Course Title:	Content Area:	Grade Level:	Credit (if applicable)
AP Psychology	**Social Studies**	**10-12**	**1**

Course Description:

AP Psychology is designed to expose students to the systematic and scientific study of behavior and mental processes of human beings and other animals. This full-year course is the equivalent of a college-level general psychology course and is designed to prepare students for the AP examination. The curriculum is intensive and sophisticated, requiring a strong level of commitment. This course is designed to expose students to an array of subjects of interest with one common thread: the student. AP Psychology will be an academic journey as students traverse psychological disorders, memory, brain function, psychological testing and experimentation, lifespan, states of consciousness, motivation, emotion, and major personality theories.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
•	CRITICAL THINKING AND PROBLEM SOLVING • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgements and decision. Identify, define and solve authentic problems and essential questions.
Knowledge/Skill Dependent courses/Prerequisites:	**Link to *Completed Equity Audit***
• World History or Modern American History Academic, course average of 87 Academic/83 Accelerated OR Dept. Recommendation	•

Unit Links

Standard Matrix
Introduction to Science Practices
Unit 1: Biological Basis of Behavior
Unit 2: Cognition
Unit 3: Development and Learning
Unit 4: Social Psychology and Personality
Unit 5: Mental and Physical Health

Unit 1: Biological Basis of Behavior

Overview

Relevant Standards: Bold indicates priority

- **1.A Apply psychological perspectives, theories, concepts, and research findings to a scenario.**
- 1.B Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.
- 2.A Determine the type of research design(s) used in a given study.
- 2.B Evaluate the appropriate use of research design elements in experimental methodology.
- 2.C Evaluate the appropriate use of research design elements in non-experimental methodologies.
- 2.D Evaluate whether a psychological research scenario followed appropriate ethical procedures
- **3.A Identify Psychology-related concepts in descriptions or representations of data.**
- 3.B Calculate and interpret measures of central tendency, variation, and percentile rank in a given data set.
- 3.C Interpret quantitative or qualitative inferential data from a given table,graph,chart,figure,or diagram.
- 4.A Propose a defensible claim.

Overview

Unit 1 focuses on how the functions of our biological systems influence our physical and mental actions and responses. Students begin by studying the role of heredity and the environment in human development, before moving on to study biological functions and mechanisms, especially how neurons communicate, how the brain functions, and how sleep and sensation impact behavior and mental processes.

Essential Question(s):

- Why do we learn biology in a psychology course?
- How much of who you are is determined by what's in your brain?

Enduring Understanding(s):

- All psychological phenomena studied throughout AP Psychology have a biological basis.
- Although we are all shaped by our own unique experiences, all of those experiences are mediated and made possible by the same biological structures and processes.

Demonstration of Learning:

- Mid Unit Assessment
- Celebrity Brain Mini Project
- End of Unit Assessment (MC + Sleep AAQ)

Connections to Prior Units:	**Connections to Future Units:**
•	• In Unit 2, students will learn that biological mechanisms are vital to memory • In Unit 5, they will discover that damage to certain biological structures can be the cause of psychological disorders.
Family Overview (link below)	**Pacing for Unit**
	• 16 classes, 6 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
•	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may oversimplify the complex interplay between nature and nurture introduced in this unit, attributing human behavior to a single cause, rather than appreciating the interactions between biology, heredity, and environment.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Checkpoint 7.2: Optimize relevance, value, and authenticity.	**Teacher Actions:** • Start lessons by posing questions about familiar everyday experiences that can be explained by biological psychology. • Explicitly link biological topics to future psychological concepts. For Sensation (Topic 1.6), explain how understanding sensory organs is foundational to understanding perception in Unit 2. • Use brief, impactful examples of how biological factors drastically affect behavior and mental processes students will return to later, such as the impact of brain injuries on personality or ability. • Discuss how understanding sleep cycles (Topic 1.5) or the nervous

	system's response to stress (foreshadowing Unit 5) can inform personal health choices.
Supporting Multilingual/English Learners	
Related *CELP standards:* •	**Learning Targets:** • Level 1: With prompting and visual supports, I can identify a few key words (such as brain, neuron, or lobe) from simple oral descriptions or labeled diagrams. • Level 2: With prompting and supports, I can identify the main topic (parts of the brain) and retell a few key details about the function of one part of the brain based on a simple oral or written text. • Level 3: With guidance, I can determine the central idea about brain function from a simplified informational text and explain how specific details support that idea. • Level 4: I can determine how two different brain structures contribute to behavior, using specific details from a grade-appropriate text to demonstrate the development of those main ideas. • Level 5: I can determine central ideas about the complex relationship between brain structures and psychological functions, and analyze how these ideas are developed with supporting evidence in a grade-appropriate text.

Unit 1: Biological Basis of Behavior

Lesson Map

Lesson	Learning Target	Success Criteria	Vocabulary
1 - Topic 1.1	• I can explain the relationship between heredity and environment in shaping behavior and mental processes	• I can summarize the nature vs nurture debate • I can explain the evolutionary perspective • I can explain various ways of researching the role of heredity and environment	Natural selection Eugenics Twin Studies Family Studies Adoption Studies
2 - Topic 1.2	• I can differentiate among the subsystems of human nervous system and their functions • I can explain how the structures and functions of typical neurons in the central nervous system affect behavior and mental processes.	• I can explain the functions of the central, peripheral, autonomic and somatic systems. • I can identify and explain the two common types of neural cells in the brain • I can identify and explain common types of neural cells In the spinal cord	Sympathetic nervous system Parasympathetic nervous system Glial Cells Reflex arc Sensory neurons Motor Neurons Interneurons
3 - Topic 1.3	• I can explain how the basic process of neural transmission is related to behavior and mental processes.	• Describe the process of neurotransmission • I can explain the functions of various neurotransmitters • I can describe the impact of the endocrine system	All or nothing principle Depolarization Reuptake Multiple sclerosis Excitatory/Inhibitory Neurons Dopamine Norepinephrine GABA Substance P Hormones Leptin Melatonin Refractory Period Resting Potential Threshold Serotonin

