

East Penn School District
Curriculum and Instruction

Curriculum for: AP Psychology

Course(s): AP Psychology

Grades: 12

Department: Social Studies

Length of Period (average minutes): 42 minutes

Periods per cycle: 6

Length of Course (yrs): 1 year

Type of offering: _____ required X elective

Credit(s) awarded: 1.0

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Enduring Understanding	Essential Questions	Content	Standard	Skills
<ul style="list-style-type: none"> Psychology is a social science that is continually evolving. Knowledge of psychological science can help people live better lives. Nature and nurture work together to influence behavior and mental processes. 	<p>What is Psychology?</p> <p>What do psychologists in various professions do and where do they work?</p> <p>What are some important milestones in psychology's early development?</p> <p>What are psychology's levels of analysis and related perspectives?</p>	<p>Unit I – History and Approaches</p> <p>Fields and sub-fields of Psychology- careers, basic and applied research subfields</p> <p>History of Psychology- contributing psychologists</p> <p>Approaches to Psychology- Structuralism, Functionalism, Behaviorism, Cognitivism, Psychoanalytic, Humanism, Biological, Evolutionary, Social-cultural</p>	<p>Standard Area: Perspectives in Psychological Science</p> <p>1.1 Define psychology as a discipline and identify its goals as a science.</p> <p>1.2 Describe the emergence of psychology as a scientific discipline.</p> <p>1.3 Describe perspectives employed to understand behavior and mental processes.</p> <p>1.4 Recognize the evolving nature of psychology as a scientific discipline.</p> <p>2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.</p> <p>2.2 Describe the major subfields of psychology.</p> <p>PA Core Standards</p> <p>CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Summarize the nature-nurture debate in psychology.</p> <p>Name twenty psychologists and identify two major contributions they made to the field of psychology.</p> <p>Identify and assess the components of each approach to psychology.</p> <p>Analyze a case study and apply each approach to determine the strengths and weaknesses of each approach related to the case study.</p>
<ul style="list-style-type: none"> The scientific method helps us draw a more informed conclusion. Knowledge of statistics can help you make more informed decisions. Following ethical guidelines are necessary when conducting an experiment. 	<p>What are some strengths and weaknesses of the different methods psychologists use to describe behavior?</p> <p>How does the scientific attitude contribute to critical thinking?</p> <p>Why would we learn more about a drugs effectiveness from giving it to half of the participants in a group of 1000 than to all 1000 participants?</p> <p>How are human and animal research participants protected?</p> <p>Why is informed consent vital to participation?</p>	<p>Unit II – Research Methods</p> <p>The scientific method- Qualitative vs. quantitative experiments</p> <p>Correlation and experimentation</p> <p>Statistical reasoning- descriptive vs. inferential statistics</p> <p>Ethics in research</p>	<p>Standard Area: Research Methods, Measurement, and Statistics</p> <p>1.1 Describe the scientific method and its role in psychology.</p> <p>1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</p> <p>2.1 Identify ethical standards psychologists must address regarding research with human participants.</p> <p>2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.</p>	<p>Explain how scientifically derived answers are more valid than those derived from intuition or common sense.</p> <p>Apply the scientific method to observe, describe, explain and predict behavior.</p> <p>Assess the differences between correlation and causation.</p> <p>Describe different statistical measures and why they are used.</p> <p>Evaluate the limits of each research methodology.</p>

