Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Foundations of Psychology**

Time Allotment: 2 Weeks | **Unit Sequence: 1**

Major Concepts to be learned:

- Thinking criticially about data, claims, and concepts
- Expain different types of psychological studies
- Understand the significance of the study of psychology

Expected Skills to be demonstrated:

- Explain how the scientific attitude encourages critical thinking
- Identify the advantages and disadvantages of naturalistic observations
- Analyze the positives and negatives of correlational studies
- Evaluate the benefits of experimental studies

PA Standards/Anchors:	Eligible Content:
1.1.12.D 1.5.12.B 1.2.12.A 1.5.12.D 1.5.12.F	• The need for Psychological investigation • Descrptive studies • Experimentative studies • Statisitical reasoning

Instructional Strategies:	Assessments:
Problem solving activities Lecture Group discussion Written work Hands-on activity Note Taking Summarizing	• Blog entries • Foundations of Psychology Exam

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Neuroscience**

Time Allotment: 2 Weeks | **Unit Sequence: 2**

Major Concepts to be learned:

- The process of communciation between neurons
- The importance of neruotranmitters
- The structures of functions of the brain
- The nervous systems

Expected Skills to be demonstrated:

- Desrcibe how nerver cells communicate
- Identify the many sections of the nervous system
- Identify and explain the attributes of the four lobes of the cerebral cortex
- Describe the five areas of the brain that would be involved of you read this sentence aloud
- Evaluate the brain's plasticity following injury or illness
- Evaluate the impacts of split brain studies

PA Standards/Anchors:

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

Eligible Content:

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

Instructional Strategies:

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

Assessments:

- Blog entries
- Unit 1 Section 1 Exam
- Playdoh Brains

Grade level: 12

Course Title: AP Psychology

Topic/Concept: Nature and Nurture/ Consciousness

Time Allotment: 2 Weeks

Unit Sequence: 3

Major Concepts to be learned:

- Explain the different stages of sleep
- The impact of nature in psychology
- The impact of environment in psychology
- Analyze the reality of hypnosis
- The use of evolutionary thought in psychology
- Effects of culture on pscyhology

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

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

Eligible Content:

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

Instructional Strategies:

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

Assessments:

- Blog Entries
- Unit 1 Section 2 Exam

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Sensation and Perception**

Time Allotment: 2.5 Weeks | **Unit Sequence: 4**

Major Concepts to be learned:

- Analyze the ways psychologists use adoption studies to understand the effects of environment and heredity
- Describe some of the conditions that can affect development before birth
- Describe some ways that child-rearing differs in individualist and collectivist countries
- How perceptual organization factors into our understanding of the world
- Explain the role of sensory adaptation in our senses
- Evaluate the role of natural selection in the development of human characteristics
- Evaluate the importance of peers in development
- Describe the psychosocial approach to development
- Explain how perceptual interpretations are cognitivly created
- Evaluate the impact of Gestalt grouping

Expected Skills to be demonstrated:

- Contrast sensation and perception, and explain the difference between bottom-up and top-down processing
- Describe sensory adaptation, and explain how we benefit from being unaware of unchanging stimuli
- Define transduction, and specify the form of energy our visual system converts into the neural messages our brain can interpert
- Explain the Young-Helmholtz and opponent process theories help us understand color vision
- Contrast the two types of hearing loss, and describe some of thier causes
- Describe the sense of smell, and explain why specific odors so easily trigger memories
- Describe the interplay between attention and perception
- Describe Gestalt psychology's contribution to our understanding of perception
- Analyze how binocular cues allowing you to perceive depth
- State the basic assumptions we make in our perceptions of motion
- Explain the importance of perceptual constancy
- Analyze how perceptual sets influence our perceptions
- Describe the job descriptions of human factor psychologists

PA Standards/Anchors:

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

Eligible Content:

- Selective Attention
- Perceptual Organization
- ESP
- Vision
- Touch
- Smell
- Perpecetual Illusions
- Perceptual Interpretation
- Thersholds and sensory adaptation
- Hearing
- Taste

Instructional Strategies:

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

Assessments:

- Blog Entries
- Unit 2 Section 1 Exam

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Memory**

Time Allotment: 2 Weeks | **Unit Sequence: 5**

Major Concepts to be learned:

- The process of encoding information
- Retriving information from storage

Retaining information through storage
The problems

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

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

Eligible Content:

- Encoding
- Storage
- Retrietval
- Forgetting
- Memory construction

Instructional Strategies:

Problem solving activities
Group discussion
Oral presentation
Graphic organizers
Specific Reading
Lecture
Performance task
Note Taking
Summarizing

Assessments:

- Blog Entries
- Unit 2 Section 2 Exam

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Thinking and Intelligence**

Time Allotment: 2 Weeks | **Unit Sequence: 6**

Major Concepts to be learned:

- The methodology behind our cognitive patterns
- Explain the process of language development
- The nature of human intelligence
- Intelligence; stability vs change
- Heuroistics vs. algorithims
- Analyze the connection of language and thinking
- Process of assessing intelligence

Expected Skills to be demonstrated:

- Discuss the difficulty of defining intelligence
- Compare and contrast Gardner's and Sternberg's theories of intelligence
- Describe the findings on the correlations between perceptual speed, neural processing speed, and intelligence
- Distinguish between aptitude and achievement tests, and describe modern tests of mental abilities such as the WAIS
- Discuss the importance of standardizing psychological tests, and describe the distribution of scores in a normal curve
- Explain what it means to say a test is valid, and describe two types of validity
- Discuss the two extremes of the normal curve of intelligence
- Compare algorithms and heuristics as problem-solving strategies, and explain how insight differs from both of them
- Contrast the confirmation bias and fixation, and explain how the can interfere with effective problem solving
- Describe how others can use framing to elicit form us the answers they want
- Analyze a possible remedy for the belief perserverance phenomenon
- Trace the course of lanuage development from the babbling stage through the two-word stage
- Summarize Whorf's linguistic deteriminism hypothesis, and comment on its standing in contemporary
- Outine arguments for and against the idea that animal and humans share the capacity for language

PA Standards/Anchors:

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

Eligible Content:

- Explanation of intelligence
- Intelligence testing: history and reasoning
- Dynamics of intelligence
- Genetic and environmental effects on intelligence
- Human thought
- Language development
- Thinking and language
- Animal thought and language

Instructional Strategies:

Problem solving activities
Lecture
Note Taking
Summarizing
Evaluating
Written work
Graphic organizers

Assessments:

- Blog Entries
- Unit 2 Section 3 Exam
- Create an intelligence test project

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Developmental Psychology**

Time Allotment: 2 Weeks | **Unit Sequence: 7**

Major Concepts to be learned:

- Analyze the Psychological Impacts of Prenatal Development
- Explain the stages of physical and cognitive adolecent development
- Explain the stages of physical and cognitive infant development
- Analyze how adulthood is impacted by early development

Expected Skills to be demonstrated:

- Explain the stages of prenatal government
- Describe the neruological development throughout early development
- Analyze Piaget's stages of cognitive development
- Discuss the effects of nourishment, body contact, and familiarity on infant social attachment
- Assess the impact of parental neglectIdentify Erikson's eight stages of psycho-social development and their accompanying issues
- Assess the impact of aging on recall and recognition in adulthood

PA Standards/Anchors:

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

Eligible Content:

- Prenatal and Newborn Development
- Infancy and Childhood Development
- Adolescent Development

Instructional Strategies:

Lecture
Student Journals
Note Taking
Summarizing
Research
Written work
Graphic organizers
Evaluating

Assessments:

- Blog Entries
- Unit 3 Section 1 Exam

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Learning**

Time Allotment: 2 Weeks | **Unit Sequence: 8**

Major Concepts to be learned:

- Explain the principles and applications of classical conditioning
- Explain the principles and applications of operant conditioning

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

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

Eligible Content:

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

Instructional Strategies:

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

Assessments:

- Blog Entries
- Unit 3 Section 2 Exam
- Analysis of the Bobo Doll studies

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Language**

Time Allotment: 1.5 Weeks | **Unit Sequence: 9**

Major Concepts to be learned:

- Explain the process of language development
- Analyze the connection of language and thinking

Expected Skills to be demonstrated:

- Analyze a possible remedy for the belief perserverance phenomenon
- Trace the course of lanuage development from the babbling stage through the two-word stage
- Summarize Whorf's linguistic deteriminism hypothesis, and comment on its standing in contemporary
- Outine arguments for and against the idea that animal and humans share the capacity for language

PA Standards/Anchors:

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

Eligible Content:

- Language development
- Thinking and language
- Animal thought and language

Instructional Strategies:

Problem solving activities
Lecture
Note Taking
Summarizing
Evaluating
Written work
Graphic organizers

Assessments:

- Blog Entries
- Unit 3 Section 3 Exam

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Emotion**

Time Allotment: 2 Weeks | **Unit Sequence: 10**

Major Concepts to be learned:

- Explain the theories of emotion
- Analyze the physical elements of emotion
- Evaluate the motivation for emotional expression
- The perception of emotion

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

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

Eligible Content:

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

Instructional Strategies:

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

Assessments:

- Blog Entries
- Unit 4 Section 1 Exam

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Personality**

Time Allotment: 2 Weeks | **Unit Sequence: 11**

Major Concepts to be learned:

- Evaluation of Freud's interpertation of personality
- Application of Maslow's hierarchy of needs
- Analysis of individual personality according to trait perspectiv
- Explain how our society and culture nurtures our personality

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

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

Eligible Content:

- The psychoanalytic perspective
- The humanistic perspective
- The trait perspective
- The social-cognitive perspective

Instructional Strategies:

Lecture
Group discussion
Student Journals
Graphic organizers
Evaluating
Research
Written work
Summarizing

Assessments:

- Blog Entries
- Unit 4 Section 2 Exam

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Motivation**

Time Allotment: 2 Weeks | **Unit Sequence: 12**

Major Concepts to be learned:

- Explain the basic motivations of human behavior
- Analyze the impacts of relationship
- Analyze the physiology and psychology of hunger
- Evaluate the best methods of motivating workers

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

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

Eligible Content:

- Perspectives of motivation
- The demands of hunger
- The need of social belonging
- Working motivation

Instructional Strategies:

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

Assessments:

- Blog Entries
- Unit 4 Section 3 Exam
- Restaurant Management Plan

Grade level: 12 | **Course Title: AP Psychology** | **Topic/Concept: Social Psychology**

Time Allotment: 2 Weeks | **Unit Sequence: 13**

Major Concepts to be learned:

- Attributing behavior to persons
- Impact of confromity
- Impacts of Altruism
- Development of attitudes
- Source of aggression

Expected Skills to be demonstrated:

- Students will be able to explain attribution theory
- Explain the studies connected with attitudes
- Explain the impact of confromity
- Explain the impacts of prejudice
- Explain how to nurture altruism

PA Standards/Anchors:

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

Eligible Content:

Social Thinking
Social Influence
Social Relations

Instructional Strategies:

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

Assessments:

- Blog Entries
- Unit 4 Section 4 Exam

Grade level: 12 **Course Title: AP Psychology** **Topic/Concept: Health Psychology**

Time Allotment: 2 Weeks **Unit Sequence: 14**

Major Concepts to be learned:

- Identify and explain health psychology
- Evaluate the impact of stress
- Analyze methods of managing stress

Expected Skills to be demonstrated:

- Explain the impacts of the sympathetic nervous system
- Evaluate the impact of stress on the physical health being of a person
- Explain methods of decreasing stress

PA Standards/Anchors:

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

Eligible Content:

Stress and Illness
Promoting Health

Instructional Strategies:

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

Assessments:

Blogs
Stress Management Plan

Grade level: 12

Course Title: AP Psychology

Topic/Concept: Psychological Disordes and Treatment

Time Allotment: 2.5 Weeks

Unit Sequence: 15

Major Concepts to be learned:

- Analyze the problems with identifing individuals with psychological disorders
- The charactistic behavioral patterns of mood disorders
- Analyze the dangers of anti-social personality disorder

Evaluate charactistic elements of anxiety disorders
Analyze the false reality of schizophrena

Expected Skills to be demonstrated:

- Contrast the medical model of psychological disorders with the biopsychosocial approach to disordered behavior
- Describe the goals and contnet of the DSM-IVExplain how anxiety disorders differ from normal feelings of stress and uneasiness
- Contrast the symptoms of generalized anxiety disorder and panic disorderExplain PTSD
- Describe the symptoms of dissocaitive disorders
- Contrast major depressive disorder and bipolar disorder
- Discuss the contributions of the genetic and environmental factors in the development of anxiety, mood, schizophrenic, and personality disorders
- Distinguish the five subtypes of schizophrenia
- Analyze how anit-social personality disorder and crime are connected

PA Standards/Anchors:

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

Eligible Content:

- Perspectives of psychological disorders
- Anxiety disorders
- Mood disorders
- Schizohrenic disorders
- Personality Disorders

Instructional Strategies:

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

Assessments:

- Blog Entries
- Unit 5 Section 2 Exam