Intelligence Testing 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice

<p>Components of Language and Language Acquisition 1.C I can apply theories and perspectives in authentic contexts.</p>	<p>Jigsaw reading, concept map, free response question, short answer question, multiple choice</p>
	<p><i>AP Classroom- Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric</i></p>
LEARNING TARGET	ESSENTIAL KNOWLEDGE
<p>5.A I can compare and contrast various cognitive processes.</p>	<p>5.A.1Effortful versus automatic processing 5.A.2Deep versus shallow processing 5.A.3Selective versus divided attention 5.A.4Metacognition</p>
<p>5.B I can describe and differentiate psychological and physiological systems of memory.</p>	<p>5.B.1Short-term memory 5.B.2Implicit memory (procedural) 5.B.3Long-term memory 5.B.4Sensory memory (echoic, iconic) 5.B.5Prospective memory 5.B.6Explicit memory (semantic, episodic) 5.B.7Physiological systems</p>
<p>5.C I can identify the contributions of key researchers in cognitive psychology.</p>	<p>5.C.1 Contributions of Noam Chomsky 5.C.2 Contributions of Hermann Ebbinghaus 5.C.3 Contributions of Wolfgang Köhler 5.C.4 Contributions of Elizabeth Loftus 5.C.5 Contributions of George A. Miller</p>
<p>5.D I can outline the principles that underlie construction and encoding of memories.</p>	
<p>5.E I can outline the principles that underlie effective storage of memories.</p>	
<p>5.F I can describe strategies for retrieving memories.</p>	
<p>5.G I can describe strategies for memory improvement and typical memory errors.</p>	
<p>5.H I can describe and differentiate psychological and physiological systems of short- and long-term memory.</p>	
<p>5.I I can identify problem-solving strategies as well as factors that influence their effectiveness.</p>	
<p>5.J I can list the characteristics of creative thought and creative thinkers.</p>	
<p>5.K I can identify problem-solving strategies as well as factors that create bias and errors in thinking.</p>	

Advanced Placement Psychology UBD

<p>5.L I can define intelligence and list characteristics of how psychologists measure intelligence.</p>	<p>5.L.1 Abstract versus verbal measures 5.L.2 Speed of processing 5.L.3 Fluid intelligence 5.L.4 Crystallized intelligence 5.L.5 Flynn effect 5.L.6 Stereotype threat 5.L.7 Savant syndrome</p>
<p>5.M I can discuss how culture influences the definition of intelligence.</p>	
<p>5.N I can compare and contrast historic and contemporary theories of intelligence.</p>	<p>5.N.1 Charles Spearman, intelligence theorist 5.N.2 Howard Gardner, intelligence theorist 5.N.3 Robert Sternberg, intelligence theorist</p>
<p>5.O I can identify the contributions of key researchers in intelligence research and testing.</p>	<p>5.O.1 Contributions of Alfred Binet, key researcher in intelligence 5.O.2 Contributions of Francis Galton, key researcher in intelligence 5.O.3 Contributions of Howard Gardner, key researcher in intelligence 5.O.4 Contributions of Charles Spearman, key researcher in intelligence 5.O.5 Contributions of Robert Sternberg, key researcher in intelligence 5.O.6 Contributions of Lewis Terman, key researcher in intelligence 5.O.7 Contributions of David Wechsler, key researcher in intelligence</p>
<p>5.P I can explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.</p>	
<p>5.Q I can interpret the meaning of scores in terms of the normal curve.</p>	
<p>5.R I can describe relevant labels related to intelligence testing.</p>	<p>5.R.1 Gifted 5.R.2 Intellectual disability</p>
<p>5.S I can synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.</p>	
<p>5.T I can debate the appropriate testing practices, particularly in relation to culture-fair test uses.</p>	