			Glutamate Endorphins Acetylcholine Adrenaline Ghrelin Oxytocin
4 - Topic 1.3	• I can explain how psychoactive drugs affect behavior and mental processes.	• Describe effects on neurotransmitter function • Describe both psychological and physiological effects	Antagonist/ Agonist Stimulants Caffeine Cocaine Opioids Heroine Addiction Reuptake Inhibitor Depressants Alcohol Hallucinogens Marijuana Tolerance Withdrawal
5/6/7 - Topic 1.4	• I can explain how the structures and functions of the brain apply to behavior and mental processes.	• I can explain the functions of the brain stem, reticular activating system, cerebellum, and cerebral cortex. • I can describe findings from split brain research. • I can explain the function of brain plasticity.	EEG fMRI Lesions Medulla Oblongata Limbic System Thalamus Hypothalamus Pituitary Gland Amygdala Hippocampus Corpus Callosum Broca's Area Wernicke's Area Cortex Specialization Contralateral Hemispheric Organization Aphasia Occipital Lobe Temporal Lobe

			Parietal Lobe Somatosensory Cortex Frontal Lobe Prefrontal Cortex Motor Cortex
8	Mid Unit Assessment		
9/10 - Topic 1.5	• I can explain how the sleep wake cycle affects behavior and mental processes throughout the day and night.	• I can explain the function of the circadian rhythm and stages of sleep. • I can explain dream theories and the impact on memory consolidation. • I can explain sleep disorders and disruptions.	Consciousness Jet Lag EEG Patterns REM/NREM REM Rebound Hypnagogic Sensations Activation Synthesis Theory Consolidation Theory Insomnia Narcolepsy REM Sleep Behavior Disorder Sleep Apnea Somnambulism
11 - Topic 1.6	• I can explain how the process of sensation is related to behavior and mental processes.	• I can describe the detection of a stimulus/stimulus change. • I can explain the connection and interaction of sensory systems.	Absolute Threshold Just-Noticeable Difference Weber's Law Sensory Adaptation Sensory Interaction Synesthesia
12 - Topic 1.6	• I can explain how the structures and functions of the visual and auditory system relate to behavior and mental processes.	• I can explain how transduction and accommodation occur in the visual system. • I can explain color vision theories. • I can explain how brain damage can result in visual disorders. • I can explain how the properties of soundwaves lead to determining the location of sound. • I can describe theories of pitch detection. • I can explain how hearing difficulties result.	Retina Blind Spot Visual (Optic) Nerve Lens Nearsightedness/Farsightedness Fovea Photoreceptors Rods Cones Trichromatic Theory

			Wavelengths Amplitude Place Theory Volley Theory Frequency Theory Conduction Deafness Sensorineural Deafness Opponent-Process Theory Afterimages Ganglion Cells Dichromatism Monochromatism Prosopagnosia Blindsight
13 - Topic 1.6	• I can explain how the structures and functions of the chemical sensory systems relate to behavior and mental processes. • I can explain how the structures and functions of touch relate to behavior and mental processes. • I can explain how the structures and functions that maintain balance and body movement relate to behavior and mental processes.	• I can describe how detection and transduction occurs in the nose. • I can explain the transduction of taste, types of taste, and types of tasters • I can explain sensory interaction • I can explain how touch is processed in the skin and brain. • I can explain the function and complexities of pain. • I can explain how vestibular and kinesthetic senses maintain balance and body position.	Olfactory System Thalamus Pheromones Gustation Taste Receptors Umami Oleogustus Medium Tasters/Nontasters Gate Control Theory Phantom Limb Sensation Semicircular Canals
14	• AP Progress Check/Review		
15	• EOU Assessment		
16	• Flex		

Unit 2: Cognition

Overview

Relevant Standards: Bold indicates priority

- **1.A Apply psychological perspectives, theories, concepts, and research findings to a scenario.**
- **1.B Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.**
- 2.A Determine the type of research design(s) used in a given study
- 2.B Evaluate the appropriate use of research design elements in experimental methodology.
- 2.C Evaluate the appropriate use of research design elements in non-experimental methodologies.
- 2.D Evaluate whether a psychological research scenario followed appropriate ethical procedures.
- 3.A Identify Psychology-related concepts in descriptions or representations of data.
- 3.B Calculate and interpret measures of central tendency, variation, and percentile rank in a given data set.
- 3.C Interpret quantitative or qualitative inferential data from a given table, graph, chart, figure, or diagram.
- 4.A Propose a defensible claim.
- 4.B Provide reasoning that is grounded in scientifically derived evidence to support, refute, or modify an established or provided claim, policy, or norm.

Overview

This unit introduces them to the memory processes and contains content that is relevant to their daily lives, such as how people remember and perceive the world around them. In Unit 2, students learn about the basic elements of thought, judgment,and problem-solving, as well as research based strategies for memory improvement that can be directly applicable to their lives outside of the classroom. Students also delve into the measurement of intelligence and achievement, including how these assessments have been used both to identify students with aptitude to increase opportunities in school and the workplace, but also to limit access to jobs, military ranks, and educational institutions.

Essential Question(s):

- What strategies should you use to help you remember important things?
- Why don't people always make good decisions?
- How much does IQ matter?

Enduring Understanding(s):

- While different study strategies may be successful, the most successful study strategies will all rely on deep processing to encode information in memory, as well as the process of retrieving encoded information from memory to strengthen neural connections. Forgetting is a natural and expected process, but can be overcome by spaced, ongoing retrieval.

