

Course Title: AP Psychology

Topic/Concept: Chapter 1 - Thinking Critically with Psychological Science

Time Allotment: 1.5 weeks

Unit Sequence: 1

Major Concepts to be learned:

1. Thinking critically about data, claims, and concepts
2. Explain different types of psychological studies
3. Understand the significance of the study of psychology

Expected Skills to be demonstrated:

1. Explain how the scientific attitude encourages critical thinking
2. Identify the advantages and disadvantages of naturalistic observations
3. Analyze the positives and negatives of correlational studies
4. Evaluate the benefits of experimental studies
5. Explain how bar graphs can misrepresent information

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.5.12.B
1.2.12.A
1.5.12.D
1.5.12.F

- The need for Psychological investigation
- Descriptive studies
- Experimentative studies
- Statistical reasoning

Instructional Strategies:

Assessments:

Problem solving activities
Lecture
Group discussion
Written work
Hands-on activity
Note Taking
Summarizing

- Blog entries
- Chapter 1 Exam

Course Title: AP Psychology

Topic/Concept: Chapter 2 - Neuroscience and Behavior

Time Allotment: 3 Weeks

Unit Sequence: 2

Major Concepts to be learned:

1. The process of communication between neurons
2. The importance of neurotransmitters
3. The structures and functions of the brain
4. The nervous systems

Expected Skills to be demonstrated:

1. Describe how nerve cells communicate
2. Identify the many sections of the nervous system
3. Identify and explain the attributes of the four lobes of the cerebral cortex
4. Describe the five areas of the brain that would be involved if you read this sentence aloud
5. Evaluate the brain's plasticity following injury or illness
6. Evaluate the impacts of split brain studies

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.5.12.B
1.2.12.A
1.5.12.D
1.5.12.F

- Neural Communication
- The Nervous System
- The Endocrine Nervous System
- The structures of the brain

Instructional Strategies:

Assessments:

Cooperative groups	Lecture
Group discussion	Research
Student Journals	Written work
Hands-on activity	Summarizing
Evaluating	

- Blog entries
- Chapter Exam
- Playdoh Brains

Course Title: AP Psychology

Topic/Concept: Chapter 3 Nature, Nurture, and Human Diversity

Time Allotment: 2 Weeks

Unit Sequence: 3

Major Concepts to be learned:

1. The impact of nature in psychology
2. The use of evolutionary thought in psychology
3. The impact of environment in psychology
4. The effects of culture on psychology

Expected Skills to be demonstrated:

1. Analyze the ways psychologists use adoption studies to understand the effects of environment and heredity
2. Evaluate the role of natural selection in the development of human characteristics
3. Describe some of the conditions that can affect development before birth
4. Evaluate the importance of peers in development
5. Describe some ways that child-rearing differs in individualist and collectivist countries
6. Describe the psychosocial approach to development

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.5.12.B
1.2.12.A
1.5.12.D
1.5.12.F

- The power of genetics in psychology
- Psychology through evolutionary perspective
- How parents and peers change human behavior
- Cultural changes in behavior
- Gender and psychology

Instructional Strategies:

Assessments:

Cooperative groups	Evaluating
Lecture	Group discussion
Student Journals	Written work
Hands-on activity	Note Taking
Summarizing,	Outlining

- Blog Entries
- Chapter Exam

Course Title: AP Psychology

Topic/Concept: Chapter 4 - Developing Through the Life Span

Time Allotment: 2 Weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Analyze the Psychological Impacts of Prenatal Development
2. Explain the stages of physical and cognitive infant development
3. Explain the stages of physical and cognitive adolescent development
4. Analyze how adulthood is impacted by early development

Expected Skills to be demonstrated:

1. Explain the stages of prenatal development
2. Describe the neurological development throughout early development
3. Analyze Piaget's stages of cognitive development
4. Discuss the effects of nourishment, body contact, and familiarity on infant social attachment
5. Assess the impact of parental neglect/Identify Erikson's eight stages of psycho-social development and their accompanying issues
6. Assess the impact of aging on recall and recognition in adulthood