			<p>3.1 Define descriptive statistics and explain how they are used by psychological scientists.</p> <p>3.2 Define forms of qualitative data and explain how they are used by psychological scientists.</p> <p>3.3 Define correlation coefficients and explain their appropriate interpretation.</p> <p>3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods.</p> <p>PA Core Standards</p> <p>CC.8.6.11-12.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.</p> <p>A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3, A2.2.3.2.1, A2.2.3.2.2, A2.2.3.2.3</p>	<p>Analyze, create and interpret graphical representations of data from research studies.</p>
<ul style="list-style-type: none"> • Having an understanding about how the body works is critical to understanding ourselves. • Heritable individual differences do not necessarily imply heritable group differences. • Our genetic predispositions and our surrounding environments interact. 	<p>Why is studying biology important to understanding psychology?</p> <p>How do the endocrine system and nervous system interact?</p> <p>Why is it important for the brain to be plastic and regenerative?</p> <p>How do heredity and environment work together?</p>	<p>Unit III – Biological Bases of Behavior</p> <p>Neural Processing and Communication- biology, behavior, mind and neural transmission</p> <p>The Nervous System- somatic nervous system, somatic nervous system, autonomic nervous system, sympathetic nervous system, parasympathetic nervous system</p> <p>Endocrine System- functions and interactions with the nervous system</p>	<p>Standards Area: Biological Bases of Behavior</p> <p>1.1 Identify the major divisions and subdivisions of the human nervous system.</p> <p>1.2 Identify the parts of the neuron and describe the basic process of neural transmission.</p> <p>1.3 Differentiate between the structures and functions of the various parts of the central nervous system.</p> <p>1.4 Describe lateralization of brain functions.</p> <p>1.5 Discuss the mechanisms of, and the importance of, plasticity of the nervous system.</p> <p>2.1 Describe how the endocrine glands are linked to the nervous system.</p> <p>2.2 Describe the effects of hormones on behavior and mental processes.</p> <p>3.1 Describe concepts in genetic transmission.</p>	<p>Describe the basic parts, mechanisms and processes that make up the nervous system</p> <p>Create a visual image of the brain with all parts/functions of the brain represented and explained</p> <p>Assess the findings of split-brain research</p> <p>Analyze and synthesize information about twin and adoption studies</p> <p>Summarize key points in the debate about the usefulness of evolutionary psychology</p>

		<p>The Brain-lobes, structures and functions, plasticity vs. neurogenesis, split-brain research</p> <p>Genetics- twin and adoption studies, molecular genetics, heritability vs. environment</p> <p>Evolutionary Behavior- natural selection and adaptation, evolutionary research on sexuality</p>	<p>3.2 Describe the interactive effects of heredity and environment.</p> <p>3.3 Explain how evolved tendencies influence behavior.</p> <p>PA Core Standards</p> <p>CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p>	
<ul style="list-style-type: none"> • Sensation and perception help humans interpret, adapt to, organize, and understand the world around us. • Perception involves the interpretation of sensory input as a cognitive process. • Sensation and perception help shape our reality. 	<p>What are the implications of having the ability to attend selectively to stimuli?</p> <p>How does sensory adaptation help people live day to day?</p> <p>How influential is context on our sensation and perception?</p> <p>Why is sensory interaction important?</p>	<p>Unit IV - Sensation and Perception</p> <p>Sensing the World: Some Basic Principles- bottom-up and top-down processing, selective attention, transduction, thresholds, sensory adaptation, influences on perception</p> <p>Vision- eye structures and functions, information processing, visual organization and interpretation</p> <p>Hearing- ear structures and functions, loudness,pitch, locating sound</p> <p>Other Senses- touch, pain, taste, smell, kinesthesia, sensory interaction, ESP</p>	<p>Standard Area: Sensation and Perception</p> <p>1.1 Discuss processes of sensation and perception and how they interact.</p> <p>1.2 Explain the concepts of threshold and adaptation.</p> <p>2.2 Describe the visual sensory system.</p> <p>2.3 Describe the auditory sensory system.</p> <p>3.1 Explain Gestalt principles of perception.</p> <p>3.2 Describe binocular and monocular depth cues.</p> <p>3.3 Describe the importance of perceptual constancies.</p> <p>3.4 Describe perceptual illusions.</p> <p>3.5 Describe the nature of attention.</p> <p>3.6 Explain how experiences and expectations influence perception.</p> <p>PA Core Standards</p> <p>CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Apply concepts of selective attention and inattention to explain change blindness and choice blindness experiments</p> <p>Create a poster illustrating the structures and functions of the eye and ear</p> <p>Describe Gestalt perceptual principles including figure-ground and grouping principles</p> <p>Cite evidence through personal examples about how expectations, contexts, emotions and motivation influence perception</p>

