Advanced Placement Psychology

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Advanced Placement Psychology		
Course Title:	Advanced Placement Psychology		
Prerequisite(s):	Teacher recommendation advised		
Course Description: *Program of Studies*	"AP Psychology introduces students to the systematic scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas." (AP Psychology CED, 6)		
Course Essential Questions:	How does psychology help me better understand myself and others? ● In what ways do psychologists use different approaches, scientific practices, research methods, and data interpretation to study behavior and mental processes? ● In what ways do biology and the environment influence behavior, mental processes, and states of consciousness? ● In what ways are the various cognitive processes involved in understanding information, solving problems, and impacting behaviors? ● In what ways do experiences shape our physical, intellectual, and social development throughout		

	our lifespan? ● In what ways do expectations, biases, and attitudes affect our personalities, relationships with ourselves and others? ● In what ways do psychologists believe one can reach optimal mental and physical health?
Course Enduring Understandings:	● Psychology is an empirical and diverse discipline that seeks to understand, explain, and predict the behavior and mental processes of individuals. ● Psychological principles are applicable to daily life and the study of psychology requires a critical evaluation of evidence, an understanding of ethical research practices, and an awareness of how psychological knowledge evolves over time. ● Behavior and mental processes are influenced by a variety of biological, cognitive, and sociocultural factors. ● Psychological phenomena involve the interplay between nature and nurture in shaping human experience. ● Theories help to analyze psychological concepts critically and to understand the real-world implications of psychological research. ● Psychology is an integrative science, crucial for exploring the vast array of human diversity and the commonalities that connect individuals across different cultures and experiences.
Duration: **Credit:**	☐ Semester ☑ Full-Year ☐ 0.5 Credit (s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	*Myers' Psychology for the AP Course*, Fourth Edition
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS)

	☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1:** Scientific Practices (~4 - 6 weeks) **Unit 2:** Biological Bases of Behavior (~4 - 6 weeks) **Unit 3:** Cognition (~4 - 6 weeks) **Unit 4**: Development and Learning (~4 - 6 weeks) **Unit 5:** Social Psychology and Personality (~4 - 6 weeks) **Unit 6:** Mental and Physical Health (~4 - 6 weeks)

Unit Number and Title:	**Unit 1:** Scientific Practices
Duration:	~4 - 6 weeks
Resource(s):	*Myers' Psychology for the AP Course*, Fourth Edition
Unit Overview:	In the Scientific Practices unit, students explore how psychologists employ scientific methods to understand behavior and mental processes, guided by the American Psychological Association's (APA) National Standards. This unit covers the nature of psychological science, research methodologies, ethical considerations in research, and basic data analysis concepts. Students will learn to differentiate scientific from non-scientific approaches, describe various research methods, and understand ethical practices in research with human and non-human animals. The curriculum emphasizes the importance of validity, reliability, and representative samples in studies, alongside interpreting data and statistical analysis. Through examining quantitative and qualitative research methods, students will enhance their ability to critically analyze psychological studies and apply scientific reasoning. By the unit's end, they will be adept at drawing conclusions from research designs and interpreting visual data representations, equipping them with critical thinking skills vital for scientific inquiry.
Learning Goals	
Standard(s):	*American Psychological Association (APA) National Standards for High School Psychology Curricula* Scientific Inquiry and Research Methods Foundation Content Standards 1. The nature of psychological science 2. Research methods and measurements used to study behavior and mental processes 3. Ethical issues in research with human and non-human animals 4. Basic concepts of data analysis (analyzing raw data in order to draw out meaningful, actionable insights) *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry

	INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See APA Content Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources. INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
Essential Question(s):	● In what ways do psychologists use different approaches, scientific practices, research methods, and data interpretation to study behavior and mental processes?
Enduring Understanding(s):	● Psychology is a science rooted in empirical research and ethical practices aimed at uncovering the complexities of human behavior and mental processes. ● Scientific inquiry is critical in differentiating between scientific evidence and anecdotal information. ● Quantitative and qualitative research methodologies highlight the importance of validity, reliability, and ethics in psychological research. ● Scientists have ethical obligations toward human and non-human subjects, and these principles safeguard the integrity of research. ● In order to critically assess research findings, one must be able to analyze data, interpret statistical outcomes, and draw informed conclusions.
Learning Goal(s):	**Content:** (Students will know…)