- Decision making can be influenced by Heuristics, lack of creativity, Cognitive processes such as gambler's fallacy and sunk-cost fallacy can hinder people from making good decisions.
- Definitions of intelligence, and how to measure it, have been debated and changed over time. Measures of intelligence can have concrete implications on individuals lives, such as employment, or educational programming, but poverty, discrimination, and educational inequities can negatively influence intelligence scores of individuals and societal groups around the world, and IQ scores tend to vary more within a group than between groups.

Demonstration of Learning:

- Mid Unit Assessment
- End of Unit Assessment (MC + AAQ)

Connections to Prior Units:	**Connections to Future Units:**
• This unit builds on the knowledge of anatomical structures and biological processes students learned in Unit 1.	• Unit 2 content will remain important as students move on to discussions of cognitive development in children and adults in Unit 3, where they will encounter a reappearance of concepts, such as schema and memory failure.
Family Overview (link below)	**Pacing for Unit**
	• 13 classes, 5 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
•	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may view memory as a recorder, rather than recognizing that memory formation is an active process. • Students may see forgetting as a defect or failure, rather than a natural part of how memory functions. • Similarly, students often rely on poor study strategies, focusing on reviewing information rather than choosing strategies focused on spaced retrieval and processing of information. • Students may ascribe poor decisions to individual failings, rather than recognizing repeatable patterns that often underlie poor decisions.

	• Students may believe that IQ tests are perfect measures of innate and unchanging intelligence, without historical debates surrounding intelligence and the many factors that impact scores.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Checkpoint 2.5: Illustrate through multiple media.	**Teacher Actions:** • Use animated diagrams, flowcharts, and interactive simulations to explain the multi-store model of memory, working memory, or levels of processing • Use optical illusions, ambiguous figures, and videos demonstrating change blindness or inattentional blindness to make perceptual concepts tangible. • Present theories of intelligence through profiles of individuals who might exemplify different types of intelligence, rather than just descriptions of theories
Supporting Multilingual/English Learners	
Related *CELP standards:* •	**Learning Targets:** • Level 1: With prompting and supports, I can communicate basic information about memory using familiar words and phrases like short-term and "long-term." • Level 2: With prompting and supports, I can deliver a short oral presentation or compose a short written text using some academic vocabulary to describe a simple memory model. • Level 3: With guidance and supports, I can deliver a short oral presentation or compose a written informational text using some specific details and visuals to explain one component of a memory model. • Level 4: I can deliver an oral presentation or compose a written informational text including relevant general and specific details and domain specific vocabulary to describe a specific memory model. • Level 5: I can deliver an oral presentation or compose a written informational text including relevant details, concepts, and examples to fully develop and compare two different models of memory, using precise academic and domain-specific vocabulary.

Unit 2: Cognition

Lesson Map

Lesson	Learning Target	Success Criteria	Vocabulary
1 - Topic 2.1	• Explain how internal and external factors influence perception. •	• Compare bottom up and top down processing • I can explain the principles of Gestalt psychology • I can define attention and describe how it is affected by internal and external factors	Bottom-up processing Top-down processing Schema Perceptual set Gestalt psychology Closure Figure and ground Proximity Similarity Attention Selective attention Cocktail party effect Inattentional blindness Change blindness
2 -Topic 2.1	• Explain how visual perceptual processes produce correct or incorrect interpretations of stimuli.	• I can describe the impact of binocular and monocular cues on perception • I can identify examples of visual perceptual constancies and apparent movement	Binocular depth cues Retinal disparity Convergence Monocular depth cues Relative clarity Relative size Texture gradient Linear perspective Interposition Apparent movement
3 -Topic 2.2	• Explain how psychological concepts and theories account for thinking, problem-solving, judgment, and decision-making.	• I can describe the process of schema formation • I can compare algorithms and heuristics as problem solving strategies	Prototypes Schemas Assimilation Algorithms Heuristics

		• I can describe factors that influence decision making	Representativeness heuristic Availability heuristic Mental set Priming Accommodation Creativity Executive functions Algorithms Heuristics Representativeness heuristic Availability heuristic Mental set Priming Framing Gambler's fallacy Sunk-cost fallacy Divergent thinking Convergent thinking Functional fixedness
4 - Topic 2.3	• Explain how the types, structures, and processes of memory work.	• I can compare/contrast implicit and explicit memory • I can compare/contrast working memory, multi store, and level of processing models of memory.	Storage Retrieval Explicit memory Episodic memory Semantic memory Implicit memory Procedural memory Prospective memory Long-term potentiation Working memory model Primary memory system Working memory Central executive Phonological loop Visuospatial sketchpad Long-term memory Multi-store model Sensory memory Iconic memory Echoic memory

			Automatic processing Effortful processing Encoding Storage Retrieval Levels of processing model Shallow encoding Deep encoding Structural, phonemic, semantic
5 - Topic 2.4	• Explain how different encoding processes work to get information into memory	• I can define encoding • I can explain how various strategies influence the level of encoding.	Encoding Mnemonic devices Method of loci Chunking Categories Hierarchies Spacing effect Memory consolidation Massed practice Distributed practice Serial position effect Primacy effect Recency effect
6 - Topic 2.5	• Explain how memory storage processes retain information in memory.	• I can define and compare different types of memories • I can explain why some memories are stronger than others	Sensory memory Short-term memory Working memory Long-term memory Maintenance rehearsal Elaborative rehearsal Memory retention Autobiographical memory Retrograde amnesia Anterograde amnesia Alzheimer's disease Infantile amnesia
7 - Topic 2.6	• Explain how memory retrieval processes get information out of memory	• I can compare recall and recognition • I can compare various means of enhancing memory retrieval	Retrieval Recall Recognition

