



## Greenwich Public Schools Curriculum Overview

### AP Psychology

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

*Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.*

### **Course Description**

The Advanced Placement course in psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Advanced Placement Psychology is the equivalent of a college course offered in a high school setting. Consequently, the readings, pacing, and academic standards will simulate that of a college class. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

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### **Unit Pacing Guide**

- Unit 1: Scientific Foundations of Psychology (13-14 days)
  - Unit 2: Biological Bases of Behavior (11-12 days)
  - Unit 3: Sensation and Perception (11-12 days)
  - Unit 4: Learning (11 days)
  - Unit 5: Cognitive Psychology (17-18 days)
  - Unit 6: Developmental Psychology (9-10 days)
  - Unit 7: Motivation, Emotion, and Personality (16-17 days)
  - Unit 8: Clinical Psychology (17-18 days)
  - Unit 9: Social Psychology (9-10 days)
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### **Enduring Understandings for the Course**

Human behavior is influenced by a variety of biological, cognitive and social factors.

### **Enduring Understandings by unit:**

#### **Unit 1: Scientific Foundations of Psychology:**

- Standard Area: Perspectives in Psychological Science
  - Content Standard 1: Development of psychology as an empirical science
    - 1.1 Define psychology as a discipline and identify its goals as a science.

- 1.2 Describe the emergence of psychology as a scientific discipline.
- 1.3 Describe perspectives employed to understand behavior and mental processes.
- 1.4 Explain how psychology evolved as a scientific discipline.
- Content Standard 2: Major subfields within psychology
  - 2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.
  - 2.2 Describe the major subfields of psychology.
  - 2.3 Identify the important role psychology plays in benefiting society and improving people's lives.
- Standard Area: Research Methods, Measurement, and Statistics
  - Content Standard 1: Research methods and measurements used to study behavior and mental processes
    - 1.1 Describe the scientific method and its role in psychology.
    - 1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
    - 1.3 Define systematic procedures used to improve the validity of research findings, such as external validity.
    - 1.4 Discuss how and why psychologists use non-human animals in research.
  - Content Standard 2: Ethical issues in research with human and non-human animals
    - 2.1 Identify ethical standards psychologists must address regarding research with human participants.
    - 2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.
  - Content Standard 3: Basic concepts of data analysis
    - 3.1 Define descriptive statistics and explain how they are used by psychological scientists.
    - 3.2 Define forms of qualitative data and explain how they are used by psychological scientists.
    - 3.3 Define correlation coefficients and explain their appropriate interpretation.
    - 3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods.
    - 3.5 Explain other statistical concepts, such as statistical significance and effect size.
    - 3.6 Explain how validity and reliability of observations and measurements relate to data analysis.
- Standard Area: Vocational Applications
  - Content Standard 1: Career options
    - 1.1 Identify careers in psychological science and practice.
    - 1.2 Identify careers related to psychology.

- Content Standard 2: Educational requirements
  - 2.1 Identify degree requirements for psychologists and psychology-related careers.
    - 2.2 Identify resources to help select psychology programs for further study.
- Content Standard 3: Vocational applications of psychological science
  - 3.1 Discuss ways in which psychological science addresses domestic and global issues.
  - 3.2 Identify careers in psychological science that have evolved as a result of domestic and global issues.