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.2.12.A 1.5.12.D 1.5.12.F	1.5.12.B	<ul style="list-style-type: none">• Prenatal and Newborn Development• Infancy and Childhood Development• Adolescent Development• Adult Development
--	----------	---

Instructional Strategies:

Assessments:

Lecture Student Journals Note Taking Summarizing	Research Written work Graphic organizers Evaluating	<ul style="list-style-type: none">• Blog Entries• Chapter Exam
---	--	---

Course Title: AP Psychology

Topic/Concept: Chapter 5 - Sensation

Time Allotment: 2.5 Weeks

Unit Sequence: 5

Major Concepts to be learned:

1. The importance of sensory adaptation and human experience
2. Evaluate human dependency on vision
3. Explain the process of human hearing
4. Explain how humans transduce sensory information

Expected Skills to be demonstrated:

1. Contrast sensation and perception, and explain the difference between bottom-up and top-down processing
2. Describe sensory adaptation, and explain how we benefit from being unaware of unchanging stimuli
3. Define transduction, and specify the form of energy our visual system converts into the neural messages our brain can interpret
4. Explain the Young-Helmholtz and opponent process theories help us understand color vision
5. Contrast the two types of hearing loss, and describe some of their causes
6. Describe the sense of smell, and explain why specific odors so easily trigger memories

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.5.12.B
1.2.12.A
1.5.12.D
1.5.12.F

- Thresholds and sensory adaptation
- Vision
- Hearing
- Touch
- Taste
- Smell

Instructional Strategies:

Assessments:

Coooperative groups	Evaluating
Lecture,	Research
Student Journals	Written work
Hands-on activity	Note Taking,
Graphic organizers	Summarizing

- Blog Entries
- Chapter Exam

Course Title: AP Psychology

Topic/Concept: Chapter 6 - Perception

Time Allotment: 2.5 Weeks

Unit Sequence: 6

Major Concepts to be learned:

1. How perceptual organization factors into our understanding of the world
2. Explain how perceptual interpretations are cognitively created
3. Explain the role of sensory adaptation in our senses
4. Evaluate the impact of Gestalt grouping

Expected Skills to be demonstrated:

1. Describe the interplay between attention and perception
2. Describe Gestalt psychology's contribution to our understanding of perception
3. Analyze how binocular cues allowing you to perceive depth
4. State the basic assumptions we make in our perceptions of motion
5. Explain the importance of perceptual constancy
6. Analyze how perceptual sets influence our perceptions
7. Describe the job descriptions of human factor psychologists

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.2.12.A 1.5.12.D 1.5.12.F	1.5.12.B	<ul style="list-style-type: none">• Selective Attention• Perceptual Illusions• Perceptual Organization• Perceptual Interpretation• ESP
--	----------	--

Instructional Strategies:

Assessments:

Cooperative groups Lecture, Research, Written work, Charting	Evaluating Group discussion Student Journals Note Taking	<ul style="list-style-type: none">• Blog Entries• Chapter Exam
--	---	---

Course Title: AP Psychology

Topic/Concept: Chapter 7 - States of Consciousness

Time Allotment: 2.5 Weeks

Unit Sequence: 7

Major Concepts to be learned:

1. Explain the different stages of sleep
2. Analyze the reality of hypnosis
3. Explain the neuroscience behind the physical and psychological effects of drugs

Expected Skills to be demonstrated:

1. Distinguish four types of biological rhythms, and give an example of each
2. List the stages of the sleep cycle, and how they differ
3. Explain why sleep patterns and duration vary from person to person
4. Discuss several risks associated with sleep deprivation
5. Compare the major perspectives on why we dream
6. Give arguments for and against hypnosis as an altered state of consciousness
7. Discuss the biological, psychosocial, and social-cultural factors that contribute to drug use