Unit 6: Developmental Psychology	
BIG IDEAS/THEMES	ESSENTIAL QUESTIONS
Development can be studied from several different perspectives, including biological or cognitive perspectives.	How do we perceive and understand ourselves?
TOPIC & COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to...</i>
The Lifespan and Physical Development in Childhood 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
Social Development in Childhood 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice, individual development scrapbook/presentation
Cognitive Development in Childhood 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice, individual development scrapbook/presentation
Adolescent Development 1.B I can explain behavior in authentic context.	Jigsaw reading, concept map, free response question, short answer question, multiple choice, individual development scrapbook/presentation
Adulthood and Aging 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice, individual development scrapbook/presentation
Moral Development 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
Gender and Sexual Orientation 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
	<i>AP Classroom- Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric</i>
LEARNING TARGET	ESSENTIAL KNOWLEDGE
6.A I can explain the process of conception and gestation, including factors that influence successful pre-natal development.	6.A.1 Nutrition 6.A.2 Illness 6.A.3 Substance abuse 6.A.4 Teratogens
6.B I can discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.	
6.C I can discuss maturation of motor skills.	

Advanced Placement Psychology UBD

6.D I can describe the influence of temperament and other social factors on attachment and appropriate socialization.	
6.E I can identify the contributions of major researchers in developmental psychology in the area of social development in childhood.	6.E.1 Contributions of Albert Bandura, key researcher in the area of social development in childhood 6.E.2 Contributions of Diana Baumrind, key researcher in the area of social development in childhood 6.E.3 Contributions of Konrad Lorenz, key researcher in the area of social development in childhood 6.E.4 6.E.5 6.E.6 Contributions of Harry Harlow, key researcher in the area of social development in childhood Contributions of Mary Ainsworth, key researcher in the area of social development in childhood Contributions of Sigmund Freud, key researcher in the area of social development in childhood
6.F I can discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.	
6.G. I can explain how parenting styles influence development.	
6.H I can explain the maturation of cognitive abilities (Piaget's stages, Information process).	
6.I I can identify the contributions of major researchers in the area of cognitive development in childhood.	6.I.1 Contributions of Lev Vygotsky, key researcher in the area of cognitive development in childhood 6.I.2 Contributions of Jean Piaget, key researcher in the area of cognitive development in childhood
6.J I can discuss maturational challenges in adolescence, including related family conflicts.	
6.K I can characterize the development of decisions related to intimacy as people mature.	
6.L I can predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.	
6.M I can identify the contributions of key researchers in the area of adulthood and aging.	6.M.1 Contributions of Erik Erikson, key researcher in the area of lifespan development
6.N I can identify the contributions of major researchers in the area of moral development.	
6.O I can compare and contrast models of moral development.	EXAMPLES 6.N.1 Contributions of Carol Gilligan 6.N.2 Contributions of Lawrence Kohlberg
6.P I can describe how sex and gender influence socialization and other aspects of development.	

Unit 7: Motivation, Emotion, and Personality	
BIG IDEAS/THEMES	ESSENTIAL QUESTIONS
Psychologists use theory to categorize and explain different personalities.	What motivates us to think and act the way we do? Why do some people respond to stress in a healthier way than others? Why don't psychologists agree?
TOPIC & COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
<i>Strategies integrate skills and content and may include but are not limited to....</i>	
Theories of Motivation 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
Specific Topics in Motivation 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Theories of Emotion 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice
Stress and Coping 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Introduction to Personality 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
Psychoanalytic Theories of Personalities 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice. Individual personality assessment and analysis
Behaviorism and Social Cognitive Theories of Personality 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice. Individual personality assessment and analysis
Humanistic Theories of Personality 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice. Individual personality assessment and analysis
Trait Theories of Personality 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice. Individual personality assessment and analysis
Measuring Personality 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice. Individual personality assessment and analysis
	<i>AP Classroom- Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric</i>