<ul style="list-style-type: none"> • Being conscious involves a complex mix of different levels of awareness and wakefulness. • Each state of consciousness has its own biological and psychological effects on our awareness. • We can process information and solve problems even in an “altered state.” 	<p>Why do we sleep?</p> <p>What is meant by variations in a given state of consciousness?</p> <p>How does REM sleep impact memory and learning?</p> <p>How do psychoactive drugs impact behavior?</p>	<p>Unit V – States of Consciousness</p> <p>Biological Rhythms and Sleep- consciousness, alpha waves, beta waves, NREM, hallucinations, delta waves, SCN</p> <p>Purpose of Sleep- circadian rhythm, sleep functions, meditation</p> <p>Sleep Disorders- insomnia, narcolepsy, sleep apnea, night terrors,</p> <p>Dreams- REM, latent content, manifest content, rebound</p> <p>Hypnosis- post-hypnotic suggestion, dissociation</p> <p>Psychoactive Drugs- depressants, alcohol use, barbiturates, opiates, stimulants, MDMA, hallucinogens, marijuana</p> <p>Drug Dependence and Addiction-substance use disorders, tolerance and withdrawal</p>	<p>Standard Area: Consciousness</p> <p>1.1 Identify states of consciousness.</p> <p>1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).</p> <p>2.1 Describe the circadian rhythm and its relation to sleep.</p> <p>2.2 Describe the sleep cycle.</p> <p>2.3 Compare theories about the functions of sleep.</p> <p>2.4 Describe types of sleep disorders.</p> <p>2.5 Compare theories about the functions of dreams.</p> <p>3.1 Characterize the major categories of psychoactive drugs and their effects.</p> <p>3.2 Describe how psychoactive drugs act at the synaptic level.</p> <p>3.3 Evaluate the biological and psychological effects of psychoactive drugs.</p> <p>4.1 Describe meditation and relaxation and their effects.</p> <p>4.2 Describe hypnosis and controversies surrounding its nature and use.</p> <p>PA core standards</p> <p>CC.8.5.11-12.F. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>	<p>Outline the different stages of sleeping and dreaming.</p> <p>Discuss how the body’s biological rhythms influence daily life.</p> <p>Evaluate the effects of sleep loss and sleep disorders.</p> <p>Journal and interpret dream content.</p> <p>Describe how tolerance and addiction work physiologically and psychologically.</p>
<ul style="list-style-type: none"> • Much of what we do we learn from experiences. • Our capacity to learn new behaviors helps us cope with changing circumstances. • What has already been learned can be changed by new learning. 	<p>How do we learn?</p> <p>How are consequences important to learning?</p> <p>How can you apply operant conditioning to your own life?</p> <p>How do classical and operant conditioning differ?</p>	<p>Unit VI - Learning</p> <p>Classical Conditioning- behaviorism, unconditioned response,unconditioned stimulus conditioned response (CR) conditioned stimulus (CS) acquisition,higher-order conditioning, extinction spontaneous recovery, generalization</p>	<p>Standard Area: Learning</p> <p>1.1 Describe the principles of classical conditioning.</p> <p>1.2 Describe clinical and experimental examples of classical conditioning.</p> <p>1.3 Apply classical conditioning to everyday life.</p> <p>2.1 Describe the Law of Effect.</p> <p>2.2 Describe the principles of operant conditioning.</p> <p>2.3 Describe clinical and experimental examples of operant conditioning.</p> <p>2.4 Apply operant conditioning to everyday life.</p>	<p>Compare and contrast a behaviorist view and a cognitivist view of learning.</p> <p>Compare and contrast the basic components and processes of classical and operant conditioning.</p> <p>Apply operant conditioning principles to real-world examples related to</p>

