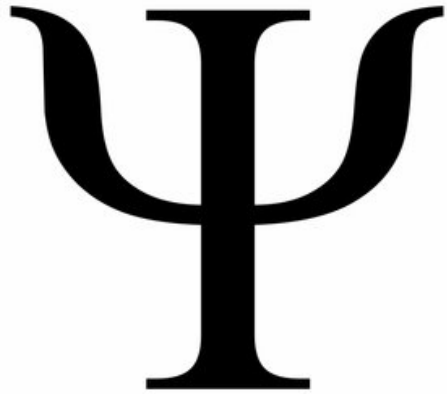


# AP PSYCHOLOGY CURRICULUM



**Grade Level(s):** 10-12

**Curriculum Author(s):** Marisa Christoff

**Course Description:** The AP Psychology course introduces students to the systematic and 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.

## Year At A Glance

| Unit Title                                                               | Overarching Essential Question                                                                                                                                                                      | Overarching Enduring Understanding                                                                                                                                                                                                                                                                                                                                                                                       | <a href="#">Vision of A Learner “I Can” Statements</a>    |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <a href="#">Introduction to Research Methods and Data Interpretation</a> | How does the methodology of the research affect the outcome of a study?                                                                                                                             | The methodology of a psychological study—such as whether it uses experiments, correlational studies, case studies, surveys, or naturalistic observation—directly influences the type of data collected, the validity and reliability of the results, and the strength of the conclusions that can be drawn.                                                                                                              | TCC2 (9-12), TCC4(9-12), AA1(9-12), CCE1(9-12), TI1(9-12) |
| <a href="#">Biological Bases of Behavior</a>                             | Why do we learn biology in a psychology course?                                                                                                                                                     | Psychology is the scientific study of behavior and mental processes and all psychological phenomena studied throughout AP Psychology have a biological basis.                                                                                                                                                                                                                                                            | CCE1(9-12), CCE4(9-12),TCC2(9-12)                         |
| <a href="#">Cognition</a>                                                | How do cognitive factors affect decision making?                                                                                                                                                    | Human decision-making is influenced by a variety of cognitive biases, emotions, past experiences, the memory process, and social pressures.                                                                                                                                                                                                                                                                              | CCE1(9-12), CCE3(9-12), AA1(9-12)                         |
| <a href="#">Development and Learning</a>                                 | <p>What psychological factors influence how our sense of self develops and changes over time?</p> <p>What psychological principles explain how we can break bad habits and form healthier ones?</p> | <p>While your core identity may feel continuous, psychological research shows that people undergo significant changes in cognition, personality, and behavior as they grow and encounter new experiences, challenges, and relationships. Factors such as career, education, social environment, and even neurological changes all play a role in shaping your future self.</p> <p>Psychological research on learning</p> | TCC2(9-12), DE1(9-12), TI1(9-12), TCC4(9-12)              |

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|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
|                                                                           |                                                                                                                                                                                                            | and behavior shows that habits are formed through repetition and reinforcement. Techniques such as classical and operant conditioning, behavior modification, and cognitive-behavioral strategies can help create lasting change.                                                                                                                                                                                                                                                                                                             |                                                |
| <a href="#">Social Psychology and Personality</a>                         | <p>How do social norms, group dynamics, and the behavior of others influence how we think, feel, and act?</p> <p>How do psychological theories explain the development and differences in personality?</p> | <p>Social psychology examines how the presence, behavior, and expectations of others influence individual thoughts, feelings, and actions. It explores how social norms, peer pressure, and group dynamics can lead to changes in behavior through phenomena such as conformity, deindividuation, obedience, and social facilitation.</p> <p>Psychological theories explain personality development and individual differences by examining the roles of traits, unconscious processes, personal experiences, environment, and cognition.</p> | TCC1(9-12), TCC3(9-12), TCC4(9-12), CCE4(9-12) |
| <a href="#">Mental and Physical Health</a>                                | How can we apply health, positive, and clinical psychology principles to change our lives, organizations, and communities in positive ways?                                                                | Health, positive, and clinical psychology work together to promote well-being by encouraging healthy behaviors, treating mental illness, building resilience, and supporting emotional and social growth in individuals and communities..                                                                                                                                                                                                                                                                                                     | CCE3(9-12), TI2(9-12)                          |
| <a href="#">Post AP Exam Combating Stigmas Surrounding Mental Illness</a> | What are the stigmas surrounding mental illness and how can we combat those stigmas?                                                                                                                       | Stigma around mental illness involves stereotypes, discrimination, and social judgment, often fueled by misconceptions and media portrayals.                                                                                                                                                                                                                                                                                                                                                                                                  | DE2(9-12), CCE2(9-12), CCE4(9-12)              |