Students will know and will be able to use their learning to: (Content/ Skills)	● psychology is defined as the scientific study of behaviors and mental processes. ● psychologists apply the biopsychosocial approach to understanding humans and animals. ● case studies, naturalistic observations, surveys, and correlational studies are non-experimental research methods. ● experimentation is the only research method that can explain cause-and-effect relationships. ● scientists adhere to ethical principles when conducting research with humans and animals. ● researchers analyze data using descriptive and inferential statistics. **Skills:** (Students will be able to…) ● define psychology as a discipline and identify its goals as a science. ● differentiate between scientific and non-scientific approaches to knowledge. ● explain the value of both basic and applied psychological research with human and non-human animals. ● describe research methods psychological scientists use. ● compare and contrast quantitative and qualitative research methods used by psychological scientists. ● describe the importance of representative samples in psychological research and the need for replication. ● explain the meaning of validity and reliability of observations and measurements. ● identify ethical requirements for research with human participants and non-human animals. ● explain why researchers need to adhere to an ethics review process. ● define descriptive statistics and explain how they are used by psychological scientists. ● draw appropriate conclusions from correlational and experimental designs. ● interpret visual representations of data. ● apply psychological perspectives, theories, concepts, and research findings. ● evaluate qualitative and quantitative research methods and study designs. ● evaluate representations of psychological concepts in quantitative and qualitative research, including tables, graphs, charts, figures, and diagrams. ● develop and justify psychological arguments using evidence.

Unit Number and Title:	**Unit 2:** Biological Bases of Behavior
Duration:	~4 - 6 weeks
Resource(s):	*Myers' Psychology for the AP Course*, Fourth Edition
Unit Overview:	AP Psychology's second unit delves into the Biological Basis of Behavior, offering students an in-depth understanding of the intricate relationship between physiological processes and psychological phenomena. This unit lays the foundational knowledge necessary for exploring the complexities of human behavior and mental functions from a biological perspective. By examining the dynamic interplay of heredity and environment, the structure and function of the nervous system, and the pivotal role of the brain in shaping our experiences, students will gain a comprehensive understanding of the biological underpinnings of psychology.
Learning Goals	
Standard(s):	*American Psychological Association (APA) National Standards for High School Psychology Curricula* Biological Pillar Biological Basis of Behavior Content Standards: 1 Structure and function of the nervous system and endocrine system in human and non-human animals 2. The interaction between biological factors and experiences Sensation: 1. The functions of sensory systems 2. The capabilities and limitations of sensory processes Consciousness: 1. The different states and levels of consciousness 2. Characteristics and functions of sleep and theories that explain why we sleep and dream 3. Categories of psychoactive drugs and their effects

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards DIMENSION 1: Developing Questions and Planning Inquiry INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See APA Content Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources. INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
Essential Question(s):	● In what ways do biology and the environment influence behavior, mental processes, and states of consciousness?
Enduring Understanding(s):	● Psychology is the scientific study of behavior and mental processes. ● All Psychological phenomena studied throughout AP Psychology have a biological basis. ● The functions of our biological systems influence our physical and mental actions and responses. ● Behavior and mental processes are based on biological operations such as how neurons communicate and how the various parts of the brain function. ● Damage to certain biological structures can be the cause of psychological disorders.
Learning Goal(s):	**Content:** (Students will know…)