	<p>How can you apply observational learning to your own life?</p>	<p>discrimination, learned helplessness Respondent behavior</p> <p>Operant Conditioning- law of effect, operant chamber, shaping, discriminative stimulus, reinforcer, positive reinforcement, negative reinforcement, primary reinforcer conditioned reinforcer, punishment</p> <p>Schedules of reinforcement- continuous reinforcement, partial (intermittent) reinforcement, fixed-ratio, fixed-interval, variable ratio, variable interval</p> <p>Biology, cognition and learning- cognitive map, latent learning insight, intrinsic motivation extrinsic motivation, biofeedback</p>	<p>3.1 Describe the principles of observational and cognitive learning.</p> <p>3.2 Apply observational and cognitive learning to everyday life.</p> <p>PA core standards</p> <p>CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>school, sports, work, home and self-improvement.</p> <p>Explain how biology constrains conditioning and how cognition affects conditioning.</p> <p>Evaluate how observational learning affects prosocial and antisocial behavior.</p>
<ul style="list-style-type: none"> • Our perceptions, attention and expectations all interfere with the encoding of memories, altering the reality of the experience. • Memory is learning that has persisted over time in the form of information that has been acquired, stored and retrieved. • We are what we remember. 	<p>What is memory?</p> <p>Can forgetting ever be a good thing?</p> <p>How can we improve memory?</p> <p>What are the best strategies for solving problems?</p> <p>Does language influence thought? Or visa versa.</p>	<p>Unit VII - Cognition</p> <p>Memory Encoding, Storage, Retrieval- sensory memory, short-term memory, long-term memory, working memory, parallel processing, automatic processing effortful processing, rehearsal spacing effect, serial position effect visual encoding, acoustic encoding semantic encoding</p> <p>Memory Construction and Forgetting- encoding, imagery mnemonics, chunking, iconic memory, echoic memory, flashbulb memory, long-term potentiation (LTP), amnesia, implicit memory, explicit memory, hippocampus, recall, recognition, relearning, priming, Déjà vu, mood congruent</p>	<p>Standard Area: Memory</p> <p>1.1 Identify factors that influence encoding.</p> <p>1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing.</p> <p>1.3 Discuss strategies for improving the encoding of memory.</p> <p>2.1 Describe the differences between working memory and long-term memory.</p> <p>2.2 Identify and explain biological processes related to how memory is stored.</p> <p>2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias).</p> <p>2.4 Discuss strategies for improving the storage of memories.</p> <p>3.1 Analyze the importance of retrieval cues in memory.</p> <p>3.2 Explain the role that interference plays in retrieval.</p>	<p>Explain how memory systems work.</p> <p>Discuss how misinformation, imagination, and source amnesia influence memory.</p> <p>Discuss how emotions, external cues, and order of appearance influence memory.</p> <p>Appraise how varied memory techniques can help you learn and remember.</p> <p>Evaluate how heuristics, overconfidence, belief perseverance, and framing influence decision making and problem solving.</p> <p>Analyze the relationship between language and thinking.</p>

		<p>memory, proactive interference, retroactive interference, repression, misinformation effect, source amnesia</p> <p>Thinking/Decision Making- Concept, prototype, algorithm, heuristic, insight, representativeness heuristic, availability heuristic</p> <p>Problem Solving and Creativity- Confirmation bias, fixation, mental set, functional fixedness, overconfidence, belief perseverance, intuition, framing</p> <p>Language Structure and Development- language, phoneme morpheme, grammar, semantics syntax, babbling stage, one-word stage, two-word stage telegraphic speech, linguistic determinism</p>	<p>3.3 Discuss the factors influencing how memories are retrieved.</p> <p>Standard Area: Thinking</p> <p>1.1 Define cognitive processes involved in understanding information.</p> <p>1.2 Define processes involved in problem solving and decision making.</p> <p>2.1 Describe obstacles to problem solving.</p> <p>2.2 Describe obstacles to decision making.</p> <p>PA Core Standards</p> <p>CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	
<ul style="list-style-type: none"> • There is no real consensus on how motivation and emotion work. • Motivations and emotions are complex and involve an interplay psychological, physiological and cognitive components. • Each person has their own reasons for their emotional responses. 	<p>How do drives and incentives motivate behavior?</p> <p>What are the benefits of belonging?</p> <p>How does the body create and respond to emotions?</p> <p>How does gender result in different emotional experiences?</p> <p>What is stress?</p>	<p>Unit VIII – Motivation and Emotion</p> <p>Motivational Concepts-instinct, drive-reduction theory, homeostasis, incentive, Hierarchy of needs</p> <p>Hunger- glucose, set point, basal metabolic rate, Anorexia nervosa, Bulimia nervosa, Binge-eating disorder</p> <p>Sexual Motivation-Sexual response cycle, refractory period,estrogen testosterone, sexual orientation</p>	<p>Standard Area: Motivation</p> <p>1.1 Explain biologically based theories of motivation.</p> <p>1.2 Explain cognitively based theories of motivation.</p> <p>1.3 Explain humanistic theories of motivation.</p> <p>1.4 Explain the role of culture in human motivation.</p> <p>2.1 Discuss eating behavior.</p> <p>2.2 Discuss sexual behavior and orientation.</p> <p>2.3 Discuss achievement motivation.</p> <p>Standard Area: Emotion</p> <p>1.1 Explain the biological and cognitive components of emotion.</p> <p>1.2 Discuss psychological research on basic human emotions.</p>	<p>Identify different perspectives on studying motivation.</p> <p>Analyze our need to belong.</p> <p>Evaluate whether we can experience emotion without consciously acknowledging it.</p> <p>Discuss gender differences in nonverbal communication.</p> <p>Identify events that provoke a stress response.</p>