LEARNING TARGET	ESSENTIAL KNOWLEDGE
7.A I can identify and apply basic motivational concepts to understand the behavior of humans and other animals.	7.A.1Instincts 7.A.2Incentives 7.A.3Intrinsic versus extrinsic motivation 7.A.4Overjustification effect 7.A.5Self-efficacy 7.A.6Achievement motivation
7.B I can compare and contrast motivational theories, including the strengths and weaknesses of each.	7.B.1Drive reduction theory 7.B.2Arousal theory (including the Yerkes-Dodson law) 7.B.3Evolutionary theory of motivation 7.B.4Maslow’s theory 7.B.5Cognitive dissonance theory
7.C I can describe classic research findings in specific motivations.	7.C.1Motivation system: eating 7.C.2Motivation system: sex 7.C.3Motivation system: social
7.D I can identify contributions of key researchers in the psychological field of motivation and emotion.	7.D.1 Contributions of William James, key researcher in the psychology of motivation and emotion 7.D.2 Contributions of Alfred Kinsey, key researcher in the psychology of motivation and emotion 7.D.3 Contributions of Abraham Maslow, key researcher in the psychology of motivation and emotion 7.D.4 and emotion 7.D.5 Contributions of Stanley Schachter, key researcher in the psychology of motivation Contributions of Hans Selye, key researcher in the psychology of motivation and emotion
7.E I can discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.	
7.F I can compare and contrast major theories of emotion.	7.F.1 James–Lange Theory 7.F.2 Cannon–Bard Theory 7.F.3 Schachter two-factor theory 7.F.4 Evolutionary theories (primary emotions) 7.F.5 Richard Lazarus’s appraisal theory 7.F.6 Joseph LeDoux’s theory 7.F.7 Paul Ekman’s research on cross-cultural displays of emotion 7.F.8 Facial feedback hypothesi
7.G I can describe how cultural influences shape emotional expression, including variations in body language.	
7.H I can discuss theories of stress and the effects of stress on psychological and physical well-being.	7.H.1 General adaptation theory 7.H.2 Stress-related illnesses 7.H.3 Lewin’s motivational conflicts theory 7.H.4Unhealthy behaviors

Advanced Placement Psychology UBD

<p>7.I I can describe and compare research methods that psychologists use to investigate personality.</p>	<p>7.I.1 Research method to investigate personality: case studies 7.I.2 7.I.3 Research method to investigate personality: surveys Research method to investigate personality: personalities inventories</p>
<p>7.J I can identify the contributions of major researchers in personality theory.</p>	<p>7.J.1 Contributions of Alfred Adler, key researcher in personality theory 7.J.2 Contributions of Albert Bandura, key researcher in personality theory 7.J.3 Contributions of Paul Costa and Robert McCrae, key researchers in personality theory 7.J.4 Contributions of Sigmund Freud, key researcher in personality theory 7.J.5 Contributions of Carl Jung, key researcher in personality theory 7.J.6 Contributions of Abraham Maslow, key researcher in personality theory 7.J.7 Contributions of Carl Rogers, key researcher in personality theory</p>
<p>7.K I can compare and contrast the psychoanalytic theories of personality with other theories of personality.</p>	
<p>7.L I can compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.</p>	
<p>7.M I can compare and contrast humanistic theories of personality with other theories of personality.</p>	
<p>7.N I can speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.</p>	<p>7.N.2 Collectivistic versus individualistic cultures</p>
<p>7.O I can compare and contrast trait theories of personality with other theories of personality.</p>	
<p>7.P I can identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.</p>	<p>7.P.1 Personality inventory 7.P.2 Projective tests</p>