			Retrieval cues Context-dependent memory Mood-congruent memory State-dependent memory Testing effect Metacognition
8 - Topic 2.7	• Explain possible reasons why memory failure or errors may occur.	• I can describe natural causes, theoretical causes, and external causes of memory failure.	Forgetting curve Encoding failure Proactive interference Retroactive interference Tip-of-the-tongue phenomenon Repression (psychodynamic) Misinformation effect Source amnesia Constructive memory Memory consolidation Imagination inflation
9 - Topic 2.8	• Explain how modern and historical theories describe intelligence. • Explain how intelligence is measured.	• Identify points of agreement and disagreement over time • Describe IQ and evaluate IQ testing in terms of standardization, reliability, validity, and potential bias.	Intelligence g (general intelligence) Intelligence quotient (IQ) Mental age Chronological age Standardization Validity Construct validity Predictive validity Reliability Test-retest reliability Split-half reliability Predictive validity Reliability Test-retest reliability Split-half reliability
10	• Evaluate if/when IQ testing is useful and appropriate	• I can describe and explain variations in IQ scores across time and across groups.	Achievement tests Aptitude tests

		• Explain how systemic issues relate to the quantitative and qualitative uses of intelligence assessments. • Explain how academic achievement is measured and experienced as compared to intelligence.	
11	Progress Check & Review		
12	EOU Assessment		
13	Flex		

Unit 3: Development and Learning

Overview

Relevant Standards: Bold indicates priority

- **1.A Apply psychological perspectives, theories, concepts, and research findings to a scenario.**
- 1.B Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.
- **2.A Determine the type of research design(s) used in a given study**
- 2.B Evaluate the appropriate use of research design elements in experimental methodology.
- **2.C Evaluate the appropriate use of research design elements in non-experimental methodologies.**
- 2.D Evaluate whether a psychological research scenario followed appropriate ethical procedures.
- 3.A Identify Psychology-related concepts in descriptions or representations of data.
- 3.B Calculate and interpret measures of central tendency, variation, and percentile rank in a given data set.
- 3.C Interpret quantitative or qualitative inferential data from a given table, graph, chart, figure, or diagram.
- 4.A Propose a defensible claim.
- 4.B Provide reasoning that is grounded in scientifically derived evidence to support, refute, or modify an established or provided claim, policy, or norm.

Overview

Unit 3 opens with developmental psychology's research methods before exploring the physical and cognitive changes across the human lifespan, including key topics like gender, language, and social-emotional development. The unit then shifts focus to examine how humans learn, covering the fundamental principles of classical and operant conditioning. Finally, it explores how social and cognitive factors influence the learning process, tying together development and behavioral change.

Essential Question(s):

- To what extent do people change over time?
- How important is our environment in shaping our behavior?

Enduring Understanding(s):

- While the most noticeable and dramatic growth and development stage occurs from birth to roughly 18 years of age, people continue to grow and develop throughout their lives. Though some aspects of an individual person, such as personality or eye color, remain relatively stable throughout life, other aspects, such as memory retention and sensory acuity, can fluctuate with age. People experience formal and informal learning throughout a significant portion of their lives.

• Behaviorists have traditionally focused on observable behavior to the exclusion of mental processes, as evidenced by Classical Conditioning.. Operant conditioning focuses on associating consequences (reinforcement and punishment) with behaviors.
Demonstration of Learning:
• Mid Unit Assessment • End of Unit Assessment (MC + AAQ)

Connections to Prior Units:	**Connections to Future Units:**
• As discussed in Unit 1, the concept nature-nurture plays a large role in explaining our development through the lifespan.	• In Unit 4, the concept of personality builds on the question of stability versus change across the lifespan introduced in this unit..
Family Overview (link below)	**Pacing for Unit**
•	• 16 classes, 6 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
•	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• As in Unit 1, students may oversimplify the process of human development by failing to account for the complex interaction between genetic predispositions, and environmental influences. • Students may see developmental stages as rigid, fixed, and universal age brackets, rather than approximations that allow for individual and cultural variations. • Students may have trouble distinguishing between classical and operant conditioning, failing to see the difference between passive learning through association in classical conditioning, and the active learning through consequences involved in operant conditioning.

Differentiation through *Universal Design for Learning*	
UDL Indicator • Checkpoint 3.1: Activate or supply background knowledge.	**Teacher Actions:** • Before introducing a developmental stage, ask students to

	brainstorm or quickwrite what they already associate with the topic from their own experiences or observations. • Have students privately reflect on their own developmental milestones, or those of younger siblings/relatives, before linking them to more formal theories. • When introducing terms like "reinforcement" or "punishment," start with simple, relatable, everyday examples before moving to more technical definitions and applications.
Supporting Multilingual/English Learners	
Related *CELP standards:* •	**Learning Targets:** • Level 1: With prompting and supports, I can communicate basic information about a simple example of classical conditioning using a narrow range of vocabulary and simple sentences. • Level 2: With prompting and supports, I can introduce the topic of classical conditioning and explain a brief sequence of events in a conditioning example (e.g., Pavlov's dogs) using common linking words. • Level 3: With guidance and supports, I can introduce and develop the topic of classical conditioning with a few facts and details, and explain a short sequence of how an association is formed using common transitional words. • Level 4: I can introduce and develop the topic of classical conditioning with facts, details, and evidence, and explain a detailed sequence of events in a classical conditioning scenario, using a variety of more complex transitions to clarify relationships between stimuli and responses. • Level 5: I can introduce and effectively develop the topic of classical conditioning with clear facts, details, and evidence, and explain a coherent and detailed sequence of how a conditioned response is acquired and can be extinguished, using complex and varied transitions.