		<p>Theories of Emotion- emotion, James-Lange theory, Cannon-Bard theory, Two-factor theory</p> <p>Embodied Emotion/Expressed Emotion/Experienced Emotion- polygraph, facial feedback, catharsis feel-good, do-good phenomenon well-being, adaptation-level phenomenon, relative deprivation</p> <p>Stress and Health- Behavioral medicine, Health psychology, stress, General adaptation syndrome (GAS), tend and befriend response, coronary heart disease, Type A Type B, Psychophysiological illness, Psychoneuroimmunology (PNI), lymphocytes</p>	<p>1.3 Differentiate among theories of emotional experience.</p> <p>2.1 Explain how biological factors influence emotional interpretation and expression.</p> <p>2.2 Explain how culture and gender influence emotional interpretation and expression.</p> <p>2.3 Explain how other environmental factors influence emotional interpretation and expression.</p> <p>3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.</p> <p>3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.</p> <p>PA Core Standards CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	
<ul style="list-style-type: none"> Life is a continuous process of development, rooted in nature and shaped by nurture. Life requires both stability and change. Early attachment affects the foundation for our adult relationships and our attachment styles. 	<p>Does development occur in stages or is it a continuous flow from one level to another?</p> <p>How do theories of cognitive development account for differences in children, adolescence and adults?</p> <p>How does the interaction of nature and nurture affect socialization?</p> <p>How do adolescents think differently from children and adults?</p> <p>How do adults change cognitively as they age?</p>	<p>Unit IX – Developmental Psychology</p> <p>Prenatal Development- Zygote embryo, fetus, teratogens, X and Y chromosomes, Gender, testosterone Fetal alcohol syndrome, habituation</p> <p>Infancy and Childhood- Maturation cognition, schema, assimilation Accommodation, sensorimotor stage Object permanence, preoperational stage, Conservation, egocentrism stage, Theory of mind, concrete operational stage, Formal operational stage autism, stranger anxiety</p> <p>Parents and Peers- Aggression attachment, critical period Imprinting, Temperament, Basic trust</p>	<p>Standard Area: Life Span Development</p> <p>1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.</p> <p>1.2 Explain issues of continuity/discontinuity and stability/change.</p> <p>1.3 Distinguish methods used to study development.</p> <p>1.4 Describe the role of sensitive and critical periods in development.</p> <p>1.5 Discuss issues related to the end of life.</p> <p>2.1 Discuss theories of cognitive development.</p> <p>2.2 Discuss theories of moral development.</p> <p>2.3 Discuss theories of social development.</p> <p>3.2 Describe newborns' reflexes, temperament, and abilities.</p> <p>4.2 Describe how infant perceptual abilities and intelligence develop.</p>	<p>Identify and explain at least three issues that have influenced understanding of life-span development.</p> <p>Compare and contrast the theories of Piaget, Kohlberg, and Vygotsky related to cognitive development.</p> <p>Explain how temperament, parenting styles, abuse, family disruption, daycare, and neglect affect attachment.</p> <p>Discuss the social tasks and challenges of adolescents.</p> <p>Identify the physical and cognitive changes that occur during adulthood.</p>

