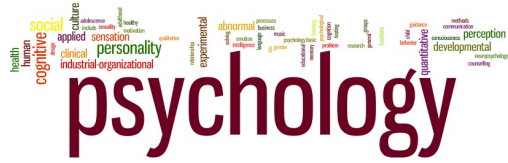
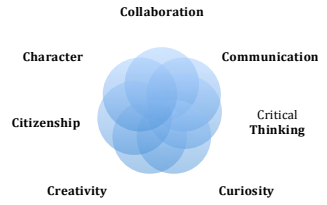


Content Area: Social Studies	Course: AP Psychology	Grade Level: 10/11/12
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
Unit I: History and Approaches	1 week	
Unit II: Research Methods	3 weeks	
Unit III: Biological Bases of Behavior	3 weeks	
Unit IV: Sensation and Perception	2 weeks	
Unit V: States of Consciousness	1 week	
Unit VI: Learning	2 weeks	

Unit Titles	Length of Unit
Unit VII: Cognition	3 weeks
Unit VIII: Motivation and Emotion	2 weeks
Unit IX: Developmental Psychology	2 weeks
Unit X: Personality	2 weeks
Unit XI: Testing and Individual Differences	2 weeks
Unit XII: Abnormal Behavior	2 weeks
Unit XIII: Treatment of Abnormal Behavior	2 weeks
Unit XIV: Social Psychology	3 weeks



Strands	Course Level Expectations
Mind and Body	<ul style="list-style-type: none"> • Understand the biological, psychological, and sociocultural factors that influence individual's cognition, perception, and behavior? • Understand how biology and experience (nature vs. nurture) influence our perception of our world as well as our behavior • Know what are the brain structures and their functions as well as understand in what ways does our environment impact brain development?
Learning and Motivation	<ul style="list-style-type: none"> • Understand what are the various cognitive processes involved in understanding information, solving problems, and making decisions. • What are the ways in which individuals (human and nonhuman) learn. • Explain how do psychologists explain and predict motivation.
Personality Development	<ul style="list-style-type: none"> • Understand the various psychological theories of personality • How and why do psychologists assess personality
Abnormality	<ul style="list-style-type: none"> • Know that are the ways in which psychologists and physicians diagnose and treat psychological disorders. • Understand how abnormal behavior impact the quality of life.
Social Psychology	<ul style="list-style-type: none"> • Understand how psychology provides an understanding of self and community. • Know how an environment influences behavior.

Unit Title	History and Approaches	Length of Unit	1 week
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none">• When and how did modern psychological science begin?• What is psychology’s historic big issue?• What are psychology’s levels of analysis and related perspectives?• What are psychology’s main subfields?		
Standards*	D2.Psy.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology D2.Psy.18.9-12. Apply psychological knowledge to their daily lives. D2.Psy.16.9-12. Use critical thinking skills to be- come better consumers of psychological knowledge. D2.Psy.17.9-12. Acknowledge the interconnected- ness of knowledge in the discipline of psychology.		
Unit Strands & Concepts	A. Logic, Philosophy, and History of Science B. Approaches Biological -Behavioral Cognitive -Humanistic Psychodynamic -Sociocultural Evolutionary		
Key Vocabulary	psychology, structuralism, functionalism, nature-nurture debate, levels of analysis, basic research, applie research		

*Standards based on C3 Framework For Social Studies State Standards

For more information visit: <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

Unit Title	History and Approaches	Length of Unit	1 week
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Psychology has evolved markedly since its inception as a discipline in 1879. ● There have been significant changes in the theories that psychologists use to explain behavior and mental processes. ● In addition, the methodology of psychological research has expanded to include a diversity of approaches to data gathering. 	<ul style="list-style-type: none"> ● Recognize how philosophical and physiological perspectives shaped the development of psychological thought. ● Describe and compare different theoretical approaches in explaining behavior. ● Recognize the strengths and limitations of applying theories to explain behavior. ● Distinguish the different domains of psychology. ● Identify major historical figures in psychology.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> , New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, <i>40 Studies that Changed Psychology</i> by Roger Hock