Unit 3: Development and Learning

Lesson Map

Lesson	Learning Target	Success Criteria	Vocabulary
1 Topic 3.1	• Explain how enduring themes inform developmental psychology. • Describe ways cross sectional and longitudinal research design methods used in developmental psychology inform understanding about behavior and mental processes.	• Describe how various perspectives of development have shaped the study of human development. •	Chronological development Lifespan development Stability and change Nature and nurture Continuous development Discontinuous development
2-3 Topic 3.2	• Explain how physical development throughout the lifespans applies to behavior and mental processes.	• Identify the physical developmental milestones across the lifespan. • Explain the ways in which the timing of physical development varies within each stage of development.	Teratogens Fine motor coordination Gross motor coordination Maturation Reflexes Rooting reflex Visual cliff Critical periods Sensitive periods Imprinting
4 Topic 3.4	• Describe Piaget's stages of cognitive development	• Identify cognitive developmental milestones associated within each stage •	Schemas Assimilation Accommodation Sensorimotor stage Object permanence Preoperational stage Mental symbols Pretend play Conservation Reversibility Animism Egocentrism

			Concrete operational stage Systematic thinking Formal operational stage Abstract thinking Hypothetical thinking
5 Topic 3.4	• I can compare Vygotsky's theory of mind to Piaget's stages of cognitive development	• Explain Vygotsky's theory of mind • Explain changes in cognitive development that occur in adulthood.	Scaffolding (as it pertains to Vygotsky) Theory of mind Zone of proximal development Crystallized intelligence Fluid intelligence Dementia
6 Topic 3.5	• Explain how language develops in humans.	• Describe common structural components of language. • Explain the stages of universal language development.	Phonemes Morphemes Semantics Grammar Syntax Cooing Babbling One-word stage Telegraphic speech Overgeneralization of language rules
7 Topic 3.6	• Explain the various ways social development progresses from birth through the lifespan.	• I can describe various attachment styles in childhood. • I can explain challenges that humans experience with social development across the lifespan.	Ecological systems theory Microsystem Mesosystem Exosystem Macrosystem Chronosystem Attachment styles Secure attachment Insecure attachment Avoidant attachment Anxious attachment Disorganized attachment Temperament Separation anxiety Parallel play Pretend play

			Egocentrism Imaginary audience Personal fable Social clock Emerging adulthood Stages of psychosocial dev. Trust and mistrust Autonomy and shame and doubt Initiative and guilt Industry and inferiority Identity and role confusion Intimacy and isolation Generativity and stagnation Integrity and despair Adverse childhood experiences (ACEs) Achievement Diffusion Foreclosure Moratorium Racial/ethnic identity Sexual orientation Religious identity Occupational identity Familial identity Possible selves
8 Topic 3.6	• Explain the various ways social development progresses from birth through the lifespan.	• Explain how adolescent social development is impacted by different parenting styles, as well as the formation of one's identity.	Racial/ethnic identity Sexual orientation Religious identity Occupational identity Familial identity Possible selves Authoritarian parenting Authoritative parenting Permissive parenting
9/10 Topic 3.7	• Explain how classical conditioning applies to behavior and mental processes.	• I can identify and apply the principles of the Classical Conditioning model. • I can determine components of Classical Conditioning which occur in real life scenarios.	Behavioral perspective Classical conditioning Association Acquisition

			Associative learning Unconditioned stimulus (UCS) Unconditioned response (UR) Conditioned response (CR) Conditioned stimulus (CS) Extinction Spontaneous recovery Stimulus discrimination Stimulus generalization Higher-order conditioning Counterconditioning Taste aversion One-trial conditioning Biological preparedness One-trial learning Habituation
11/12 Topic 3.8	• Explain how operant conditioning applies to behavior and mental processes.	• I can identify and apply the principles of the Operant Conditioning model. • I can determine components of Operant Conditioning which occur in real life scenarios.	"Operant conditioning Reinforcement Punishment Law of Effect Positive reinforcement Negative reinforcement Primary reinforcers Secondary reinforcers Reinforcement discrimination Reinforcement generalization Shaping Superstitious behavior Learned helplessness Reinforcement schedules Continuous reinforcement Partial reinforcement Fixed interval Variable interval Fixed ratio Variable ratio Scalloped graph Instinctive drift

13 Topic 3.9	• Explain how social learning applies to behavior and mental processes. • Explain how cognitive factors in learning apply to behavior and mental processes.	• I can describe how social learning theory highlights the importance of observational learning. • I explain various cognitive approaches to learning.	Social learning theory Vicarious conditioning Modeling Insight learning Latent learning Cognitive map
14	• Progress Check/Review		
15	• EOU Assessment		
16	• Flex		

Unit 4: Social Psychology and Personality

Overview

Relevant Standards: Bold indicates priority

- **1.A Apply psychological perspectives, theories, concepts, and research findings to a scenario.**
- **1.B Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.**
- 2.A Determine the type of research design(s) used in a given study
- 2.B Evaluate the appropriate use of research design elements in experimental methodology.
- **2.C Evaluate the appropriate use of research design elements in non-experimental methodologies.**
- 2.D Evaluate whether a psychological research scenario followed appropriate ethical procedures.
- 3.A Identify Psychology-related concepts in descriptions or representations of data.
- 3.B Calculate and interpret measures of central tendency, variation, and percentile rank in a given data set.
- 3.C Interpret quantitative or qualitative inferential data from a given table, graph, chart, figure, or diagram.
- 4.A Propose a defensible claim.
- 4.B Provide reasoning that is grounded in scientifically derived evidence to support, refute, or modify an established or provided claim, policy, or norm.

Overview

This unit explores how external social factors and internal personality variables come into play in a wide variety of everyday situations for people. Psychologists throughout history have proposed different theories that categorize different personalities and explain their connection to behavior and mental processes. Various perspectives in psychology have shaped these theories and how psychologists study personality. Some psychologists study what motivates us and/or our emotional responses to understand our individual differences; other psychologists seek to understand why different personalities exist, how they are developed, and if and how they change.

Essential Question(s):

- How do expectations, biases, and attitudes affect our relationships with ourselves and others?
- Why are human motivational and emotional states not always stable?
- To what extent can we “be our own person” while existing with others?

Enduring Understanding(s):

- Although our minds rely on expectations, existing attitudes, and cognitive biases to efficiently interpret social information and maintain a coherent self-concept, these mental shortcuts can also lead to prejudice, misjudgment in our relationships, and internal conflict when our beliefs and actions are inconsistent.