		<p>Adolescence- gender role Self-concept, gender identity Gender typing, social learning theory Adolescence, puberty, Primary sex characteristics, secondary sex characteristics, Menarche, identity Social identity, intimacy</p> <p>Adulthood- Emerging adulthood, menopause, Cross-sectional study longitudinal study, Crystallized intelligence, fluid intelligence, Social clock</p>	<p>4.3 Describe the development of attachment and the role of the caregiver. 5.1 Describe physical and motor development. 5.2 Describe how memory and thinking ability develops. 6.1 Identify major physical changes. 6.2 Describe the development of reasoning and morality. 6.3 Describe identity formation. 6.4 Discuss the role of family and peers in adolescent development. 7.1 Identify major physical changes associated with adulthood and aging. 7.2 Describe cognitive changes in adulthood and aging. 7.3 Discuss social, cultural, and emotional issues in aging.</p> <p>PA Core Standards CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p>	
<ul style="list-style-type: none"> • Personality encompasses who we are at any given moment. • Personality is a product of our genetics and environment. 	<p>How does psychoanalysis explain personality? How do we assess the unconscious mind? How do humanistic theories explain personality? How do social-cognitive psychologists explain personality?</p>	<p>Unit X - Personality Free association, Psychoanalysis Unconscious, Psychosexual stages Oedipus complex, Identification Fixation, Defense mechanisms Repression, Regression Reaction formation, Projection Collective unconscious, Projective test, Thematic Appreciation Test (TAT), Rorschach inkblot test Terror-management theory Id, Ego, Superego Self-actualization Unconditional positive regard Self-concept, Trait Personality inventory Minnesota Multiphasic Personality Inventory (MMPI)</p>	<p>Standard Area: Personality</p> <p>1.1 Describe attributional explanations of behavior. 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior. 1.3 Identify persuasive methods used to change attitudes. 2.1 Describe the power of the situation. 2.2 Describe effects of others' presence on individuals' behavior. 2.3 Describe how group dynamics influence behavior. 2.4 Discuss how an individual influences group behavior.</p> <p>PA Core Standards CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims,</p>	<p>Describe how Freud arrived at his view of the unconscious mind through his views on psychological disorders.</p> <p>Analyze how projective tests work and are applied as well as how they are viewed critically.</p> <p>Analyze how humanistic theories have influenced psychology, including the criticism of those theories.</p> <p>Discuss how social-cognitive researchers explore behavior and how those views have been criticized.</p>

		<p>Empirically derived test Social-cognitive perspective Reciprocal determinism Personal control External locus of control Internal locus of control Positive psychology, Self Self-esteem, Self-serving bias Individualism,Collectivism</p>	<p>reasoning, and evidence. CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	
<ul style="list-style-type: none"> • People apply the term intelligence to the qualities that enable success. • The socially constructed idea of intelligence varies from culture to culture. 	<p>What is intelligence?</p> <p>What does it mean to be emotionally intelligent?</p> <p>Do modern tests of mental abilities sufficiently measure intelligence?</p> <p>Can intelligence change over time?</p> <p>Why do different people perform differently on intelligence tests?</p>	<p>Unit XI – Testing and Individual Differences</p> <p>intelligence: Intelligence test General intelligence (g), factor analysis, Savant syndrome grit, emotional intelligence, Mental age, Stanford-Binet IQ (intelligence quotient), WAIS (Wechsler Adult Intelligence Scale)</p> <p>Assessing Intelligence: achievement tests, Aptitude tests, Stereotype threat, standardization, normal curve, reliability, validity, content validity, predictive validity, cohort</p> <p>Dynamics of Intelligence: crystallized intelligence, Fluid intelligence, heritability, Intellectual disability</p> <p>Influences on Intelligence: Down Syndrome, Stereotype threat</p>	<p>Standard Area: Intelligence</p> <p>1.1 Discuss intelligence as a general factor. 1.2 Discuss alternative conceptualizations of intelligence. 1.3 Describe the extremes of intelligence. 2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness. 2.2 Identify current methods of assessing human abilities. 2.3 Identify measures of and data on reliability and validity for intelligence test scores. 3.1 Discuss issues related to the consequences of intelligence testing. 3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence.</p> <p>PA Core Standards</p> <p>CC.3.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p>Analyze whether intelligence is a general ability.</p> <p>Identify the four components of emotional intelligence.</p> <p>Analyze how stable intelligence scores are over a lifetime.</p> <p>Analyze the link between genetic and environmental heritability of intelligence.</p> <p>Evaluate whether intelligence tests are biased.</p>