## Unit 2: Biological Bases of Behavior

- Standards Area: Biological Bases of Behavior
  - Content Standard 1: Structure and function of the nervous system in human and non-human animals
    - 1.1 Identify the major divisions and subdivisions of the human nervous system.
    - 1.2 Identify the parts of the neuron and describe the basic process of neural transmission.
    - 1.3 Differentiate between the structures and functions of the various parts of the central nervous system.
    - 1.4 Describe lateralization of brain functions.
    - 1.5 Discuss the mechanisms of, and the importance of, plasticity of the nervous system.
  - Content Standard 2: Structure and function of the endocrine system
    - 2.1 Describe how the endocrine glands are linked to the nervous system.
    - 2.2 Describe the effects of hormones on behavior and mental processes.
    - 2.3 Describe hormone effects on the immune system.
  - Content Standard 3: The interaction between biological factors and experience
    - 3.1 Describe concepts in genetic transmission.
    - 3.2 Describe the interactive effects of heredity and environment.
    - 3.3 Explain how evolved tendencies influence behavior.
  - Content Standard 4: Methods and issues related to biological advances
    - 4.1 Identify tools used to study the nervous system.
    - 4.2 Describe advances made in neuroscience.
    - 4.3 Discuss issues related to scientific advances in neuroscience and genetics.
- Standard Area: Consciousness
  - Content Standard 1: The relationship between conscious and unconscious processes
    - 1.1 Identify states of consciousness.
    - 1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).
  - Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream
    - 2.1 Describe the circadian rhythm and its relation to sleep.

- 2.2 Describe the sleep cycle.
- 2.3 Compare theories about the functions of sleep.
- 2.4 Describe types of sleep disorders.
- 2.5 Compare theories about the functions of dreams.
- Content Standard 3: Categories of psychoactive drugs and their effects
  - 3.1 Characterize the major categories of psychoactive drugs and their effects.
  - 3.2 Describe how psychoactive drugs act at the synaptic level.
  - 3.3 Evaluate the biological and psychological effects of psychoactive drugs.
  - 3.4 Explain how culture and expectations influence the use and experience of drugs.
- Content Standard 4: Other states of consciousness
  - 4.1 Describe meditation and relaxation and their effects.
  - 4.2 Describe hypnosis and controversies surrounding its nature and use.
  - 4.3 Describe flow states

### Unit 3: Sensation and Perception

- Standard Area: Sensation and Perception
  - Content Standard 1: The processes of sensation and perception
    - 1.1 Discuss processes of sensation and perception and how they interact.
    - 1.2 Explain the concepts of threshold and adaptation.
  - Content Standard 2: The capabilities and limitations of sensory processes
    - 2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
    - 2.2 Describe the visual sensory system.
    - 2.3 Describe the auditory sensory system.
    - 2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
  - Content Standard 3: Interaction of the person and the environment in determining perception
    - 3.1 Explain Gestalt principles of perception.
    - 3.2 Describe binocular and monocular depth cues.
    - 3.3 Describe the importance of perceptual constancy.
    - 3.4 Describe perceptual illusions.
    - 3.5 Describe the nature of attention.
    - 3.6 Explain how experiences and expectations influence perception.

### Unit 4: Learning

- Standard Area: Learning
  - Content Standard 1: Classical conditioning
    - 1.1 Describe the principles of classical conditioning.
    - 1.2 Describe clinical and experimental examples of classical conditioning.
    - 1.3 Apply classical conditioning to everyday life.
  - Content Standard 2: Operant conditioning

- 2.1 Describe the Law of Effect.
- 2.2 Describe the principles of operant conditioning.
- 2.3 Describe clinical and experimental examples of operant conditioning.
- 2.4 Apply operant conditioning to everyday life.
- Content Standard 3: Observational and cognitive learning
  - 3.1 Describe the principles of observational and cognitive learning.
  - 3.2 Apply observational and cognitive learning to everyday life.