- Our emotional states and motivations are constantly changing based on the interaction of our innate personalities, biological needs, learned responses, and fluctuating social-environmental pressures.
- Although individuals often strive for autonomy, the powerful forces of social influence, such as conformity to group norms, obedience to authority, and various group dynamics, frequently lead people to think and act in ways they might not in isolation, creating a persistent tension between the pressures of the social world and the capacity for independent thought and action.

Demonstration of Learning:

- Mid Unit Assessment
- End of Unit Assessment (MC + AAQ)

Connections to Prior Units:	**Connections to Future Units:**
• This unit draws upon the biological functioning of the nervous system that was previously discussed in Unit 1, such as the sympathetic/parasympathetic nervous influence on motivation and emotion.	• As they explore the content of this unit, students will gain understanding about themselves, their peers, their families, and others who they may maintain day-to-day life and begin to provide insight into factors that may contribute to mental and physical health issues that they will examine in Unit 5.
Family Overview (link below)	**Pacing for Unit**
	• 12 classes, 5 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
•	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may initially fall into the fundamental attribution error by overestimating the internal factors when explaining others behavior, while focusing on situational factors when explaining their own. • Students may struggle to differentiate between prejudice and discrimination, between negative attitudes and beliefs about a group and behavior based on those beliefs.

	• Students may have negative associations with conformity and be used to hearing that term used pejoratively, rather than recognizing that conformity can be an essential elements of social cohesion and healthy group functioning.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Checkpoint 8.3: Foster collaboration and community.	**Teacher Actions:** • Have students work in groups to analyze real-world scenarios, news articles, or video clips depicting social influence or attributional biases. • For personality theories or theories of motivation/emotion, use a jigsaw strategy to have student "experts" share, compare, and contrast their knowledge with others. • Present groups with scenarios depicting social dilemmas and have them brainstorm and discuss potential psychological factors and solutions.
Supporting Multilingual/English Learners	
Related *CELP standards:* •	**Learning Targets:** • Level 1: With prompting and supports, I can express an opinion about why someone behaved a certain way, using a limited number of words and phrases. • Level 2: With prompting and supports, I can construct a claim about why a person in a familiar scenario acted as they did, introduce the topic, and give a reason for my claim using some academic vocabulary. • Level 3: With guidance and supports, I can construct a claim about a person's behavior in a familiar scenario, introduce the topic, provide sufficient evidence or reasons (e.g., distinguishing between dispositional and situational attributions) to support the claim, and acknowledge an opposing idea. • Level 4: I can construct a claim explaining someone's behavior using attribution theory by introducing the topic, providing logically ordered reasons or facts (e.g., identifying fundamental attribution error) that effectively support the claim, and addressing a counterargument in a formal style. • Level 5: I can construct a claim analyzing behavior in a complex social situation using attribution theory, distinguish it from a

	counter-claim, provide logically ordered and relevant reasons and evidence to support the claim, and provide a conclusion that summarizes the argument.

Unit 4: Social Psychology

Lesson Map

Lesson	Learning Target	Success Criteria	Vocabulary
1 Topic	• Explain how attribution theory applies to behavior and mental processes. • Explain how person perception applies to behavior and mental processes.	• I can explain the various ways in which people explain their own behavior compared to the behavior of others. • Explain how locus of control (internal and external) applies to behavior and mental processes.	Attributions Dispositional attributions Situational attributions Explanatory style Optimistic explanatory style Pessimistic explanatory style Actor/observer bias Fundamental attribution error Self-serving bias "Internal locus of control External locus of control Mere exposure effect Self-fulfilling prophecy Social comparison Upward social comparison Downward social comparison Relative deprivation"
2 Topic	• Explain how stereotypes and implicit attitudes contribute to the behaviors and mental processes of prejudice and discrimination. • Explain how belief perseverance and cognitive dissonance apply to attitude formation and change	• Explain various cognitive factors which lead to prejudice, discrimination and attitude formation.	Stereotype Cognitive load Prejudice Discrimination Implicit attitudes Just-world phenomenon Out-group homogeneity bias In-group bias Ethnocentrism Belief perseverance Confirmation bias Cognitive dissonance

3 Topic 4.3	• Explain how behavior and mental processes are affected by social situations, group memberships, prosocial behavior.	• Identify various influences on the way people behave in social situations. • Explain the reasons why people are more or less likely to help others.	Social norms Social influence theory Normative social influence Informational social influence Persuasion Elaboration likelihood model Central route Peripheral route Halo effect Foot-in-the-door technique Door-in-the-face technique Conformity Obedience Individualism Collectivism Multiculturalism Group polarization Groupthink Diffusion of responsibility Social loafing Deindividuation Social facilitation False consensus effect Superordinate goals Social traps Industrial-organizational (I/O) psychologists Burnout Altruism Prosocial behavior Social debt Social reciprocity norm Social responsibility norm Bystander effect Situational variables Attentional variables
4 Topic 4.4	• I can compare and contrast the psychodynamic and humanistic theories of personality.	• Explain how the psychodynamic theory of personality defines and assesses personality.	Humanistic psychology Unconditional regard Self-actualizing tendency

		• Explain how the humanistic theory of personality defines and assesses personality	
5 Topic 4.5	• Explain how the social-cognitive theory of personality defines and assesses personality. • Explain how trait theories of personality define and assess personality.	• I can compare and contrast how the social-cognitive and trait theories explain and assess personality.	Trait theories Big Five theory Agreeableness Openness to experience Extraversion Conscientiousness Emotional Stability Personality inventories Factor analysis Social-cognitive theory Reciprocal determinism Self-concept Self-efficacy Self-esteem
6 Topic 4.6	• Explain how theories about motivation apply to behavior and mental processes.	• I can compare theories of motivation and how they address why people behave in the ways that they do.	Drive-reduction theory Homeostasis Arousal theory Optimal level of arousal Yerkes-Dodson Law Self-determination theory Intrinsic motivation Incentive theory Extrinsic motivation Instincts Lewin's motivational conflicts theory Approach-approach conflicts Approach-avoidance conflicts Avoidance-avoidance conflicts Sensation-seeking theory Thrill seeking Adventure seeking Disinhibition Boredom susceptibility