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.2.12.A 1.5.12.D 1.5.12.F	1.5.12.B	<ul style="list-style-type: none">• Stages of sleep• Dreams• Hypnosis• Drugs and psychology• Near-Death Experience
--	----------	--

Instructional Strategies:

Assessments:

Coooperative groups Group discussion Student Journals Hands-on activity Graphic organizers Evaluating	Lecture Research Written work Note Taking Summarizing	<ul style="list-style-type: none">• Blog Entries• Chapter Exam• Drugs and Psychology• PowerPoint presentations
--	---	---

Course Title: AP Psychology

Topic/Concept: Chapter 8 - Learning

Time Allotment: 3 Weeks

Unit Sequence: 8

Major Concepts to be learned:

1. Explain the principles and applications of classical conditioning
2. Explain the principles and applications of operant conditioning
3. Explain the principles and applications of observational learning

Expected Skills to be demonstrated:

1. Define classical conditioning and behaviorism and describe the basic components of classical conditioning
2. Summarize the processes of extinction, spontaneous recovery, generalization, and discrimination
3. Summarize Pavlov's contribution to our understanding of learning
4. Compare positive and negative reinforcement and provide an example of each
5. Explain how latent learning and effect of external rewards demonstrate that cognitive processing is an important part of learning
6. Provide real-life examples of operant conditioning Explain the principles of observational learning
7. Describe the Bobo clown doll studies

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.5.12.B
1.2.12.A
1.5.12.D
1.5.12.F

- Classical Conditioning
- Operant Conditioning
- Observational Learning
- The process of learning

Instructional Strategies:

Assessments:

Coooperative groups	Problem solving activities
Lecture	Student Journals
Written work	Hands-on activity
Note Taking	Graphic organizers
Summarizing	Evaluating

- Blog Entries
- Chapter Exam
- Analysis of the Bobo Doll studies

Course Title: AP Psychology

Topic/Concept: Chapter 9 - Memory

Time Allotment: 2.5 Weeks

Unit Sequence: 9

Major Concepts to be learned:

1. The process of encoding information
2. Retaining information through storage
3. Retriving information from storage
4. The problems of memory

Expected Skills to be demonstrated:

1. Define memory, and explain how flashbulb memories differ from other memories
2. Explain how encoding imagery aids effortful processing, and describe some memory-enhancing strategies that use visual encoding
3. Describe the duration and working capacity of short-term memory
4. Cite some ways that context can affect retrieval
5. Discuss the role of encoding failure in forgetting
6. Constrast proactive and retroactive interference, and explain how they can cause retrieval failure
7. Explain how misinformation and imagination can distort our memory of an event

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.2.12.A 1.5.12.D 1.5.12.F	1.5.12.B	<ul style="list-style-type: none">• Encoding• Storage• Retrietval• Forgetting• Memory construction
--	----------	--

Instructional Strategies:

Assessments:

Problem solving activities Group discussion Oral presentation Graphic organizers Specific Reading	Lecture Performance task Note Taking Summarizing	<ul style="list-style-type: none">• Blog Entries• Chapter Exams
---	---	--

Course Title: AP Psychology

Topic/Concept: Chapter 10 - Thinking and Language

Time Allotment: 2 Week

Unit Sequence: 10

Major Concepts to be learned:

1. The methodology behind our cognitive patterns
2. Heuristics vs. algorithms
3. Explain the process of language development
4. Analyze the connection of language and thinking

Expected Skills to be demonstrated:

1. Compare algorithms and heuristics as problem-solving strategies, and explain how insight differs from both of them
2. Contrast the confirmation bias and fixation, and explain how they can interfere with effective problem solving
3. Describe how others can use framing to elicit from us the answers they want
4. Analyze a possible remedy for the belief perseverance phenomenon
5. Trace the course of language development from the babbling stage through the two-word stage
6. Summarize Whorf's linguistic determinism hypothesis, and comment on its standing in contemporary
7. Outline arguments for and against the idea that animals and humans share the capacity for language