Students will know and will be able to use their learning to: (Content/ Skills)	● interactive effects of heredity and environment. ● structure and function of the central and peripheral nervous system. ● different parts of a neuron and the effects of various neurotransmitters. ● the function of the endocrine glands and their interaction with the nervous system. ● substance abuse disorders and the impact of psychoactive drugs on the nervous system. ● parts of the brain, its hemispheres, regions, and structures. ● impact of brain damage and the restructuring of neuroplasticity. ● methods and diagnostic tools used to study the brain. ● characteristics of different states of consciousness. ● sleep stage patterns, sleep disorders, and the function of dreams. ● sensory detection and sensory transduction. **Skills:** (Students will be able to…) ● determine the relationship between heredity and environment in shaping behavior and mental processes. ● differentiate among the subsystems of the human nervous system and their functions. ● explain how the structures and functions of typical neurons in the central nervous system affect behavior and mental processes. ● diagram the basic process of neural transmission and the effects of neurotransmitters. ● detail how psychoactive drugs affect behavior and mental processes. ● apply how the structures and functions of the brain influence behavior, emotions, and thoughts. ● outline the impact of the sleep/wake cycle throughout the day and night. ● explain how the process of sensation is related to behavior and mental processes. ● support how the structures and functions of the visual, auditory, chemical, touch, and pain sensory systems relate to behavior and mental processes. ● describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesis, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses. ● identify the structures and functions that maintain balance (vestibular) and body movement (kinesthetic). ● apply psychological perspectives, theories, concepts, and research findings.

	● evaluate qualitative and quantitative research methods and study designs. ● evaluate representations of psychological concepts in quantitative and qualitative research, including tables, graphs, charts, figures, and diagrams. ● develop and justify psychological arguments using evidence.

Unit Number and Title:	**Unit 3:** Cognition
Duration:	~4 - 6 weeks
Resource(s):	*Myers' Psychology for the AP Course*, Fourth Edition
Unit Overview:	In this unit, students explore the core components of cognitive psychology: thinking, memory, perception, and intelligence. Cognition delves into how we process information, from encoding and storing memories to the influences on perception and the assessment of intelligence. Students will critically analyze the processes involved in problem-solving, decision-making, and the factors leading to memory challenges. They'll assess various theories of intelligence, understand its measurement, and explore the interaction between perception and the environment. Key skills developed include understanding memory's intricacies, evaluating how perceptions are formed and influenced, and comparing intelligence theories. Through this, students apply psychological principles to real-world scenarios, critically assess research methods, and justify arguments with evidence.
Learning Goals	
Standard(s):	*American Psychological Association (APA) National Standards for High School Psychology Curricula* Cognition Content Standards: 1. Fundamental processes of thinking and problem-solving 2. Effective thinking processes Memory Content Standards: 1. Processes of memory 2. Factors influencing memory Perception Content Standards: 1. The process of perception 2. The interaction between the person and the environment in determining perception Intelligence Content Standards: 1. Perspectives on intelligence 2. Assessment of intelligence 3. Issues in intelligence

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards DIMENSION 1: Developing Questions and Planning Inquiry INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See APA Content Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources. INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
Essential Question(s):	● In what ways are the various cognitive processes involved in understanding information, solving problems, and impacting behaviors?
Enduring Understanding(s):	● Cognition is a fundamental aspect of psychology and involves the mental process of acquiring knowledge through thought, experience, and the senses. ● Encoding, storing, and retrieving processes are essential for understanding how people remember and perceive the world around them. ● Thought, judgment, and problem-solving are basic cognitive elements that influence daily life. ● Research-based strategies for memory improvement have practical applications beyond the classroom.