7 Topic 4.6	• Explain how eating and belongingness motivate behavior and mental processes.	• Describe the internal and external factors related to eating.	Ghrelin Leptin Hypothalamus Pituitary gland
8 Topic 4.7	• Explain how theories of emotion apply to behavior and mental processes.	• Describe the internal and external factors that impact our emotion.	Affect Internal and external factors Physiological vs cognitive experiences Cognitive label Facial-feedback hypothesis Cognitive appraisal
9 Topic 4.7	• Explain how social norms and experiences influence the expression of emotions.	• Explain how emotions can be expressed universally and the ways that culture can impact the display of emotion.	Display rules Elicitors
10	• Progress Check/Review		
11	• EOU Assessment		
12	• Flex		

Unit 5: Mental and Physical Health

Overview

Relevant Standards: Bold indicates priority

- 1.A Apply psychological perspectives, theories, concepts, and research findings to a scenario.
- **1.B Explain how cultural norms, expectations, and circumstances, as well as cognitive biases apply to behavior and mental processes.**
- 2.A Determine the type of research design(s) used in a given study
- 2.B Evaluate the appropriate use of research design elements in experimental methodology.
- 2.C Evaluate the appropriate use of research design elements in non-experimental methodologies.
- **2.D Evaluate whether a psychological research scenario followed appropriate ethical procedures.**
- 3.A Identify Psychology-related concepts in descriptions or representations of data.
- 3.B Calculate and interpret measures of central tendency, variation, and percentile rank in a given data set.
- 3.C Interpret quantitative or qualitative inferential data from a given table, graph, chart, figure, or diagram.
- 4.A Propose a defensible claim.
- 4.B Provide reasoning that is grounded in scientifically derived evidence to support, refute, or modify an established or provided claim, policy, or norm.

Overview

Health psychologists explore factors that help people lead mentally and physically healthy lives. Positive psychologists explore factors related to mental health and happiness, focusing on positive emotions, cognitions, and experiences. Psychologists who study and/or treat psychological disorders utilize theoretical perspectives to explain the disorder's origin and/or determine the best method for its treatment. These explanations and treatments build on the theories, perspectives, concepts, and processes studied throughout the course. Connecting content and perspectives presented in this unit and those presented in the previous four units can help students realize why psychologists use integrated approaches and evidence-based practices to understand and treat psychological disorders.

Essential Question(s):

- What is “normal” thinking and behaving?
- How can we apply health, positive, and clinical psychology principles to change our lives and the lives of others, in a positive way?

Enduring Understanding(s):

- Defining psychological disorders is a complex process which entails examination of biological, psychological, and social factors. The criteria within the DSM-V presents considerations for diagnosis and each classification of disorders has its own symptoms with some overlapping between disorders.
- There are a number of ways to treat stress and psychological disorders which include the use of medications, various forms of therapeutic approaches and lifestyle changes. It is important to evaluate the proper level of care necessary and the cognitive and behavioral changes which can lead to better physical and mental health.

Demonstration of Learning:

- Mid Unit Assessment
- End of Unit Assessment (MC + AAQ)

Connections to Prior Units:	**Connections to Future Units:**
• An emphasis is placed on Unit 1 which helps to explain the biological causes and treatments for psychological disorders. The topic of neurotransmission is reviewed to explain this biological impact on disorders.	•
Family Overview (link below)	**Pacing for Unit**
	• 13 classes, 5 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
•	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Based on popular media portrayals, students may believe that schizophrenia is the same as split personality disorder, without realizing that one is a split from reality, not a split into multiple personalities. • Students may believe that Obsessive Compulsive Disorder is just about being very neat, organized, or peculiar. Although the term “OCD” is often used this was in everyday language, the clinical diagnosis involves obsessions and compulsions that are significantly more severe, causing impairments to social,

	occupational, or other forms of functioning.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Checkpoint 3.2: Highlight patterns, critical features, big ideas, and relationships.	**Teacher Actions:** • Use or have students create tables/charts that compare and contrast different categories of disorders • Create a matrix that outlines different therapeutic approaches, their core principles, key techniques, and the types of disorders they are commonly used for. • At the end of discussing a category of disorders or a set of treatment approaches, work with students to summarize the overarching themes, the "big ideas" about how psychologists approach these topics, and the critical distinctions to remember.
Supporting Multilingual/English Learners	
Related *CELP standards:* •	**Learning Targets:** • Level 1: With prompting and supports, I can participate in short conversational exchanges about how someone might feel or act, by responding to simple yes/no questions involving using some basic domain-specific vocabulary. • Level 2: With prompting and supports, I can participate in short conversational exchanges about how someone might feel or act, by presenting information/ideas and responding to wh- questions. • Level 3: With guidance and supports, I can participate in conversations about different psychological perspectives on disorders, build on the ideas of others, express my own ideas, and add relevant information. • Level 4: I can participate in discussions and written exchanges on how various psychological perspectives explain disorders, building on others' ideas, expressing my own ideas clearly, and asking and answering questions to clarify different explanations. • Level 5: I can participate in extended conversations and discussions analyzing how different psychological perspectives explain disorders, building on others' ideas, expressing my own ideas clearly, referring to specific and relevant evidence, and asking questions that probe reasoning about these explanations.