Enduring Understanding	Essential Questions	Content	Standard	Skills
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<ul style="list-style-type: none"> • The idea of what is normal is defined in many ways. • Living a “normal” life depends upon the ability to adjust to changes as they arise. 	<p>How are psychological disorders different from “normal” behavior?</p> <p>What are psychological disorders?</p> <p>What are the roots of anxiety disorders, OCD and PTSD in people?</p> <p>What are the roots of mood disorders in people?</p> <p>When and how does schizophrenia develop?</p> <p>How do psychological issues manifest themselves in our general physical well-being?</p> <p>How do personality disorders affect people?</p>	<p>Unit XII – Abnormal Psychology Abnormal Behavior Perspectives on Psychological Disorders: Psychological disorders Attention-Deficit Hyperactivity disorder (ADHD) Medical model DSM-V</p> <p>Anxiety disorders: Generalized anxiety disorder, Panic disorder Social-anxiety disorder, Illness anxiety disorder, Phobia, agoraphobia, Obsessive-compulsive disorder (OCD), Post-traumatic stress disorder (PTSD), Post-traumatic growth</p> <p>Somatic symptom disorders and Conversion disorders: Hypochondriasis</p> <p>Dissociative disorders: Dissociative identity disorder (DID)</p> <p>Mood disorders Major depressive disorder, Mania, Bipolar disorder, Rumination psychosis</p> <p>Schizophrenia: Delusions, hallucinations</p> <p>Anorexia nervosa, Bulimia nervosa binge-eating disorder</p> <p>Personality disorder: Antisocial personality disorder, Spotlight effect Self-esteem, Self-serving bias Individualism, Collectivism</p>	<p>1.1 Define psychologically abnormal behavior.</p> <p>1.2 Describe historical and cross-cultural views of abnormality.</p> <p>1.3 Describe major models of abnormality.</p> <p>1.4 Discuss how stigma relates to abnormal behavior.</p> <p>1.5 Discuss the impact of psychological disorders on the individual, family, and society.</p> <p>2.1 Describe the classification of psychological disorders.</p> <p>2.2 Discuss the challenges associated with diagnosis.</p> <p>2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).</p> <p>2.4 Evaluate how different factors influence an individual’s experience of psychological disorders.</p> <p>PA Core Standards</p> <p>CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CC.3.5.11-12.I: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<p>Distinguish between normality and disorder.</p> <p>Explain how and why clinicians classify psychological disorders. Apply the learning and biological perspectives to anxiety disorders, OCD and PTSD.</p> <p>Contrast major depressive disorder and bipolar disorder.</p> <p>Describe the symptoms of schizophrenia.</p> <p>Identify somatic symptoms and their related disorders.</p> <p>Contrast the three clusters of personality disorders.</p>
<ul style="list-style-type: none"> • Knowledge of various treatment availabilities can help people 	<p>What does it mean to be mentally well?</p> <p>How can we unlearn maladaptive behaviors?</p>	<p>Unit XIII – Therapy and Treatment Psychological Therapies and Approaches: Eclectic approach,</p>	<p>Standard Area: Treatment of Psychological Disorders</p>	<p>Differentiate among psychotherapy, biomedical therapy, eclectic and humanistic approaches to therapy.</p>