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|  |  | <p>This can lead to shame, isolation, and avoidance of help. To combat stigma, it's essential to increase mental health literacy, encourage open conversations, and promote compassion and understanding.</p> |  |
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## Unit 0 - Introduction to Research Methods and Data Interpretation

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

##### Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **CCSS.ELA-LITERACY.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **CCSS.ELA-LITERACY.L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### Understandings:

- The methodology of a psychological study—such as whether it uses experiments, correlational studies, case studies, surveys, or naturalistic observation—directly influences the type of data collected, the validity and reliability of the results, and the strength of the conclusions that can be drawn.
- Ethical guidelines protect the rights, dignity, and well-being of research participants and ensure the integrity of the research process.

#### Essential Questions:

- How does the methodology of the research affect the outcome of a study?
- How do ethical guidelines impact psychological research?

#### Students will know...

- Major historical figures in psychology
- Theoretical approaches to describing behavior

#### Students will be able to...

- Recognize how philosophical and physiological perspectives shaped the development of psychological thought.

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| <ul style="list-style-type: none"> <li>• Branches of psychology</li> <li>• A variety of research methods used by psychologists</li> <li>• The application of research design and statistical analysis in psychology</li> <li>• Ethical guidelines</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Identify the research contributions of major historical figures in psychology.</li> <li>• Describe and compare different theoretical approaches in explaining behavior.</li> <li>• Recognize the strengths and limitations of applying theories to explain behavior.</li> <li>• Differentiate types of research with regard to purpose, strengths, and weaknesses.</li> <li>• Discuss the value of reliance on operational definitions and measurement in behavioral research.</li> <li>• Identify independent, dependent, confounding, and control variables in experimental designs.</li> <li>• Describe how research design drives the reasonable conclusions that can be drawn.</li> <li>• Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.</li> <li>• Predict the validity of behavioral explanations based on the quality of research design.</li> <li>• Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.</li> <li>• Distinguish the purposes of descriptive statistics and inferential statistics.</li> <li>• Identify how ethical issues inform and constrain research practices.</li> <li>• Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.</li> </ul> |
| <p><b>Key Vocabulary:</b> psychology, scientific method, case study, naturalistic observation, random assignment, experimental method, experimental group, control group, independent variable, dependent variable, experimenter bias, confounding variables, double-blind, placebo, validity, correlational studies, correlation coefficient, measures of central tendency, mean, median, mode, range, standard deviation</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p style="text-align: center;"><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Socratic Seminar (Research Journal : More Experience=Bigger Brain)</li> </ul>                                                                                                                                                                                                                                                                        | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Unit Vocabulary Quiz</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

- Teacher Created Multiple Choice Assessment

### Learning Plan

Introduction and tour of College Board's AP Classroom  
 Develop success criteria for socratic seminar **TI1(9-12)**  
 More Experience=Bigger Brain Socratic Seminar (inner circle/outer circle class rotation) **CCE1(9-12)**  
 Content based vocabulary assessment  
 Perspectives Activity **AA1(9-12)**  
 Compare and Contrast Research Methods  
 How to Answer the EBQ FRQ **TCC2(9-12)**  
 How to Answer the AAQ FRQ **TCC4(9-12)**

**Teacher Resources:** College Board Approved AP Textbook; College Board AP Classroom; 40 Studies That Changed Psychology by Robert Hock, College Board's AP Classroom

## Unit 1 - Biological Bases of Behavior

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

##### Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **CCSS.ELA-LITERACY.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **CCSS.ELA-LITERACY.L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- **CCE1(9-12):** I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

#### Understandings:

- Psychology is the scientific study of behavior and mental processes and all psychological phenomena studied throughout AP Psychology have a biological basis.
- Functions of our biological systems influence our physical and mental actions and responses.

#### Essential Questions:

- Why do we learn biology in a psychology course?
- How does knowledge of the connection between biological systems and mental processes help us live healthier lives?
- How much of who you are is determined by what's in your brain?