Unit 5: Mental and Physical Health

Lesson Map

Lesson	Learning Target	Success Criteria	Vocabulary
Lesson 1 Topic 5.1	• Explain how health psychology addresses issues of physical health and wellness as they apply to behavior and mental processes. • Explain how stress impacts behavior and mental processes.	• I can explain the significant causes of stress, the body's physical and mental reaction to stress, as well as ways in which individuals cope with stress.	Health psychology Stress Hypertension Immune suppression Stressors Eustress (motivating) Distress (debilitating) Adverse childhood experiences (ACEs) General adaptation syndrome (GAS) Alarm reaction phase Resistance phase Flight-flight-freeze response Exhaustion phase Tend and befriend theory Problem focused coping Emotion focused coping
Lesson 2 Topic 5.2	• Explain how positive psychology approaches the study of behavior and mental processes. • Explain how positive subjective experiences apply to behavior and mental processes.	• I can define and apply various positive psychology techniques which can improve an individual's physical and mental wellbeing.	Positive psychology Well-being Resilience Positive emotions Gratitude Positive subjective experiences Subjective well-being Signature strengths Virtues Positive objective experiences Happiness Subjective well-being Categories of virtues Posttraumatic growth

Lesson 3 Topic 5.3	• Describe the approaches used to define behaviors and mental processes as psychological disorders. • Explain how psychological perspectives define psychological disorders.	• I can compare various ways psychological disorders are defined and explained through different psychological perspectives.	Dysfunction Distress Deviation from norms Cultural/societal norms Stigma Racism Sexism Ageism Discrimination Diagnostic and Statistical Manual of Mental Disorders (DSM) International Classification of Diseases (ICD) Eclectic approach Behavioral perspective Maladaptive learned associations Psychodynamic perspective Humanistic perspective Cognitive perspective Evolutionary perspective Sociocultural perspective Biological perspective Biopsychosocial model
Lesson 4 Topic 5.3	• Explain how interaction models define psychological disorders.	• I can explain how a combination of factors can work together to lead to a psychological disorder.	Diathesis-stress model
Lesson 5 Topic 5.4	• I can compare neurodevelopmental and schizophrenic spectrum disorders.	• I can define neurodevelopmental and schizophrenic disorders. • I can describe the symptoms of neurodevelopmental and schizophrenic disorders. • I can explain the causes of neurodevelopmental and schizophrenic disorders.	Neurodevelopmental disorders Attention-deficit/hyperactivity disorder (ADHD) Autism Spectrum Delusions Delusions of persecution Delusions of grandeur Hallucinations Word salad Catatonia Flat affect Catatonic stupor Dopamine hypothesis

			Schizophrenic Spectrum Disorders Delusions Hallucinations Disorganized thinking Disorganized speech Disorganized motor behavior Negative symptoms Positive symptoms
Lesson 6 Topic 5.4	• I can compare depressive and anxiety disorders.	• I can define depressive and anxiety disorders. • I can describe the symptoms of depressive and anxiety disorders. • I can explain the causes of depressive and anxiety disorders.	Depressive disorders Major Depressive Disorder Persistent Depressive Disorder Bipolar disorders Cycling Mania Depression Bipolar I Disorder Bipolar II Disorder Anxiety disorders Taijin kyofusho Generalized anxiety disorder (GAD)
Lesson 7 Topic 5.4	• I can compare dissociative and obsessive-compulsive disorders.	• I can define dissociative and obsessive-compulsive disorders. • I can describe the symptoms of dissociative and obsessive-compulsive disorders. • I can explain the causes of dissociative and obsessive-compulsive disorders.	Obsessive-compulsive personality disorder Obsessions Compulsions Hoarding disorder Disorder (ASD) Dissociative disorders Dissociation Dissociative amnesia Dissociative identity disorder
Lesson 8 Topic 5.4	• I can compare stressor-related, feeding and eating, and personality disorders.	• I can define stressor-related, feeding and eating, and personality disorders.. • I can describe the symptoms of stressor-related, feeding and eating, and personality disorders..	Paranoid personality disorder Schizoid personality disorder Schizotypal personality disorder Cluster B (dramatic, emotional, or erratic cluster) Antisocial personality disorder

		• I can explain the causes of stressor-related, feeding and eating, and personality disorders.	Histrionic personality disorder Narcissistic personality disorder Borderline personality disorder Cluster C (anxious or fearful cluster) Avoidant personality disorder Dependent personality disorder Personality disorders Cluster A (odd or eccentric cluster) Feeding and eating disorders Anorexia nervosa Bulimia nervosa Specific phobia Acrophobia Arachnophobia Agoraphobia Panic disorder Panic attack Ataque de nervious Social anxiety disorder
Lesson 9 Topic 5.5	• I can explain the various ways in which psychological disorders are treated.	• Describe research and trends in the treatment of psychological disorders. • Describe ethical principles in the treatment of psychological disorders.	Evidence-based interventions Cultural humility Therapeutic alliance Psychotropic medication Nonmaleficence Fidelity & Integrity Respect for people's rights and dignity Psychodynamic therapies Free association Dream interpretation Cognitive therapies Cognitive restructuring Fear hierarchies Combating maladaptive thinking Cognitive triad Applied behavior analysis Exposure therapies Systematic desensitization Aversion therapies Token economies

Lesson 10	• I can compare cognitive, behavioral, and humanistic therapies. • Explain how group therapy is different from individual therapy.	• Describe techniques used with psychological therapies. • Describe effective uses of hypnosis. • Describe interventions derived from the biological perspective.	Biofeedback Cognitive-behavioral therapies Dialectical behavior therapy Rational emotive behavior therapy (REBT) Person-centered therapy Active listening Unconditional positive regard Group therapy Hypnosis Psychoactive medication Antidepressants Antianxiety drugs Lithium Antipsychotic medications Tardive dyskinesia Psychosurgery Lesioning TMS (transcranial magnetic stimulation) Electroconvulsive therapy Lobotomy
Lesson 11	• Progress Check/Review		
Lesson 12	• EOU Assessment		
Lesson 13	• Flex		