	● Intelligence and achievement measurements have significant impacts on educational and career opportunities. ● Perception is shaped by biological and cognitive factors, including expectations and biases. ● Theories of memory construction, forgetting, and judgment are integral to understanding cognitive psychology. ● Cognitive development concepts, such as schema and memory failure, are recurrent themes in the study of psychology.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● cognition involves the mental processes of acquiring knowledge, thinking, judging, and problem-solving. ● perception is how sensory input is organized and interpreted in the mind. ● perception is influenced by expectations and experiences. ● algorithms and heuristics are problem-solving strategies. ● memory involves encoding, storing, and retrieving processes. ● human memory is impaired by retroactive and proactive interference. ● researchers disagree on how to best define and measure intelligence. **Skills:** (Students will be able to…) ● determine how internal and external factors influence perception. ● specify how visual perceptual processes produce correct or incorrect interpretations of stimuli. ● compare how psychological concepts and theories account for thinking, problem-solving, judgment, and decision-making. ● explore how the types, structures, and processes of memory work. ● evaluate how different encoding processes work to get information into memory. ● explain how memory storage processes retain information in memory. ● explain how memory retrieval processes get information out of memory. ● predict possible reasons why memory failure or errors may occur. ● assess how modern and historical theories describe intelligence. ● describe how intelligence is measured. ● explore how systemic issues relate to the quantitative and qualitative uses of intelligence

	assessments. ● determine how academic achievement is measured and experienced as compared to intelligence. ● apply psychological perspectives, theories, concepts, and research findings. ● evaluate qualitative and quantitative research methods and study designs. ● evaluate representations of psychological concepts in quantitative and qualitative research, including tables, graphs, charts, figures, and diagrams. ● develop and justify psychological arguments using evidence.

Unit Number and Title:	**Unit 4:** Development and Learning
Duration:	~4 - 6 weeks
Resource(s):	*Myers' Psychology for the AP Course*, Fourth Edition
Unit Overview:	In this unit on Development and Learning, students will explore the intricate ways in which developmental stages and learning theories contribute to our understanding of human growth and behavior throughout the lifespan. This unit spans prenatal development to older adulthood, integrating physical, cognitive, and social-emotional growth perspectives. Students will delve into classical and operant conditioning, observational learning, and the developmental aspects of language. They will investigate how biological, cognitive, and cultural factors influence development. Through examining cross-sectional and longitudinal research methods, students will learn to describe developmental processes and evaluate the effectiveness of different learning theories. This unit, along with all AP Psychology units, aims to equip students with the ability to apply psychological concepts to real-life scenarios, critically analyze research methods, and develop evidence-based arguments.
Learning Goals	
Standard(s):	*American Psychological Association (APA) National Standards for High School Psychology Curricula* Development and Learning Pillar Life Span Development Content Standards: 1. Methods and issues in life span development 2. Physical, cognitive, and social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) Learning Content Standards: 1. Classical conditioning 2. Operant conditioning 3. Observational learning, social learning theory, and mental processes in learning Language Content Standards: 1. Structural features and development of language 2. Language and the brain

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Essential Question(s):	● In what ways do experiences shape our physical, intellectual, and social development throughout our lifespan? ● In what ways do humans learn and how do psychologists evaluate this?
Enduring Understanding(s):	● Human development and learning reflect growth and change. ● Biological, cognitive, and environmental factors influence growth throughout the lifespan. ● While the most noticeable and dramatic growth and development stage occurs from birth to roughly 18 years of age, people continue to grow and develop throughout their lives. ● Some individual traits remain relatively stable throughout life while others such as memory retention and sensory acuity, fluctuate with age. ● People experience formal and informal learning throughout a significant portion of their lives.

	● Classical conditioning and operant conditioning are two fundamental forms of learning that have been studied extensively for over 100 years.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● significant physical, social, and cognitive changes occur in infancy and childhood. ● Piaget's stages of cognitive development. ● Erikson's stages of psychosocial development. ● language learning is influenced by nature and nurture. ● principles of operant conditioning developed by Skinner ● principles of classical conditioning developed by Pavlov. ● social factors influence behavior and mental processes throughout the lifespan. **Skills:** (Students will be able to…) ● explain how enduring themes inform developmental psychology. ● describe ways cross-sectional and longitudinal research design methods used in developmental psychology inform understanding of behavior and mental processes. ● explore how physical development in infancy, childhood, adolescence, and adulthood apply to behavior and mental processes. ● examine how sex and gender influence socialization and other aspects of development. ● synthesize how cognitive factors and theories of cognition apply to behavior and mental processes. ● synthesize how biological, cognitive, and cultural factors converge to facilitate the acquisition, development, and use of language. ● explain how social development relates to behavior and mental processes. ● evaluate the strengths and weaknesses of classical, operant, and social learning. ● apply psychological perspectives, theories, concepts, and research findings. ● evaluate qualitative and quantitative research methods and study designs. ● evaluate representations of psychological concepts in quantitative and qualitative research, including tables, graphs, charts, figures, and diagrams. ● develop and justify psychological arguments using evidence.