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| <ul style="list-style-type: none"> <li>• Knowledge of biological functions and mechanisms — especially how neurons communicate, how the brain functions, and how sleep and sensation impact behavior and mental processes — help us gain a more comprehensive understanding of psychology as well as awareness of how all behaviors and mental processes are based in biological operations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• the relationship between heredity and environment in shaping behavior and mental processes.</li> <li>• how to differentiate among the subsystems of the human nervous system and their functions.</li> <li>• how the structures and functions of typical neurons in the central nervous system affect behavior and mental processes.</li> <li>• how the basic process of neural transmission is related to behavior and mental processes.</li> <li>• how psychoactive drugs affect behavior and mental processes.</li> <li>• how the structures and functions of the brain apply to behavior and mental processes.</li> <li>• how the sleep/wake cycle affects behavior and mental processes throughout the day and night.</li> <li>• how the structures and functions that maintain balance (vestibular) and body movement (kinesthetic) relate to behavior and mental processes.</li> <li>• how the process of sensation is related to behavior and mental processes.</li> <li>• how the structures and functions of the visual sensory system relate to behavior and mental processes.</li> <li>• how the structures and functions of the auditory sensory system relate to behavior and mental processes.</li> <li>• how the structures and functions of the chemical sensory systems relate to behavior and mental processes.</li> <li>• how the structures and functions of the touch sensory system relate to behavior and mental processes.</li> <li>• how the structures and functions of the pain sensory system relate to behavior and mental processes.</li> </ul> | <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Apply psychological perspectives, theories, concepts, and research findings to a scenario.</li> <li>• Determine the type of research design(s) used in a given study.</li> <li>• Identify psychology-related concepts in descriptions or representations of data.</li> <li>• Evaluate the appropriate use of research design elements in non-experimental methodologies.</li> <li>• Evaluate whether a psychological research scenario followed appropriate ethical procedures.</li> <li>• Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.</li> <li>• Make a defensible claim.</li> </ul> |

**Key Vocabulary:** brain, CAT, MRI, EEG, delta waves, central nervous system, peripheral nervous system, autonomic nervous system, sympathetic nervous system, parasympathetic nervous system, neuron, dendrites, axon, agonists, antagonists, absolute threshold, difference threshold, neurotransmitters, serotonin, dopamine, norepinephrine, gaba inhibitory, endorphins, frontal lobes, parietal lobes, occipital lobes, temporal lobes, hypothalamus, medulla, pons, cerebellum, amygdala, limbic system, endocrine system, pituitary gland, thyroid, adrenal glands, ovaries, testes, insulin, ghrelin, leptin, cortisol, adrenaline, Broca, Wernicke, split brain, corpus callosum, endocrine system, hormones, depressants, stimulants, hallucinogens, consciousness, sleep, dreaming, NREM, REM, sensation, perception, depth perception, visual cliff experiment, top down processing, bottom up processing, phi phenomenon, signal detection theory, sensory adaptation, Weber's Law, perceptual set, hue, Trichromatic theory, opponent process theory, retina, rods, cones, synesthesia, cochlea, cocktail party effect, gate control theory

### Assessment Evidence

#### Performance Tasks:

- Superhero Brain Project
- Neurotransmitter Podcast
- Unit 1 Progress Check (AP Classroom)

Each Progress Check contains 2 sections:

Section 1: Formative Multiple-Choice Questions

Section 2: 1 Free-Response Question, which can be either an Article Analysis Question or an Evidence-Based Question.

#### Other Evidence:

Unit Vocabulary Quiz

Socratic Seminar (Research Journal : One Brain Or Two)

End of Unit Concept Map

### Learning Plan

- Research study analysis
- One Brain Or Two Socratic Seminar (inner circle/outer circle class rotation) **CCE1(9-12)**
- Content based vocabulary assessment
- Neuron Dance
- Neurotransmitter skits
- Superhero Brain Project
- Content based vocabulary cognitive map activity **CCE4(9-12)**
- Practice FRQ **TCC2(9-12):**

**Teacher Resources:** College Board Approved AP Textbook; College Board AP Classroom; 40 Studies That Changed Psychology by Robert Hock, College Board's AP Classroom

## Unit 2 - Cognition

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

##### Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **CCSS.ELA-LITERACY.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **CCSS.ELA-LITERACY.L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- **CCE1(9-12):** I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- **CCE3(9-12):** I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
- **AA1(9-12):** I can evaluate different approaches and justify the best pathway to success.