## Unit 5: Cognitive Psychology

- Standard Area: Memory
  - Content Standard 1: Encoding of memory
    - 1.1 Identify factors that influence encoding.
    - 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing.
    - 1.3 Discuss strategies for improving the encoding of memory.
  - Content Standard 2: Storage of memory
    - 2.1 Describe the differences between working memory and long-term memory.
    - 2.2 Identify and explain biological processes related to how memory is stored.
    - 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias).
    - 2.4 Discuss strategies for improving the storage of memories.
  - Content Standard 3: Retrieval of memory
    - 3.1 Analyze the importance of retrieval cues in memory.
    - 3.2 Explain the role that interference plays in retrieval.
    - 3.3 Discuss the factors influencing how memories are retrieved.
    - 3.4. Explain how memories can be malleable.
    - 3.5 Discuss strategies for improving the retrieval of memories.
- Standard Area: Thinking
  - Content Standard 1: Basic elements comprising thought
    - 1.1 Define cognitive processes involved in understanding information.
    - 1.2 Define processes involved in problem solving and decision making.
    - 1.3 Discuss non-human problem-solving abilities.
  - Content Standard 2: Obstacles related to thought
    - 2.1 Describe obstacles to problem solving.
    - 2.2 Describe obstacles to decision making.
    - 2.3 Describe obstacles to making good judgments.
- Standard Area: Intelligence
  - Content Standard 1: Perspectives on intelligence
    - 1.1 Discuss intelligence as a general factor.
    - 1.2 Discuss alternative conceptualizations of intelligence.
    - 1.3 Describe the extremes of intelligence.
  - Content Standard 2: Assessment of intelligence
    - 2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
    - 2.2 Identify current methods of assessing human abilities.

- 2.3 Identify measures of and data on reliability and validity for intelligence test scores.
  - Content Standard 3: Issues in intelligence
    - 3.1 Discuss issues related to the consequences of intelligence testing.
    - 3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence.
- Standard Area: Language Development
  - Content Standard 1: Structural features of language
    - 1.1 Describe the structure and function of language.
    - 1.2 Discuss the relationship between language and thought.
  - Content Standard 2: Theories and developmental stages of language acquisition
    - 2.1 Explain the process of language acquisition.
    - 2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
    - 2.3 Evaluate the theories of language acquisition.
  - Content Standard 3: Language and the brain
    - 3.1 Identify the brain structures associated with language.
    - 3.2 Discuss how damage to the brain may affect language.

## **Unit 6: Developmental Psychology**

- Standard Area: Lifespan Development
  - Content Standard 1: Methods and issues in lifespan development
    - 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
    - 1.2 Explain issues of continuity/discontinuity and stability/change.
    - 1.3 Distinguish methods used to study development.
    - 1.4 Describe the role of sensitive and critical periods in development.
    - 1.5 Discuss issues related to the end of life.
  - Content Standard 2: Theories of life span development
    - 2.1 Discuss theories of cognitive development.
    - 2.2 Discuss theories of moral development.
    - 2.3 Discuss theories of social development.
  - Content Standard 3: Prenatal development and the newborn
    - 3.1 Describe physical development from conception through birth and identify influences on prenatal development.
    - 3.2 Describe newborns' reflexes, temperament, and abilities.
  - Content Standard 4: Infancy (i.e., the first two years of life)
    - 4.1 Describe physical and motor development.
    - 4.2 Describe how infant perceptual abilities and intelligence develop.
    - 4.3 Describe the development of attachment and the role of the caregiver.
    - 4.4 Describe the development of communication and language.
  - Content Standard 5: Childhood
    - 5.1 Describe physical and motor development.
    - 5.2 Describe how memory and thinking ability develops.

- 5.3 Describe social, cultural, and emotional development through childhood.
- Content Standard 6: Adolescence
  - 6.1 Identify major physical changes.
  - 6.2 Describe the development of reasoning and morality.
  - 6.3 Describe identity formation.
  - 6.4 Discuss the role of family and peers in adolescent development.
- Content Standard 7: Adulthood and aging
  - 7.1 Identify major physical changes associated with adulthood and aging.
  - 7.2 Describe cognitive changes in adulthood and aging.
  - 7.3 Discuss social, cultural, and emotional issues in aging.