Unit Title	Research Methods	Length of Unit	3 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What are the main components of the scientific attitude? • How do psychologists observe and describe behavior? • What are positive and negative correlations, and why do they enable predictions but not cause-effect explanation? • How do experiments, powered by random assignment, clarify cause and effect? • How can we describe data with measures of central tendency and variation? • What is statistical significance? 		
Standards	<p>D2.Psy.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology.</p> <p>D2.Psy.6.9-12. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.</p> <p>D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.</p> <p>D2.Psy.5.9-12. Explain how the validity and reliability of observations and measurements relate to data analysis.</p>		
Unit Strands & Concepts	<p>A. Experimental, Correlational, and Clinical Research</p> <p>B. Statistics</p> <p>1. Descriptive 2. Inferential</p> <p>C. Ethics in Research</p>		
Key Vocabulary	hindsight bias, critical thinking, case study, naturalistic observation, correlation, double-blind procedure, placebo effect, standard deviation, normal curve, informed consent		

Unit Title	Research Methods	Length of Unit	weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Psychology is an empirical discipline. • Psychologists develop knowledge by doing research. • Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems in behavior. 	<ul style="list-style-type: none"> • Differentiate types of research with regard to purpose, strengths, and weaknesses. • Describe how research design drives the reasonable conclusions that can be drawn. • Identify independent, dependent, confounding, and control variables in experimental designs. • Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys. • Predict the validity of behavioral explanations based on the quality of research design. • Distinguish the purposes of descriptive statistics and inferential statistics. • Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics. • Discuss the value of reliance on operational definitions and measurement in behavioral research. • Identify how ethical issues inform and constrain research practices. • Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, 4 <i>Studies that Changed Psychology</i> by Roger Hock

Unit Title	Biological Bases of Behavior	Length of Unit	3 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none">• What are neurons and how do they transmit information?• How do nerve cells communicate with other cells?• How do neurotransmitters influence behavior and how do drugs and other chemicals affect neurotransmission?• What are the functions of the nervous system’s main divisions?• How does the endocrine system transmit messages?• What are the functions of the brain’s three levels of structures?• What is brain plasticity and what do split-brains reveal about the functions of our two brain hemispheres?• What are genes and how do they affect heritability?• How do evolutionary psychologists explain human differences?		
Standards	D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals’ cognition, perception, and behavior. D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.		
Unit Strands & Concepts	A. Physiological Techniques C. Functional Organization of Nervous System E. Endocrine System G. Evolutionary Psychology B. Neuroanatomy D. Neural Transmission F. Genetics		
Key Vocabulary	neuron, action potential, neurotransmitters, reuptake, endorphins, CNS, PNS, somatic, autonomic, sympathetic, parasympathetic, reflex, hormones, lesion, aphasia, split brain, corpus callosum, plasticity		

Unit Title	Biological Bases of Behavior	Length of Unit	3 weeks
Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...		
<ul style="list-style-type: none">An effective introduction to the relationship between physiological processes and behavior — including the influence of neural function, the nervous system and the brain, and genetic contributions to behavior — is an important element in the AP course.	<ul style="list-style-type: none">Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.Discuss the influence of drugs on neurotransmitters.Discuss the effect of the endocrine system on behavior.Describe the nervous system and its subdivisions and functions, brain lateralization and hemispheric specialization.Discuss the role of neuroplasticity in traumatic brain injury.Recount historic and contemporary research strategies and technologies that support research.Discuss psychology’s abiding interest in how heredity, environment, and evolution work together to shape behavior.Predict how traits and behavior can be selected for their adaptive value.Identify key contributors.		
Assessments:	Performance Based Assessments, Practice AP Assessments		
Teacher Resources:	Myers, David G. <i>Psychology</i> , New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, <i>40 Studies that Changed Psychology</i> by Roger Hock		

Unit Title	Sensation and Perception	Length of Unit	2 Weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What are sensation and perception? • What are bottom-up and top-down processing? • What are absolute and difference thresholds? • What is the function of sensory adaptation? • How do the senses and the brain interact to process information? • What is Gestalt psychology and what are its main principles? 		
Standards	<p>D2.Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.</p> <p>D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.</p> <p>D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.</p> <p>D2.Psy.23.9-12. Apply psychological knowledge to civic engagement.</p>		
Unit Strands & Concepts	<p>A. Thresholds and Signal Detection Theory B. Sensory Mechanisms</p> <p>C. Attention D. Perceptual Processes</p>		
Key Vocabulary	bottom-up processing, top-down processing, selective attention, signal detection theory, sensor adaptation, trichromatic theory, opponent-process theory, figure ground, gestalt, retinal disparity, visual cliff		