#### Understandings:

- Our senses are powerful tools for experiencing the world, but they are not always accurate or reliable.
- Human decision-making is influenced by a variety of cognitive biases, emotions, past experiences, the memory process and social pressures.
- Effective memory strategies often involve actively organizing

#### Essential Questions:

- Can you always trust your senses?
- How do cognitive factors affect decision making?
- What strategies do you use to help you remember important things?
- Why aren't our memories recorded by the brain exactly how we experienced them?

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| <p>and encoding information in meaningful ways. Techniques like chunking, rehearsal, visualization, making connections to prior knowledge, and using mnemonic devices can help strengthen memory.</p> <ul style="list-style-type: none"> <li>• Memory is a reconstructive process, not a perfect recording. When we remember something, we piece it together from bits of stored information, influenced by our current beliefs, emotions, and context. Over time, memories can change or become distorted due to interference, suggestion, or the blending of new information with old.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• how internal and external factors influence perception.</li> <li>• how visual perceptual processes produce correct or incorrect interpretations of stimuli.</li> <li>• how psychological concepts and theories account for thinking, problem-solving, judgment, and decision-making.</li> <li>• the types, structures, and processes of memory work.</li> <li>• how different encoding processes work to get information into memory.</li> <li>• how memory storage processes retain information in memory.</li> <li>• how memory retrieval processes get information out of memory.</li> <li>• possible reasons why memory failure or errors may occur.</li> <li>• modern and historical theories describe intelligence.</li> <li>• how intelligence is measured.</li> <li>• how systemic issues relate to the quantitative and qualitative uses of intelligence assessments.</li> <li>• how academic achievement is measured and experienced as compared to intelligence.</li> </ul> | <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.</li> <li>• Identify psychology-related concepts in descriptions or representations of data.</li> <li>• Determine the type of research design(s) used in a given study.</li> <li>• Apply psychological perspectives, theories, concepts, and research findings to a scenario.</li> <li>• Calculate and interpret measures of central tendency, variation, and percentile rank in a given data set.</li> <li>• Interpret quantitative or qualitative inferential data from a given table, graph, chart, figure, or diagram.</li> <li>• Propose a defensible claim.</li> </ul> |
| <p><b>Key Vocabulary:</b> selective attention, intentional blindness, change blindness, gestalt, figure ground, retinal disparity, convergence, monocular cues, binocular cues, assimilation, accommodation, convergent thinking, divergent thinking, algorithm, heuristics, overconfidence, belief perseverance, encoding, storage, retrieval, effortful processing, automatic processing, metacognition, working memory, short term memory, long term memory, explicit memory, implicit memory, echoic memory, iconic memory, semantic memory, episodic memory, chunking, mnemonics, spacing effect, mood congruent memory, proactive interference, retroactive interference, misinformation effect, source amnesia, general intelligence, fluid intelligence, crystallized intelligence, savant syndrome, mental age, Stanford-Binet, intelligence quotient, standardization, normal curve, longitudinal study, cross sectional study, growth mindset</p>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### Assessment Evidence

#### Performance Tasks:

- Thinking, Problem Solving, and Language Infographic Project
- Unit 2 Progress Check (AP Classroom)

Each Progress Check contains 2 sections:

Section 1: Formative Multiple-Choice Questions

Section 2: 1 Free-Response Question, which can be either an Article Analysis Question or an Evidence-Based Question

#### Other Evidence:

- Unit Vocabulary Quiz
- Sensation versus Perception Debate
- Socratic Seminar (Research Journal : Thanks For The Memories)

### Learning Plan

- Perception Hexagonal Thinking **AA1(9-12)**
- Clive Wearing Case Study
- Thanks For The Memories Socratic Seminar (inner circle/outer circle class rotation) **CCE1(9-12)**
- Content based vocabulary assessment
- Introduction to Canva
- Thinking, Problem Solving, and Language Infographic **CCE3(9-12)**
- Practice FRQ

**Teacher Resources:** College Board Approved AP Textbook; College Board AP Classroom; 40 Studies That Changed Psychology by Robert Hock, College Board's AP Classroom

## Unit 3 - Development and Learning

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

##### Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **CCSS.ELA-LITERACY.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **CCSS.ELA-LITERACY.L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- **DE1(9-12):** I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **TCC4(9-12):** I can integrate my learning to adapt to experiences in the classroom, career and life.