Unit 8: Clinical Psychology	
BIG IDEAS/THEMES	ESSENTIAL QUESTIONS
Psychologists who study psychological disorders, along with practitioners who treat disorders, often utilize a particular theoretical perspective.	Why is psychological perspective necessary in the treatment of disorders? How are psychological disorders treated?
TOPIC & COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
Introduction to Psychological Disorders 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Psychological Perspectives and Etiology of Disorders 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice, psychological disorder case study analysis
Neurodevelopmental and Schizophrenic Spectrum Disorders 1.B I can explain behavior in authentic context.	misconception check, 1-minute essay/exit ticket, jigsaw, multiple choice, case study analysis/evaluation and proposal for treatment plan
Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders 1.B I can explain behavior in authentic context.	misconception check, 1-minute essay/exit ticket, jigsaw, multiple choice, case study analysis/evaluation and proposal for treatment plan
Trauma- and Stressor- Related, Dissociative, and Somatic Symptom and Related Disorders 1.B I can explain behavior in authentic context.	misconception check, 1-minute essay/exit ticket, jigsaw, multiple choice, case study analysis/evaluation and proposal for treatment plan
Feeding, Eating, Substance and Addictive, and Personality Disorders 1.B I can explain behavior in authentic context.	misconception check, 1-minute essay/exit ticket, jigsaw, multiple choice, case study analysis/evaluation and proposal for treatment plan
Introduction to Treatment of Psychological Disorders 1.A I can define and/or apply concepts.	free response question, group free response question, students generate a question/scenario, labeling diagrams, creating models, index cards with definitions/concepts
Psychological Perspectives and Treatment of Disorders 1.C I can apply theories and perspectives in authentic contexts.	misconception check, 1-minute essay/exit ticket, jigsaw, multiple choice, case study analysis/evaluation and proposal for treatment plan
Treatment of Disorders from the Biological Perspective 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
3. Evaluating Strengths, Weaknesses, and Empirical Support of Treatments of Disorders I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
	<i>AP Classroom- Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric</i>

LEARNING TARGET	ESSENTIAL KNOWLEDGE
8.A I can recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.	
8.B I can describe contemporary and historical conceptions of what constitutes psychological disorders.	
8.C. I can discuss the intersection between psychology and the legal system.	8.C.1 Confidentiality 8.C.2 Insanity defense
8.D I can evaluate the strengths and limitations of various approaches to explaining psychological disorders.	
8.E I can identify the positive and negative consequences of diagnostic labels.	8.E.1 The Rosenhan Study
8.F I can discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.	
8.G I can discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.	
8.H I can discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressorrelated disorders and	
8.I I can discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.	
8.J I can describe the central characteristics of psychotherapeutic intervention.	
8.K I can identify the contributions of major figures in psychological treatment.	8.K.1 Contributions of Aaron Beck, major figure in psychological treatment 8.K.2 Contributions of Albert Ellis, major figure in psychological treatment 8.K.3 Contributions of Sigmund Freud, major figure in psychological treatment 8.K.4 Contributions of Mary Cover Jones, major figure in psychological treatment 8.K.5 Contributions of Carl Rogers, major figure in psychological treatment 8.K.6 Contributions of B. F. Skinner, major figure in psychological treatment 8.K.7 Contributions of Joseph Wolpe, major figure in psychological treatment
8.L I can describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	8.L.1 Treatment orientation: behavioral 8.L.2 Treatment orientation: cognitive 8.L.3 Treatment orientation: humanistic 8.L.4 Treatment orientation: psychodynamic 8.L.5 Treatment orientation: cognitive-behavioral 8.L.6 Treatment orientation: sociocultural
8.M I can summarize effectiveness of specific treatments used to address specific problems.	

<p>8.N I can discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).</p>	
<p>8.O I can describe prevention strategies that build resilience and promote competence.</p>	
<p>8.P I can summarize effectiveness of specific treatments used to address specific problems from a biological perspective.</p>	
<p>8.Q I can compare and contrast different treatment methods.</p>	<p>8.Q.1 Individual 8.Q.2 Group 8.Q.3 Rational-emotive method 8.Q.4 Psychoanalytic/psychodynamic method 8.Q.5 Client-centered method 8.Q.6 Cognitive method 8.Q.7 Behavioral method 8.Q.8 Sociocultural method 8.Q.9 Biopsychosocial method 8.Q.10 Cognitive-behavioral method</p>