Unit Title	Sensation and Perception	Length of Unit	2 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Everything that organisms know about the world is first encountered when stimuli in the environment activate sensory organs, initiating awareness of the external world. Perception involves the interpretation of the sensory inputs as a cognitive process. 	<ul style="list-style-type: none"> Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation. Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses. Explain common sensory disorders. Describe general principles of organizing and integrating sensation to promote stable awareness of the external world. Discuss how experience and culture can influence perceptual processes. Explain the role of top-down processing in producing vulnerability to illusion. Discuss the role of attention in behavior. Challenge common beliefs in parapsychological phenomena. Identify the major historical figures in sensation and perception.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> , New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, <i>40 Studies that Changed Psychology</i> by Roger Hock

Unit Title	States of Consciousness	Length of Unit	1 week
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does the Circadian Rhythm regulate our wake/sleep cycle? • What is the function of sleep? • What are the major sleep disorders? • Why do we dream? • Is hypnosis an altered state of consciousness? • How do psychoactive drugs affect us? 		
Standards	<p>D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.</p> <p>D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices.</p> <p>D2.Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.</p> <p>D2.Psy.14.9-12. Use information from different psychological sources to generate research questions.</p>		
Unit Strands & Concepts	<p>A. Sleep and Dreaming</p> <p>B. Hypnosis</p> <p>C. Psychoactive Drug Effects</p>		
Key Vocabulary	circadian rhythm, REM, NREM, manifest content, latent content, REM rebound, dissociation, post-hypnotic suggestion, tolerance, withdrawal		

Unit Title	States of Consciousness	Length of Unit	1 week
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Understanding consciousness and what it encompasses is critical to an appreciation of what is meant by a given state of consciousness. The study of variations in consciousness includes an examination of the sleep cycle, dreams, hypnosis, circadian rhythms, and the effects of psychoactive drugs. 	<ul style="list-style-type: none"> Describe various states of consciousness and their impact on behavior. Discuss aspects of sleep and dreaming: — stages and characteristics of the sleep cycle; — theories of sleep and dreaming; — symptoms and treatments of sleep disorders. Describe historic and contemporary uses of hypnosis. Explain hypnotic phenomena. Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects. Discuss drug dependence, addiction, tolerance, and withdrawal. Identify the major figures in consciousness research..

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> , New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, <i>40 Studies that Changed Psychology</i> by Roger Hock

Unit Title	Learning	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	1. How do humans learn as a result of classical and operant conditioning as well as observation? 2. Why is Pavlov’s work important? 3. What are applications of classical and operant conditioning? 4. What is observational learning, and how is it enabled by mirror neurons? 5. What does Bandura’s experiment teach us about the importance of modeling?		
Standards	D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals’ cognition, perception, and behavior.		
Unit Strands & Concepts	A. Classical Conditioning C. Cognitive Processes E. Social Learning B. Operant Conditioning D. Biological Factors		
Key Vocabulary	UR, US, CR, CS, acquisition, spontaneous recovery, generalization, discrimination, law of effect, shaping, reinforcer, schedules of reinforcement, punishment, cognitive map, modeling, mirror neurons		

Unit Title	Learning	Length of Unit	weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> This section of the course introduces students to differences between learned and unlearned behavior. The primary focus is exploration of different kinds of learning, including classical conditioning, operant conditioning, and observational learning. The biological bases of behavior illustrate predispositions for learning. 	<ul style="list-style-type: none"> Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning. Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning. Predict the effects of operant conditioning. Predict how practice, schedules of reinforcement, and motivation will influence quality of learning. Interpret graphs that exhibit the results of learning experiments. Provide examples of how biological constraints create learning predispositions. Describe the essential characteristics of insight learning, latent learning, and social learning. Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness. Suggest how behavior modification, biofeedback, coping strategies, and self control can be used to address behavioral problems. Identify key contributors in the psychology of learning.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, 4 <i>Studies that Changed Psychology</i> by Roger Hock

Unit Title	Cognition	Length of Unit	3 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do psychologists define memory? • What is the difference between automatic and effortful processing? • What are the duration and capacity of short and long term memory? • How does our brain store and retrieve memories? • Why do we forget and how can we improve our memory? • How do humans construct false memories? • What are the functions of concepts? • How is problem solving aided or hindered? • What is creativity and what fosters it? • How do we learn language? 		
Standards	<p>D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.</p> <p>D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.</p> <p>D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.</p> <p>D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.</p>		
Unit Strands & Concepts	<p>A. Memory B. Language</p> <p>C. Thinking D. Problem Solving and Creativity</p>		
Key Vocabulary	encoding, storage, retrieval, processing, iconic, echoic, flashbulb memory, implicit, explicit, recall, recognition, priming, proactive interference, retroactive interference		