#### Understandings:

- While your core identity may feel continuous, psychological research shows that people undergo significant changes in cognition, personality, and behavior as they grow and encounter new experiences, challenges, and relationships. Factors such as career, education, social environment, and even neurological changes all play a role in shaping your future self.

#### Essential Questions:

- What psychological factors influence how our sense of self develops and changes over time?
- What psychological principles explain how we can break bad habits and form healthier ones?

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| <ul style="list-style-type: none"> <li>Psychological research on learning and behavior shows that habits are formed through repetition and reinforcement. Techniques such as classical and operant conditioning, behavior modification, and cognitive-behavioral strategies can help create lasting change.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>how physical development before birth applies to behavior and mental processes.</li> <li>how physical development in infancy and childhood apply to behavior and mental processes.</li> <li>how physical development in adolescence applies to behavior and mental processes.</li> <li>how physical development in adulthood applies to behavior and mental processes.</li> <li>how theories of cognitive development apply to behavior and mental processes.</li> <li>how key components of language and communication apply to behavior and mental processes.</li> <li>how language develops in humans.</li> <li>how social development relates to behavior and mental processes.</li> <li>how classical conditioning applies to behavior and mental processes.</li> <li>how operant conditioning applies to behavior and mental processes.</li> <li>how social learning applies to behavior and mental processes.</li> <li>how cognitive factors in learning apply to behavior and mental processes.</li> </ul> | <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>Apply psychological perspectives, theories, concepts, and research findings to a scenario.</li> <li>Determine the type of research design(s) used in a given study.</li> <li>Propose a defensible claim.</li> <li>Evaluate the appropriate use of research design elements in non-experimental methodologies.</li> <li>Evaluate whether a psychological research scenario followed appropriate ethical procedures.</li> <li>Evaluate the appropriate use of research design elements in experimental methodology.</li> <li>Propose a defensible claim.</li> </ul> |
| <p><b>Key Vocabulary:</b> germinal stage, embryonic stage, fetal stage, teratogens, maturation, schema, assimilation, accommodation, attachment, critical period, imprinting, temperament, adolescence, puberty, menopause, social learning theory, sensorimotor stage, object permanence, preoperational, egocentrism, concrete operational, formal operational, phoneme, morpheme, telegraphic speech, linguistic determinism, stranger anxiety, strange situation, attachment, social clock, habituation, classical conditioning, operant conditioning, acquisition, extinction, spontaneous recovery, discrimination, generalization, US, CS, UR, CR, neutral stimulus, taste aversion, flooding, systematic desensitization, Law of Effect, Skinner, Skinner Box, successive approximations, shaping, reinforcer, positive reinforcement, negative reinforcement, positive punishment, negative punishment, fixed ratio, fixed interval, variable ratio, variable interval, token economy, observational learning, modeling</p>                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Assessment Evidence

### Performance Tasks:

- Design a Conditional Experiment
- Unit 3 Progress Check (AP Classroom)

Each Progress Check contains 2 sections:

Section 1: Formative Multiple-Choice Questions

Section 2: 1 Free-Response Question, which can be either an Article Analysis Question or an Evidence-Based Question

### Other Evidence:

Unit Vocabulary Quiz

Socratic Seminar (Research Journal : How Moral Are You)

Socratic Seminar (Research Journal : Maps In Your Mind)

## Learning Plan

- Piaget Meets Santa
- Psychosocial Scenarios **TCC4(9-12)**
- Research analysis study
- How Moral Are You Socratic Seminar (inner circle/outer circle class rotation) **DE1(9-12)**
- Content based vocabulary assessment
- Peer reflection on conditional experiments **TI1(9-12)**
- Maps In Your Mind Socratic Seminar (inner circle/outer circle class rotation) **DE1(9-12)**
- Practice FRQ **TCC2(9-12)**

**Teacher Resources:** College Board Approved AP Textbook; College Board AP Classroom; 40 Studies That Changed Psychology by Robert Hock, College Board's AP Classroom