Unit 9: Social Psychology	
BIG IDEAS/THEMES	ESSENTIAL QUESTIONS
Social psychology is the study of how other people and groups influence behavior and mental processes as well as how behavior and mental processes influence our experiences in social situations. Social psychology also involves the study of how our perceptions of social situations impact how we interact with others and how others interact with us.	How does the bias of a researcher affect their conclusions?
TOPIC & COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
Attribution Theory and Person Perception 1.C I can apply theories and perspectives in authentic contexts.	Jigsaw reading, concept map, free response question, short answer question, multiple choice
Attitude Formation and Attitude Change 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
Conformity, Compliance, and Obedience 3. I can analyze psychological research studies.	RAP (Read, Annotate, Process), free response question, short answer question, multiple choice
Group Influences on Behavior and Mental Processes 1.B I can explain behavior in authentic context.	Jigsaw reading, concept map, free response question, short answer question, multiple choice, situational case study analysis
Bias, Prejudice, and Discrimination 1.B I can explain behavior in authentic context.	Jigsaw reading, concept map, free response question, short answer question, multiple choice, situational case study analysis
Altruism and Aggression 1.B I can explain behavior in authentic context.	Jigsaw reading, concept map, free response question, short answer question, multiple choice, situational case study analysis
Interpersonal Attraction 1.B I can explain behavior in authentic context.	Jigsaw reading, concept map, free response question, short answer question, multiple choice, situational case study analysis
	<i>AP Classroom- Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric</i>
LEARNING TARGET	ESSENTIAL KNOWLEDGE

Advanced Placement Psychology UBD

<p>9.A I can apply attribution theory to explain motives.</p>	<p>9.A.1 Fundamental attribution error 9.A.2 Self-serving bias 9.A.3 False consensus effect 9.A.4 Confirmation bias 9.A.5 Just-world hypothesis 9.A.6 Halo effect</p>
<p>9.B I can articulate the impact of social and cultural categories on self-concept and relations with others.</p>	<p>9.B.1- Gender 9.B.2- Race 9.B.3- Ethnicity</p>
<p>9.C I can anticipate the impact of self-fulfilling prophecy on behavior.</p>	
<p>9.D I can identify important figures and research in the areas of attitude formation and change.</p>	<p>9.D.1 Leon Festinger</p>
<p>9.E I can discuss attitude formation and change, including persuasion strategies and cognitive dissonance.</p>	<p>9.E.1 Central route to persuasion 9.E.2 Peripheral route to persuasion 9.E.3 Cognitive dissonance 9.E.4 Elaboration likelihood model</p>
<p>9.F I can identify the contributions of key researchers in the areas of conformity, compliance, and obedience.</p>	<p>9.F.1 Contributions of Solomon Asch 9.F.2 Contributions of Stanley Milgram 9.F.3 Contributions of Philip Zimbardo</p>
<p>9.H I can describe the structure and function of different kinds of group behavior.</p>	
<p>9.I I can predict the impact of the presence of others on individual behavior.</p>	<p>9.I.1 Bystander effect 9.I.2 Social facilitation 9.I.3 Social inhibition 9.I.4 Group polarization 9.I.5 Deindividuation 9.I.6 Diffusion of responsibility 9.I.7 In-group/out-group bias 9.I.8 Reciprocity norms 9.I.9 Social norms 9.I.10 Social traps 9.I.11 Prisoner's dilemma 9.I.12 Conflict resolution 9.I.13 Superordinate goals</p>

<p>9.J I can describe processes that contribute to differential treatment of group members.</p>	<p>9.J.1 In-group/out-group dynamics 9.J.2 Ethnocentrism 9.J.3 Prejudice 9.J.4 Bias 9.J.5 Discrimination 9.J.6 Scapegoat theory 9.J.7 Stereotype 9.J.1 Out-group homogeneity bias 9.J.1 Mere-exposure effect</p>
<p>9.K I can describe the variables that contribute to altruism and aggression.</p>	
<p>9.L I can describe the variables that contribute to attraction.</p>	