Unit Title	Cognition	Length of Unit	3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> In this unit students learn how humans convert sensory input into kinds of information. They examine how humans learn, remember, and retrieve information. This part of the course also addresses problem solving, language, and creativity. 	<ul style="list-style-type: none"> Compare and contrast various cognitive processes: — effortful versus automatic processing; — deep versus shallow processing; — focused versus divided attention. Describe and differentiate psychological and physiological systems of memory. Outline the principles that underlie effective encoding, storage, and construction of memories. Describe strategies for memory improvement. Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language. Identify problem-solving strategies as well as factors that influence their effectiveness. List the characteristics of creative thought and creative thinkers. Identify key contributors in cognitive psychology.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> , New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, 4 <i>Studies that Changed Psychology</i> by Roger Hock

Unit Title	Motivation and Emotion	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none">• From what perspectives do psychologists view-motivated behavior?• What physiological factors produce hunger?• Why do some humans develop eating disorders while others are obese?• What are the stages of the human sexual response cycle?• How do internal and external stimuli influence sexual motivation?• What is the link between emotional arousal and the autonomic nervous system?• How do psychologists explain the experience of emotion?• How do we communicate nonverbally?• What is the function of fear, and how do we learn from it?• What are the causes and consequences of anger and happiness?• What is stress, and how can we learn to manage it?		
Standards	D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices.		
Unit Strands & Concepts	A. Biological Bases B. Theories of Motivation C. Hunger, Thirst, Sex, and Pain D. Social Motives E. Theories of Emotion F. Stress		
Key Vocabulary	instinct, drive-reduction theory, hierarchy of needs, incentives, refractory period, James-Lange theory, Cannon-Bard theory, general adaptation syndrome		

Unit Title	Motivation and Emotion	Length of Unit	2 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> In this part of the course, students explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion. 	<ul style="list-style-type: none"> Identify and apply basic motivational concepts to understand the behavior of humans and other animals. Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis. Compare and contrast motivational theories, including the strengths and weaknesses of each. Describe classic research findings in specific motivation systems. Discuss theories of stress and the effects of stress on psychological and physical well-being. Compare and contrast major theories of emotion.. Describe how cultural influences shape emotional expression, including variations in bod language. Identify key contributors in the psychology of motivation and emotion.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> , New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, 4 <i>Studies that Changed Psychology</i> by Roger Hock

Unit Title	Developmental Psychology	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does life develop before birth? • How do the brain and motor skills develop during infancy and childhood? • From the perspective of Piaget and today's researchers, how does a child's mind develop? • How do children form attachments and self-concepts? • How are children's traits affected by parenting style? • How do nature and nurture form our gender? • How did Piaget, Kohlberg, and later researchers describe adolescent cognitive and moral development? • How do memory and intelligence change with age? 		
Standards	<p>D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.</p> <p>D2.Psy.22.9-12. Use psychological knowledge to promote healthy lifestyle choices.</p> <p>D2.Psy.23.9-12. Apply psychological knowledge to civic engagement.</p>		
Unit Strands & Concepts	<p>A. Life-Span Approach B. Research Methods</p> <p>C. Heredity D. Developmental Theories</p> <p>E. Dimensions of Development</p> <p>1. Physical 2. Cognitive</p> <p>3. Social 4. Moral</p> <p>F. Sex Roles and Gender Roles</p>		
Key Vocabulary	teratogens, habituation, maturation, schema, assimilation, accommodation, attachment, critical period, imprinting, temperament, identity, crystallized intelligence, fluid intelligence		

Unit Title	Developmental Psychology	Length of Unit	weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Developmental psychology deals with the behavior of organisms from conception to death and examines the processes that contribute to behavioral change throughout the life span. The major areas of emphasis in the course are prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood. 	<ul style="list-style-type: none"> Discuss the interaction of nature and nurture in the determination of behavior. Explain the process of conception and gestation, including factors that influence successful fetal development. Discuss maturation of motor skills. Describe the influence of temperament and other social factors on attachment and appropriate socialization. Explain the maturation of cognitive abilities.. Compare and contrast models of moral development.. Discuss maturational challenges in adolescence, including related family conflicts. Explain how parenting styles influence development. Characterize the development of decisions related to intimacy as people mature. Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function. Describe how sex and gender influence socialization and other aspects of development. Identify key contributors in developmental psychology.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, 4 <i>Studies that Changed Psychology</i> by Roger Hock