Unit Number and Title:	**Unit 5:** Social Psychology and Personality
Duration:	~4 - 6 weeks
Resource(s):	*Myers' Psychology for the AP Course*, Fourth Edition
Unit Overview:	In this unit on Social Psychology and Personality, students will explore the profound impact of social contexts, cognitive processes, and individual differences on human behavior and mental processes. Students delve into the influence of social dynamics, and the empirical study of personality. Through their examination of group behavior, students will gain insights into how individuals react and interact with one another. Additionally, the unit will cover major theories of personality, including the psychodynamic, humanistic, social-cognitive, and trait theories, providing students with a broad understanding of how personality influences and is influenced by our social environment. The exploration of motivation and emotion will also further enrich students' understanding by examining how these fundamental aspects of human psychology drive behavior and shape our interactions with the world.
Learning Goals	
Standard(s):	*American Psychological Association (APA) National Standards for High School Psychology Curricula* Social and Personality Pillar Social Content Standard: 1. Social cognition 2. Social influence Personality: 1. Empirical approaches to studying and understanding personality 2. Assessment of personality Multiculturalism and Gender Content Standards: 1. Psychological constructs of culture 2. Psychological constructs of gender and sexual orientation Motivation and Emotion Content Standards: 1. Influences of motivation

	2. Domains of motivated behavior in humans 3. Perspectives on emotion 4. Emotional interpretation and expression (interpersonal and intrapersonal) 5. Domains of emotional behavior *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See APA Content Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources. INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
Essential Question(s):	● In what ways do expectations, biases, and attitudes affect our personalities, relationships with ourselves and others?
Enduring Understanding(s):	● Social psychology is the study of how other people and groups influence individuals, as well as how behavior and mental processes influence an individual's experiences in social situations. ● External social factors and internal personality traits come into play in a wide variety of

	everyday situations. ● Psychologists throughout history have proposed different theories that categorize different personalities and explain their connection to behaviors, emotions, and thoughts. ● Psychologists seek to understand why different personalities exist, how they are developed, and if and how they change. ● Understanding social psychology and personality helps students gain insight into themselves, their peers, their families, and others.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● social norms define expectations and roles in societies. ● attributions are how people explain behavior. ● social situations are influenced by conformity, obedience, group behavior, aggression, and altruism. ● psychodynamic, humanistic, social-cognitive, and trait theories of personality. ● physical and mental processes influence motivation and emotion. **Skills:** (Students will be able to…) ● describe how Attribution Theory influences interpretations of individuals and events. ● determine the impact of an internal and external locus of control. ● explain how a person's perception applies to behaviors, emotions, and thoughts. ● discern how implicit attitudes and stereotypes contribute to the behaviors and mental processes of prejudice and discrimination. ● discover how belief perseverance and cognitive dissonance apply to attitude formation and change. ● explore how social situations and being in a group affect individuals. ● assess how prosocial behavior affects behavior and mental processes. ● describe how trait theories of personality define and assess personality. ● compare and contrast how the psychodynamic, humanistic, and social cognitive theories of personality define and assess personality. ● apply theories of motivation to behavior, emotions, and thoughts. ● explain how eating and belongingness motivate behavior and mental processes.

	● evaluate how theories of emotion apply to human behavior and thoughts. ● determine how social norms and experiences influence the expression of emotions. ● apply psychological perspectives, theories, concepts, and research findings. ● evaluate qualitative and quantitative research methods and study designs. ● evaluate representations of psychological concepts in quantitative and qualitative research, including tables, graphs, charts, figures, and diagrams. ● develop and justify psychological arguments using evidence.