## **Unit 7: Motivation, Emotion & Personality**

- Standard Area: Motivation
  - Content Standard 1: Perspectives on motivation
    - 1.1 Explain biologically based theories of motivation.
    - 1.2 Explain cognitively based theories of motivation.
    - 1.3 Explain humanistic theories of motivation.
    - 1.4 Explain the role of culture in human motivation.
  - Content Standard 2: Domains of motivated behavior in humans and non-human animals
    - 2.1 Discuss eating behavior.
    - 2.2 Discuss sexual behavior and orientation.
    - 2.3 Discuss achievement motivation.
    - 2.4 Discuss other ways in which humans and non-human animals are motivated.
- Standard Area: Emotion
  - Content Standard 1: Perspectives on emotion
    - 1.1 Explain the biological and cognitive components of emotion.
    - 1.2 Discuss psychological research on basic human emotions.
    - 1.3 Differentiate among theories of emotional experience.
  - Content Standard 2: Emotional interpretation and expression
    - 2.1 Explain how biological factors influence emotional interpretation and expression.
    - 2.2 Explain how culture and gender influence emotional interpretation and expression.
    - 2.3 Explain how other environmental factors influence emotional interpretation and expression.
  - Content Standard 3: Domains of emotional behavior
    - 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.
    - 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.
- Standard Area: Health
  - Content Standard 1: Stress and coping
    - 1.1 Define stress as a psychophysiological reaction.

- 1.2 Identify and explain potential sources of stress.
- 1.3 Explain physiological and psychological consequences for health.
- 1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
- Content Standard 2: Behaviors and attitudes that promote health
  - 2.1 Identify ways to promote mental health and physical fitness.
  - 2.2 Describe the characteristics of and factors that promote resilience and optimism.
  - 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues.
- Standard Area: Personality
  - Content Standard 1: Perspectives on personality
    - 1.1 Evaluate psychodynamic theories.
    - 1.2 Evaluate trait theories.
    - 1.3 Evaluate humanistic theories.
    - 1.4 Evaluate social-cognitive theories.
  - Content Standard 2: Assessment of personality
    - 2.1 Differentiate personality assessment techniques.
    - 2.2 Discuss the reliability and validity of personality assessment techniques.
  - Content Standard 3: Issues in personality
    - 3.1 Discuss biological and situational influences.
    - 3.2 Discuss stability and change.
    - 3.3 Discuss connections to health and work.
    - 3.4 Discuss self-concept.
    - 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.

## Unit 8: Clinical Psychology

- Standards Area: Psychological Disorders
  - Content Standard 1: Perspectives on abnormal behavior
    - 1.1 Define psychologically abnormal behavior.
    - 1.2 Describe historical and cross-cultural views of abnormality.
    - 1.3 Describe major models of abnormality.
    - 1.4 Discuss how stigma relates to abnormal behavior.
    - 1.5 Discuss the impact of psychological disorders on the individual, family, and society.
  - Content Standard 2: Categories of psychological disorders
    - 2.1 Describe the classification of psychological disorders.
    - 2.2 Discuss the challenges associated with diagnosis.
    - 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
    - 2.4 Evaluate how different factors influence an individual's experience of psychological disorders.



### Standard Area: Treatment of Psychological Disorders

- Content Standard 1: Perspectives on treatment
  - 1.1 Explain how psychological treatments have changed over time and among cultures.
  - 1.2 Match methods of treatment to psychological perspectives.
  - 1.3 Explain why psychologists use a variety of treatment options.
- Content Standard 2: Categories of treatment and types of treatment providers
  - 2.1 Identify biomedical treatments.
  - 2.2 Identify psychological treatments.
  - 2.3 Describe appropriate treatments for different age groups.
  - 2.4 Evaluate the efficacy of treatments for particular disorders.
  - 2.5 Identify other factors that improve the efficacy of treatment.
  - 2.6 Identify treatment providers for psychological disorders and the training required for each.
- Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders
  - 3.1 Identify ethical challenges involved in delivery of treatment.
  - 3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