## Unit 4 - Social Psychology and Personality

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

##### Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **CCSS.ELA-LITERACY.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **CCSS.ELA-LITERACY.L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- **TCC1(9-12):** I can ask purposeful, insightful questions to find a variety of innovative solutions.
- **TCC3(9-12):** I can integrate relevant information to produce multiple valid solutions.
- **TCC4(9-12):** I can integrate my learning to adapt to experiences in the classroom, career and life.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

#### Understandings:

- Social psychology examines how the presence, behavior, and expectations of others influence individual thoughts, feelings, and actions. It explores how social norms, peer pressure, and group dynamics can lead to changes in behavior through phenomena such as conformity, deindividuation, obedience, and social facilitation.

#### Essential Questions:

- How do social norms, group dynamics, and the behavior of others influence how we think, feel, and act?
- How do expectations, biases, and attitudes affect our relationships with ourselves and others?
- How do intrinsic and extrinsic motivations interact to influence human behavior?

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| <ul style="list-style-type: none"> <li>• Our expectations, cognitive biases, and attitudes shape how we interpret the world, often without us realizing it.</li> <li>• Human behavior is driven by a combination of intrinsic (internal) and extrinsic (external) motivations.</li> <li>• Psychological theories explain personality development and individual differences by examining the roles of traits, unconscious processes, personal experiences, environment, and cognition.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• How do psychological theories explain the development and differences in personality?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• how attribution theory applies to behavior and mental processes.</li> <li>• how locus of control (internal and external) applies to behavior and mental processes.</li> <li>• how person perception applies to behavior and mental processes.</li> <li>• how stereotypes and implicit attitudes contribute to the behaviors and mental processes of prejudice and discrimination.</li> <li>• how belief, perseverance and cognitive dissonance apply to attitude formation and change.</li> <li>• how the social situation affects behavior and mental processes.</li> <li>• how being in a group can affect an individual's behavior and mental processes.</li> <li>• how prosocial behavior affects behavior and mental processes.</li> <li>• how the psychodynamic theory of personality defines and assesses personality.</li> <li>• how the humanistic theory of personality defines and assesses personality.</li> <li>• how the social cognitive theory of personality defines and assesses personality.</li> <li>• how trait theories of personality define and assess personality.</li> <li>• how theories about motivation apply to behavior and mental processes.</li> <li>• how eating and belongingness motivate behavior and mental processes.</li> <li>• how theories of emotion apply to behavior and mental processes.</li> <li>• how social norms and experiences influence the expression of</li> </ul> | <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.</li> <li>• Evaluate the appropriate use of research design elements in experimental methodology.</li> <li>• Provide reasoning that is grounded in scientifically derived evidence to support, refute, or modify an established or provided claim, policy, or norm.</li> <li>• Evaluate whether a psychological research scenario followed appropriate ethical procedures.</li> <li>• Apply psychological perspectives, theories, concepts, and research findings to a scenario.</li> <li>• Determine the type of research design(s) used in a given study.</li> </ul> |

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| emotions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                |
| <p><b>Key Vocabulary:</b> fundamental attribution error, foot in the door phenomenon, in group, out group, scapegoat theory, self-serving bias, false consensus effect, confirmation bias, just-world hypothesis, Central route to Persuasion, Peripheral route to persuasion, cognitive dissonance, conformity, normative social influence, obedience, social loafing, social facilitation, deindividuation, group polarization, groupthink, bystander effect, mere-exposure effect, self-fulfilling prophecy, psychoanalysis, Id, ego superego, defense mechanisms, displacement, repression, collective unconscious, inferiority complex, archetypes, learned helplessness, collective culture, individualistic culture, Five Factor Model of Personality, Thematic Apperception Test, Rorschach Inkblot Test, hierarchy of needs, self-actualization, unconditional positive regard, trait, Minnesota Multiphasic Personality Inventory, reciprocal determinism, self serving bias, individualism, collectivism, instinct, drive reduction theory, incentive, Yerkes-Dodson Law, intrinsic motivation, extrinsic motivation, emotion</p> |                                                                                                                                                |
| <p style="text-align: center;"><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                |
| <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Socratic Seminar (Research Journal : To Help Or Not Help)</li> <li>• Unit 4 Progress Check (AP Classroom)</li> </ul> <p>Each Progress Check contains 2 sections:<br/>           Section 1: Formative Multiple-Choice Questions<br/>           Section 2: 1 Free-Response Question, which can be either an Article Analysis Question or an Evidence-Based Question</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Unit Vocabulary Quiz</li> <li>• Neo-Freudian Historical Head</li> </ul> |
| <p style="text-align: center;"><b>Learning Plan</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Freud Decision Making Activity <b>CC3(9-12)</b></li> <li>• Defense Mechanism Scenarios <b>TCC4(9-12):</b></li> <li>• Self Actualization Case Studies <b>CCE4(9-12):</b></li> <li>• Content based vocabulary assessment</li> <li>• Research study analysis</li> <li>• To Help Or Not Help Socratic Seminar (inner circle/outer circle class rotation) <b>TCC1(9-12)</b></li> <li>• Hunger Motivation Stations <b>TCC3(9-12):</b></li> <li>• Practice FRQ</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                |
| <p><b>Teacher Resources:</b> College Board Approved AP Textbook; College Board AP Classroom; 40 Studies That Changed Psychology by Robert Hock, College Board's AP Classroom</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                |