Unit Number and Title:	**Unit 6**: Mental and Physical Health
Duration:	~4 - 6 weeks
Resource(s):	*Myers' Psychology for the AP Course*, Fourth Edition
Unit Overview:	In this unit on Mental and Physical Health, students will explore the intricate relationship between psychological well-being and physical health, guided by the essential question: In what ways do psychologists believe one can reach optimal mental and physical health? The curriculum aligns with the American Psychological Association's standards, covering perspectives on abnormal behavior, categories of psychological disorders, stress and coping mechanisms, and the efficacy of various psychological therapies. Students will delve into health psychology, positive psychology, and the classification and description of a wide range of psychological disorders. By the end of this unit, students will be equipped to explain how psychological and physical health interconnect, identify and evaluate stress coping strategies, and apply ethical considerations in treatments.
Learning Goals	
Standard(s):	*American Psychological Association (APA) National Standards for High School Psychology Curricula* Mental and Physical Health Pillar Disorders Content Standards: 1. Perspectives of abnormal behavior 2. Categories of psychological disorders Health Content Standards: 1. Stress and coping 2. Psychological science promotes mental and physical health and wellness Therapies Content Standards: 1. Types of treatment 2. Legal, ethical, and professional issues in the treatment of psychological disorders *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards*

	DIMENSION 1: Developing Questions and Planning Inquiry INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See APA Content Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources. INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
Essential Question(s):	● In what ways do psychologists believe one can reach optimal mental and physical health?
Enduring Understanding(s):	● Health psychologists explore factors that help people lead mentally and physically healthy lives. ● Positive psychologists explore factors related to mental health and happiness, focusing on positive emotions, cognitions, and experiences. ● Psychologists who study and/or treat psychological disorders utilize theoretical perspectives to explain a disorder's origin and/or determine the best method for its treatment. ● Explanations of and treatments for psychological disorders build on the theories, perspectives, concepts, and processes studied throughout the course. ● Psychologists use integrated approaches and evidence-based practices to understand and treat psychological disorders.
Learning Goal(s): *Students will know and will*	**Content:** (Students will know…) ● health psychology addresses stress, coping, and illness.

be able to use their learning to: (Content/ Skills)	● positive psychology identifies factors that lead to well-being and positive emotions. ● psychological disorders are classified using the Diagnostic and Statistical Manual (DSM) of Mental Disorders. ● anxiety, bipolar, depressive, neurodevelopmental, schizophrenic spectrum, personality, obsessive-compulsive, dissociative, trauma and stressor-related are among the various psychological disorders listed in the DSM. ● psychotherapy and medication are two common approaches used to treat psychological disorders. **Skills:** (Students will be able to…) ● explain how health psychology addresses issues of physical health and wellness. ● determine how stress and reactions to it apply to human behavior and mental processes. ● identify evidence-based strategies that promote health and wellness. ● evaluate different coping strategies used when experiencing stress. ● explain how positive psychology approaches the study of behavior and mental processes. ● explore how positive subjective experiences apply to behaviors, emotions, and thoughts. ● discover how varying psychological perspectives define psychological disorders. ● define and categorize different psychological disorders. ● explain how interaction models define psychological disorders. ● describe the symptoms and possible causes of the neurodevelopmental, schizophrenic spectrum, depressive, bipolar, anxiety, obsessive-compulsive, dissociative, personality, trauma and stressor-related, feeding, and eating disorders. ● analyze and evaluate research and trends in the treatment of psychological disorders. ● apply the ethical principles in the treatment of psychological disorders. ● describe techniques used with psychological therapies. ● explain how group therapy is different from individual therapy. ● investigate effective uses of hypnosis. ● describe interventions derived from the biological perspective. ● apply psychological perspectives, theories, concepts, and research findings. ● evaluate qualitative and quantitative research methods and study designs.

	● evaluate representations of psychological concepts in quantitative and qualitative research, including tables, graphs, charts, figures, and diagrams. ● develop and justify psychological arguments using evidence.