<p>struggling with mental health issues.</p> <ul style="list-style-type: none"> Receiving the right treatment can make positive differences in people’s lives. 	<p>How do we know a therapy is effective?</p> <p>How important is it to change our lifestyles to promote mental health?</p>	<p>biomedical therapy, Psychotherapy exposure therapy, Psychoanalysis, resistance, Interpretation Psychodynamic theory: Transference client-centered therapy, Insight therapies, active listening, Rational-emotive therapy unconditional positive regard Counterconditioning, systematic desensitization, Aversive conditioning, exposure therapy virtual reality, Token economy, cognitive therapy, Family and group therapy, cognitive behavioral therapy</p> <p>Meta-analysis, regression toward the mean, Evidence-based practice, therapeutic alliance, Psychopharmacology, antipsychotic drugs, Tardive dyskinesia, antianxiety drugs, Antidepressant drugs, electroconvulsive therapy (ECT), Psychosurgery, lobotomy, repetitive transcranial magnetic stimulation (rTMS), resilience</p>	<p>1.1 Explain how psychological treatments have changed over time and among cultures. 1.2 Match methods of treatment to psychological perspectives. 1.3 Explain why psychologists use a variety of treatment options. 2.1 Identify biomedical treatments. 2.2 Identify psychological treatments. 2.3 Describe appropriate treatments for different age groups. 2.4 Evaluate the efficacy of treatments for particular disorders. 2.5 Identify other factors that improve the efficacy of treatment. 2.6 Identify treatment providers for psychological disorders and the training required for each. 3.1 Identify ethical challenges involved in delivery of treatment.</p> <p>PA Core Standards CC.3.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p>Evaluate which therapies are most effective for specific disorders.</p> <p>Determine the three elements shared by all forms of psychotherapy.</p>
<ul style="list-style-type: none"> By nature, people are social animals. People’s behavioral responses are shaped by social context. 	<p>How do actions and attitudes work together?</p> <p>What is the effect of conformity on our behavior?</p> <p>How do others impact our performance?</p> <p>What impact does prejudice have on people?</p> <p>What does it mean to act selflessly?</p> <p>What makes one person attractive to another?</p>	<p>Unit XIV – Social Psychology</p> <p>social psychology, attribution theory, fundamental attribution theory, attribution, peripheral route persuasion, central route persuasion, foot-in-the-door phenomenon, role, cognitive dissonance theory, conformity, normative social influence, social facilitation, social loafing, deindividuation, group polarization, group think, culture, norm, prejudice, stereotype, discrimination, just-world phenomenon, in group, scapegoat theory, other-race effect, aggression, frustration-aggression principle,</p>	<p>Standard Area: Social Interactions</p> <p>1.1 Describe attributional explanations of behavior. 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior. 1.3 Identify persuasive methods used to change attitudes. 2.1 Describe the power of the situation. 2.2 Describe effects of others’ presence on individuals’ behavior. 2.3 Describe how group dynamics influence behavior. 2.4 Discuss how an individual influences group behavior. 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.</p>	<p>Determine how actions and attitudes interact.</p> <p>Analyze how conformity reveals the power of social influence.</p> <p>Analyze how behavior is affected by others.</p> <p>Explain prejudice and its social, cognitive, and emotional roots.</p> <p>Explain social exchange theory and social norms in the context of helping behavior.</p>

		<p>social script, mere exposure effect, passionate love, companionate love, equity, self-disclosure, altruism, bystander effect, social exchange theory, reciprocity norm, social-responsibility norm, conflict, social trap, mirror-image perceptions, self-fulfilling prophecy, superordinate goals, GRIT</p>	<p>3.2 Describe determinants of prosocial behavior. 3.3 Discuss influences upon aggression and conflict. 3.4 Discuss factors influencing attraction and relationships.</p> <p>PA Core Standards</p> <p>CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p>	<p>Identify factors that lead to friendship or love relationships with some people and not with others.</p>
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Materials and Resources:

Textbook

Myers, D. G. (2014). *Myers' psychology for AP Second Edition*. New York: Worth Publishers.

Additional Resources

- Fineburg, A. C., Myers, D. G., & Brewer, C. L. (2010). *Myers' psychology for ap*, teacher's edition*.
- Hock, R. R. (2009). *Forty studies that changed psychology, explorations into the history of psychological research*. Prentice Hall.
- Coats, E. J. (2000). *Contemporary readings in psychology, a new york times reader*.
- Benjamin, L. T. (2009). *Favorite activities for the teaching of psychology*. Amer Psychological Assn.
- Halonen, J. S., & Gray, C. (2003). *The critical thinking companion for introductory psychology*. Worth Pub.
- Ernst, R. M. (2007). *Teaching tips to accompany thinking about psychology, 2/e. Charles t. blair-broeker and randal m. ernst*
- (1998). *Psychology*. USA: The Center for Learning.
- Psychology-related articles from online news sources, Frontline, TOPPS, Teaching High School Psychology Blog, and Psychology Today
- Ludwig, T. E. (2003). *Psychsim 5.0*. Worth Pub.