## Unit 5 - Mental Health and Physical Health

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

##### Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **CCSS.ELA-LITERACY.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **CCSS.ELA-LITERACY.L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- **CCE3(9-12):** I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
- **TI2(9-12):** I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

#### Understanding:

- Psychologists define typical behavior using statistical, functional, and cultural standards, while considering the 4 D's—distress, dysfunction, deviance, and danger. What is considered "typical" can vary across cultures, contexts, and time periods.
- Health, positive, and clinical psychology work together to promote well-being by encouraging healthy behaviors, treating mental illness, building resilience, and supporting emotional and

#### Essential Questions:

- How do psychologists define typical behaving, thinking, and acting?
- How can we apply health, positive, and clinical psychology principles to change our lives, organizations, and communities in positive ways?
- Where can someone find help if they think they or someone they care about is experiencing a psychological illness?

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| <p>social growth in individuals and communities.</p> <ul style="list-style-type: none"> <li>• Help for psychological illness is available through a range of mental health professionals, including clinical psychologists, psychiatrists, counselors, and social workers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• how health psychology addresses issues of physical health and wellness as they apply to behavior and mental processes.</li> <li>• how stress applies to behavior and mental processes.</li> <li>• how reactions to stress apply to behavior and mental processes.</li> <li>• how the ways that people cope with stress applies to behavior and mental processes.</li> <li>• how positive psychology approaches the study of behavior and mental processes.</li> <li>• how positive subjective experiences apply to behavior and mental processes.</li> <li>• the approaches used to define behaviors and mental processes as psychological disorders.</li> <li>• how psychological perspectives define psychological disorders.</li> <li>• how interaction models define psychological disorders.</li> <li>• the symptoms and possible causes of selected neurodevelopmental disorders.</li> <li>• the symptoms and possible causes of selected schizophrenic spectrum disorders.</li> <li>• the symptoms and possible causes of selected depressive disorders.</li> <li>• the symptoms and possible causes of selected bipolar disorders.</li> <li>• the symptoms and possible causes of selected anxiety disorders.</li> <li>• the symptoms and possible causes of selected obsessive-compulsive disorders and related disorders.</li> <li>• the symptoms and possible causes of selected dissociative disorders.</li> <li>• the symptoms and possible causes of selected trauma and stressor-related disorders.</li> <li>• the symptoms and possible causes of selected feeding and eating disorders.</li> </ul> | <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.</li> <li>• Propose a defensible claim.</li> <li>• Provide reasoning that is grounded in scientifically derived evidence to support, refute, or modify an established or provided claim, policy, or norm.</li> <li>• Apply psychological perspectives, theories, concepts, and research findings to a scenario.</li> </ul> |