## **Unit 9: Social Psychology**

- Standard Area: Social Interactions
  - Content Standard 1: Social cognition
    - 1.1 Describe attributional explanations of behavior.
    - 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior.
    - 1.3 Identify persuasive methods used to change attitudes.
  - Content Standard 2: Social influence
    - 2.1 Describe the power of the situation.
    - 2.2 Describe effects of others' presence on individuals' behavior.
    - 2.3 Describe how group dynamics influence behavior.
    - 2.4 Discuss how an individual influences group behavior.
  - Content Standard 3: Social relations
    - 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.
    - 3.2 Describe determinants of prosocial behavior.
    - 3.3 Discuss influences upon aggression and conflict.
    - 3.4 Discuss factors influencing attraction and relationships.
- Standard Area: Sociocultural Diversity
  - Content Standard 1: Social and cultural diversity
    - 1.1 Define culture and diversity.
    - 1.2 Identify how cultures change over time and vary within nations as well as internationally.
    - 1.3 Discuss the relationship between culture and conceptions of self and identity.
    - 1.4 Discuss psychological research examining race and ethnicity.
    - 1.5 Discuss psychological research examining socioeconomic status.

- 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
- Content Standard 2: Diversity among individuals
  - 2.1 Discuss psychological research examining gender identity.
  - 2.2 Discuss psychological research examining diversity in sexual orientation.
  - 2.3 Compare and contrast gender identity and sexual orientation.
  - 2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
  - 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
  - 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
  - 2.7 Discuss psychological research examining differences in individual cognitive and physical abilities.

## **Standards**

### V. CONNECTICUT STATE CONTENT STANDARDS

There are no unique CT Psychology Standards. CT adheres to the American Psychological Association (APA) Standards(2011). Much of the information contained herein is excerpted from the APA National Psychology Standards and from the College Board A.P. Psychology Course Description (Fall 2020). \*See *individual units* for APA Standards.

### VI. CONNECTICUT STATE SOCIAL STUDIES STANDARDS

<http://www.corestandards.org/ELA-Literacy/RH/11-12/>

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

## Greenwich Public Schools Vision of the Graduate:

- *Pose and pursue substantive questions*
  - Students will develop and explore their own research question during a variety of research assignments including development of the Capstone project and Grade 10 research paper.
- *Critically interpret, evaluate, and synthesize information*
  - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting historical research. This source evaluation and research will allow students to gain a variety of historical perspectives.
- *Explore, define, and solve complex problems*
  - Students will apply historical knowledge to critically analyze current problems and issues. High school elective courses will allow for an in-depth study of many complex modern issues.
- *Communicate effectively for a given purpose*
  - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- *Advocate for ideas, causes and actions*
  - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action. Case studies in *Law in America*, for example, will be used to evaluate advocacy successes and failures.
- *Generate innovative, creative ideas and products*
  - Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- *Collaborate with others to produce a unified work and/or heightened understanding*
  - Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- *Contribute to community through dialogue, service, and/or leadership*
  - Through the study of different world leaders and political systems, students gain the skills they need to evaluate qualities of an effective leader. Through student council, community service requirements and other school organizations and responsibilities students will contribute to the community.
- *Conduct themselves in an ethical and responsible manner*
  - Historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- *Recognize and respect other cultural contexts and points of view*
  - Through the teaching of cultures from around the world students will recognize and respect other cultural contexts and points of view. By developing an understanding and empathy for others, students will appreciate differences and similarities between themselves and others.
- *Pursue their unique interests, passions and curiosities*
  - Students will have choice in many assignments and will be able to pursue their interests culminating in the Capstone project.
- *Respond to failures and successes with reflection and resilience*

- Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to insure continuous reflection and refinement.
- *Be responsible for their own mental and physical health*
  - Social studies classes will help students develop study skills, and reduce stress through organization and planning.

### **Resources/Assessments**

- Required Textbook
  - *Psychology* by David Myers
- **Required Independent Reading Assignment:**
  - Students will select a non-fiction book about psychology and apply two perspectives in psychology as well as write a critical book review.
- Course Essential Questions assessed in each unit with summative assessments modeled after College Board AP Psychology Exam Format.