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.2.12.A 1.5.12.D 1.5.12.F	1.5.12.B	<ul style="list-style-type: none">• Human thought• Language development• Thinking and language• Animal thought and language
--	----------	--

Instructional Strategies:

Assessments:

Problem solving activities Lecture Note Taking Summarizing	Evaluating Written work Graphic organizers	<ul style="list-style-type: none">• Blog Entries• Chapter Exam
---	--	---

Course Title: AP Psychology

Topic/Concept: Chapter 11 - Intelligence

Time Allotment: 2.5 Weeks

Unit Sequence: 11

Major Concepts to be learned:

1. The nature of human intelligence
2. Process of assessing intelligence
3. Intelligence; stability vs change
4. Genetic and environmental influences of intelligence

Expected Skills to be demonstrated:

1. Discuss the difficulty of defining intelligence
2. Compare and contrast Gardner's and Sternberg's theories of intelligence
3. Describe the findings on the correlations between perceptual speed, neural processing speed, and intelligence
4. Distinguish between aptitude and achievement tests, and describe modern tests of mental abilities such as the WAIS
5. Discuss the importance of standardizing psychological tests, and describe the distribution of scores in a normal curve
6. Explain what it means to say a test is valid, and describe two types of validity
7. Discuss the two extremes of the normal curve of intelligence

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.5.12.B
1.2.12.A
1.5.12.D
1.5.12.F

- Explanation of intelligence
- Intelligence testing: history and reasoning
- Dynamics of intelligence
- Genetic and environmental effects on intelligence

Instructional Strategies:

Assessments:

Coooperative groups	Evaluating
Problem solving activities	Lecture
Group discussion	Research
Student Journals	Written work
Hands-on activity	Note Taking
Graphic organizers	Summarizing

- Blog Entries
- Chapter Exam
- Create an intelligence test project

Course Title: AP Psychology

Topic/Concept: Chapter 12 - Work and Motivation

Time Allotment: 2.5 Weeks

Unit Sequence: 12

Major Concepts to be learned:

1. Explain the basic motivations of human behavior
2. Analyze the physiology and psychology of hunger
3. Analyze the impacts of relationships
4. Evaluate the best methods of motivating workers

Expected Skills to be demonstrated:

1. Discuss the similarities and differences between instinct theory and the evolutionary perspective
2. Explain drive-reduction theoryAnalyze the behavioral effects of hierarchy of needs
3. Discuss the psychological and cutlural influences of hunger
4. 3. Analyze the importance of flow
5. Describe how personnel psychologists help organizations with employee selection, work placement, and performance appraisal

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.2.12.A 1.5.12.D 1.5.12.F	1.5.12.B	<ul style="list-style-type: none">• Perspectives of motivation• The demands of hunger• The need of social belonging• Working motivation
--	----------	--

Instructional Strategies:

Assessments:

Coooperative groups Lecture Research Written work Note Taking Evaluating	Problem solving activities Group discussion Student Journals Hands-on activity Summarizing	<ul style="list-style-type: none">• Blog Entries• Chapter Exam• Restaurant Management Plan
---	--	--

Course Title: AP Psychology

Topic/Concept: Chapter 13 - Emotion

Time Allotment: 2 Weeks

Unit Sequence: 13

Major Concepts to be learned:

1. Explain the theories of emotion
2. Analyze the physical elements of emotion
3. Evaluate the motivation for emotional expression
4. The perception of emotion

Expected Skills to be demonstrated:

1. Identify the three components of emotion, and contrast the James-Lange, Cannon-Bard, and two-factor theories of emotion
2. Describe the relationship between arousal and performance
3. Explain how the spillover effect influences our experience of emotions
4. Discuss the culture-specific and culturally universal aspects of emotional expression and how emotions enhance survival
5. Analyze how humans learn fears/Identify some common triggers and consequences of anger, and assess the catharsis hypothesis
6. Describe how the feel-good-do-good phenomenon works and discuss the importance of research on subjective well-being

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.5.12.B
1.2.12.A
1.5.12.D
1.5.12.F

- Theories of emotion
- Embodied emotion
- Expressed emotion
- Experienced emotion

Instructional Strategies:

Assessments:

Cooperative groups Evaluating
Lecture Group discussion
Student Journals Written work
Note Taking Summarizing

- Blog Entries
- Chapter Exams

Course Title: AP Psychology

Topic/Concept: Chapter 15 - Personality

Time Allotment: 2.5 Weeks

Unit Sequence: 14

Major Concepts to be learned:

1. Evaluation of Freud's interpretation of personality
2. Application of Maslow's hierarchy of needs
3. Analysis of individual personality according to trait perspective
4. Explain how our society and culture nurtures our personality

Expected Skills to be demonstrated:

1. Discuss Freud's view of the mind as an iceberg, and explain how he used this image to represent conscious and unconscious regions of the mind
2. Describe the id, ego, and superego
3. Summarize Maslow's concept of self-actualization, and explain how his ideas illustrate the humanistic perspective
4. Discuss Carl Rogers's person-centered perspective, and explain the importance of unconditioned positive regard
5. Identify the Big Five personality factors and discuss some strengths of this approach to studying personality
6. Describe social-cognitive perspective and explain how reciprocal determinism illustrates that perspective
7. Give two alternative explanations for the positive correlation between low self-esteem and personal problems

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.2.12.A 1.5.12.D 1.5.12.F	1.5.12.B	<ul style="list-style-type: none">• The psychoanalytic perspective• The humanistic perspective• The trait perspective• The social-cognitive perspective
--	----------	--

Instructional Strategies:

Assessments:

Lecture Group discussion Student Journals Graphic organizers	Evaluating Research Written work Summarizing	<ul style="list-style-type: none">• Blog Entries• Chapter Exam
---	---	---

Course Title: AP Psychology

Topic/Concept: Chapter 16 - Psychological Disorders

Time Allotment: 3 Weeks

Unit Sequence: 15

Major Concepts to be learned:

1. Analyze the problems with identifying individuals with psychological disorders
2. Evaluate characteristic elements of anxiety disorders
3. The characteristic behavioral patterns of mood disorders
4. Analyze the false reality of schizophrenia
5. Analyze the dangers of anti-social personality disorder

Expected Skills to be demonstrated:

1. Contrast the medical model of psychological disorders with the biopsychosocial approach to disordered behavior
2. Describe the goals and content of the DSM-IV Explain how anxiety disorders differ from normal feelings of stress and uneasiness
3. Contrast the symptoms of generalized anxiety disorder and panic disorder Explain PTSD
4. Describe the symptoms of dissociative disorders
5. Contrast major depressive disorder and bipolar disorder
6. Discuss the contributions of the genetic and environmental factors in the development of anxiety, mood, schizophrenic, and personality disorders
7. Distinguish the five subtypes of schizophrenia
8. Analyze how anti-social personality disorder and crime are connected

PA Standards/Anchors:

Eligible Content:

1.1.12.D 1.2.12.A 1.5.12.B, D, F	1.9.12.A, B 1.8.12.A	<ul style="list-style-type: none">• Perspectives of psychological disorders• Anxiety disorders• Mood disorders• Schizophrenic disorders• Personality Disorders
--	-------------------------	--

Instructional Strategies:

Assessments:

Coooperative groups Group discussion Written work Graphic organizers Evaluating	Lecture Student Journals Hands-on activity Summarizing	<ul style="list-style-type: none">• Blog Entries• Chapter Exam• Famous people with psychological disorder presentations
---	---	---