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| <ul style="list-style-type: none"> <li>the symptoms and possible causes of selected personality disorders.</li> <li>research and trends in the treatment of psychological disorders.</li> <li>ethical principles in the treatment of psychological disorders.</li> <li>techniques used with psychological therapies.</li> <li>how group therapy is different from individual therapy.</li> <li>effective uses of hypnosis.</li> <li>interventions derived from the biological perspective.</li> </ul>                                                                                                                                                                                                                 |                                                                                                                                   |
| <p><b>Key Vocabulary:</b> health psychology, stress, coronary heart disease, problem focused coping, emotion focused coping, personal control, learned helplessness, broaden and build theory, medical model epigenetics, DSM-V, OCD, GAD, Panic Disorder, Agoraphobia, PTSD, Hypochondriasis, DID, Depression, Bipolar, Schizophrenia, delusion, Narcissistic, Histrionic, Borderline, Antisocial, Autism Spectrum Disorder, ADHD, free association, interpretation, resistance, Rational-emotive behavior therapy, insight therapies, exposure therapies, person centered therapy, cognitive-behavior therapy, antipsychotic drugs, antianxiety drugs, antidepressant drugs, SSRIs, ECT, hypnosis, dissociation</p> |                                                                                                                                   |
| <p style="text-align: center;"><b>Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                   |
| <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Abnormal Psychology Case Study Diagnosis Project</li> <li>Unit 5 Progress Check (AP Classroom)</li> </ul> <p>Each Progress Check contains 2 sections:<br/> Section 1: Formative Multiple-Choice Questions<br/> Section 2: 1 Free-Response Question, which can be either an Article Analysis Question or an Evidence-Based Question</p>                                                                                                                                                                                                                                                                                                        | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Unit Vocabulary Quiz</li> <li>Treatment Scenarios</li> </ul> |
| <p style="text-align: center;"><b>Learning Plan</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                   |
| <ul style="list-style-type: none"> <li>Content based vocabulary assessment</li> <li>Introduction to the DSM and how psychologists diagnose disorders</li> <li>Psychological Disorder Case Studies <b>CCE3(9-12)</b></li> <li>Practice FRQ <b>TI2(9-12):</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                   |
| <p><b>Teacher Resources:</b> College Board Approved AP Textbook; College Board AP Classroom; 40 Studies That Changed Psychology by Robert Hock, College Board's AP Classroom</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                   |

## Unit 6 - Post AP Exam-Combating Stigmas Surrounding Mental Illness

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

##### Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- **DE2(9-12):** I can honor my own feelings and show empathy toward others through my actions.
- **CCE2(9-12):** I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

#### Understandings:

- Stigma around mental illness involves stereotypes, discrimination, and social judgment, often fueled by misconceptions and media portrayals. This can lead to shame, isolation, and avoidance of help. To combat stigma, it's essential to increase mental health literacy, encourage open conversations, and promote compassion and understanding.

The Institute of Living/Hartford Hospital sponsors an academic and art competition designed to decrease the stigma of mental illness. The BrainDance Awards encourage students to gain knowledge about psychiatric diseases and develop a more tolerant and realistic perspective toward people with severe psychiatric problems. The competition also aims to promote students' interest in careers in mental health care.

#### Essential Questions:

What are the stigmas surrounding mental illness and how can we combat those stigmas?

#### Students will know...

- how to explain behavior in authentic contexts.
- how to apply theories and perspectives in authentic contexts.

#### Students will be able to...

- create an artistic or academic project of your choice for the Brain Dance Awards.
- spread awareness against the stigma surrounding mental illness

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|                                                                                                                                                                                                                                                  | and foster empathy for those who suffer from a mental illness.                                                                |
| <b>Key Vocabulary:</b> Mental illness, DSM-V, stigma                                                                                                                                                                                             |                                                                                                                               |
| <b>Assessment Evidence</b>                                                                                                                                                                                                                       |                                                                                                                               |
| <b>Performance Tasks:</b> Hartford Hospital Brain Dance Award Project                                                                                                                                                                            | <b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Project Proposal</li> <li>• Peer Feedback Activity</li> </ul> |
| <b>Learning Plan</b>                                                                                                                                                                                                                             |                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Preview and score previous winners of the Brain Dance Award Competition <b>CCE2(9-12)</b></li> <li>• Hartford Hospital Brain Dance Award Project <b>DE2(9-12), CCE4(9-12)</b></li> </ul>                |                                                                                                                               |
| <b>Teacher Resources:</b> College Board Approved AP Textbook; College Board AP Classroom; 40 Studies That Changed Psychology by Robert Hock, College Board's AP Classroom, Hartford Hospital Brain Dance Website, Past Brain Dance Award Entries |                                                                                                                               |