Unit Title	Personality	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How is personality explained by the Psychoanalytic, Trait, and Social-Cognitive perspectives? • Are we helped or hindered by high self-esteem? • How do individualist and collectivist cultural influences affect people? 		
Standards	<p>D2.Psy.18.9-12. Apply psychological knowledge to their daily lives.</p> <p>D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.</p> <p>D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.</p>		
Unit Strands & Concepts	<p>A. Personality Theories and Approaches</p> <p>B. Assessment Techniques</p> <p>C. Growth and Adjustment</p>		
Key Vocabulary	free association, unconscious, id, ego, superego, defense mechanisms, self-actualization, unconditional positive regard, reciprocal determinism, internal locus of control, external locus of control, spotlight effect		

Unit Title	Personality	Length of Unit	2 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> In this section of the course, students explore major theories of how humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them. The unit also addresses research methods used to assess personality. 	<ul style="list-style-type: none"> Compare and contrast the major theories and approaches to explaining personality. Describe and compare research methods that psychologists use to investigate personality. Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments. Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept. Identify key contributors to personality theory.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> , New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, 4 <i>Studies that Changed Psychology</i> by Roger Hock

Unit Title	Testing and Individual Differences	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is intelligence and how have major theorists explained it? • When and why were intelligence tests created? • What's the difference between aptitude and achievement tests? • What are the traits of those at the low and high intelligence extremes? • What does evidence reveal about heredity and environmental influences on intelligence? • How and why do gender and racial groups differ in mental ability scores? 		
Standards	<p>D2.Psy.1.9-12. Demonstrate a basic understanding of the scientific methods that are at the core of psychology.</p> <p>D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.</p> <p>D2.Psy.5.9-12. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>D2.Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.</p>		
Unit Strands & Concepts	<p>A. Standardization and Norms</p> <p>B. Reliability and Validity</p> <p>C. Types of Tests</p> <p>D. Ethics and Standards in Testing</p> <p>E. Intelligence</p>		
Key Vocabulary	<p>general intelligence, factor analysis, savant syndrome, mental age, intelligence quotient, standardization, normal curve, reliability, validity</p>		

Unit Title	Testing and Individual Differences	Length of Unit	2 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> An understanding of intelligence and assessment of individual differences is highlighted in this portion of the course. Students must understand issues related to test construction and fair use. 	<ul style="list-style-type: none"> Define intelligence and list characteristics of how psychologists measure intelligence: — abstract versus verbal measures; — speed of processing. Discuss how culture influences the definition of intelligence. Compare and contrast historic and contemporary theories of intelligence. Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity. Interpret the meaning of scores in terms of the normal curve. Describe relevant labels related to intelligence testing. Debate the appropriate testing practices, particularly in relation to culture-fair test uses. Identify key contributors in intelligence research and testing.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> , New York: Worth, 2011. LMC databases, American Psychological Association website, <i>Psychology Today</i> , 4 <i>Studies that Changed Psychology</i> by Roger Hock

Unit Title	Abnormal Psychology	Length of Unit	2 weeks
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Inquiry Questions (Engaging & Debatable)	<ol style="list-style-type: none"> 1. What is the medical model and how does it help us understand psychological disorders? 2. What are the pros and cons of the DSM-5? 3. When does an ordinary worry or fear become a disorder? 4. What are the causes and symptoms of the major psychological and personality disorders? 5. How does the biopsychosocial model help us understand psychological disorders? 6.
Standards	<p>D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.</p> <p>D2.Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge.</p> <p>D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.</p> <p>D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena.</p>
Unit Strands & Concepts	<ol style="list-style-type: none"> A. Definitions of Abnormality B. Theories of Psychopathology C. Diagnosis of Psychopathology D. Types of Disorders
Key Vocabulary	medical model, DSM, clinical psychology, hallucinations, delusions

Unit Title	Abnormal Psychology	Length of Unit	weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> In this portion of the course, students examine the nature of common challenges to adaptive functioning. This section emphasizes formal conventions that guide psychologists' judgments about diagnosis and problem severity. 	<ul style="list-style-type: none"> Describe contemporary and historical conceptions of what constitutes psychological disorders. 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. Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, dissociative disorders, feeding and eating disorders, neurodevelopmental disorders, neurocognitive disorders, obsessive-compulsive and related disorders, personality disorders, schizophrenia spectrum and other psychotic disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms. Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural. Identify the positive and negative consequences of diagnostic labels. Discuss the intersection between psychology and the legal system.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, 4 <i>Studies that Changed Psychology</i> by Roger Hock

Unit Title	Treatment on Abnormal Psychology	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What are the aims and methods of psychoanalysis, humanistic therapy, and Roger’s client-centered therapy? • What are the goals and techniques of behavior, cognitive, group, and family therapies? • Are some therapies more effective than others? • How can pharmacological therapies help? What are their pros and cons? • What alternative therapies are available to treat disorders? • How can we avoid psychological disorders? 		
Standards	<p>D2.Psy.4.9-12. Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.</p> <p>D2.Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.</p> <p>D2.Psy.14.9-12. Use information from different psychological sources to generate research questions.</p> <p>D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.</p>		
Unit Strands & Concepts	<p>A. Treatment Approaches of various perspectives.</p> <p>B. Modes of Therapy</p> <p>C. Community and Preventative Approaches</p>		
Key Vocabulary	psychotherapy, transference, insight therapies, client-centered therapy, counterconditioning, exposure therapies, token economy, ECT, lobotomy		

Unit Title	Treatment of Abnormal Psychology	Length of Unit	2 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> This section of the course provides students with an understanding of empirically based treatments of psychological disorders. The topic emphasizes descriptions of treatment modalities based on various orientations in psychology. 	<ul style="list-style-type: none"> Describe the central characteristics of psychotherapeutic intervention. Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning. Compare and contrast different treatment formats. Summarize effectiveness of specific treatments used to address specific problems Discuss how cultural and ethnic context influence choice and success of treatment. Describe prevention strategies that build resilience and promote competence. Identify major figures in psychological treatment.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> , New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, 4 <i>Studies that Changed Psychology</i> by Roger Hock

Unit Title	Social Psychology	Length of Unit	3 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none">• How do we tend to explain others’ behavior and our own?• What is the relationship between thought and behavior?• What do experiments on conformity and compliance reveal about the power of social influence?• How is our behavior affected by the presence of others or by being a part of a group?• What are the cognitive, social, and emotional roots of prejudice?• What biological and psychological factors may trigger aggressive behavior?• Why do we become attracted some people but not others?• How does romantic love typically change as time passes?• Does altruism exist?• How do social traps and mirror-image perceptions fuel social conflict?• How can we transform feelings of prejudice, aggression, and conflict into attitudes that promote peace?		
Standards	D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues. D2.Psy.21.9-12. Discuss ways in which the applications of psychological science can address domestic and global issues. D2.Psy.23.9-12. Apply psychological knowledge to civic engagement.		
Unit Strands & Concepts	A. Group Dynamics C. Interpersonal Perception E. Attitudes and Attitude Change G. Aggression/Antisocial Behavior B. Attribution Processes D. Conformity, Compliance, Obedience F. Organizational Behavior H. Cultural Influences		
Key Vocabulary	fundamental attribution error, self-serving bias, deindividuation, conformity, obedience, group polarization, groupthink, bystander effect, cognitive dissonance, social facilitation		

Unit Title	Socia Psychology	Length of Unit	weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> This part of the course focuses on how individuals relate to one another in social situations. Social psychologists study social attitudes, social influence, and other social phenomena. 	<ul style="list-style-type: none"> Apply attribution theory to explain motives. Describe the structure and function of different kinds of group behavior.. Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority. Discuss attitudes and how they change. Predict the impact of the presence of others on individual behavior. Describe processes that contribute to differential treatment of group members. Articulate the impact of social and cultural categories on self-concept and relations with others. Anticipate the impact of behavior on a self-fulfilling prophecy. Describe the variables that contribute to altruism, aggression, and attraction. Discuss attitude formation and change, including persuasion strategies and cognitive dissonance. Identify important figures in social psychology.

Assessments:	Performance Based Assessments, Practice AP Assessments
Teacher Resources:	Myers, David G. <i>Psychology</i> New York: Worth, 2011. LMC databases, American Psychological Association website, Psychology Today, 4 <i>Studies that Changed Psychology</i> by Roger Hock